



Writing, Grammar & Spelling

Detailed long-term plan | Years 2–6 | 2026/27

The Harper Bell writing journey is organised half-term by half-term. Each unit is clearly bounded, with its original in-context grammar and associated spelling content. The separate explicit GPS map protects systematic teaching alongside authentic writing.

UNIT PANELS	Each unit is numbered in teaching order. A red header marks its START; a pale footer marks the END. Content between those bands belongs to that unit only.
A · GRAMMAR IN WRITING	Genre-linked grammar and punctuation, retained with the original unit and modelled and applied within writing lessons.
B · EXPLICIT GPS	A dedicated explicit GPS map for each year group, organised by half-term: B1 Grammarsaurus PVPG and retrieval; B2 additional Harper Bell discrete GPS teaching.

SPELLING

Each unit also includes the mapped Grammarsaurus spelling strand: prerequisite morphemes, new year-group morphemes where appropriate, and application in the genre. The spelling content and its assessment-led caveats are retained.

Reading lists and source notes remain at the end of the document. Units awaiting a school decision are marked “TO CONFIRM”; no additional rules are invented.

Half-term order: Autumn 1 → Autumn 2 → Spring 1 → Spring 2 → Summer 1 → Summer 2

How to read a half-term page

1 Follow the numbered writing units in order. 2 Teach the unit-specific grammar in writing. 3 Use the separate explicit GPS block for dedicated grammar lessons. 4 Teach spelling rules from each unit’s mapped strand.

The Harper Bell Way | Curriculum implementation

Strong Starts and Smart Starts establish purposeful learning. Teachers check prerequisite knowledge, model precise writing through I Do / We Do / You Do, and use oral rehearsal, retrieval, deliberate practice and assessment to ensure pupils develop fluency, accuracy and independence. Writing outcomes have clear purposes and audiences. Inclusive scaffolds provide access while maintaining ambitious goals. Autumn 1 units remain exactly as already taught or currently being taught.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

Pupils write for authentic purposes through rich literature, science, geography, history and school experiences. Recount writing is linked to the planned trips; shorter application pieces supplement, rather than replace, the core writing units.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 2

Your half-term writing journey at a glance

Each row shows the order of writing units within that half-term. Turn to the next section for the grammar and spelling content.

HALF-TERM	UNIT SEQUENCE
AUTUMN 1	1. PHONICS & TRANSCRIPTION FOUNDATIONS → 2. Writing to entertain: Stardust → 3. Black History Month Writing Week
AUTUMN 2	1. Writing to inform Instructions → 2. Writing to entertain Narrative story Writing to entertain A lion in Paris A Lion in Paris unit plan → 3. Christmas Writing Poetry
SPRING 1	1. Writing to persuade The Day the Crayons Quit by Drew Darwel → 2. Narrative – Adventure: The Owl Who Was Afraid of the Dark (Jane Considine Year 2 Write Stuff)
SPRING 2	1. Writing to inform Big Cats Big Cats unit plan Independent write - Non-chron report on animal linked to scientific learning → 2. Narrative: Binny's Diwali
SUMMER 1	1. Adventure Narrative: Building Boy → 2. Non-Chronological Report Oceans and Continents
SUMMER 2	1. Narrative: The Friendship Bench → 2. A letter to myself next year → 3. Recount Dudley Zoo and Castle visit (Year 2, Summer 2)

A = grammar within the writing unit | B1/B2 are on the next page, grouped by half-term.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 2 | Explicit grammar & punctuation by half-term

B1 = Grammarsaurus Place Value of Punctuation & Grammar (PVPG) and retrieval. **B2** = additional Harper Bell GPS units taught explicitly.

HALF-TERM	B1 PVPG / RETRIEVAL	B2 EXPLICIT GPS UNITS
AUTUMN 1	PVPG objectives 1–9: common and proper nouns; noun review; being and action verbs; regular and irregular verbs. Start after initial phonics/transcription checks.	PVPG FOUNDATION ONLY. No additional stand-alone GPS units. Reinforce capital letters, spacing and sentence punctuation through phonics, transcription and writing.
AUTUMN 2	PVPG objectives 10–20: identify subjects; construct and punctuate single-clause sentences with pronouns; join clauses using co-ordinating conjunctions and explore compound subjects.	PVPG FOUNDATION ONLY. Complete objectives 10–20 and apply them in writing. No additional stand-alone GPS units yet.
SPRING 1	Retrieve PVPG knowledge: identify the subject and verb; distinguish complete sentences; check co-ordination and punctuation.	BEGIN ADDITIONAL EXPLICIT GPS: four sentence forms (statement, question, exclamation, command); present/past tense; co-ordination with and, but, or, so; expanded noun phrases.
SPRING 2	Revisit pronouns, subject–verb agreement and accurate single-clause punctuation; address assessed gaps.	Explicit units: subordination using because, when and if; progressive tense; adverbs; apostrophes for contractions.
SUMMER 1	Cumulative PVPG retrieval: nouns, verbs, subjects, complete sentences and deliberate clause combination.	Explicit units: commas in lists; apostrophes for singular possession; sentence variety and tense consistency; homophones in context.
SUMMER 2	End-of-year PVPG fluency: identify subject/verb, choose conjunctions, punctuate and edit independently.	Consolidation: question and exclamation marks, contractions/possession, sentence forms and independent proofreading; hand over transcription gaps to Year 3.

B1 follows the published PVPG sequence across Autumn 1 and Autumn 2. B2 additional explicit GPS units begin in Spring 1; the spring/summer sequence is Harper Bell's proposed order and can respond to assessment.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 2 / AUTUMN 1 / WRITING • GRAMMAR • SPELLING

AUTUMN 1

UNIT ORDER 1 PHONICS & TRANSCRIPTION FOUNDATIONS → 2 Writing to entertain: Stardust → 3 Black History Month Writing Week

START • UNIT 01 PHONICS & TRANSCRIPTION FOUNDATIONS [FOUNDATIONS]

THRESHOLD CONCEPTS / PREREQUISITES

Assess secure grapheme–phoneme correspondences, blending and segmenting.
Revisit capital letters, full stops, finger spaces and letter formation.
Identify pupils needing targeted Little Wandle catch-up.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Phonics & transcription focus (rather than new genre grammar):
Accurately segment and spell words; practise common exception words and sentence dictation.
Develop fluent, legible handwriting using Harper Bell / Letter-Join expectations.
Write, punctuate and reread simple sentences accurately.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Baseline assessments; vowels, consonants and the alphabet; compound words; introduction to morphology once prerequisites are secure.
In practice Phoneme/grapheme checks, word sorts, oral blending, handwriting, dictation and editing. No new suffix sequence is required in this opening block.

Assessment-informed teaching block before Stardust; not a separate extended writing genre. Preparation: oral rehearsal, sentence dictation, word building and handwriting practice. **END OF UNIT 01**

START • UNIT 02 Writing to entertain: Stardust

THRESHOLD CONCEPTS / PREREQUISITES

Exclamation marks Capital letters Full stops Finger spaces

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Suffixes - ful, est Conjunctions Nouns phrases Past tense Commas in lists Apostrophe for possession

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value After the opening transcription block: introduce -s/-es and -y, with verb -ed/-ing only when assessment indicates readiness.
In genre Stardust: word families, nouns and describing words; apply sentence transcription and model simple word matrices.

END OF UNIT 02

START • UNIT 03 Black History Month Writing Week [STANDALONE WRITING WEEK]

THRESHOLD CONCEPTS / PREREQUISITES

Recall and apply recently taught sentence, punctuation and vocabulary knowledge.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Apply and assess current year-group grammar in an authentic writing outcome; no additional fixed grammar focus imposed.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Consolidate -s/-es, -y, verb -ed/-ing; begin un-, re-, -ly if ready.
In genre Black History writing: apply, not an extra weekly spelling rule.

TO CONFIRM: Confirm stimulus, writing outcome and text selection **END OF UNIT 03**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 2 / AUTUMN 2 / WRITING • GRAMMAR • SPELLING

AUTUMN 2

UNIT ORDER 1 Writing to inform Instructions → 2 Writing to entertain Narrative story Writing to entertain A lion in Paris A Lion in Paris unit plan → 3 Christmas Writing Poetry

START • UNIT 01 Writing to inform Instructions

THRESHOLD CONCEPTS / PREREQUISITES

Verbs Nouns Adjectives

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Imperative verbs Question marks Statements (!) Expanded noun phrases Simple present tense Commands Commas

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn pathway: -ed/-ing (verbs); un-, re-, -ly.

In genre Instructions: word-building from action verbs; adapt genre placement.

END OF UNIT 01

START • UNIT 02 Writing to entertain Narrative story Writing to entertain A lion in Paris A Lion in Paris unit plan

THRESHOLD CONCEPTS / PREREQUISITES

Adjectives Exclamation marks Verbs Nouns Adjectives

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Conjunctions Adverbs Contracted form Adverbials of time Commas in a list Past tense

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn pathway: un-, re-, -ly; revise -s/-es and -y.

In genre Narrative: prefix changes to meaning and adverbs.

END OF UNIT 02

START • UNIT 03 Christmas Writing Poetry

THRESHOLD CONCEPTS / PREREQUISITES

Common exception words Adjectives Capital letters Full stops

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

rhyme, rhythm, and repetition

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Buffer/retrieval: -y, -ly, -ed/-ing, un-, re-.

In genre Poetry: use in authentic choices; no new rule required.

END OF UNIT 03



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 2 / SPRING 1 / WRITING • GRAMMAR • SPELLING

SPRING 1

UNIT ORDER 1 Writing to persuade The Day the Crayons Quit by Drew Darwel → 2 Narrative – Adventure: The Owl Who Was Afraid of the Dark (Jane Considine Year 2 Write Stuff)

START • UNIT 01 Writing to persuade The Day the Crayons Quit by Drew Darwel

THRESHOLD CONCEPTS / PREREQUISITES

Adjectives Common exception words Questions Statement Commands

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Present tense Past tense Suffix 'less' Alliteration Expanded noun phrases Suffixes Conjunctions - because. Also, so

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring persuasion: super-/sur-, under-, over-; revisit -ful/-less/-ly.

In genre Persuasive word choice and accurate suffixes.

END OF UNIT 01

START • UNIT 02 Narrative – Adventure: The Owl Who Was Afraid of the Dark (Jane Considine Year 2 Write Stuff)

THRESHOLD CONCEPTS / PREREQUISITES

Capital letters and full stops; adjectives for description; simple past tense; conjunctions and/because; oral retelling and sequencing.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Harper Bell proposed unit grammar (confirm against the licensed Jane Considine plan): expanded noun phrases; past-tense verbs; adverbs to show how; co-ordinating conjunctions (and, but, so); subordination (because, when, if); accurate sentence punctuation.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring narrative progression: -less, -ful, -ly (revisit from earlier teaching as needed). Link meaning to feeling/character words: fear → fearful/fearless; quiet → quietly; hope → hopeful.

In genre Apply these word-building choices to describe Plop's behaviour and feelings. Keep teaching assessment-led rather than assuming every suffix must be taught as a new rule here.

NEW HARPER BELL UNIT: This unit follows The Day the Crayons Quit in Spring 1. Suggested outcome: an adventure narrative showing how Plop's thoughts and feelings develop. **END OF UNIT 02**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 2 / SPRING 2 / WRITING • GRAMMAR • SPELLING

SPRING 2

UNIT ORDER 1 Writing to inform Big Cats Big Cats unit plan Independent write - Non-chron report on animal linked to scientific learning → 2 Narrative: Binny's Diwali

START • UNIT 01 Writing to inform Big Cats Big Cats unit plan Independent write - Non-chron report on animal linked to scientific learning

THRESHOLD CONCEPTS / PREREQUISITES

Question marks Compound sentences Capital letters Full stops

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Alliteration Adverbs Simile Homophones Subordinating conjunctions - if

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring: -less, -ful, -ly; revisit -er/-est and -er/-or.

In genre Information writing: distinguish affixes from base words.

END OF UNIT 01

START • UNIT 02 Narrative: Binny's Diwali

THRESHOLD CONCEPTS / PREREQUISITES

Capital letters Fullstops Simple adjectives Coordinating conjunction and

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Subordinating conjunctions because, when, if Expanded noun phrases Commas in a list Apostrophes for contraction

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring narrative: -less, -ful, -ly; revisit -er/-est.

In genre Narrative: describing words and meaningful derivatives.

END OF UNIT 02



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 2 / SUMMER 1 / WRITING • GRAMMAR • SPELLING

SUMMER 1

UNIT ORDER 1 Adventure Narrative: Building Boy → 2 Non-Chronological Report Oceans and Continents

START • UNIT 01 Adventure Narrative: Building Boy

THRESHOLD CONCEPTS / PREREQUISITES

Spell phonetically plausible words Join ideas using and. Finger spaces Capital letters

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Expanded noun phrases Subordinating conjunctions Coordinating conjunctions Past tense Progressive tense Adverbs Commas for lists Begin to use varying sentence openers

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer setting/narrative: -ness; -ed/-ing used as adjectives.

In genre Show how suffixes help build description.

END OF UNIT 01

START • UNIT 02 Non-Chronological Report Oceans and Continents

THRESHOLD CONCEPTS / PREREQUISITES

Spell phonetically plausible words Join ideas using and. Finger spaces Capital letters Simple adjectives to describe

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Expanded noun phrases Subordinating conjunctions because when, if Coordinating conjunctions and, but, or, so Adverbs Commas in a list Progressive tense

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer explanation: -ment; apply word matrices.

In genre Technical nouns in non-chronological writing.

END OF UNIT 02



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 2 / SUMMER 2 / WRITING • GRAMMAR • SPELLING

SUMMER 2

UNIT ORDER 1 Narrative: The Friendship Bench → 2 A letter to myself next year → 3 Recount | Dudley Zoo and Castle visit (Year 2, Summer 2)

START • UNIT 01 Narrative: The Friendship Bench

THRESHOLD CONCEPTS / PREREQUISITES

Spell phonetically plausible words Join ideas using and. Finger spaces Capital letters Simple adjectives to describe

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Expanded noun phrases Subordinating conjunctions because when, if Coordinating conjunctions and, but, or, so Adverbs Consistent use of person and tense Commas in a list

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer: -ness; adjectival -ed/-ing; revisit -ment.

In genre Descriptive and reflective vocabulary.

END OF UNIT 01

START • UNIT 02 A letter to myself next year

THRESHOLD CONCEPTS / PREREQUISITES

Compound sentences Capital letters Full stops

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Subordinating conjunctions Apostrophes for possession Adverbs Apostrophes for contractions

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Review: -er/-est; -ful/-less/-ly; -ness.

In genre Consolidate in an authentic letter; no extra scheme rule.

END OF UNIT 02

START • UNIT 03 Recount | Dudley Zoo and Castle visit (Year 2, Summer 2) [EXPERIENCE RECOUNT]

THRESHOLD CONCEPTS / PREREQUISITES

Statements Exclamations Joining ideas using 'and'.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Adverbs -ed suffix Subordinating conjunctions when and because Present tense Past tense

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Recount revision: -ed/-ing (verbs), -ly; revisit -ment.

In genre Trip recount is placed in Summer 2; schemes' buffer/consolidation period.

Experience: Dudley Zoo and Castle — Summer 2 **END OF UNIT 03**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 3

Your half-term writing journey at a glance

Each row shows the order of writing units within that half-term. Turn to the next section for the grammar and spelling content.

HALF-TERM	UNIT SEQUENCE
AUTUMN 1	1. Explanation text The Street Beneath My Feet → 2. Narrative The Wolves in the Walls → 3. Black History Month Writing Week
AUTUMN 2	1. The True Story of The Three Little Pigs- Narrative → 2. Poetry Autumn is Here → 3. Christmas Writing Poetry
SPRING 1	1. Poetry I asked the little boy who could not see. → 2. Narrative The Secret of Black Rock
SPRING 2	1. FairTrade Letter → 2. Narrative The Magic Paintbrush → 3. Recount Humps Histories: Ancient Egyptian workshop (Year 3, Spring 2)
SUMMER 1	1. Narrative The Blue Umbrella → 2. Instructional writing My Strong Mind
SUMMER 2	1. Non Chronological Report Skeletons and Muscles → 2. Narrative Wisp: A Story of Hope

A = grammar within the writing unit | B1/B2 are on the next page, grouped by half-term.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 3 | Explicit grammar & punctuation by half-term

B1 = Grammarsaurus Place Value of Punctuation & Grammar (PVPG) and retrieval. **B2** = additional Harper Bell GPS units taught explicitly.

HALF-TERM	B1 PVPG / RETRIEVAL	B2 EXPLICIT GPS UNITS
AUTUMN 1	PVPG objectives 1–9: the first half of the published sequence, focusing on noun categories, regular/irregular and being/action verbs, and the building blocks of identifying subjects.	PVPG FOUNDATION ONLY. No separate new GPS sequence; revisit Year 2 punctuation and conjunctions within writing and retrieval.
AUTUMN 2	PVPG objectives 10–19: complete the published progression through subjects/pronouns, accurate single-clause sentences, clause co-ordination and compound subjects; assess application.	PVPG FOUNDATION ONLY. Complete objectives 10–19; practise accurate punctuation within writing. Additional explicit GPS starts Spring 1.
SPRING 1	PVPG application: check complete single-clause sentences and use co-ordinating conjunctions deliberately.	BEGIN ADDITIONAL EXPLICIT GPS: prepositions and prepositional phrases; fronted adverbials with commas; organising related ideas into paragraphs.
SPRING 2	PVPG retrieval: pronouns as subjects, verb accuracy and punctuation in sustained writing.	Explicit units: co-ordinating and subordinating conjunctions (because, when, if); compound and complex sentences; introductory speech punctuation and inverted commas.
SUMMER 1	PVPG fluency: change or expand subjects and verbs without losing sentence accuracy.	Explicit units: present perfect compared with past tense; apostrophes for contraction and possession; adverbs and precise verbs.
SUMMER 2	PVPG end-point review: edit subjects, verbs, sentence boundaries and co-ordination independently.	Consolidation: correctly punctuated direct speech, fronted adverbials, present perfect and clause joining; independent editing.

B1 follows the published PVPG sequence across Autumn 1 and Autumn 2. B2 additional explicit GPS units begin in Spring 1; the spring/summer sequence is Harper Bell's proposed order and can respond to assessment.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 3 / AUTUMN 1 / WRITING • GRAMMAR • SPELLING

AUTUMN 1

UNIT ORDER 1 Explanation text The Street Beneath My Feet → 2 Narrative The Wolves in the Walls → 3 Black History Month Writing Week

START • UNIT 01 Explanation text The Street Beneath My Feet

THRESHOLD CONCEPTS / PREREQUISITES

Questions Simple sentences Main clauses

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Prepositional phrases Relative clauses

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Baseline; vowels/consonants, alphabet, compounds, morphology. Then revisit Y2 -s/-es, -y.

Year-group Y3 -ous.

In genre Explanation: use -ous adjectives in precise subject vocabulary.

END OF UNIT 01

START • UNIT 02 Narrative The Wolves in the Walls

THRESHOLD CONCEPTS / PREREQUISITES

Capital letters Full stumps Main clauses Subordinate conjunctions

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Similes Metaphors Complex sentences Fronted adverbials Commas for clarity

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Revisit Y2 -ed/-ing (verbs) and -er/-or.

Year-group Y3 port; de-; trans-; tele-.

In genre Narrative: root/prefix exploration; adapt the autumn genre placement.

END OF UNIT 02

START • UNIT 03 Black History Month Writing Week [STANDALONE WRITING WEEK]

THRESHOLD CONCEPTS / PREREQUISITES

Recall and apply recently taught sentence, punctuation and vocabulary knowledge.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Apply and assess current year-group grammar in an authentic writing outcome; no additional fixed grammar focus imposed.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Revisit Y2 re-, -ly; consolidate -ed/-ing.

Year-group Y3 -ion and -an.

In genre Black History writing: spelling applied to agreed text and outcome.

TO CONFIRM: Confirm stimulus, writing outcome and text selection **END OF UNIT 03**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 3 / AUTUMN 2 / WRITING • GRAMMAR • SPELLING

AUTUMN 2

UNIT ORDER 1 The True Story of The Three Little Pigs- Narrative → 2 Poetry Autumn is Here → 3 Christmas Writing Poetry

START • UNIT 01 The True Story of The Three Little Pigs- Narrative

THRESHOLD CONCEPTS / PREREQUISITES

Commas for lists Expanded noun phrases Coordinating conjunctions Apostrophes for singular possession

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Fronted Adverbials Inverted commas for dialogue Compound sentences Complex sentences onomatopoeias

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn retrieval: Y2 -s/-es, -y and -ly; strengthen word-class recognition through narrative vocabulary.

Year-group Consolidate Y3 -ous, port, de-, trans-, tele-, -ion and -an according to the Autumn morpheme assessments.

In genre Apply known affixes and root words in a traditional-tale narrative; explore the effect of changed word meanings.

END OF UNIT 01

START • UNIT 02 Poetry Autumn is Here

THRESHOLD CONCEPTS / PREREQUISITES

Commas for lists Adverbs Adjectives Expanded noun phrases

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Precise adjectives and verbs Complex sentences Varying sentence structures Apostrophes for possession and contraction Fronted adverbials

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn retrieval: re-, -ly; -er/-or.

Year-group Consolidate Y3 -ion and -an.

In genre Poetry: practise derivatives; no invented new objective.

END OF UNIT 02

START • UNIT 03 Christmas Writing Poetry

THRESHOLD CONCEPTS / PREREQUISITES

rhyme, rhythm, and repetition Expanded noun phrases

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Similes Metaphors Paragraphs

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Buffer and assessment-led revisit of Autumn affixes.

Year-group Review Y3 -ous, -ion/-an and roots.

In genre Poetry: no extra fixed rule.

END OF UNIT 03



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 3 / SPRING 1 / WRITING • GRAMMAR • SPELLING

SPRING 1

UNIT ORDER 1 Poetry I asked the little boy who could not see. → 2 Narrative The Secret of Black Rock

START • UNIT 01 Poetry I asked the little boy who could not see.

THRESHOLD CONCEPTS / PREREQUISITES

Questions Statements Rhythm Rhyme adjectives

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Onomatopoeias Metaphor simile Inverted commas

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring retrieval: revisit Y2 -ness and adjective -ed/-ing and word families as needed.

Year-group Apply Y3 scribe/script, pre- and vise within the Spring sequence where assessment supports them.

In genre Explore language and meaning in poetry; use morphology for vocabulary choice without inventing a poetry-specific spelling rule.

END OF UNIT 01

START • UNIT 02 Narrative The Secret of Black Rock

THRESHOLD CONCEPTS / PREREQUISITES

Commas for lists Expanded noun phrases Adverbs Commas for lists Past tense

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Present perfect Similes Metaphors Dialogue Fronted adverbials.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring: Y2 -ment, -ly, -ful; verb -ed/-ing.

Year-group Y3 inter-; ject; struct; spect.

In genre Narrative: choose precise verbs and character vocabulary.

END OF UNIT 02



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 3 / SPRING 2 / WRITING • GRAMMAR • SPELLING

SPRING 2

UNIT ORDER 1 FairTrade Letter → 2 Narrative The Magic Paintbrush → 3 Recount | Humps Histories: Ancient Egyptian workshop (Year 3, Spring 2)

START • UNIT 01 FairTrade Letter

THRESHOLD CONCEPTS / PREREQUISITES

Simple and compound sentences Subordinating conjunctions

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Complex sentences Fronted adverbials Commas after fronted adverbials

GRAMMARSABURUS SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring: revisit -ed/-ing (verbs) and un-; retrieve -ful/-ly.

Year-group Y3 -ed/-ing with stressed vowels; revisit pre-/vise.

In genre FairTrade letter: show how suffixes affect written argument.

END OF UNIT 01

START • UNIT 02 Narrative The Magic Paintbrush

THRESHOLD CONCEPTS / PREREQUISITES

Expanded noun phrases Coordination: and, but, so, or subordination: because, when, if

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Inverted commas for direct speech Precise verbs Paragraphs Adverbs Compound and complex sentences

GRAMMARSABURUS SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring: -ed/-ing (verbs), -ment; build matrices.

Year-group Y3 inter-/ject/struct/spect; stressed-vowel -ed/-ing.

In genre Narrative: use word matrices for verbs in final pieces.

END OF UNIT 02

START • UNIT 03 Recount | Humps Histories: Ancient Egyptian workshop (Year 3, Spring 2) [EXPERIENCE RECOUNT]

THRESHOLD CONCEPTS / PREREQUISITES

Simple past tense Prepositions Compound sentences Complex sentences

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Fronted adverbials Paragraphs Commas to separate clauses Technical vocabulary

GRAMMARSABURUS SPELLING | RULES, ROOTS & APPLICATION

Place Value Recount: -ed/-ing for past events; -ly (Y2).

Year-group Revisit Year 3 stressed-vowel -ed/-ing.

In genre Ancient Egyptian workshop recount; application and checking.

Experience: Ancient Egyptian workshop — Spring 2 **END OF UNIT 03**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 3 / SUMMER 1 / WRITING • GRAMMAR • SPELLING

SUMMER 1

UNIT ORDER 1 Narrative The Blue Umbrella → 2 Instructional writing My Strong Mind

START • UNIT 01 Narrative The Blue Umbrella

THRESHOLD CONCEPTS / PREREQUISITES

Expanded Noun Phrases Commas for lists Coordinating and subordinating conjunctions

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Inverted commas for direct speech Precise verbs Paragraphs Adverbs Compound and complex sentences Fronted adverbials

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer: Y2 -y, -less, -ful, adjectival -ed/-ing; un-.

Year-group Y3 dis-/dif-/di-; mis-.

In genre Narrative description and shifts in meaning.

END OF UNIT 01

START • UNIT 02 Instructional writing My Strong Mind

THRESHOLD CONCEPTS / PREREQUISITES

Expanded noun phrases Past and present tense Capital letters, full stops, exclamation marks,

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Apostrophes for possession and contractions Fronted adverbials Compound and complex sentences First person paragraphs

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer: -less, -ful, un-; -ed/-ing adjectives.

Year-group Y3 in-/im-/il-/ir-; -ure.

In genre Instructions: explore how prefixes alter meaning.

END OF UNIT 02



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 3 / SUMMER 2 / WRITING • GRAMMAR • SPELLING

SUMMER 2

UNIT ORDER 1 Non Chronological Report Skeletons and Muscles → 2 Narrative Wisp: A Story of Hope

START • UNIT 01 Non Chronological Report Skeletons and Muscles	
THRESHOLD CONCEPTS / PREREQUISITES Expanded noun phrases Coordination: and, but, so, or subordination: because, when, if Commas for lists	A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Complex sentences Fronted adverbials Wider range of conjunctions: because, although, while, if, so, therefore Present tense Paragraphs
GRAMMARSaurus SPELLING RULES, ROOTS & APPLICATION Place Value Summer: revisit Y2 -s/-es and -y. Year-group Y3 ex-/e-; anti-/ant-; multi- In genre Non-chronological report: technical and subject-specific words.	
END OF UNIT 01	
START • UNIT 02 Narrative Wisp: A Story of Hope	
THRESHOLD CONCEPTS / PREREQUISITES Expanded noun phrases Coordination: and, but, so, or subordination: because, when, if	A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Inverted commas for direct speech Smiles and metaphors Paragraphs Adverbs Compound and complex sentences
GRAMMARSaurus SPELLING RULES, ROOTS & APPLICATION Place Value Summer: -ful/-less, un-; adjectival -ed/-ing. Year-group Y3 vent/vene; matrix application; review -ure. In genre Narrative: compare word relatives; end-of-year consolidation.	
END OF UNIT 02	



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 4

Your half-term writing journey at a glance

Each row shows the order of writing units within that half-term. Turn to the next section for the grammar and spelling content.

HALF-TERM	UNIT SEQUENCE
AUTUMN 1	1. Narrative Aladdin → 2. Newspaper article The Creature → 3. Black History Month Writing Week
AUTUMN 2	1. Diary entry Journal of Iliona → 2. Holiday Brochure Geography → 3. Christmas Writing Poetry
SPRING 1	1. Narrative BFG → 2. Narrative The Boy, The Fox, the mole and The Horse → 3. Poem Still I Rise
SPRING 2	1. Letters to persuade Invitation to an author → 2. Narrative Feast → 3. Recount Black Country Living Museum (Year 4, Spring 2)
SUMMER 1	1. Narrative Charlie and The Chocolate Factory → 2. Non Chronological Report The Vikings
SUMMER 2	1. Narrative The Journey → 2. Instructional writing Science Experiment

A = grammar within the writing unit | B1/B2 are on the next page, grouped by half-term.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 4 | Explicit grammar & punctuation by half-term

B1 = Grammarsaurus Place Value of Punctuation & Grammar (PVPG) and retrieval. **B2** = additional Harper Bell GPS units taught explicitly.

HALF-TERM	B1 PVPG / RETRIEVAL	B2 EXPLICIT GPS UNITS
AUTUMN 1	PVPG objectives 1–9: the first half of the published Years 3/4 sequence; revisit noun categories, verbs and verb phrases, and identification of sentence subjects.	PVPG FOUNDATION ONLY. Use prerequisite checks of main clauses and punctuation; no additional stand-alone GPS units.
AUTUMN 2	PVPG objectives 10–19: complete the published progression in subjects and pronouns, accurate single-clause construction, co-ordination and compound subjects.	PVPG FOUNDATION ONLY. Complete objectives 10–19. Practise and assess their application in writing, without adding separate new GPS units.
SPRING 1	PVPG retrieval: noun/verb phrases, subject recognition and controlled co-ordination.	BEGIN ADDITIONAL EXPLICIT GPS: expanded noun phrases and prepositional phrases; fronted adverbials with commas; paragraph organisation.
SPRING 2	PVPG application: repair fragments and unclear subject–verb relationships.	Explicit units: wider subordinating conjunctions; punctuated direct speech and reporting clauses; apostrophes for plural possession.
SUMMER 1	PVPG retrieval: sentence boundaries, pronouns, co-ordinated clauses and compound subjects.	Explicit units: tense control; commas for clarity; paragraph cohesion and careful noun/pronoun references.
SUMMER 2	PVPG final review: distinguish single-clause and compound constructions; edit accurately.	Consolidation: sentence structures, direct speech, fronted adverbials, possessive apostrophes and paragraphing; prepare for Year 5.

B1 follows the published PVPG sequence across Autumn 1 and Autumn 2. B2 additional explicit GPS units begin in Spring 1; the spring/summer sequence is Harper Bell's proposed order and can respond to assessment.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 4 / AUTUMN 1 / WRITING • GRAMMAR • SPELLING

AUTUMN 1

UNIT ORDER 1 Narrative | Aladdin → 2 Newspaper article The Creature → 3 Black History Month Writing Week

START • UNIT 01 Narrative | Aladdin

THRESHOLD CONCEPTS / PREREQUISITES

Retrieve previously taught prerequisite skills; confirm in unit planning.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

No original unit-specific grammar supplied. Confirm planned NC grammar progression before teaching.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Baseline, vowels/consonants, compounds and morphology; then Y2 -s/-es, -y and Y3 -ous.

Year-group Y4 -ous.

In genre Aladdin: noun and adjective morphology in narrative.

TO CONFIRM: New unit: confirm associated grammar focus and supporting texts **END OF UNIT 01**

START • UNIT 02 Newspaper article The Creature

THRESHOLD CONCEPTS / PREREQUISITES

Commas for lists Simple past tense Present tense Inverted commas

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Rhetorical questions Relative clause Verbs Fronted adverbials Perfect tense

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn: revisit Y2 -ed/-ing verbs and -er/-or; Y3 de-.

Year-group Y4 per-, sub-, tract, -ate.

In genre Newspaper: technical/process nouns and verbs.

END OF UNIT 02

START • UNIT 03 Black History Month Writing Week [STANDALONE WRITING WEEK]

THRESHOLD CONCEPTS / PREREQUISITES

Recall and apply recently taught sentence, punctuation and vocabulary knowledge.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Apply and assess current year-group grammar in an authentic writing outcome; no additional fixed grammar focus imposed.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn: revisit Y2 -ness, adjectival -ed/-ing; Y3 -ion.

Year-group Y4 -ion, -an.

In genre Black History week: apply current rules in an independent outcome.

TO CONFIRM: Confirm stimulus, writing outcome and text selection **END OF UNIT 03**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 4 / AUTUMN 2 / WRITING • GRAMMAR • SPELLING

AUTUMN 2

UNIT ORDER 1 Diary entry Journal of Iliona → 2 Holiday Brochure Geography → 3 Christmas Writing Poetry

START • UNIT 01 Diary entry Journal of Iliona

THRESHOLD CONCEPTS / PREREQUISITES

Simple past tense Exclamation marks Subordinating conjunctions Commas for lists

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Technical vocabulary Rhetorical questions Fronted adverbials Commas to separate clauses Relative clauses Paragraphs

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn: -ed/-ing (verbs), -er/-or (Y2); de- (Y3).

Year-group Revisit Y4 per-/sub-/tract/-ate.

In genre Diary: tense and word formation.

END OF UNIT 01

START • UNIT 02 Holiday Brochure Geography

THRESHOLD CONCEPTS / PREREQUISITES

Commas for lists Proper nouns coordinating conjunctions (so)

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Headings Subheadings Captions Alliteration Rhetorical questions

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn: Y3 tele-/port/-ion; Y2 -ness, adjectival -ed/-ing.

Year-group Y4 -ion and -an.

In genre Brochure: geographical word families; no extra scheme unit.

END OF UNIT 02

START • UNIT 03 Christmas Writing Poetry

THRESHOLD CONCEPTS / PREREQUISITES

Rhyme, rhythm, and repetition Expanded noun phrases

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Similes Metaphors Paragraphs

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Buffer: revisit -ous (Y3/Y4), -ion, -an.

Year-group Consolidate autumn Y4 roots and affixes.

In genre Poetry: spelling in context without adding a new rule.

END OF UNIT 03



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 4 / SPRING 1 / WRITING • GRAMMAR • SPELLING

SPRING 1

UNIT ORDER 1 Narrative BFG → 2 Narrative The Boy, The Fox, the mole and The Horse → 3 Poem Still I Rise

START • UNIT 01 Narrative BFG

THRESHOLD CONCEPTS / PREREQUISITES

Commas for lists Subordinating conjunctions Compound sentences

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Wider range of subordinating conjunctions: once, since, when Fronted adverbials Commas to separate clauses Similes Paragraphs Inverted commas

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring: -ful, -ly (Y2); revisit -ous (Y3/Y4).

Year-group Y4 -able, -ible.

In genre Narrative: word meaning and adjectival precision.

END OF UNIT 01

START • UNIT 02 Narrative The Boy, The Fox, the mole and The Horse

THRESHOLD CONCEPTS / PREREQUISITES

Apostrophe for possession Compound and complex sentences using conjunctions

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Fronted adverbials (ing verbs) Dialogue (split speech) Prepositions

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring: Y2 -ment/-ly; Y3 -ion.

Year-group Y4 -ive, -ty.

In genre Narrative: word families expressing qualities/actions.

END OF UNIT 02

START • UNIT 03 Poem Still I Rise

THRESHOLD CONCEPTS / PREREQUISITES

Rhyme Nouns Question marks

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Similes Rhetorical questions

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring poetry: revisit Y2 -er/-or.

Year-group Y4 matrix application / revisit -ive, -ty.

In genre Poetry: select words by effect; consolidation rather than a new block.

END OF UNIT 03



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 4 / SPRING 2 / WRITING • GRAMMAR • SPELLING

SPRING 2

UNIT ORDER 1 Letters to persuade Invitation to an author → 2 Narrative Feast → 3 Recount | Black Country Living Museum (Year 4, Spring 2)

START • UNIT 01 Letters to persuade Invitation to an author

THRESHOLD CONCEPTS / PREREQUISITES

Simple sentences Compound and complex sentences

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Fronted adverbials Paragraphs Brackets for parenthesis

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer persuasive: revisit Y3 stressed-vowel -ed/-ing.

Year-group Y4 act, rupt; -en, -ise.

In genre Persuasive letter: precision of derivations.

END OF UNIT 01

START • UNIT 02 Narrative Feast

THRESHOLD CONCEPTS / PREREQUISITES

Adjectives Adverbs Commas for lists Simple sentences Compound sentences

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Expanded noun phrases Prepositional phrases Fronted adverbials Commas to separate clauses Complex sentences paragraphs

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring retrieval: consolidate Y2 -ful/-ly and Y3/Y4 -ous alongside adjective choices.

Year-group Revisit Y4 -ic and -al already introduced in the spring; practise application rather than adding a competing new sequence.

In genre Narrative description: use morphological knowledge when choosing precise and vivid nouns, verbs and adjectives.

END OF UNIT 02

START • UNIT 03 Recount | Black Country Living Museum (Year 4, Spring 2) [EXPERIENCE RECOUNT]

THRESHOLD CONCEPTS / PREREQUISITES

Simple past tense Prepositions Compound sentences Complex sentences

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Fronted adverbials Paragraphs Brackets for parenthesis Commas to separate clauses brackets

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Recount: Y2 -ed/-ing (verbs); Y3 stressed vowels.

Year-group Revisit Y4 -en, -ise; fy/fic/fice.

In genre Black Country Living Museum visit; apply spellings in diary/recount.

Experience: Black Country Living Museum — Spring 2 **END OF UNIT 03**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 4 / SUMMER 1 / WRITING • GRAMMAR • SPELLING

SUMMER 1

UNIT ORDER 1 Narrative Charlie and The Chocolate Factory → 2 Non Chronological Report The Vikings

START • UNIT 01 Narrative Charlie and The Chocolate Factory	
THRESHOLD CONCEPTS / PREREQUISITES Subordinating conjunctions Contractions Adjectives Verbs	A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Complex sentences using because and as. Prepositions Expanded noun phrases using prepositions Relative clauses Inverted commas
GRAMMARSaurus SPELLING RULES, ROOTS & APPLICATION Place Value Summer: Y2 -ness; Y3 tele-/port; Y4 tract. Year-group Y4 -hood, -ship; review en-/em-. In genre Narrative: nouns for relationships and community.	
END OF UNIT 01	
START • UNIT 02 Non Chronological Report The Vikings	
THRESHOLD CONCEPTS / PREREQUISITES Commas for lists Expanded noun phrases Adverbs Past and present tense	A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Fronted adverbials Commas to separate clauses Create atmosphere and mood through description
GRAMMARSaurus SPELLING RULES, ROOTS & APPLICATION Place Value Spring/summer non-fiction revision: -s/-es, -y, -ous, -ful/-ly. Year-group Y4 kilo, gram, mill, cent; revisit -ic/-al. In genre Vikings information: subject words, measures and word families.	
END OF UNIT 02	



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 4 / SUMMER 2 / WRITING • GRAMMAR • SPELLING

SUMMER 2

UNIT ORDER 1 Narrative The Journey → 2 Instructional writing Science Experiment

START • UNIT 01 Narrative The Journey	
THRESHOLD CONCEPTS / PREREQUISITES Expanded noun phrases Commas for lists Coordinating and subordinating conjunctions	A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Similes Metaphors Personification Relative clauses brackets Increasing variety of sentence structures Wider range of conjunctions
GRAMMARSaurus SPELLING RULES, ROOTS & APPLICATION Place Value Summer plot: -ness (Y2); Y3 tele-/port; Y4 tract. Year-group Y4 -hood and -ship. In genre Narrative: word families and character relationships.	
END OF UNIT 01	
START • UNIT 02 Instructional writing Science Experiment	
THRESHOLD CONCEPTS / PREREQUISITES Simple sentences Imperative verbs Compound sentences Commas for lists Expanded noun phrases	A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Headings Subheadings Bullet points Fronted adverbials Commas to separate clauses Brackets Precise verbs
GRAMMARSaurus SPELLING RULES, ROOTS & APPLICATION Place Value Summer science recount/instructions: kilo, gram, mill, cent (Y4). Year-group Y4 aud, phone; matrix application. In genre Science instructions: apply technical roots where relevant; otherwise revisit.	
END OF UNIT 02	



YEAR 5

Your half-term writing journey at a glance

Each row shows the order of writing units within that half-term. Turn to the next section for the grammar and spelling content.

HALF-TERM	UNIT SEQUENCE
AUTUMN 1	1. Narrative The Nowhere Emporium → 2. Adventure Narrative One Small Step → 3. Black History Month Writing Week
AUTUMN 2	1. Writing to Inform Mars Transmission → 2. Recount Viking experience day (Year 5, Autumn 2) → 3. Christmas Writing Poetry
SPRING 1	1. Balanced Argument Screen Usage → 2. Writing to Entertain Gorilla → 3. Short writing application SEA LIFE Birmingham Aquarium visit
SPRING 2	1. Narrative Computer Dad → 2. Instructional Writing DT → 3. Narrative The Piano
SUMMER 1	1. Biography: David Attenborough → 2. Narrative The Depth of the Lake and the Height of the Sky
SUMMER 2	1. Writing to persuade and inform Refugees → 2. Persuasive Letter Post Cards From Prison

A = grammar within the writing unit | B1/B2 are on the next page, grouped by half-term.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 5 | Explicit grammar & punctuation by half-term

B1 = Grammarsaurus Place Value of Punctuation & Grammar (PVPG) and retrieval. **B2** = additional Harper Bell GPS units taught explicitly.

HALF-TERM	B1 PVPG / RETRIEVAL	B2 EXPLICIT GPS UNITS
AUTUMN 1	PVPG objectives 1–9: first half of the published Years 5/6/7 progression, including common/proper, collective/partitive and abstract nouns, and action/being/phrasal verbs.	PVPG FOUNDATION ONLY. Use baseline checks in writing; no separate new GPS units during Autumn 1.
AUTUMN 2	PVPG objectives 10–19: complete the published progression in subjects, accurate single-clause construction, co-ordinated clauses, compound/dummy subjects, gerunds and application.	PVPG FOUNDATION ONLY. Complete objectives 10–19, with retrieval and application in writing. Begin additional explicit GPS in Spring 1.
SPRING 1	PVPG application: identify clear clauses, subjects and verbs before making cohesion choices.	BEGIN ADDITIONAL EXPLICIT GPS: relative clauses (who, which, where, when, whose, that); commas/brackets/dashes for parenthesis; cohesive devices.
SPRING 2	PVPG retrieval: repair clauses, sentence boundaries and misplaced punctuation.	Explicit units: modal verbs and adverbs of possibility; formal and informal vocabulary; commas for clarity and consistent tense.
SUMMER 1	PVPG fluency in non-fiction: clear subjects, controlled verb forms and deliberate co-ordination.	Explicit units: deliberate dialogue punctuation; effective cohesion within/across paragraphs; precise noun and verb phrases.
SUMMER 2	PVPG end-point check: edit sentence boundaries, subjects, verbs and clause links independently.	Consolidation: modality, relative clauses, parenthesis, punctuation for clarity and formal persuasive writing.

B1 follows the published PVPG sequence across Autumn 1 and Autumn 2. B2 additional explicit GPS units begin in Spring 1; the spring/summer sequence is Harper Bell's proposed order and can respond to assessment.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 5 / AUTUMN 1 / WRITING • GRAMMAR • SPELLING

AUTUMN 1

UNIT ORDER 1 Narrative The Nowhere Emporium → 2 Adventure Narrative One Small Step → 3 Black History Month Writing Week

START • UNIT 01 Narrative The Nowhere Emporium

THRESHOLD CONCEPTS / PREREQUISITES

Expanded Noun Phrases Questions Fronted adverbials Dialogue Complex sentences

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Alliteration Hyphens Cohesive devices Dashes Rhetorical Questions

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Baseline, vowels/consonants, compounds and morphology; then Y2 -s/-es, -y and Y3/Y4 -ous.

Year-group Y5 number morphemes: semi-, bi-, tri-, quadr-/quart-, pent-/penta-, hex-/hexa-.

In genre Narrative: word-building before independent drafting.

END OF UNIT 01

START • UNIT 02 Adventure Narrative One Small Step

THRESHOLD CONCEPTS / PREREQUISITES

Exclamation marks Fronted adverbials Subordinate conjunctions Adverbs

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Modal Verbs Dialogue to advance the action Relative clauses

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn: Y2 -ed/-ing (verbs); Y3 -ion; Y4 -ate/-ion.

Year-group Y5 number morphemes: sept-/septem-, oct-/octa-, nov-/nona-, dec-/deca-/decem-, un- (one).

In genre Space narrative: link number prefixes to measurements or quantities.

END OF UNIT 02

START • UNIT 03 Black History Month Writing Week [STANDALONE WRITING WEEK]

THRESHOLD CONCEPTS / PREREQUISITES

Recall and apply recently taught sentence, punctuation and vocabulary knowledge.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Apply and assess current year-group grammar in an authentic writing outcome; no additional fixed grammar focus imposed.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Consolidate autumn -s/-es, -y, -ous, verb -ed/-ing and -ion.

Year-group Y5 auto-; fact/fect/face/fice (introduced when ready).

In genre Black History week: transfer current spellings; no separate new block.

TO CONFIRM: Confirm stimulus, writing outcome and text selection **END OF UNIT 03**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 5 / AUTUMN 2 / WRITING • GRAMMAR • SPELLING

AUTUMN 2

UNIT ORDER 1 Writing to Inform Mars Transmission → 2 Recount | Viking experience day (Year 5, Autumn 2) → 3 Christmas Writing Poetry

START • UNIT 01 Writing to Inform Mars Transmission		
THRESHOLD CONCEPTS / PREREQUISITES Apostrophes for contraction Coordinating conjunctions Fronted adverbials Dialogue		A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Dashes Subordinate conjunctions Personification Metaphors
GRAMMARSAURUS SPELLING RULES, ROOTS & APPLICATION Place Value Autumn non-fiction revision: Y2 -s/-es, -y; Y3/Y4 -ous. Year-group Y5 number morphemes; auto-; fact/fect/face/fice. In genre Mars information text: technical vocabulary and word matrices.		
END OF UNIT 01		

START • UNIT 02 Recount Viking experience day (Year 5, Autumn 2) [EXPERIENCE RECOUNT]		
THRESHOLD CONCEPTS / PREREQUISITES Simple past tense Irregular verbs Fronted adverbials Paragraphs		A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Past perfect tense Informal language Technical vocabulary Brackets, commas and dashes for parenthesis
GRAMMARSAURUS SPELLING RULES, ROOTS & APPLICATION Place Value Autumn recount-letter: -ed/-ing (verbs, Y2); -ion (Y3/Y4); -ate (Y4). Year-group Y5 auto-; revisit number morphemes. In genre Viking experience recount: past-tense writing.		
Experience: Viking experience day — Autumn 2 END OF UNIT 02		

START • UNIT 03 Christmas Writing Poetry		
THRESHOLD CONCEPTS / PREREQUISITES Rhyme, rhythm, and repetition Expanded noun phrases		A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Similes Metaphors Paragraphs Personification
GRAMMARSAURUS SPELLING RULES, ROOTS & APPLICATION Place Value Autumn setting description: Y2 -ed/-ing (adjectives), -ness. Year-group Review Y5 fact/fect/face/fice. In genre Poetry: autumn buffer and application.		
END OF UNIT 03		



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 5 / SPRING 1 / WRITING • GRAMMAR • SPELLING

SPRING 1

UNIT ORDER 1 Balanced Argument Screen Usage → 2 Writing to Entertain Gorilla → 3 Short writing application | SEA LIFE Birmingham Aquarium visit

START • UNIT 01 Balanced Argument Screen Usage

THRESHOLD CONCEPTS / PREREQUISITES

Compound sentences Complex sentences Fronted adverbials Paragraphs Present tense

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Causal conjunctions Formal tone Rhetorical questions Semicolons to link related clauses

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring recount/argument revision: Y3 dis-/dif-/di- and in-/im-/il-/ir-.

Year-group Y5 -ant, -ance, -ent, -ence.

In genre Balanced argument: related adjective/noun forms.

END OF UNIT 01

START • UNIT 02 Writing to Entertain Gorilla

THRESHOLD CONCEPTS / PREREQUISITES

Apostrophes for plural possession Adverbs Adjectives Complex sentences

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Personification Semicolons Colons Relative clauses Brackets and commas for parenthesis

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring characterising speech: Y3 inter-, ject.

Year-group Y5 pro-, form.

In genre Narrative: character choices and word families.

END OF UNIT 02

START • UNIT 03 Short writing application | SEA LIFE Birmingham Aquarium visit [SHORT APPLICATION]

THRESHOLD CONCEPTS / PREREQUISITES

Past tense, sequencing, factual vocabulary and coherent paragraphs.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Brief recount application using the existing Year 5 recount grammar focus (not an additional full writing unit).

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Application: Y2 -ful/-ly/-er/-or; Y4 -al/-ise, fy/fic/fice.

Year-group Revisit Y5 -ant/-ance/-ent/-ence.

In genre Aquarium application write: not a new spelling block.

TO CONFIRM: Optional mini-write linked to Spring 1 trip **END OF UNIT 03**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 5 / SPRING 2 / WRITING • GRAMMAR • SPELLING

SPRING 2

UNIT ORDER 1 Narrative Computer Dad → 2 Instructional Writing DT → 3 Narrative The Piano

START • UNIT 01 Narrative Computer Dad

THRESHOLD CONCEPTS / PREREQUISITES

Coordinating conjunctions Subordinating conjunctions Inverted commas

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Abstract nouns Pronouns Colon to introduce a list Semicolons for related clauses Dialogue to create atmosphere

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring narrative: Y4 en-/em-, -hood, -ship.

Year-group Y5 -dom.

In genre Narrative: abstract nouns/relationships.

END OF UNIT 01

START • UNIT 02 Instructional Writing DT

THRESHOLD CONCEPTS / PREREQUISITES

Imperative verbs Fronted adverbials Captions

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Expanded noun phrases for precision Bullet points Numbered steps Colon to introduce lists Headings and subheadings

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring instructions: Y2 -ful/-ly/-er/-or; Y4 -al/-ise, fy/fic/fice.

Year-group Y5 cess/ceed/cede/cease.

In genre Instructional vocabulary and morpheme checks.

END OF UNIT 02



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

START • UNIT 03 Narrative The Piano

THRESHOLD CONCEPTS / PREREQUISITES

Conjunctions Present tense Past tense Fronted adverbials

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Personification Similes Onomatopoeia Hyphens Dashes Tense consistency Commas for clarity Relative clauses

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring: revisit Y3 inter-/ject and Y4 -hood/-ship.

Year-group Review Y5 pro-/form, -dom.

In genre Narrative: revisit in writing; reserve scheme buffer time.

END OF UNIT 03



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 5 / SUMMER 1 / WRITING • GRAMMAR • SPELLING

SUMMER 1

UNIT ORDER 1 Biography: David Attenborough → 2 Narrative The Depth of the Lake and the Height of the Sky

START • UNIT 01 Biography: David Attenborough

THRESHOLD CONCEPTS / PREREQUISITES

Past tense Present tense Past perfect tense Fronted adverbials Pronouns Relative clauses

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Collins to introduce lists Complex sentences of varying structures Dashes for parenthesis Tense consistency
Adverbial phrases

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer poetry/science revision: Y2 -ment/-ly/-ful; Y3 pre-; Y4 kilo/gram/mill/cent.

Year-group Y5 duct/duce; temp/tempor; therm.

In genre Biography: word origins in achievements/technology.

END OF UNIT 01

START • UNIT 02 Narrative The Depth of the Lake and the Height of the Sky

THRESHOLD CONCEPTS / PREREQUISITES

Commas for list Inverted commas Apostrophes for possession Fronted adverbials Punctuation for dialogue

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Dialogue to convey character Figurative language Expanded noun phrases for precise details

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer: Y5 fact/fect/face/fice; Y3/Y4 -ous.

Year-group Y5 -ary, -ery; ab-/a-; ad-.

In genre Narrative: descriptive word families and spelling changes.

END OF UNIT 02



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 5 / SUMMER 2 / WRITING • GRAMMAR • SPELLING

SUMMER 2

UNIT ORDER 1 Writing to persuade and inform Refugees → 2 Persuasive Letter Post Cards From Prison

START • UNIT 01 Writing to persuade and inform Refugees	
THRESHOLD CONCEPTS / PREREQUISITES Apostrophes for possession Fronted adverbials Rhetorical questions Compound sentences Complex sentences	A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Adverbs for possibility Commas for clarity Wider range of conjunctions Emotive language
GRAMMARSaurus SPELLING RULES, ROOTS & APPLICATION Place Value Summer persuasive: Y4 -able/-ible, -ive, -ty. Year-group Y5 -tude; vert/verse; -ably/-ibly. In genre Persuasive information: precision and modal language.	
END OF UNIT 01	

START • UNIT 02 Persuasive Letter Post Cards From Prison	
THRESHOLD CONCEPTS / PREREQUISITES Question marks Capital letters Full stops Rhetorical questions Brackets Relative clauses Fronted adverbials	A GRAMMAR & PUNCTUATION IN THIS WRITING UNIT Persuasive language Dashes for parenthesis Wider range of conjunctions Adverbial phrases Active and passive voice
GRAMMARSaurus SPELLING RULES, ROOTS & APPLICATION Place Value Summer: revisit -able/-ible (Y4); -ant/-ance/-ent/-ence (Y5). Year-group Y5 -tude; vert/verse; -ably/-ibly; matrix application. In genre Persuasive letter: consolidate suffix choices and word families.	
END OF UNIT 02	



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 6

Your half-term writing journey at a glance

Each row shows the order of writing units within that half-term. Turn to the next section for the grammar and spelling content.

HALF-TERM	UNIT SEQUENCE
AUTUMN 1	1. Persuasive letter The Day The Crayons Quit → 2. Suspense Narrative A Monster Calls → 3. Black History Month Writing Week
AUTUMN 2	1. Adventure Narrative Kensuke's Kingdom → 2. Science Light Non fiction text → 3. Christmas Writing Poetry
SPRING 1	1. Letters from the Lighthouse Diary Entry → 2. Adventure Narrative Jumanji
SPRING 2	1. Non Chronological Report WWII → 2. Instructional Writing: World Book Day → 3. Recount Bewdley Museum (Year 6, Spring 2)
SUMMER 1	1. Fact File: Geography: Amazon Rainforest → 2. Biography: Rosa Parkes
SUMMER 2	1. Balanced Argument: Should School Uniforms be Compulsory → 2. Letters Transition work

A = grammar within the writing unit | B1/B2 are on the next page, grouped by half-term.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 6 | Explicit grammar & punctuation by half-term

B1 = Grammarsaurus Place Value of Punctuation & Grammar (PVPG) and retrieval. **B2** = additional Harper Bell GPS units taught explicitly.

HALF-TERM	B1 PVPG / RETRIEVAL	B2 EXPLICIT GPS UNITS
AUTUMN 1	PVPG objectives 1–9: first half of the published Years 5/6/7 progression, including noun types and action/being/phrasal verbs; identify prerequisite gaps.	PVPG FOUNDATION ONLY. Check prerequisite clause and punctuation accuracy through writing; no separate new GPS units.
AUTUMN 2	PVPG objectives 10–19: complete the published progression in subjects, pronouns, accurate single clauses, clause co-ordination, compound/dummy subjects, gerunds and application.	PVPG FOUNDATION ONLY. Complete objectives 10–19. Apply learning to writing and assess gaps; additional explicit GPS starts Spring 1.
SPRING 1	PVPG retrieval: apply subject–verb agreement and identify clauses before selecting punctuation.	BEGIN ADDITIONAL EXPLICIT GPS: relative clauses; commas/brackets/dashes for parenthesis; semicolons and colons between related clauses; commas for clarity.
SPRING 2	PVPG application: repair fragments and comma splices; use verbs and clauses accurately.	Explicit units: active/passive voice, modal verbs and formality; past perfect and progressive forms; cohesive paragraph links.
SUMMER 1	PVPG fluency: secure sentence construction, verb phrases and justified punctuation before and after assessment.	Explicit units: colons for lists; revision of semicolons, hyphens, dashes, brackets, apostrophes and cohesive devices; assessment-led practice.
SUMMER 2	PVPG transition review: use subject, verb and clause knowledge in sustained writing.	Consolidation: balanced arguments, formal letters, passive voice, parenthesis, subjunctive in formal contexts and independent proof-reading.

B1 follows the published PVPG sequence across Autumn 1 and Autumn 2. B2 additional explicit GPS units begin in Spring 1; the spring/summer sequence is Harper Bell's proposed order and can respond to assessment.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 6 / AUTUMN 1 / WRITING • GRAMMAR • SPELLING

AUTUMN 1

UNIT ORDER 1 Persuasive letter The Day The Crayons Quit → 2 Suspense Narrative A Monster Calls → 3 Black History Month Writing Week

START • UNIT 01 Persuasive letter The Day The Crayons Quit

THRESHOLD CONCEPTS / PREREQUISITES

Main clause Subordinating clause Fronted adverbials Paragraphs to organise ideas

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Rhetorical questions Informal and formal language Causal conjunctions Features of a letter Modal verbs

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Baseline; vowels/consonants, compounds, morphology. Then Y2 -s/-es, -y; Y3/Y4 -an; Y4 -ic/-al.

Year-group Y6 -ism and -ist.

In genre Persuasive letter: people, viewpoints and belief-related noun forms.

END OF UNIT 01

START • UNIT 02 Suspense Narrative A Monster Calls

THRESHOLD CONCEPTS / PREREQUISITES

Expanded noun phrases Similes Metaphors Punctuating dialogue Rhetorical questions

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Colons to introduce lists Semicolons to separate items in a list Precise verbs Personification Dialogue to convey character

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn setting description: -ness; adjectival -ed/-ing (Y2).

Year-group Y6 -ish and -esque.

In genre Suspense narrative: precision in descriptions.

END OF UNIT 02

START • UNIT 03 Black History Month Writing Week [STANDALONE WRITING WEEK]

THRESHOLD CONCEPTS / PREREQUISITES

Recall and apply recently taught sentence, punctuation and vocabulary knowledge.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Apply and assess current year-group grammar in an authentic writing outcome; no additional fixed grammar focus imposed.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn: revisit Y2 verb -ed/-ing and -ly; Y3 trans-; Y4 -ate.

Year-group Y6 com-/con-/co-/cor-/col- (assimilation family); review -ism/-ist.

In genre Black History week: apply and assess taught morphemes.

TO CONFIRM: Confirm stimulus, writing outcome and text selection **END OF UNIT 03**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 6 / AUTUMN 2 / WRITING • GRAMMAR • SPELLING

AUTUMN 2

UNIT ORDER 1 Adventure Narrative Kensuke's Kingdom → 2 Science Light Non fiction text → 3 Christmas Writing Poetry

START • UNIT 01 Adventure Narrative Kensuke's Kingdom

THRESHOLD CONCEPTS / PREREQUISITES

Expanded noun phrases Fronted adverbials Commas to separate clauses Apostrophes for possession and omission Relative clauses

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Commas for clarity and to avoid ambiguity Brackets Dashes Commas

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn plot/setting: Y2 -ness and adjectival -ed/-ing.

Year-group Revisit Y6 -ish, -esque.

In genre Adventure narrative: choice of descriptive derivatives.

END OF UNIT 01

START • UNIT 02 Science Light Non fiction text

THRESHOLD CONCEPTS / PREREQUISITES

Fronted adverbial Perfect tense Present tense Relative clauses

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Colons to join clauses Semi colons to join related clauses Brackets, dashes and commas for parenthesis A wide range of conjunctions Adverbial phrases

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn non-fiction: Y2 -s/-es, -y; Y3/Y4 -an; Y4 -ic/-al.

Year-group Y6 -ism/-ist; com-/con-/co-/cor-/col-.

In genre Science report: derivations in technical vocabulary.

END OF UNIT 02

START • UNIT 03 Christmas Writing Poetry

THRESHOLD CONCEPTS / PREREQUISITES

Rhyme, rhythm, and repetition Expanded noun phrases

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Similes Metaphors Paragraphs Personification Advanced literary devices and composition

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Autumn revisit: -ly, -ness, -ed/-ing, -an, -ic/-al.

Year-group Consolidate Y6 -ism/-ist and -ish/-esque.

In genre Christmas poetry: buffer/retrieval, not a new objective.

END OF UNIT 03



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 6 / SPRING 1 / WRITING • GRAMMAR • SPELLING

SPRING 1

UNIT ORDER 1 Letters from the Lighthouse Diary Entry → 2 Adventure Narrative Jumanji

START • UNIT 01 Letters from the Lighthouse Diary Entry

THRESHOLD CONCEPTS / PREREQUISITES

Perfect tense Simple past Present tense progressive Fronted adverbials

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Control levels of formality Commas for clarity Brackets, dashes and commas for parenthesis Semicolons to join two related clauses A wide range of conjunctions

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring diary: Y2 -less; Y3 stressed-vowel -ed/-ing; revisit -ary/-ery (Y5).

Year-group Y6 post-, fore-, fract/frag/frage.

In genre Diary: use and spell verbs accurately; prepare for later ceive/cept.

END OF UNIT 01

START • UNIT 02 Adventure Narrative Jumanji

THRESHOLD CONCEPTS / PREREQUISITES

Main clause Subordinating clause Fronted adverbials Paragraphs to organise ideas

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Rhetorical questions Informal and formal language Causal conjunctions Features of a letter

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring narrative retrieval: revisit Y3 inter-, ject, struct and spect, and Y5 -ary/-ery where useful.

Year-group Teach/apply Y6 fer and -age in the spring spelling sequence following prerequisite checks.

In genre Explore precise action and atmosphere vocabulary in an adventure narrative. This unit moved from Spring 2 to balance the half-term.

END OF UNIT 02



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 6 / SPRING 2 / WRITING • GRAMMAR • SPELLING

SPRING 2

UNIT ORDER 1 Non Chronological Report WWII → 2 Instructional Writing: World Book Day → 3 Recount | Bewdley Museum (Year 6, Spring 2)

START • UNIT 01 Non Chronological Report WWII

THRESHOLD CONCEPTS / PREREQUISITES

Relative clauses Semicolons and colons for related clauses

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Rhetorical language Formal language Causal conjunctions Adverbials Active and passive voice Modal verbs Paragraphs

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring: Y3 trans-/port; Y5 -ant/-ance/-ent/-ence.

Year-group Y6 ceive/cept.

In genre WWII information: technical vocabulary; Year 6 spelling application.

END OF UNIT 01

START • UNIT 02 Instructional Writing: World Book Day

THRESHOLD CONCEPTS / PREREQUISITES

Fronted adverbials Commas to separate clauses Rhetorical questions Relative clauses

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Brackets, dashes and commas Expanded noun phrases for precise details. A wider range of conjunctions Varying sentence structures for impact Colons to introduce lists

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer instructions pathway: Y2 -ful/-ly, Y3/Y4 -ion, Y4 -ise/-al, Y5 fy/fic/fice.

Year-group Y6 magn.

In genre World Book Day instructions: bring Summer teaching forward if appropriate.

END OF UNIT 02



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

START • UNIT 03 Recount | Bewdley Museum (Year 6, Spring 2) [EXPERIENCE RECOUNT]

THRESHOLD CONCEPTS / PREREQUISITES

Perfect tense Simple past progressive Fronted adverbials

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Past perfect Past progressive Relative clauses Passive voice Modal verbs Expanded noun phrases for precise details Colons for lists

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Spring diary pathway: Y2 -less; Y3 stressed-vowel -ed/-ing.

Year-group Y6 ceive/cept; matrix application.

In genre Bewdley recount: use review/correction rather than add another block.

Experience: Bewdley Museum — Spring 2 **END OF UNIT 03**



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 6 / SUMMER 1 / WRITING • GRAMMAR • SPELLING

SUMMER 1

UNIT ORDER 1 Fact File: Geography: Amazon Rainforest → 2 Biography: Rosa Parkes

START • UNIT 01 Fact File: Geography: Amazon Rainforest

THRESHOLD CONCEPTS / PREREQUISITES

Use simple present tense third person. expanded noun phrases Fronted adverbials Use conjunctions (and, because, so, although) to link ideas. Organise information under headings and subheadings. Use commas in lists and after fronted adverbials.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Maintain a formal tone throughout. Use passive voice. Use relative clauses for precision Select and apply technical vocabulary Use colons to introduce lists or definitions. Use semi-colons to link closely related facts. Use parenthesis (brackets, dashes, or commas) to add supporting detail. Structure information logically and cohesively using devices like Furthermore, In addition, For example.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer instructions/report revision: Y2 -ful/-ly; Y3/Y4 -ion; Y4 -ise/-al; Y5 fy/fic/fice.
Year-group Y6 magn; then matrix application.
In genre Fact file: subject vocabulary; original journey leaves later objectives TBC.

END OF UNIT 01

START • UNIT 02 Biography: Rosa Parkes

THRESHOLD CONCEPTS / PREREQUISITES

Write in the past tense Use time adverbials Use noun phrases and adjectives for description. Use coordinating and subordinating conjunctions (because, when, if, although). Write in the third person. Use speech marks for direct speech. Begin to group related ideas into paragraphs.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Use varied sentence structures (simple, compound, complex) for pace and interest. Use relative clauses and embedded clauses Maintain cohesion Integrate direct and reported speech correctly. Use formal tone and precise verb Use commas to clarify meaning Use dashes or commas for parenthesis. Use expanded noun phrases to convey detail Use past perfect tense

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer: consolidate prerequisite affixes and taught Y6 morphology.
Year-group No additional Year 6 objective specified (source says TBC).
In genre Biography: structured revision and accurate independent application.

END OF UNIT 02



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

YEAR 6 / SUMMER 2 / WRITING • GRAMMAR • SPELLING

SUMMER 2

UNIT ORDER 1 Balanced Argument: Should School Uniforms be Compulsory → 2 Letters Transition work

START • UNIT 01 Balanced Argument: Should School Uniforms be Compulsory

THRESHOLD CONCEPTS / PREREQUISITES

Write simple opinions and reasons. Use coordinating conjunctions (and, but, so) to link ideas. Use adverbs of time Use paragraphs to separate ideas. Use capital letters, full stops, commas in lists, and apostrophes accurately.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Maintain a formal and balanced tone (objective voice). Use modal verbs Use cohesive devices) to structure arguments. Use passive constructions Use colons to introduce contrasting or clarifying statements. Use semi-colons to link closely related ideas. Control paragraphing to represent balanced viewpoints. Choose vocabulary to maintain formality

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer: retrieve affixes/roots insecure on assessments.
Year-group No additional Year 6 objective specified (source says TBC).
In genre Balanced argument: targeted proof-reading and word matrices.

END OF UNIT 01

START • UNIT 02 Letters Transition work

THRESHOLD CONCEPTS / PREREQUISITES

Know the layout and structure of a letter Use first-person voice Use appropriate tone for audience Use basic persuasive language Use commas Write in paragraphs for clarity.

A | GRAMMAR & PUNCTUATION IN THIS WRITING UNIT

Select tone to suit formal or informal purpose. Use modal verbs Use a range of persuasive devices Use subjunctive form in formal writing Use colons and semi-colons in formal letters for precision. Maintain cohesion through varied sentence openings Use paragraphing to guide the reader logically through arguments.

GRAMMARSaurus SPELLING | RULES, ROOTS & APPLICATION

Place Value Summer: revisit priority morphology for secondary transition.
Year-group No additional Year 6 objective specified (source says TBC).
In genre Letter: personal transition targets, no invented new objective.

END OF UNIT 02



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

Curriculum implementation & source notes

Spelling implementation | source-based genre mapping

Shared entry sequence | all years

Each supplied Year 2–6 journey begins: assessments → vowels, consonants and the alphabet → compound words → introduction to morphology. Years 3–6 then show two strands: prior-year morphemes (Place Value of Spelling) and year-group-standard spelling. The writing genre boxes are suggested, not a mandatory prescription for Harper Bell.

Teach, revisit and assess in three 15-minute sessions

Use the weekly 3 × 15-minute teaching model: (1) explicit morpheme/word meaning and modelling, (2) word building, sorting and application, (3) dictation / sentence application and quick-check. Baseline and ongoing assessments determine how many morphemes are secure; preserve the buffer weeks included in each journey.

Genre mapping | Harper Bell adaptation

The listed affixes/roots are directly drawn from the supplied Grammarsaurus year-group journeys. Their placement against a Harper Bell writing text is an adaptation because the school has reordered units, and one-to-one genre correspondence is not always possible. The spelling sequence should not be restarted each time a genre changes; apply current morphemes within the writing unit and progress based on assessment.

Items to confirm

Year 2 Autumn 1 is confirmed: opening phonics/transcription block, then Stardust, then Black History Month Writing Week. Confirm Year 4 Aladdin grammar objectives, the Black History writing stimulus/outcome and precise teaching weeks. Year 6 later Summer spelling remains TBC in the supplied Grammarsaurus journey. For GPS, Year 2 PVPg follows the initial phonics/transcription focus and may extend into Autumn 2; Years 3–6 revisit the full 19-objective PVPg progression early in the year and continue application thereafter.

Additional support and inclusion

Use Little Wandle phonics catch-up or targeted grapheme–phoneme practice where needed, alongside morpheme work. EAL scaffolds use Subject → Verb → Complete thought in writing; provide accessible oral word building and visuals.

Grammar source verification: Grammarsaurus PVPg Year 2 overview (20 objectives); Year 3/4 overview (19 objectives); Year 5/6/7 overview (19 objectives). These are objective progressions, not term-by-term timetables.

PVPg Y2: <https://primarysite-prod-sorted.s3.amazonaws.com/pinfolddprimaryhyde/UploadedDocument/8f3eac36-a4a3-484d-9ad0-35197c73fc39/y2-pvpg-overview-3.pdf>

PVPg Y3/4: <https://primarysite-prod-sorted.s3.amazonaws.com/pinfolddprimaryhyde/UploadedDocument/1e43f45b-35ff-498d-9b4f-35d4c6756bac/y3-4-pvpg-overview-3.pdf>

PVPg Y5/6/7: <https://primarysite-prod-sorted.s3.amazonaws.com/pinfolddprimaryhyde/UploadedDocument/28852a0e-8b0d-4a59-b51c-a412651055e9/y5-6-7-pvpg-overview.pdf>

PVPg B1 is informed by the published scheme. B2 follows National Curriculum grammar expectations and original genre grammar; it is deliberately labelled a proposed Harper Bell sequence and should be aligned to purchased Grammarsaurus lesson resources during teachers' intellectual preparation.

Grammarsaurus source references | supplied unit journeys

Primary sources (supplied by school): Y2.pdf, Y3.pdf, Y4.pdf, Y5.pdf and Y6.pdf — Grammarsaurus Suggested Writing Unit Journey sheets, one page each.

The affixes and roots in the overview were transcribed from the five supplied year-group sheets. Example roots/variants appear as labelled in those sheets; teachers should confirm pronunciations and meanings in the scheme lessons.

Key: “Place Value” = previous-year morphemes to revisit; “Year-group” = new year-group-standard morphemes (Y3–Y6). “In genre” = Harper Bell classroom application suggestion.

A: Goldsmith punctuation/grammar and wider-reading suggestions remain with their original writing units. B: explicit teaching is shown separately for each half-term; PVPg objectives are source-based, while additional GPS units are an indicative Harper Bell sequence.

Caution: The Grammarsaurus Year 6 sheet explicitly marks later Summer as TBC. No additional objective has been fabricated.

School-supplied sources: Goldsmith Primary Academy Writing Overview (Years 2–6) and Harper Bell 2026/27 trip and experience schedule.



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

Appendix | Wider reading

Retained from the original supplied overview and grouped beneath each Harper Bell unit. These are supporting-reading suggestions, not prescriptions.

YEAR 2

Autumn 1 – Opening weeks: Phonics and transcription foundations — baseline assessment, taught GPCs, common exception words, handwriting and dictation (no core writing-genre text).

Autumn 1 – Unit 2: Writing to entertain Stardust: You are Stardust Elin Kelsey Once Upon a Star James Carter Look up Nathan Byron

Autumn 2 – Writing to inform Instructions: How to be an explorer: Outdoor skills and know how for young adventurers Kay's incredible inventions

Autumn 2 – Writing to entertain Narrative story Writing to entertain A lion in Paris A Lion in Paris unit plan: A Walk in Paris: Salvatore Rubino Mr Chicken Goes to Paris: Leigh Hobbs

Autumn 2 – Christmas Writing Poetry: The Puffin Book of Fantastic First Poems June Crebbin (Ed.) Winter Poems Barbara Rogasky & Trina Schart Hyman The night before Christmas Clement C. Moore

Spring 1 – Writing to persuade The Day the Crayons Quit by Drew Darwel: he Crayons Come Home – Drew Daywalt Mixed: A Colourful Story – Arree Chung Red: A Crayon's Story – Michael Hall The Dot – Peter H. Reynolds

Spring 1 – Narrative The Owl Who Was Afraid of the Dark: The Owl Who Was Afraid of the Dark – Jill Tomlinson; Owl Babies – Martin Waddell; Can't You Sleep, Little Bear? – Martin Waddell.

Spring 2 – Writing to inform Big Cats Big Cats unit plan Independent write - Non-chron report on animal linked to scientific learning: Wild Cats – Theresa Emminizer The Great Big Book of Animals – Yuval Zommer The Lion Inside– Rachel Bright

Spring 2 – Narrative: Binny's Diwali: Lighting a Lamp: A Diwali Story– Jonny Zucker My First Diwali – Rachna Gilmore Festival of Lights – Rina Singh

Summer 1 – Adventure Narrative: Building Boy: The Tin Forest – Helen Ward The Most Magnificent Thing – Ashley Spires Grandad's Island– Benji Davies If I Built a House– Chris Van Dusen

Summer 1 – Non-Chronological Report Oceans and Continents: Dear Earth (Isabel Otter) Somebody Swallowed Stanley (Sarah Roberts)

Summer 2 – Narrative: The Friendship Bench: The Invisible Boy – Trudy Ludwig Have You Filled a Bucket Today? – Carol McCloud Kind – Alison Green & Axel Scheffler The Smartest Giant in Town – Julia Donaldson

Summer 2 – A letter to myself next year: If I Were in Charge of the World

Summer 2 – Recount | Dudley Zoo and Castle visit (Year 2, Summer 2): Brown Bear Goes to the Museum: Jane Foster

YEAR 3

Autumn 1 – Explanation text The Street Beneath My Feet: The Skies Above My Eyes – Charlotte & Yuval Zommer A Planet Full of Plastic – Neal Layton The Great Paper Caper – Oliver Jeffers Somebody Swallowed Stanley – Sarah Roberts

Autumn 1 – Narrative The Wolves in the Walls: The Day I Swapped My Dad for Two Goldfish – Neil Gaiman The Tunnel – Anthony Browne Tuesday – David Wiesner The Tin Forest – Helen Ward

Autumn 2 – Poetry Autumn is Here: Seasons Come, Seasons Go: Tree: A Peek-Through Picture Book – Britta Teckentrup Leaf Man – Lois Ehlert Goodbye Summer, Hello Autumn – Kenard Pak

Autumn 2 – Christmas Writing Poetry: Catkin's Christmas Poems Pie Corbett The Christmas Miracle of Jonathan Toomey Susan Wojciechowski

Autumn 2 – The True Story of The Three Little Pigs- Narrative: The Three Little Superpigs – Claire Evans Honestly, Red Riding Hood Was Rotten! – Trisha Speed Shaskan The Wolf's Story: What Really Happened to Little Red Riding Hood – Toby Forward

Spring 1 – Poetry I asked the little boy who could not see.: The Sound Collector – Roger McGough Please Mrs Butler – Allan Ahlberg Sensational! Poems Inspired by the Five Senses – Roger McGough

Spring 1 – Narrative The Secret of Black Rock: The Storm Whale – Benji Davies The Snail and the Whale – Julia Donaldson Ocean Meets Sky – The Fan Brothers

Spring 2 – FairTrade Letter: The World Came to My Place Today – Jo Readman For Every Child – UNICEF / Caroline Castle

Spring 2 – Narrative The Magic Paintbrush: Ming's Adventure on the Great Wall of China – Li Jian The Dragon Painter – Rosie Dickens The Firework-Maker's Daughter – Philip Pullman

Spring 2 – Recount | Humps Histories: Ancient Egyptian workshop (Year 3, Spring 2): Stone Age Boy – Satoshi Kitamura How to Wash a Woolly Mammoth – Michelle Robinson & Kate Hindley The First Drawing – Mordicai Gerstein Ug: Boy Genius of the Stone Age – Raymond Briggs

Summer 1 – Narrative The Blue Umbrella: The Red Tree – Shaun Tan The Cloudspotter – Tom McLaughlin The Storm Whale – Benji Davies



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Summer 1 – Instructional writing My Strong Mind: Your Fantastic Elastic Brain – JoAnn Deak The Magical Yet – Angela DiTerlizzi After the Fall (How Humpty Dumpty Got Back Up Again) – Dan Santat What Do You Do With a Problem? – Kobi Yamada

Summer 2 – Non Chronological Report Skeletons and Muscles: Funny Bones – Allan Ahlberg & Janet Ahlberg The Skeleton Book: Get to Know Your Bones, Inside Out – DK The Amazing Human Body – Dr. Alice Roberts

Summer 2 – Narrative Wisp: A Story of Hope: The Journey – Francesca Sanna Lubna and Pebble – Wendy Meddour & Daniel Egnéus My Name is Not Refugee – Kate Milner

YEAR 4

Autumn 1 – Newspaper article The Creature: Krindlekrax – Philip Ridley The Iron Man – Ted Hughes Varjak Paw – S. F. Said

Autumn 2 – Diary entry Journal of Iliona: Escape from Pompeii – Christina Balit The Roman Record – Paul Dowswell So You Think You've Got It Bad? A Kid's Life in Ancient Rome – Chae Strathie

Autumn 2 – Holiday Brochure Geography: The Great Explorer – Chris Judge Atlas of Adventures – Lucy Letherland The Travel Book – Lonely Planet Kids

Autumn 2 – Christmas Writing Poetry: Classic Poems for Christmas Roger McGough

Spring 1 – Narrative BFG: Fortunately, the Milk – Neil Gaiman The Nothing to See Here Hotel – Steven Butler The Wild Way Home – Sophie Kirtley

Spring 1 – Narrative The Boy, The Fox, the mole and The Horse: The Velveteen Rabbit – Margery Williams The Heart and the Bottle – Oliver Jeffers The Fox and the Star – Coralie Bickford-Smith The Lion and the Bird – Marianne Dubuc

Spring 1 – Poem Still I Rise: Hey You! An Empowering Celebration of Growing Up Black – Dapo Adeola Change Sings – Amanda Gorman The Undefeated – Kwame Alexander

Spring 2 – Narrative Feast: The Disgusting Sandwich – Gareth Edwards

Spring 2 – Letters to persuade Invitation to an author: Fantastically Great Women Who Changed the World – Kate Pankhurst Little Leaders: Bold Women in Black History – Vashti Harrison Stories for Boys Who Dare to Be Different – Ben Brooks

Spring 2 – Recount | Black Country Living Museum (Year 4, Spring 2): he Skies Above My Eyes – Charlotte Guillain & Yuval Zommer The Museum Book: A Guide to Strange and Wonderful Collections – Jan Mark The Street Beneath My Feet – Charlotte Guillain & Yuval Zommer

Summer 1 – Narrative Charlie and The Chocolate Factory: The Great Chocoplot – Chris Callaghan The Marvellous Land of Snergs – E. A. Wyke-Smith The Nowhere Emporium – Ross MacKenzie

Summer 1 – Non Chronological Report The Vikings: See Inside the Viking World – Alex Frith (Usborne) Vikings – Philip Steele (DK Eyewitness) So You Think You've Got It Bad? A Kid's Life in the Viking Age – Chae Strathie

Summer 2 – Narrative The Journey: Wisp: A Story of Hope – Zana Fraillon & Grahame Baker-Smith The Arrival – Shaun Tan My Name is Not Refugee – Kate Milner

Summer 2 – Instructional writing Science Experiment: Ada Twist, Scientist: The Why Files – Andrea Beaty Science Experiments You Can Eat – Vicki Cobb Utterly Amazing Science – Robert Winston (DK) Professor Astro Cat's Frontiers of Space / Human Body Odyssey – Dominic Walliman

YEAR 5

Autumn 1 – Narrative The Nowhere Emporium: The Night Gardener – The Fan Brothers The Book of Wonders – Jasmine Richards The Magic Faraway Tree – Enid Blyton The Secret of Platform 13 – Eva Ibbotson The Shop of Impossible Ice Creams – Shane Hegarty

Autumn 1 – Adventure Narrative One Small Step: The Darkest Dark – Chris Hadfield Look Up! – Nathan Bryon Man on the Moon (A Day in the Life of Bob) – Simon Bartram Hidden Figures (Young Readers' Edition) – Margot Lee Shetterly

Autumn 2 – Writing to Inform Mars Transmission: The Jamie Drake Equation – Christopher Edge Cosmic – Frank Cottrell-Boyce Phoenix – S.F. Said The Wild Robot – Peter Brown How to Be an Astronaut and Other Space Jobs – Dr. Sheila Kanani

Autumn 2 – Recount | Viking experience day (Year 5, Autumn 2): The Story of the Museum: From Curiosity to Care – David M. Wilson The British Museum: Secrets of the Collection – DK The Mysteries of Harris Burdick – Chris Van Allsburg (visual inspiration for recounts and observation)

Autumn 2 – Christmas Writing Poetry: The Kingfisher Book of Classic Christmas Poems The Empty Stocking Richard Curtis

Spring 1 – Balanced Argument Screen Usage: The Internet is Like a Puddle – Shona Innes #Goldilocks: A Hashtag Cautionary Tale – Jeanne Willis When Charlie McButton Lost Power – Suzanne Collins Tek: The Modern Cave Boy – Patrick McDonnell Mindful Me: Mindfulness and Meditation for Kids – Whitney Stewart

Spring 1 – Writing to Entertain Gorilla: Zoo – Anthony Browne Voices in the Park – Anthony Browne Me and My Cat? – Satoshi Kitamura The Great Kapok Tree – Lynne Cherry



HARPER BELL SEVENTH-DAY ADVENTIST SCHOOL

Spring 2 – Narrative Computer Dad: The Iron Man – Ted Hughes The Wild Robot – Peter Brown Frank Einstein and the Antimatter Motor – Jon Scieszka Boy in the Tower – Polly Ho-Yen

Spring 2 – Instructional Writing DT: How to Be an Engineer – Carol Vorderman How to Build an Airplane – Saskia Lacey Usborne Step-by-Step Making Books – Fiona Watt

Spring 2 – Narrative The Piano: The Arrival – Shaun Tan The Dam – David Almond & Levi Pinfold The House Held Up by Trees – Ted Kooser

Summer 1 – Biography: David Attenborough: Young Zoologist: David Attenborough – Maria Isabel Sánchez Vegara Great Adventurers – Alastair Humphreys Fantastically Great Women Who Saved the Planet – Kate Pankhurst The Extraordinary Life of Sir David Attenborough – Devika Jina

Summer 1 – Narrative The Depth of the Lake and the Height of the Sky: The Dam – David Almond & Levi Pinfold The Lost Words – Robert Macfarlane & Jackie Morris Flotsam – David Wiesner

Summer 2 – Writing to persuade and inform Refugees: The Journey – Francesca Sanna Wisp: A Story of Hope – Zana Fraillon & Grahame Baker-Smith My Name is Not Refugee – Kate Milner The Boy at the Back of the Class – Onjali Q. Raúf

Summer 2 – Persuasive Letter Post Cards From Prison: The Island – Armin Greder The Promise – Nicola Davies The Invisible – Tom Percival The Journey – Francesca Sanna Freedom in Congo Square – Carole Boston Weatherford

YEAR 6

Autumn 1 – Persuasive letter The Day The Crayons Quit: The Day the Crayons Came Home – Drew Daywalt Dear Greenpeace – Simon James Click, Clack, Moo: Cows That Type – Doreen Cronin

Autumn 1 – Suspense Narrative A Monster Calls: The Graveyard Book – Neil Gaiman Skellig – David Almond The Boy at the Back of the Class – Onjali Q. Raúf

Autumn 2 – Adventure Narrative Kensuke's Kingdom: The Explorer – Katherine Rundell Running Wild – Michael Morpurgo The Island – Armin Greder

Autumn 2 – Science Light Non fiction text: Science: A Visual Encyclopedia – DK Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky How Machines Work: Zoo Break! – David Macaulay

Autumn 2 – Christmas Writing Poetry: The Christmasaurus Tom Fletcher Seasonal Poems Carol Ann Duffy Beastly Tales from Here and There (Winter-themed extracts) Vikram Seth

Spring 1 – Letters from the Lighthouse Diary Entry: Goodnight Mister Tom – Michelle Magorian When the Sky Falls – Phil Earle The Silver Sword – Ian Serraillier Diary of Anne Frank

Spring 1 – Adventure Narrative Jumanji: The Mysteries of Harris Burdick – Chris Van Allsburg Zathura – Chris Van Allsburg The Nowhere Emporium – Ross Mackenzie

Spring 2 – Non Chronological Report WWII: World War II: Eyewitness – DK My Secret War Diary – Marcia Williams Heroes: Incredible True Stories of Courage from WWII – Deborah Elliot

Spring 2 – Instructional Writing: World Book Day: You Can't Take an Elephant on the Bus – Patricia Cleveland-Peck What Do You Do With an Idea? – Kobi Yamada

Spring 2 – Recount | Bewdley Museum (Year 6, Spring 2): The Museum Book: A Guide to Strange and Wonderful Collections – Jan Mark Ada Lovelace: Poet of Science – Diane Stanley

Summer 1 – Fact File: Geography: Amazon Rainforest: The Great Kapok Tree – Lynne Cherry One Day on Our Blue Planet... in the Rainforest – Ella Bailey The Explorer – Katherine Rundell The Rainforest Book – Charlotte Milner The Vanishing Rainforest – Richard Platt

Summer 1 – Biography: Rosa Parks: Rosa Parks (Little People, Big Dreams) – Lisbeth Kaiser I Am Rosa Parks – Brad Meltzer Young, Gifted and Black – Jamia Wilson

Summer 2 – Balanced Argument: Should School Uniforms be Compulsory: The Great Debate – Yuval Zommer If...: A Mind-Bending New Way of Looking at Big Ideas and Numbers – David J. Smith The Big Book of Why – DK

Summer 2 – Letters Transition work: Wonder – R.J. Palacio You Are a Champion – Marcus Rashford The Boy Who Made Everyone Laugh – Helen Rutter The Invisible Boy – Trudy Ludwig