



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To inform:	<p>Autumn 2 The Nativity Jolly Christmas Postman Letter Retell of the Nativity</p> <p>Spring 1 Recipe texts Instructions</p> <p>Spring 2 Easter story Katie in London Recount of The Easter Story Diary entry</p> <p>Transcription: NC: sit correctly at a table, holding a pencil comfortably and correctly</p> <p>NC: begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>NC: form capital letters</p> <p>NC: understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Composition: NC: planning or saying out loud what they are going to write about</p> <p>NC: writing down ideas and/or key words, including new vocabulary</p> <p>NC: composing a sentence orally before writing it</p> <p>NC: encapsulating what they want to say, sentence by sentence</p> <p>NC: re-reading what they have written to check that it makes sense</p> <p>NC: discuss what they have written with the teacher or other pupils</p> <p>NC: read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	<p>Autumn 1 Aesop's Fables Leaflet linked to fables and characters</p> <p>Spring 1 Inside the Villians Instructions</p> <p>Autumn 2 The Invisible Boy Recount</p> <p>Spring 2 Toby and the Great Fire of London Non-Chronological report</p> <p>Summer 1 Christopher Columbus Biography</p> <p>Transcription: NC: form lower-case letters of the correct size relative to one another</p> <p>NC: start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>NC: write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>NC: use spacing between words that reflects the size of the letters.</p> <p>NC: segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>NC: learn 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>Autumn 1 The Boy with The Bronze Axe Non-chronological report</p> <p>Autumn 2 The Egyptian Cinderella Pharaoh's Fate: Solve the Ancient Egyptian Mystery Speech to inform</p> <p>Spring 2 Amazing Tales of The World's Greatest Adventurers & Alastair Humphreys' Great Adventures & My Village Rhymes from around the World Autobiography Chronological report</p> <p>Summer 1 Newspaper report Explanation text ?????????</p> <p>Summer 2 The Explorer Advert</p> <p>Transcription: NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and</p>	<p>Autumn 1 Survivor Escape from Pompei by Jim Eldridge Non-chronological report</p> <p>Spring 2 David Attenborough clips Chronological report</p> <p>Summer 1 The Secret Diary of John Drawbridge Newspaper Explanation</p> <p>Transcription: NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>NC: spell further homophones</p> <p>NC: spell words that are often misspelt (English Appendix 1)</p> <p>NC: place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular</p>	<p>Autumn 1 Explorer Non-chronological report</p> <p>Spring 1 Buzz Aldrin reaching for the stars Autobiography</p> <p>Spring 1 Buzz Aldrin reaching for the stars Chronological report</p> <p>Spring 1 Buzz Aldrin reaching for the stars Diary Entry</p> <p>Spring 2 Diary of an Edo Princess/Scavengers An advert for West Africa</p> <p>Summer 1 Palm oil advert there's an orangutang in my bedroom. The Vanishing Rainforest by Richard Platt Non-fiction: Newspaper (Explanation text)</p> <p>Transcription: NC: write legibly, fluently and with increasing speed by:</p> <p>NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>NC: choose the writing implement that is best suited for a task</p>	<p>Autumn 1 The diary of a young girl Newspaper Article Diary entry</p> <p>Autumn 2 People of sparks Letter</p> <p>Summer 1 Skellig Non-chronological report</p> <p>Summer 2 David Attenborough texts Non chronological report</p> <p>Transcription: NC: write legibly, fluently and with increasing speed by:</p> <p>NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>NC: choose the writing implement that is best suited for a task.</p> <p>NC: use further prefixes and suffixes and understand the guidance for adding them</p> <p>NC: spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>NC: continue to distinguish between homophones and other words which are often confused</p> <p>NC: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>NC: use dictionaries to check the spelling and meaning of words</p>

	<p>NC: learn to spell common exception words</p> <p>NC: learn to spell more words with contracted forms</p> <p>NC: learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>NC: distinguish between homophones and near-homophones</p> <p>NC: add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Composition:</p> <p>NC: planning or saying out loud what they are going to write about</p> <p>NC: writing down ideas and/or key words, including new vocabulary</p> <p>NC: encapsulating what they want to say, sentence by sentence NC: writing about real events</p> <p>NC: writing for different purposes</p> <p>NC: evaluating their writing with the teacher and other pupils</p> <p>NC: rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>NC: proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>NC: read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>NC: spell further homophones</p> <p>NC: spell words that are often misspelt (English Appendix 1)</p> <p>NC: place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>NC: use the first two or three letters of a word to check its spelling in a dictionary</p> <p>NC: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Composition: NC: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>NC: discussing and recording ideas</p> <p>NC: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>NC: organising paragraphs around a theme</p> <p>NC: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>NC: assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>plurals [for example, children's]</p> <p>NC: use the first two or three letters of a word to check its spelling in a dictionary</p> <p>NC: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Composition: NC: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>NC: discussing and recording ideas</p> <p>NC: composing and rehearsing 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which are often confused</p> <p>NC: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>NC: use dictionaries to check the spelling and meaning of words</p> <p>NC: use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>NC: use a thesaurus</p> <p>Composition: NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>NC: précisising longer passages</p> <p>NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>NC: assessing the effectiveness of their own and others' writing</p> <p>NC: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>NC: ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>NC: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and</p>	<p>NC: use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>NC use a thesaurus.</p> <p>Composition: NC: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>NC: noting and developing initial ideas, drawing on reading and research where necessary</p> <p>NC: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>NC: précisising longer passages</p> <p>NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>NC: assessing the effectiveness of their own and others' writing</p> <p>NC: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>NC: ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>NC: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and</p>	<p>NC: use the first three or four letters of a word to check spelling, meaning or both 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			<p>B NC: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>NC: proof read for spelling and punctuation errors</p> <p>NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		<p>atmosphere and integrating dialogue to convey character and advance the action</p> <p>NC: précis longer passages</p> <p>NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>NC: assessing the effectiveness of their own and others' writing</p> <p>NC: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>NC: ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>NC ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>NC proof read for spelling and punctuation errors</p> <p>NC perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>writing and choosing the appropriate register</p> <p>NC: proofread for spelling and punctuation errors</p> <p>NC: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p>To entertain:</p>	<p>Autumn 1 Traditional Tales (Three Little Pigs, Three Billy Goats Gruff, Goldilocks and the Three Bears) Writing captions and sentences Poster</p> <p>Transcription: NC: sit correctly at a table, holding a pencil comfortably and correctly</p> <p>NC: begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>NC: form capital letters</p>	<p>Autumn 1 Aesop's Fables A Retell of a fable</p> <p>Autumn 2 The Invisible Boy Narratives which raise an issue</p> <p>Spring 1 Inside the Villians Alternative traditional stories</p> <p>Summer 2 Planting the trees of Kenya</p>	<p>Autumn 1 The Boy with The Bronze Axe Stories from Other Cultures: short suspense story</p> <p>Autumn 2 The Egyptian Cinderella Pharaoh's Fate: Solve the Ancient Egyptian Mystery Narrative Poem</p> <p>Spring 1</p>	<p>Autumn 1 Survivor Escape from Pompei by Jim Eldridge Stories from Other Cultures: short suspense story</p> <p>Autumn 2 Firework Night by Enid Blyton Poem</p> <p>Spring 1 Toro Toro Stories with issues and dilemmas</p> <p>Summer 2</p>	<p>Autumn 1 Explorer Short Adventure Story</p> <p>Autumn 2 The Fallen/ Charge of the Light Brigade Narrative Poem</p> <p>Spring 2 Diary of a Edo Princess/Scavengers Stories from Other Cultures: short suspense story</p>	<p>Autumn 2 Twas the night before Christmas Narrative Poem</p> <p>Spring 1 The Highway Man Character description</p> <p>Spring 1 The Highway Man Narrative recount</p> <p>Spring 1 The Highway Man Diary</p>

<p>NC: understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Composition: NC: planning or saying out loud what they are going to write about</p> <p>NC: writing down ideas and/or key words, including new vocabulary</p> <p>NC: composing a sentence orally before writing it</p> <p>NC: re-reading what they have written to check that it makes sense</p> <p>NC: discuss what they have written with the teacher or other pupils</p> <p>NC: read their writing aloud, clearly enough to be heard by their peers and the teacher</p> <p>Spring 1 The tiger who came to tea Character Description</p> <p>Summer 1 The Lighthouse Keepers Lunch Narrative with a simple change</p> <p>Summer 2 The Magic Beach Setting description poem</p> <p>Transcription: NC: sit correctly at a table, holding a pencil comfortably and correctly</p> <p>NC: begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>NC: form capital letters</p> <p>NC: understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p> <p>Composition: NC: planning or saying out loud what they are going to write about</p> <p>NC: writing down ideas and/or key words, including new vocabulary</p>	<p>Narratives from different cultures</p> <p>Spring 2 Toby and the Great Fire of London Narrative with a historic setting</p> <p>Summer 2 Planting the trees of Kenya Poetry</p> <p>Transcription: NC: form lower-case letters of the correct size relative to one another</p> <p>NC: start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>NC: write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>NC: use spacing between words that reflects the size of the letters.</p> <p>NC: segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>NC: learn 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>NC: learn to spell common exception words</p> <p>NC: learn to spell more words with contracted forms</p> <p>NC: learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>NC: distinguish between homophones and near-homophones</p> <p>NC: add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Composition: NC: planning or saying out loud what they are going to write about</p>	<p>Magical Myths and Legends compiled by Michael Morpurgo Mark The Cyclops: an ancient Greek mystery Stories with issues and dilemmas</p> <p>Summer 2 The Explorer Short Adventure Story</p> <p>Transcription: NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>NC: spell further homophones</p> <p>NC: spell words that are often misspelt (English Appendix 1)</p> <p>NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>NC: spell further homophones</p> <p>NC: spell words that are often misspelt (English Appendix 1)</p> <p>NC: place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>NC: use the first two or three letters of a word to check its spelling in a dictionary</p> <p>NC: place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>NC: use the first two or three letters of a word to check its spelling in a dictionary</p> <p>NC: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>The Secret Diary of John Drawbridge Short Adventure Story</p> <p>Transcription: A NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>NC: spell further homophones</p> <p>NC: spell words that are often misspelt (English Appendix 1)</p> <p>NC: place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>NC: use the first two or three letters of a word to check its spelling in a dictionary</p> <p>NC: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Composition: NC: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>NC: discussing and recording ideas</p> <p>NC: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Playscript- Forest adventure</p> <p>Summer 2 Coming to England Floella Benjamin Stories with issues and dilemmas</p> <p>Transcription: NC: write legibly, fluently and with increasing speed by:</p> <p>NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>NC: choose the writing implement that is best suited for a task</p> <p>NC: use further prefixes and suffixes and understand the guidance for adding them</p> <p>NC: spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>NC: continue to distinguish between homophones and other words which are often confused</p> <p>NC: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>NC: use dictionaries to check the spelling and meaning of words</p> <p>NC: use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>NC: use a thesaurus</p> <p>Composition: NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to</p>	<p>Spring 2 Hamlet Play script and Silioquey</p> <p>Summer 1 Skellig Short suspense story</p> <p>Transcription: NC: write legibly, fluently and with increasing speed by:</p> <p>NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>NC: choose the writing implement that is best suited for a task.</p> <p>NC: use further prefixes and suffixes and understand the guidance for adding them</p> <p>NC: spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>NC: continue to distinguish between homophones and other words which are often confused</p> <p>NC: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>NC: use dictionaries to check the spelling and meaning of words</p> <p>NC: use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>NC use a thesaurus.</p> <p>Composition: NC: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>NC: noting and developing initial ideas, drawing on reading and research where necessary</p> <p>NC: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
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example, ends of sentences punctuated correctly)</p> <p>NC: read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Composition: NC: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>NC: discussing and recording ideas</p> <p>NC: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>NC: organising paragraphs around a theme</p> <p>NC: in narratives, creating settings, characters and plot</p> <p>NC: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>NC: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>NC: proofread for spelling and punctuation errors</p> <p>NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>NC: organising paragraphs around a theme</p> <p>NC: in narratives, creating settings, characters and plot</p> <p>NC: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>NC: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>NC: proof read for spelling and punctuation errors</p> <p>NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>convey character and advance the action</p> <p>NC: précising longer passages</p> <p>NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>NC: précising longer passages</p> <p>NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>NC: assessing the effectiveness of their own and others' writing</p> <p>NC: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>NC: ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>NC: 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<p>To discuss:</p>			<p>Spring 1 Magical Myths and Legends compiled by Michael Morpurgo Mark The Cyclops: an ancient Greek mystery Balanced argument: recount Moral debate</p> <p>Transcription: NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>NC: spell further homophones</p> <p>NC: spell words that are often misspelt (English Appendix 1)</p> <p>NC: place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>NC: use the first two or three letters of a word to check its spelling in a dictionary</p> <p>NC: write from memory simple sentences, dictated by the</p>	<p>Spring 1 Toro Toro Balanced Argument: recount moral debate</p> <p>Transcription: NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>NC: spell further homophones</p> <p>NC: spell words that are often misspelt (English Appendix 1)</p> <p>NC: place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>NC: use the first two or three letters of a word to check its spelling in a dictionary</p> <p>NC: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Composition: NC: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Summer 1 Palm oil advert there's an orangutang in my bedroom. The Vanishing Rainforest by Richard Platt Non-fiction speech</p> <p>Summer 2 Coming to England Floella Benjamin Balanced Argument: recount and moral debate</p> <p>Transcription: NC: write legibly, fluently and with increasing speed by:</p> <p>NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>NC: choose the writing implement that is best suited for a task</p> <p>NC: use further prefixes and suffixes and understand the guidance for adding them</p> <p>NC: spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>NC: continue to distinguish between homophones and other words which are often confused</p> <p>NC: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>NC: use dictionaries to check the spelling and meaning of words</p> <p>NC: use the first three or four letters of a word to check spelling, meaning</p>	<p>Spring 2 Hamlet letter</p> <p>Summer 1 Skellig Moral debate</p> <p>Transcription: NC: write legibly, fluently and with increasing speed by:</p> <p>NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>NC: choose the writing implement that is best suited for a task.</p> <p>NC: use further prefixes and suffixes and understand the guidance for adding them</p> <p>NC: spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>NC: continue to distinguish between homophones and other words which are often confused</p> <p>NC: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>NC: use dictionaries to check the spelling and meaning of words</p> <p>NC: use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>NC use a thesaurus.</p> <p>Composition: NC: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>NC: noting and developing initial ideas, drawing on reading and research where necessary</p>

			<p>teacher, that include words and punctuation taught so far.</p> <p>Composition: NC: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>NC: discussing and recording ideas</p> <p>NC: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>NC: organising paragraphs around a theme</p> <p>NC: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>NC: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>NC: proofread for spelling and punctuation errors</p> <p>NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>NC: discussing and recording ideas</p> <p>NC: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>NC: organising paragraphs around a theme</p> <p>NC: in narratives, creating settings, characters and plot</p> <p>NC: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>NC: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>NC: proof read for spelling and punctuation errors</p> <p>NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>or both of these in a dictionary</p> <p>NC:use a thesaurus</p> <p>Composition: NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>NC: précising longer passages</p> <p>NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>NC: précising longer passages</p> <p>NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>NC: assessing the effectiveness of their own and others' writing</p> <p>NC: proposing changes to vocabulary, grammar and punctuation to</p>	<p>NC: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>NC: précising longer passages</p> <p>NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>NC: assessing the effectiveness of their own and others' writing</p> <p>NC: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>NC: ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>NC: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>NC: proofread for spelling and punctuation errors</p> <p>NC: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>

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To persuade:			<p>Autumn 2 The Egyptian Cinderella Pharaoh's Fate: Solve the Ancient Egyptian Mystery Persuasive letter</p> <p>Transcription: NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>NC: spell further homophones</p> <p>NC: spell words that are often misspelt (English Appendix 1)</p>	<p>Autumn 2 Rooftoppers Non Fiction Speech</p> <p>Autumn 2 Rooftoppers Persuasive letter</p> <p>Summer 2 The Secret Diary of John Drawbridge Advert</p> <p>Transcription: NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>NC: spell further homophones NC: spell words that are often misspelt (English Appendix 1)</p>	<p>Summer 1 Palm oil advert there's an orangutang in my bedroom. The Vanishing Rainforest by Richard Platt Persuasive letter</p> <p>Transcription: NC: write legibly, fluently and with increasing speed by:</p> <p>NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>NC: choose the writing implement that is best suited for a task</p> <p>NC: use further prefixes and suffixes and understand the guidance for adding them</p> <p>NC: spell some words with 'silent' letters [for example, knight, psalm, solemn] NC: continue to distinguish between homophones and other words which are often confused</p> <p>NC: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p>	<p>Autumn 1 The diary of a young girl Speech</p> <p>Autumn 2 People of sparks Advert</p> <p>Summer 2 David Attenborough texts Persuasive text/ speech</p> <p>Transcription: NC: write legibly, fluently and with increasing speed by:</p> <p>NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>NC: choose the writing implement that is best suited for a task.</p> <p>NC: use further prefixes and suffixes and understand the guidance for adding them</p> <p>NC: spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>NC: continue to distinguish between homophones and other words which are often confused</p>

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