

## Route Map for English 22-23

| SUBJECT    |             |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                            |
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| Year group |             | EYFS                                                                                                                                                                                                                                                                                  | Cycle A<br>(2022 - 23)                                                                                                                                                                                                                                                                                                                                                              | Cycle B<br>(2021-22)                                                                                                                                                                                                                                                                                                          | Cycle A<br>(2021-22)                                                                                                                                                                                                                                                                                                                                                                                                                     | Cycle B<br>(2020-21)                                                                                                                                                                                                                                                                       | Year 5                                                                                                                                                                                                                                                                                                                                                                               | Year 6                                                                                                                                                                                                                                                                                                                     |
| Aut 1      | Topic focus | All About Me /<br>Moo, Bah, Cluck, Oink                                                                                                                                                                                                                                               | Amazing Animals                                                                                                                                                                                                                                                                                                                                                                     | Super Duper You                                                                                                                                                                                                                                                                                                               | The Stone Age                                                                                                                                                                                                                                                                                                                                                                                                                            | Super Sleuths                                                                                                                                                                                                                                                                              | The Vikings                                                                                                                                                                                                                                                                                                                                                                          | My amazing brain<br>Greeks                                                                                                                                                                                                                                                                                                 |
|            | Key Text    | It's Okay to be<br>different by Todd Parr<br><br>A Farmer's Life for Me                                                                                                                                                                                                               | Rumble in the Jungle<br>Lifesize: Sophy Henn                                                                                                                                                                                                                                                                                                                                        | Super Duper You-<br>Sophy Henn                                                                                                                                                                                                                                                                                                | Stone Age Boy<br><br>Satoshi Kitamura<br><br>Stig of the Dump - Clive<br>King                                                                                                                                                                                                                                                                                                                                                            | The Highland Falcon<br>Thief                                                                                                                                                                                                                                                               | Viking Boy                                                                                                                                                                                                                                                                                                                                                                           | You're awesome<br>My fantastic elastic<br>brain.<br>The Usborne<br>collection of Greek<br>Myths for Children<br><br>Percy Jackson<br>Mythologica                                                                                                                                                                           |
|            | Key skills: | Give meaning to marks<br>they make.<br><br>Write their name.<br><br>Begin to identify<br>letters/sounds and<br>initial sounds in words.<br><br>Begin to form letters<br>correctly.<br><br>Begin to segment<br>sounds together to<br>form words.<br><br>Identify individual<br>sounds. | <b>Riddles</b><br><b>Animal Fact Page</b><br>Descriptive language<br>Punctuation<br>Noun phrases<br>Similes<br>Sentence starters<br>Write in the 1 <sup>st</sup> person<br>Write "clue like"<br>sentences<br>To use headings and<br>subheadings<br>Adverbs<br>Conjunctions<br>Coherent sentences<br>Drafting and editing<br>Joined handwriting<br>Use Common Exception<br>spellings | <b>Posters and Fact<br/>Page</b><br>Descriptive language<br>Punctuation<br>Noun phrases<br>Sentence starters<br>Write in the 1 <sup>st</sup> person<br>To use headings and<br>subheadings<br>Adverbs<br>Conjunctions<br>Coherent sentences<br>Drafting and editing<br>Joined handwriting<br>Use Common<br>Exception spellings | <b>Story Writing</b><br>Sentence structure and<br>correct use of<br>punctuation (capital<br>letters, full stops,<br>question marks,<br>exclamation marks and<br>commas)<br><br>Paragraphing<br><br>Inverted commas for<br>punctuation of speech<br><br>Past tense<br><br>Using coordinating and<br>subordinating<br>conjunctions<br><br>Main clause, subordinate<br>clause, conjunction<br><br><b>Diary writing</b><br><br>Informal tone | <b>Informal letter</b><br>Adjectives<br>Expanded noun phrase<br>Prepositions<br><br><b>Diary Writing</b><br>First person<br><br>Colloquial language<br><br>Inclusion of facts/<br>personal reflections<br><br>Paragraphs<br><br>Contractions<br><br>Past tense<br><br>Rhetorical questions | <b>Character<br/>Description</b><br>Expanded noun<br>phrases<br>Relative clauses<br>Figurative language<br>Editing and<br>improving<br><br><b>Narrative Writing</b><br><br>Devices to build<br>cohesion within and<br>across paragraphs<br>Correct subject and<br>verb agreement<br>Expanded noun<br>phrases<br>Relative clauses<br>beginning with<br>who/which/where/<br>when/whose | <b>Explanation text<br/>(What makes a<br/>great learner?)</b><br>Past tense<br><br>Sentence openers<br><br>Paragraphs<br><br>Nouns<br><br>Verbs<br><br>Sentence types<br><br>Coordinating<br>conjunctions<br><br>Sub-headings<br><br><b>Narrative<br/>Myths and Legends</b><br>Parenthesis<br><br>Expanded noun<br>phrases |

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|  |                                                 |                                                                                          |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                              | <p>Apostrophe use - contractions</p> <p>Using coordinating and subordinating conjunctions</p> <p>Main clause, subordinate clause, conjunction</p> <p>Adding description using adjectives and expanded noun phrases</p>                            |                                                                                                                                                                                           | <p>Brackets, dashes or commas for parenthesis</p> <p>Maintenance of correct tense throughout text</p>                                                                                                                                                                  | <p>Character descriptions using similes, metaphors</p> <p>Myth structures</p> <p>Direct speech-inverted commas</p> <p>Subordinating conjunctions</p> <p>Apostrophes</p>                                                              |
|  | Speaking and listening objectives to be taught. | Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | <p>To be able to speak about matters of immediate interest</p> <p>To maintain attention &amp; participate</p>                                                                                                                                     | <p>To begin to use standard English and understand when it is used</p> <p>Listen to input from an adult, remember some specific points and identify what they have learnt.</p>                                                                                                               | <p>To show understanding of the main point through asking relevant comments and questions</p> <p>To begin to adapt what they say to the needs of the listener.</p> <p>To develop their use of standard English and understand when it is used</p> | <p>Respond appropriately on the contributions of others in light of alternative viewpoints.</p> <p>Tell stories effectively and convey detailed information coherently for listeners.</p> | <p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their knowledge and understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p>                                                    | <p>Use a range of oral techniques to present persuasive arguments and engaging narratives.</p> <p>Use the techniques of dialogic talk to explore ideas, topics or issues.</p>                                                        |
|  | Spelling objectives to be taught.               | N/A                                                                                      | <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>To learn to spell common exception words</p> <p>To spell the days of the week</p> | <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>To learn to spell common exception words</p> <p>To spell the days of the week</p> <p>To name the letters of the alphabet</p> | <p>To use further prefixes and suffixes and understand how to add them</p>                                                                                                                                                                        | <p>To use further prefixes and suffixes and understand how to add them</p>                                                                                                                | <p>To continue to distinguish between homophones and other words which are often confuse</p> <p>To use the morphology and etymology in spelling and understand that the spelling of some words needs to be learned specific all</p> <p>To use further prefixes and</p> | <p>To continue to distinguish between homophones and other words which are often confused</p> <p>To use the morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically</p> |

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|       |                 |                                                                                                                                                                               | <p>To name the letters of the alphabet<br/>To name the letters of the alphabet in order</p> <p>To spell words containing each of the 40+ phonemes already taught</p> <p>To use the letter names to distinguish between alternative spellings of the same sound</p> | <p>To name the letters of the alphabet in order</p> <p>To spell words containing each of the 40+ phonemes already taught</p> <p>To use the letter names to distinguish between alternative spellings of the same sound</p>                  |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                    | <p>suffixes and understand the guidelines for adding the</p>                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                  |
|       | Writing purpose | <p>Lists</p> <p>Labelling</p>                                                                                                                                                 | <p>Riddles</p> <p>Animal Fact page</p>                                                                                                                                                                                                                             | <p>Poster</p> <p>Fact page- About themselves</p>                                                                                                                                                                                            | <p>Story writing</p> <p>Dairy writing (Orally recorded S&amp;L)</p>                                                                                                                                                                                     | <p>Informal Letter</p> <p>Character description</p>                                                                                                                                                                | <p>Character Description</p> <p>Narrative Writing</p>                                                                                                                                                                                                                    | <p>Explanation-How to be a great learner.</p> <p>To create their own Mythical creature and hero description</p>                                                                                                                                                                                  |
| Aut 2 | Topic focus     | Moo, Bah, Cluck, Oink Christmas                                                                                                                                               | Superheroes                                                                                                                                                                                                                                                        | Poles Apart                                                                                                                                                                                                                                 | Our amazing bodies                                                                                                                                                                                                                                      | Super Sleuths                                                                                                                                                                                                      | The Vikings                                                                                                                                                                                                                                                              | Extreme Earth                                                                                                                                                                                                                                                                                    |
|       | Key text:       | <p>A Farmer's Life for Me</p> <p>The Story of Christmas by Hayley Down</p>                                                                                                    | <p>Supertato: Paul Linnet and Sue Hendra</p>                                                                                                                                                                                                                       | <p>Poles Apart- Jeanne Willis</p>                                                                                                                                                                                                           | <p>Illuminatomy</p> <p>Katie Davies</p>                                                                                                                                                                                                                 | <p>Mystery at Magpie Manor</p>                                                                                                                                                                                     | <p>The Nowhere Emporium</p>                                                                                                                                                                                                                                              | <p>Survivors - David Long</p>                                                                                                                                                                                                                                                                    |
|       | Key skills:     | <p>Identify individual sounds and diagraphs.</p> <p>Identify initial sounds.</p> <p>Forming letters correctly.</p> <p>Segmenting sounds together to read and write words.</p> | <p><b><u>Comic Books</u></b></p> <p>Speech bubbles</p> <p>Captions</p> <p>Onomatopoeia</p> <p>Short Narrative</p> <p>Punctuation</p> <p>Coherent sentences</p> <p>Drafting and editing</p> <p>Joined handwriting</p> <p>Use Common Exception spellings</p>         | <p><b><u>Instructional Writing</u></b></p> <p>Sub headings</p> <p>Imperative verbs</p> <p>Lists</p> <p>Punctuation</p> <p>Coherent sentences</p> <p>Drafting and editing</p> <p>Joined handwriting</p> <p>Use Common Exception spelling</p> | <p><b><u>Explanation text</u></b></p> <p>Sentence structure and correct use of punctuation (capital letters, full stops, question marks, exclamation marks and commas)</p> <p>Paragraphing</p> <p>Using coordinating and subordinating conjunctions</p> | <p><b><u>Show Review</u></b></p> <p>Paragraphs</p> <p>Conjunctions</p> <p>Imperative</p> <p>Modifiers for persuasive writing</p> <p><b><u>Playscripts</u></b></p> <p>Stage directions</p> <p>Setting the scene</p> | <p><b><u>Diary</u></b></p> <p>Adverbials of time, place and number</p> <p>Modal verbs / adverbs of possibility</p> <p>Relative clauses starting who, which, where, when, whose</p> <p>Parenthesis - brackets, dashes. commas</p> <p><b><u>Suspense Narrative</u></b></p> | <p><b><u>Newspaper reports</u></b></p> <p>Third person</p> <p>Adverbial phrases</p> <p>Parentheses</p> <p>Interviews- quoting/direct speech</p> <p>Headline, intro</p> <p>Paragraphs conclusion</p> <p>captions/pictures</p> <p>Subordinating conjunctions</p> <p>Ellipses (to add suspense)</p> |

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|  |                                                 |                                                                                          |                                                                                                                                                                                                       |                                                 | <p>Main clause, subordinate clause, conjunction</p> <p>Prepositional phrase</p> <p>Headings</p> <p>Subheadings</p> <p><b><u>Persuasive writing</u></b></p> <p>Prepositional phrase</p> <p>Sentence structure and correct use of punctuation (capital letters, full stops, question marks, exclamation marks and commas)</p> <p>Paragraphing</p> <p>Using coordinating and subordinating conjunctions</p> | <p>Characters</p> <p>Brackets</p> <p>Colons</p> <p>New line for each speaker</p> <p>NO INVERTED COMMAS</p>                                                  | <p>Vocabulary to create atmosphere</p> <p>Adverbs</p> <p>Show don't tell</p> <p>Similes/metaphors</p> <p>Commas within lists of actions</p> <p>Coordinating conjunctions</p> <p>Extra information after commas</p> <p>Verb+ing at the start of sentences</p> <p>Semi-colons</p> | <p>Editing, proofreading and publishing or writing</p> <p>Tenses</p> <p>Apostrophes for possession</p> <p>Spelling focus: 5/6 words</p> <p><b><u>Instructional Writing</u></b></p> <p>Modal verbs</p> <p>Imperative verbs</p> <p>Relative clauses</p> <p>Subtitles, colons and semicolons</p> <p>Technical language</p> <p><b><u>Poetry</u></b></p> <p>Tanka</p> <p>Black out</p> <p>Concrete</p> <p>Performance poetry</p> |
|  | Speaking and listening objectives to be taught. | Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | <p>Interpret a text by reading aloud with variety pace and emphasis</p> <p>Listen with sustained concentration, building new words in context</p> <p>Listen to and follow instructions accurately</p> | Follow instructions and ask relevant questions. | <p>To speak and listen confidently in different contexts, exploring and communicating ideas</p> <p>Follow up others' points and show whether they agree or disagree in whole class discussion.</p>                                                                                                                                                                                                       | <p>To maintain the use of standard English and understand when it is used</p> <p>Use and reflect on some ground rules for sustaining talk and dialogue.</p> | <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and</p>                                         | <p>Use Standard English consistently in formal situations and promote justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument.</p> <p>Use exploratory, hypothetical and speculative talk as a</p>                                                                                                                                                  |

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|     |                                   |                                                                                                |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                            |                                                                                                                |                                                                | <p>initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>                                          | tool for clarifying ideas.                                                                                                                 |
|     | Spelling objectives to be taught. | <p>To name the letters of the alphabet</p> <p>To name the letters of the alphabet in order</p> | <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>To learn to spell common exception words</p> <p>To use the letter names to distinguish between alternative spellings of the same sound</p> | <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>To learn to spell common exception words</p> <p>To use the letter names to distinguish between alternative spellings of the same sound</p> | To spell further homophones                                                                                    |                                                                | <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary To use a thesaurus</p> <p>To use dictionaries to check the spelling and meaning of word</p> | <p>To use further prefixes and suffixes and understand the guidelines for adding them To spell some of the words with 'silent' letters</p> |
|     | Writing Purpose:                  | <p>Fact Books</p> <p>Story Sequencing</p>                                                      | <p>Comics Strips</p> <p>Speech Bubbles</p> <p>Instructional writing</p>                                                                                                                                                                                                                                    | Instructional writing (See 17/18 planning ideas)                                                                                                                                                                                                                                                           | <p>Explanation text</p> <p>Persuasive writing - Encourage the government to serve healthier school dinners</p> | <p>Review of the play from school trip</p> <p>Play scripts</p> | <p>Diary</p> <p>Suspense narrative</p>                                                                                                                                                                      | <p>Newspaper report</p> <p>Instructional writing</p> <p>Different types of Poetry</p>                                                      |
| Sp1 | Topic focus                       | People Who Help Us / Chinese New Year                                                          | Best of British                                                                                                                                                                                                                                                                                            | India                                                                                                                                                                                                                                                                                                      | Romans                                                                                                         | Scrumdiddlyumptious                                            | Space Explorers                                                                                                                                                                                             | WW2                                                                                                                                        |

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|  | Key text:   | People Who Help Us<br>(non-fiction)<br><br>Chinese New Year<br>(non-fiction)                                                                                                                                                                                                                                                                                                                                                                                                                     | A Walk in London<br>Salvatore Rubbino                                                                                                                                                                                                                                                                                                        | TBC                                                                                                                                                                                                                                                                                                                                          | Escape from Pompeii -<br>Christina Balit<br><br>Romans on the Rampage<br>- Jeremy Strong                                                                                                                                                                                                                                                                                                                                                                                                              | Charlie and Chocolate<br>Factory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Where Once we<br>Stood                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Letters from the<br>lighthouse - Emma<br>Carrol                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | Key skills: | Form lower-case and<br>capital letters.<br><br>Begin to use full stops,<br>capital letters and<br>finger spaces.<br>Blend sounds into<br>words.<br><br>Begin to read simple<br>phrases and sentences.<br><br>Use a question mark.<br>Begin to read<br>exception words.<br><br>Identify individual<br>sounds and diagraphs.<br><br>Recall keys events in<br>narratives and stories.<br><br>Begin to understand<br>what they've read.<br><br>Use recently learnt<br>vocab in their<br>experiences. | <u><b>Guide Books</b></u><br>Appropriate greetings<br>Questions<br>Paragraphs<br>Factual information<br>Letter layouts<br>Bullet points<br>Heading and<br>Subheadings<br>Read for meaning<br>Retrieve key vocabulary<br>Punctuation<br>Coherent sentences<br>Drafting and editing<br>Joined handwriting<br>Use Common Exception<br>spellings | <u><b>Leaflets</b></u><br>Appropriate greetings<br>Questions<br>Paragraphs<br>Factual information<br>Letter layouts<br>Bullet points<br>Heading and<br>Subheadings<br>Read for meaning<br>Retrieve key<br>vocabulary<br>Punctuation<br>Coherent sentences<br>Drafting and editing<br>Joined handwriting<br>Use Common<br>Exception spellings | <u><b>Newspaper report</b></u><br><br>Fronted adverbials<br><br>Correct use of expanded<br>noun phrases<br><br>Quotations<br><br>Using adjectives and<br>other word classes to<br>describe<br><br>Headings<br><br>Subheadings<br><br>Formal register<br><br>Planning, drafting and<br>redrafting<br><br><u><b>Character description</b></u><br><br>Using adjectives and<br>other word classes to<br>describe<br><br>Planning, drafting and<br>redrafting<br><br>Metaphors and similes<br><br>Pronouns | <u><b>Newspaper report</b></u><br><br>Golden tickets found:<br><br>speech punctuation<br>present perfect<br>Subordinate<br>conjunctions<br>Fronted adverbials -<br>time and place<br>Pronoun/ possessive<br>pronoun<br><br><u><b>Chocolate machine/<br/>factory setting<br/>description</b></u><br><br>Variety of<br>conjunctions<br>Subordinate clause<br>using a subordinate<br>conjunction<br>Fronted adverbial -<br>prepositional phrase<br>Expanded noun phrase<br>using 'with'<br>Adverbs for manner<br>Similes<br>Determiners<br>past tense<br><br>Using adjectives and<br>other word classes to<br>describe<br><br>Planning, drafting and<br>redrafting<br><br>Metaphors and similes<br><br>Pronouns | <u><b>Discussion/Balanced<br/>Argument</b></u><br><br>Relative clauses<br>beginning who,<br>which, where, when,<br>whose<br><br>Using hyphens to<br>avoid ambiguity<br><br>Using a colon to<br>introduce a list<br><br>Adverbs for degree<br>of possibility /<br>modal verbs<br><br>Devices to build<br>cohesion within<br>paragraphs<br><br><u><b>Speech from the<br/>Moon</b></u><br>First person<br>Past and present<br>tense<br>Modifiers<br>Description -<br>expanded noun<br>phrase, simile,<br>metaphor<br>Subordinating<br>conjunctions<br>Hyperbole<br>Formal<br>Modal verbs | <u><b>Non-chronological<br/>reports</b></u><br>An eye-catching<br>heading in a large<br>font.<br>An introductory<br>paragraph.<br>Text split up into<br>paragraphs and each<br>paragraph on a<br>different aspect of<br>the subject.<br>Sub-headings for<br>each paragraph.<br>Usually written in<br>present tense.<br>Pictures of the<br>subject.<br>Technical vocabulary<br>Fact boxes/bullet<br>points<br>Concluding paragraph<br><br><u><b>Persuasive<br/>advert/leaflet</b></u><br>Persuasive language<br>Rhetorical questions<br>repeated words.<br>alliterative words.<br>emotional language.<br>a strong argument.<br>colourful and eye-<br>catching fonts /<br>capitalised words<br>humour.<br><br><u><b>Diary</b></u><br>Chronological order<br>Time conjunctions |

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|  | Speaking and listening objectives to be taught. | <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p> <p>Listen attentively and respond to what they hear with relevant questions.</p> | To convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail             | To begin to be aware that in some situations a more formal vocabulary and tone of voice are used                                                      | <p>To speak and listen confidently in different contexts, exploring and communicating ideas</p> <p>Follow up others' points and show whether they agree or disagree in whole class discussion.</p> | Offer reasons and evidence for their views, considering alternative opinions. | <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performance, role play and debates</p> <p>Consider and evaluate different viewpoints</p> | <p>Speak in the role of key characters from the text. Use facial expression and body language to show emotion. Pitch and tone.</p> <p>Confidence, enjoyment and mastery of language should be extended through performance and role play.</p> |
|  | Spelling objectives to be taught.               | Identify individual sounds and diagraphs.                                                                                                                                             | To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | To spell words that are often misspelt                                                                                                                                                             | To spell words that are often misspelt                                        | <p>To use further prefixes and suffixes and understand the guidelines for adding the</p> <p>To spell some of the words with 'silent' letters</p>                                                                                                                                                                                                            | <p>To use dictionaries to check the spelling and meaning of words To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>                                                            |

|     |                 |                                                                                                                                                                                                                                                                          |                                                                                                                                                     |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                 |
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|     |                 |                                                                                                                                                                                                                                                                          | To learn to spell common exception words<br><br>To use the letter names to distinguish between alternative spellings of the same sound              | To learn to spell common exception words<br><br>To use the letter names to distinguish between alternative spellings of the same sound              |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                   | To continue to distinguish between homophones and other words which are often confused                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                 |
|     | Writing purpose | Writing Questions<br><br>Writing to people (letters, cards, invitations)                                                                                                                                                                                                 | Guide book                                                                                                                                          | Information Leaflet                                                                                                                                 | Newspaper report<br><br>Character description                                                                                                                                                                                                                                                            | Setting description<br><br>Story writing                                                                                                                                                                                                                                                                                          | Speech from the moon<br><br>Discussion / Balanced argument                                                                                                                                                                                                                                                                                         | Persuasive advert<br><br>Diary                                                                                                                                                                                                                                                  |
| Sp2 | Topic focus     | Let's Dig                                                                                                                                                                                                                                                                | Man on the Moon                                                                                                                                     | Jack and the Beanstalk                                                                                                                              | Egyptians                                                                                                                                                                                                                                                                                                | Scrumdiddlyumptious                                                                                                                                                                                                                                                                                                               | The Maya                                                                                                                                                                                                                                                                                                                                           | WW2                                                                                                                                                                                                                                                                             |
|     | Key text:       | Chomp Stomp, Big Roars, Here Come The Dinosaurs by Kaye Umansky                                                                                                                                                                                                          | The Way back Home- Oliver Jeffers                                                                                                                   | Jim and the Beanstalk?                                                                                                                              | Secrets of a Sun King<br><br>Emma Carroll                                                                                                                                                                                                                                                                | The Chocolate Tree<br>The Rain Player                                                                                                                                                                                                                                                                                             | The Maya (non-fiction text)                                                                                                                                                                                                                                                                                                                        | Rose Blanche                                                                                                                                                                                                                                                                    |
|     | Key skills:     | Form lower-case and capital letters.<br><br>Use full stops, capital letters and finger spaces.<br><br>Blend sounds into words.<br><br>Begin to read simple phrases and sentences.<br><br>Begin to read exception words.<br><br>Identify individual sounds and diagraphs. | <b>Story Writing</b><br>Punctuation<br>Sequencing events<br>Adjectives<br>Adverbs<br>Conjunctions<br>Character setting<br>description<br>Paragraphs | <b>Story Writing</b><br>Punctuation<br>Sequencing events<br>Adjectives<br>Adverbs<br>Conjunctions<br>Character setting<br>description<br>Paragraphs | <b>Narrative</b><br><br>Sentence structure and correct use of punctuation (capital letters, full stops, question marks, exclamation marks and commas)<br><br>Paragraphing<br><br>Using coordinating and subordinating conjunctions<br><br>Main clause, subordinate clause, conjunction<br><br>Determiner | <b>Chocolate report</b><br>conjunctions, start of subordinate main clause, subordinate clauses<br>heading/ sub-heading<br>Rhetorical question<br>Expanded noun phrase<br>Determiners<br><br><b><u>Pok-A-Tok match narrative between main character and Chac.</u></b><br>paragraph prepositions conjunctions, start of subordinate | <b>Non-fiction Report</b><br>Organisational devices to structure text and guide the reader<br>Parenthesis<br>Subordinate conjunctions at the start of sentences<br>Rhetorical questions<br>Expanded noun phrases<br><br><b><u>Pok-a-Tok match report</u></b><br><br>Hyperbole<br>Interesting verbs to describe action<br>Adverbs to describe verbs | <b>Narrative</b><br>Imagery - inference, prediction<br>Relative clauses<br>Relative pronouns<br>Abstract nouns<br>Speech-direct and indirect<br>Senses<br>Tenses - past participle - past progressive<br>Cohesion<br>Similes<br>Metaphors<br>Oxymorons<br>Hyperbowl<br>Ellipsis |

|  |                                                 |                                                                                                                                                                                           |                                                                                                                                                                                                                                                     |                                                                                                                                                              |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                              |                                                                                                                                          |
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|  |                                                 | <p>Identify rhyming strings.</p> <p>Recall key events in narratives and stories.</p> <p>Begin to understand what they've read.</p> <p>Use recently learnt vocab in their experiences.</p> |                                                                                                                                                                                                                                                     |                                                                                                                                                              | <p>Onomatopoeia</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</p> <p>Punctuation of direct and indirect speech</p> <p><u>Poetry</u></p> <p>See below for S&amp;L</p> <p>Onomatopoeia</p> <p>Stanza</p> | <p>Subordinate conjunctions</p> <p>Pronoun/ possessive pronoun</p> <p>Expanded noun phrase (adjectives)</p> <p>Rhetorical question</p> <p>Past tense</p>                                                                                                                           | <p>Verb+ing at the start of sentences</p> <p>Dashes</p> <p>Expanded noun phrases</p> <p>Adverbs at the start of sentences</p>                                                                | <p><u>Poetry</u></p> <p>Emotive language</p> <p>figurative language- alliteration, hyperboles, oxymorons or idioms.</p>                  |
|  | Speaking and listening objectives to be taught. | <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>                                                                                           | <p>Tell real and imagined stories, using the conventions of familiar story language</p> <p>Retell stories, ordering events, using story language</p> <p>Experiment with and build new stores of words to communicate with in different contexts</p> | <p>To listen carefully to others in class and respond with increasing appropriateness to what others say.</p>                                                | <p>Develop and use specific vocabulary in different contexts</p> <p>Choose and prepare poems or stories for performance, identify appropriate expression, tone, volume and use of voices and other sounds.</p>           | <p>Listen to a speaker, make notes on the talk and use notes to develop a role-play.</p> <p>Compare the different contributions of music, words and images in short extracts from TV programmes.</p> <p>Investigate how talk varies with age, familiarity, gender and purpose.</p> | <p>Ask relevant questions to extend their knowledge and understanding</p> <p>Give well-structured descriptions and explanations</p> <p>Use relevant strategies to build their vocabulary</p> | <p>Children will re-enact a scene from the book, looking at the viewpoints of different people. Using speaking and listening skills.</p> |
|  | Spelling objectives to be taught.               | <p>Blend sounds into words.</p> <p>Identify individual sounds and diagraphs.</p>                                                                                                          | <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>                                                                                        | <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> | <p>To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>                                                                                                   | <p>To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>                                                                                                                                                             | <p>To use a thesaurus</p> <p>To use the morphology and etymology in spelling and understand that the spelling of some</p>                                                                    | <p>Silent letters</p> <p>Ough sounds</p> <p>Year 5 and 6 National curriculum words</p>                                                   |

|      |                 |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                             |                                                                                                                                          |                                                         |                                                                          |
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|      |                 |                                                                                             | <p>To learn to spell common exception words</p> <p>To learn to spell words with contracted forms</p> <p>To learn the new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>To use the letter names to distinguish between alternative spellings of the same sound</p> | <p>To learn to spell common exception words</p> <p>To learn to spell words with contracted forms</p> <p>To learn the new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>To use the letter names to distinguish between alternative spellings of the same sound</p> |                                                                                             |                                                                                                                                          | words needs to be learned specifically                  |                                                                          |
|      | Writing purpose | <p>Rhyming words</p> <p>Fact books</p> <p>Descriptions</p> <p>Information posters</p>       | Narrative                                                                                                                                                                                                                                                                                                                                                                          | Narrative                                                                                                                                                                                                                                                                                                                                                                          | <p>Narrative</p> <p>Poetry</p>                                                              | <p>Non-chronological Report</p> <p>Narrative writing</p>                                                                                 | <p>Non-fiction report</p> <p>Pok-a-tok match report</p> | <p>Narrative writing</p> <p>Poetry</p>                                   |
| Sum1 | Topic focus     | Shipwrecked                                                                                 | The Greatest Show                                                                                                                                                                                                                                                                                                                                                                  | Castles                                                                                                                                                                                                                                                                                                                                                                            | Federal Bureau of scientific investigation (FBSI)                                           | Around the world in 65 days                                                                                                              | Rivers                                                  | Pig Heart Boy                                                            |
|      | Key text        | <p>The Night Pirates by Peter Harris</p> <p>Pirates Loves Underpants by Claire Freedman</p> | The fabulous Fosketts Family Circus.                                                                                                                                                                                                                                                                                                                                               | <b>TBC</b>                                                                                                                                                                                                                                                                                                                                                                         | <p>How to Design the World's Best Roller Coaster: In 10 Simple Steps</p> <p>David Mason</p> | <p>The Explorer</p> <p><u>Crash diary</u></p> <p>Onomatopoeia</p> <p>Simile/ metaphor</p> <p>Show Not Tell</p> <p>The more, the more</p> | Journey to the River Sea                                | <p>Pig Heart Boy - Malorie Blackman</p> <p>The Heart - Seymour Simon</p> |

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|  |                                   |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                          |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                   | Fronted adverbial (how - adverb and adverb)<br>Fronted adverb (when)<br>Past and present tense                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  | Key skills:                       | <p>Identify individual sounds and diagraphs.</p> <p>Form lower-case and capital letters.</p> <p>Use full stops, capital letters and finger spaces.</p> <p>Blend sounds into words to read simple phrases and sentences.</p> <p>Read exception words.</p> <p>Recall keys events in narratives and stories.</p> <p>Understand what they've read.</p> <p>Use recently learnt vocab in their experiences.</p> | <p><b>Poetry</b></p> <p>Rhyming couplets<br/>Alliteration<br/>To use adjectives.<br/>Features of a poem.<br/>Stanzas</p> | <p><b>Recount</b></p> <p>To write in the correct tense.<br/>To write and order of events.<br/>Time connectives<br/>Exciting vocabulary</p> | <p><b>Instructional writing</b></p> <p>Imperative verbs</p> <p>Determiners</p> <p>Subheading and headings</p> <p>Items in a list</p> <p>Colons</p> <p>Fronted adverbials</p> <p>Subordinating conjunctions</p> <p><b>Explanation</b></p> <p>Sentence structure and correct use of punctuation (capital letters, full stops, question marks, exclamation marks and commas)</p> <p>3<sup>rd</sup> person</p> <p>Items in a list</p> | <p><b>Narrative (continue the story)</b></p> <p>conjunctions, start of subordinate<br/>Subordinate conjunctions<br/>Pronoun/ possessive pronoun<br/>Expanded noun phrase (character)<br/>Rhetorical question<br/>Past tense<br/>Show Not Tell<br/>The more, the more<br/>Repeated word<br/>Ellipsis</p> | <p><b>Informal Letter</b></p> <p>Devises to build cohesion within and across paragraphs<br/>Passive verbs<br/>Perfect form of verbs<br/>Expanded noun phrases<br/>Relative clauses beginning with who/which/where /when/whose<br/>Semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p><b>Free Verse Poems</b></p> <p>Select, and propose changes to, vocabulary, grammar and punctuation to enhance effects and clarify meaning<br/>Commas to clarify meaning or avoid ambiguity<br/>Expanded noun phrases</p> | <p><b>Balanced Argument</b></p> <p>Evidence for and against<br/>Cohesion between arguments<br/>e.g. fronted adverbials<br/>causal conjunctions<br/>Use of formal/ technical vocabulary<br/>Summarise both arguments<br/>Signal personal opinion clearly</p> <p>Change in formality - from third person to first person and their own opinion in the conclusion<br/>Using intonation to deliver a speech<br/>Speaking and listening<br/>Active and passive voice<br/>Modal verbs<br/>Subjunctive form (debate skills)</p> |
|  | Speaking and listening objectives | Express their ideas and feelings about their experiences using full sentences,                                                                                                                                                                                                                                                                                                                            | Choose and prepare poems or stories for performance, identify appropriate expression,                                    | To speak clearly when developing and explaining their ideas                                                                                | Sustain conversation, explain or give reasons for their views or choices.                                                                                                                                                                                                                                                                                                                                                         | Compare the different contributions of music, words and images in                                                                                                                                                                                                                                       | Perform their own compositions, using appropriate intonation, volume                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Analyse and evaluate how speakers present points effectively through                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|  |                                   |                                                                                                                |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                               |                                                                                         |                                                                                                                  |                                                                                                                                                                                                       |                                                                                                  |
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|  | to be taught.                     | including use of past, present and future tenses.                                                              | tone, volume and use of voices and other sounds.                                                                                                                                                                                                                                                                                              | and use a growing vocabulary                                                                                                                                                                                                                                                                                                                  |                                                                                         | short extracts from TV programmes.<br><br>Investigate how talk varies with age, familiarity, gender and purpose. | and movement so meaning is clear<br><br>Speak audibly and fluently with an increasing command of standard English<br><br>Gain, maintain and monitor the interest of the listener                      | use of language and gesture<br><br>Listen for language variation in formal and informal contexts |
|  | Spelling objectives to be taught. | Identify individual sounds and diagraphs.<br><br>Blend sounds into words to read simple phrases and sentences. | To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far<br><br>To learn to spell common exception words<br><br>To learn the possessive apostrophe<br><br>To use the letter names to distinguish between alternative spellings of the same sound | To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far<br><br>To learn to spell common exception words<br><br>To learn the possessive apostrophe<br><br>To use the letter names to distinguish between alternative spellings of the same sound | To use the first two or three letters of a word to check its spelling in the dictionary | To use the first two or three letters of a word to check its spelling in the dictionary                          | To use a thesaurus<br><br>To use dictionaries to check the spelling and meaning of words To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary | Use a thesaurus to up level word choices<br><br>National curriculum words                        |
|  | Writing purpose                   | Postcards<br><br>Instructions                                                                                  | Poetry                                                                                                                                                                                                                                                                                                                                        | Recount                                                                                                                                                                                                                                                                                                                                       | Instructional writing<br><br>Explanation                                                | Diary<br><br>Narrative - setting description                                                                     | Informal Letter<br><br>Free verse poems                                                                                                                                                               | Balanced arguments<br>Debating (S&L)<br>Speech writing<br><br>Non-chronological reports          |

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| Sum2 | Topic focus | Billy's Bucket and the Coast                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sun, Sea and Sand                                                                                                                         | Mini Beasts                                                                                                                     | Plastic pollution                                                                                                                                                                                                                                                                                                                                                                 | Around the world in 65 Days                                                                                                                            | Rivers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Road Trip USA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|      | Key text    | Billy's Bucket by Kes Gray                                                                                                                                                                                                                                                                                                                                                                                                                                                  | At the Beach: Rowland Harvey                                                                                                              | Super Worm- Julia Donaldson                                                                                                     | Flotsam - David Weisner<br><br>What a waste - Jess French                                                                                                                                                                                                                                                                                                                         | The Great Kapok Tree<br><br>A Climate in Chaos                                                                                                         | Wonder                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Holes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|      | Key skills: | <p>Identify individual sounds and diagraphs.</p> <p>Form lower-case and capital letters.</p> <p>Use full stops, capital letters and finger spaces.</p> <p>Read and write simple phrases and sentences.</p> <p>Read and write exception words.</p> <p>Re-read their writing so it makes sense to themselves and others.</p> <p>Recall keys events in narratives and stories.</p> <p>Understand what they've read.</p> <p>Use recently learnt vocab in their experiences.</p> | <p><b><u>Letters</u></b></p> <p>Features of a letter<br/>Paragraphs<br/>Persuasive language<br/>Writing in the 1<sup>st</sup> person.</p> | <p><b><u>Poetry</u></b></p> <p>Rhyming couplets<br/>Alliteration<br/>To use adjectives.<br/>Features of a poem.<br/>Stanzas</p> | <p><b><u>Persuasive formal letter</u></b></p> <p>Comparison of formal/informal writing</p> <p>Formal language</p> <p>Expanded noun phrases</p> <p>Paragraphing</p> <p>Editing, proofreading and publishing</p> <p><b><u>Information writing</u></b></p> <p>Expanded noun phrases</p> <p>Heading and subheadings</p> <p>Introductions</p> <p>Conclusions</p> <p>Sentence work.</p> | <p><b><u>Animal free verse poem</u></b></p> <p>Onomatopoeia<br/>Simile/ metaphor<br/>The more, the more<br/>Repeated 3 sentences<br/>Present tense</p> | <p><b><u>Playscript</u></b></p> <p>Passive verbs<br/>Perfect form of verbs<br/>Modal verbs or adverbs to indicate degree of possibility<br/>Brackets, dashes or commas for parenthesis<br/>Colons for lists</p> <p><b><u>Persuasive formal letter</u></b></p> <p>Devices for building cohesion within and across paragraphs<br/>Verb and subject agreement when using singular and plural<br/>Vocabulary and structures appropriate for formal writing including subjunctive forms<br/>Relative clauses beginning with who/which/where /when/whose<br/>Passive voice</p> | <p><b><u>Informal letters</u></b></p> <p>Informal letter layout<br/>Informal language<br/>Contractions<br/>Question tags<br/>Viewpoint-character's feelings</p> <p>Past tense<br/>Similes<br/>'3 ed'<br/>Verb person sentences<br/>Edit, improve, redraft<br/>Paragraphs<br/>Greeting/ending</p> <p><b><u>Formal letters</u></b></p> <p>Formal letter layout<br/>Formal language<br/>Viewpoint-character's feelings<br/>Past tense<br/>Greeting/ending<br/>Complaint language<br/>Formal sentence starters<br/>Edit, improve, redraft</p> <p><b><u>Narrative with a flashback</u></b></p> <p>Expanded noun phrases</p> |

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|  | Speaking and listening objectives to be taught. | Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.<br><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories. | To ask relevant questions<br><br>Speak with clarity and use appropriate intonation when reading and reciting texts.<br><br>To listen to others and usually respond appropriately                                                                                                                    | To begin to show confidence in speaking and listening, particularly where the topics interest                                                                                                                                                                                           |                                                                                                                  |                                                                                                                  | Perform their own compositions, using appropriate intonation, volume and movement so meaning is clear<br><br>Speak audibly and fluently with an increasing command of standard English<br><br>Gain, maintain and monitor the interest of the listener | Identify the ways spoken language varies according to differences in context and purpose of its use.<br><br>Identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg emotive language. |
|  | Spelling objectives to be taught.               | Identify individual sounds and diagraphs.                                                                                                                                                                                                                                         | To use -ing, -ed, -er and -est where no change is needed in the spelling of root words<br><br>To use the prefix un-<br><br>To add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly<br><br>To write from memory simple sentences dictated by the teacher that include words using | To use -ing, -ed, -er and -est where no change is needed in the spelling of root words<br><br>To use the prefix un-<br><br>To add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly<br><br>To write from memory simple sentences dictated by the teacher that include | To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | To use further prefixes and suffixes and understand the guidelines for adding them<br><br>To spell some of the words with 'silent' letters<br><br>To continue to distinguish between homophones and other words which are often confused              | Revise Year 3 and 4 and 5 and 6 words<br><br>To use a thesaurus                                                                                                                                                            |

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|  |                 |                                           | <p>the GPCs, common exception words and punctuation taught so far</p> <p>To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>To learn to spell common exception words</p> <p>To use the letter names to distinguish between alternative spellings of the same sound</p> | <p>words using the GPCs, common exception words and punctuation taught so far</p> <p>To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>To learn to spell common exception words</p> <p>To use the letter names to distinguish between alternative spellings of the same sound</p> |                                                            |                                             |                                                   |                                                                              |
|  | Writing purpose | <p>Descriptive writing</p> <p>Stories</p> | Letter Writing                                                                                                                                                                                                                                                                                                                            | Poetry                                                                                                                                                                                                                                                                                                                                                | <p>Persuasive formal letter</p> <p>Information writing</p> | <p>Free verse poem</p> <p>Formal letter</p> | <p>Playscript</p> <p>Persuasive formal letter</p> | <p>Formal and informal letter writing</p> <p>Flashback narrative writing</p> |