



# Springfield Primary Academy

## English Objective Coverage



### Cycle A

#### Year 1

In all units children should:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing at the right place.
- Form capital letters.
- Form digits 0-9
- Understand which letters belong to which handwriting families (letters that are formed in similar ways) and practise these. Be encouraged to write sentences by:

discussing what they have written with the teacher or other pupils.

- Saying aloud what they are going to write about.
- Composing sentences orally before writing it.
- Re-reading what they have written to check that it makes sense.

Discussing what they have written with the teacher or other pupils.

| Reading Comprehension Text                                  | Writing Stimulus Text                | Writing Outcome                          | Objectives to be covered and year group expectations  |
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| <b>Autumn 1 &amp; 2 - London</b>                            |                                      |  |   |
| Toby and the Great Fire of London by Margaret Nash (Vipers) |                                      | Character Description Toby/ Samuel Pepys | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the text.</li> <li>• Independently write simple sentences demarcated with a capital letter and full stop.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use adjectives to describe.</li> <li>• Join two adjectives using and.</li> <li>• Use pronouns he, she, it.</li> </ul>  |
| Alan's Big Scary Teeth by Jarvis (Vipers)                   | Paddington in London by Michael Bond | Informal Letter (invite)                 | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the subject.</li> <li>• Use appropriate layout (template provided)</li> <li>• Use greetings and sign off (as modelled)</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> </ul> |

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|   |   | Retelling of a narrative.                     | <ul style="list-style-type: none"> <li>• Use appropriate story vocabulary.</li> <li>• Continue to develop simple narratives with a beginning, middle and end.</li> <li>• Sequence ideas logically.</li> <li>• Use words to sequence events e.g. first, next, then</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> </ul>   |
|   | A Walk in London by Salvatore Rubbino                       | Riddles based on a London landmark            | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the text.</li> <li>• Independently write simple sentences demarcated with a capital letter and full stop.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use adjectives to describe.</li> <li>• Join two adjectives using and.</li> <li>• Use pronouns he, she, it.</li> </ul>   |
| <b>Spring 1 - Transport</b>                   |   |   |  |
| Meerkat Mail by Emily Gravett (Vipers)        | Amelia Earhart by Maria Isobel Sanchez Vegara (non-fiction) | Non-Chronological Report about Amelia Earhart | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the text.</li> <li>• Independently write simple sentences demarcated with a capital letter and full stop.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Ideas organised around given headings. Children should be introduced to the idea of grouping information but at beginning of year 1 should only be expected to write one sentence per heading.</li> <li>• Write simple sentences – emphasise that these are demarcated with a capital letter and full stop.</li> <li>• Combine two adjectives using 'and'.</li> </ul> |
|   | I Love My Bike by Simon Mole                                | Poetry & Rhyme                                | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the text.</li> <li>• Independently write lines demarcated with a capital letter</li> <li>• Separate words with spaces.</li> <li>• Use adjectives to describe.</li> <li>• Join two adjectives using and.</li> </ul>   |
| <b>Spring 2 – Me on My Map</b>                |   |   |  |
| How to hide a lion by Helen Stephens (Vipers) | My Map Book by Sara Fanelli                                 | Instructions – How to get to the treasure     | <ul style="list-style-type: none"> <li>• Write correctly demarcated simple sentences.</li> <li>• Separate words with a space.</li> <li>• List of ingredients – single nouns.</li> <li>• Use of imperative tense for verbs.</li> </ul>  |

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|                                    |   |  | <ul style="list-style-type: none"> <li>• Write simple sentences independently.</li> <li>• Join two words with 'and'</li> <li>• Sequence steps in order.</li> <li>• Organise ideas using a given framework.</li> <li>• Begin to use simple adverbs to start each instruction e.g. First, Finally</li> </ul>   |
|                                    |   | Diary Entry – map of my day                  | <ul style="list-style-type: none"> <li>• Use words to sequence events e.g. first, next, then</li> <li>• Independently write simple sentences.</li> <li>• Independently write compound sentences using 'and'</li> <li>• Separate words with spaces.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> <li>• Use adjectives – compliment</li> <li>• Join two adjectives with and</li> </ul> |
|                                    |   | Setting description using map of the seaside | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the text.</li> <li>• Independently write simple sentences demarcated with a capital letter and full stop.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use adjectives to describe.</li> <li>• Join two adjectives using and.</li> </ul>  |
| <b>Summer 1 - Bridges</b>          |   |  |  |
| Tad by Benji Davies (Vipers)       | 10 Things to Help My World by Melanie Walsh (Non-fiction) | Letter to Head teacher                       | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the subject.</li> <li>• Use appropriate layout</li> <li>• Use greetings and sign off</li> <li>• Write correctly demarcated simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use adjectives</li> <li>• Express own ideas and give reasons.</li> <li>• Regular plural suffixes</li> </ul>    |
|                                    |   | Information Text                             | <ul style="list-style-type: none"> <li>• Independently write correctly demarcated simple sentences.</li> <li>• Use compound sentences joined by and.</li> <li>• Separate words with a space.</li> <li>• Combine two adjectives using 'and'.</li> <li>• Ideas organised around given headings.</li> <li>• Regular plural suffixes</li> </ul>  |
| <b>Summer 2 – Water's Edge</b>     |   |  |  |
| Bog Baby by Jeanne Willis (Vipers) |   | Setting description - habitat                | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the text.</li> <li>• Independently write simple sentences demarcated with a capital letter and</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>full stop.</li> <li>Use compound sentences using 'and'.</li> <li>Separate words with spaces.</li> <li>Use adjectives to describe.</li> <li>Join two adjectives using and.</li> </ul>   |
|  | Animal information text (either Bog Baby or an animal from Water's Edge) | <ul style="list-style-type: none"> <li>Ideas organised around given headings.</li> <li>Independently write simple sentences correctly demarcated with a capital letter and full stop.</li> <li>Write compound sentences using 'and'</li> <li>Independently combine two adjectives using 'and'.</li> <li>Use a capital letter at the beginning of a sentence.</li> </ul>   |
|  | Explanation linked to habitats and suitability                           | <ul style="list-style-type: none"> <li>Use appropriate vocabulary for the text.</li> <li>Use appropriate layout features (can be provided by the teacher).</li> <li>Title in the form of a question.</li> <li>Demarcate sentences using capital letters and question marks.</li> <li>Present tense</li> <li>Independently compose, say and write simple sentences.</li> <li>Use compound sentences using 'and'.</li> <li>Separate words with spaces.</li> <li>Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> </ul> |

## Year 2

In all units children should be taught to;

- Form lower case letters of the correct size relative to one another.
- 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.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words which reflects the size of letters. Plan

what they are going to write by:

- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or vocabulary, including new vocabulary.

Make simple additions, revisions and corrections to their writing by;

- Evaluating their writing with the teacher and other pupils
- Re-reading their writing to make sure it makes sense and that verbs indicating time are used correctly and consistently.

Proof reading to check for errors in spelling, grammar and punctuation e.g. sentences punctuated correctly (resources can be used)

### Autumn 1 & 2 - London

|   |  |   |
|---|--|---|
| Toby and the Great Fire of London by Margaret Nash (Vipers) | Character Description Toby/ Samuel Pepys | <ul style="list-style-type: none"> <li>Use appropriate vocabulary including words and phrases taken from stories.</li> <li>Use a greater variety of compound sentences using and, but, or, so.</li> </ul> |
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|   |                                       |                                    | <ul style="list-style-type: none"> <li>Independently use complex sentences using when, if, because</li> <li>Expand noun phrases for description and specification using a greater range of adjectives</li> <li>Continue to expand range of adverbs for time.</li> <li>Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.</li> </ul>  |
| Alan's Big Scary Teeth by Jarvis (Vipers) | Paddington In London by Michael Bond  | Informal Letter (invite)           | <ul style="list-style-type: none"> <li>Use appropriate vocabulary for the subject.</li> <li>Use appropriate layout features of a letter.</li> <li>Use appropriate greeting and sign off.</li> <li>Use a greater variety of compound sentences using and, but, or, so.</li> <li>Independently use complex sentences using when, if, because</li> <li>Expand noun phrases for description and specification using a greater range of adjectives</li> </ul>  |
|   |                                       | Retelling of a narrative.          | <ul style="list-style-type: none"> <li>Independently use correct &amp; consistent past or present tense.</li> <li>Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories.</li> <li>Include familiar phrases from stories to add interest – she couldn't believe her eyes.</li> <li>Use a greater variety of compound sentences using and, but, or, so.</li> <li>Independently use complex sentences using when, if, because</li> <li>Expand noun phrases for description and specification using a greater range of adjectives</li> <li>Continue to expand range of adverbs for time.</li> <li>Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.</li> </ul> |
|   | A Walk in London by Salvatore Rubbino | Riddles based on a London landmark | <ul style="list-style-type: none"> <li>Use appropriate vocabulary including words and phrases taken from stories.</li> <li>Use a greater variety of compound sentences using and, but, or, so.</li> <li>Independently use complex sentences using when, if, because</li> <li>Expand noun phrases for description and specification using a greater range of adjectives</li> </ul>   |
| <b>Spring 1 - Transport</b>               |                                       |                                    |   |

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|---|---|---|---|
| Meerkat Mail by Emily Gravett (Vipers)        | Amelia Earhart by Maria Isobel Sanchez Vegara (non-fiction) | Non-Chronological Report about Amelia Earhart | <ul style="list-style-type: none"> <li>Organise ideas independently. (Headings may still be given)</li> <li>Write several sentences about each idea.</li> <li>Reports should begin with a one sentence introduction to the topic.</li> <li>Reports should end with a one sentence conclusion.</li> <li>Continue to write correctly punctuated simple sentences.</li> <li>Introduce compound sentences using and, but, or, so</li> <li>Introduce complex sentences for subordination – using when, if, because.</li> <li>Introduce that as a relative clause. (Children do not need to know the term relative clause)</li> </ul>   |
|   | I Love My Bike by Simon Mole                                | Poetry & Rhyme                                | <ul style="list-style-type: none"> <li>Use appropriate vocabulary including words and phrases for the subject.</li> <li>Expand noun phrases for description and specification using a greater range of adjectives</li> <li>Use a greater range of adverbs for time including adverbial phrases</li> </ul>   |
| <b>Spring 2 – Me On My Map</b>                |   |   |   |
| How to hide a lion by Helen Stephens (Vipers) | My Map Book by Sara Fanelli                                 | Instructions – How to get to the treasure     | <ul style="list-style-type: none"> <li>Use headings and subheadings (can be given by the teacher)</li> <li>List of ingredients/you will need- noun phrases expanded with adjectives</li> <li>Use of imperative verbs</li> <li>Sequence steps in order.</li> <li>Question at the start to engage the reader.</li> <li>One sentence conclusion</li> <li>Independent use of adverbs of manner.</li> <li>Introduce adverbial phrases at beginning of instructions e.g. after that</li> <li>Independently write simple sentence</li> <li>Use and, but, or, so in compound sentences.</li> <li>Complex sentences for cause/reason using 'because'</li> <li>Use commas in a list.</li> </ul> |
|   |   | Diary Entry – map of my day                   | <ul style="list-style-type: none"> <li>Organise events logically.</li> <li>Use simple past tense – ed endings &amp; some irregular verbs</li> <li>Use progressive past tense</li> <li>Adverbs for time</li> <li>Use simple and compound sentences.</li> <li>Independently use complex sentences using when, if, because</li> <li>Expand noun phrases for description and specification using a greater range of adjectives</li> </ul>   |
|   |   | Setting description using map of the seaside  | <ul style="list-style-type: none"> <li>Use appropriate vocabulary including words and phrases taken from stories.</li> <li>Use a greater variety of compound sentences using and, but, or, so.</li> </ul>   |

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|                                    |   |  | <ul style="list-style-type: none"> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.</li> </ul>  |
| <b>Summer 1 - Bridges</b>          |   |  |  |
| Tad by Benji Davies (Vipers)       | 10 Things to Help My World by Melanie Walsh (Non-fiction) | Letter to Head teacher   | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the subject.</li> <li>• Use appropriate layout features of a letter.</li> <li>• Use appropriate greeting and sign off.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> </ul>   |
|                                    |   | Information Text   | <ul style="list-style-type: none"> <li>• Write several sentences about each idea.</li> <li>• Organise ideas under headings and subheadings.</li> <li>• Reports should begin with a one sentence introduction to the topic.</li> <li>• Reports should end with a one sentence conclusion.</li> <li>• Continue to write correctly punctuated simple sentences.</li> <li>• Develop use of compound sentences using and, but, or, so</li> <li>• Develop use of complex sentences for subordination – using when, if, because.</li> <li>• Independently use 'that' as a relative clause.</li> </ul> |
| <b>Summer 2 – Water's Edge</b>     |   |  |  |
| Bog Baby by Jeanne Willis (Vipers) |   | Setting description - Habitat  | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary including words and phrases taken from stories.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.</li> </ul>   |
|                                    |   | Animal information text (either Bog Baby or an animal from Water's Edge) | <ul style="list-style-type: none"> <li>• Write several sentences about each idea.</li> <li>• Organise ideas under headings and subheadings.</li> <li>• Reports should begin with a one sentence introduction to the topic.</li> <li>• Reports should end with a one sentence conclusion.</li> <li>• Continue to write correctly punctuated simple sentences.</li> <li>• Develop use of compound sentences using and, but, or, so</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>• Develop use of complex sentences for subordination – using when, if, because.</li> <li>• Independently use ‘that’ as a relative clause.</li> </ul>   |
|  | Explanation linked to habitats and suitability | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the text.</li> <li>• Use appropriate layout features (can be provided by the teacher).</li> <li>• Title in the form of a question.</li> <li>• Demarcate sentences using capital letters and question marks.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.</li> </ul> |

### Years 3 & 4

In all units Children should be taught to:

- Use the diagonal and horizontal strokes that are that are needed to join letters and to understand, which letters when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting, by ensuring all down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Plan their writing by:

- Discussing writing similar to that which they are planning to write – WAGOLLS, Text Interrogation etc.
- Discussing and recording ideas.

Draft and write by:

- Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Organising paragraphs around a theme.
- Creating characters, settings and plot in narratives.
- Using simple organisational devices in non- narrative writing.

Evaluate and edit by:

- Assessing the effectiveness of their own and others’ writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.
- Proof read for errors in punctuation and spelling (can involve the use of resources)

### Autumn 1 – Natural Disasters

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| Microvipers 3 – Angry Earth – Reading Comprehension | Setting Description – Before and after a disaster | <ul style="list-style-type: none"> <li>• Choose appropriate language.</li> <li>• Use vocabulary from Y3/4 statutory word list.</li> <li>• Use paragraphs to organise and sequence the narrative.</li> </ul> |
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|   |                                      | <ul style="list-style-type: none"> <li>• Develop settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Write complex sentence for time, manner and condition.</li> <li>• Use relative clauses using that, who and which.</li> <li>• Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner &amp; mark these with a comma).</li> <li>• Expand noun phrases for specification and degree.</li> <li>• Modify adjectives.</li> </ul>   |
| The Firework-Maker's Daughter by Phillip Pullman (Vipers) – Reading Comprehension | Explanation – How do volcanos erupt? | <ul style="list-style-type: none"> <li>• Choose subject appropriate vocabulary (use words from Y3/4 statutory word list)</li> <li>• Include appropriate technical vocabulary.</li> <li>• Use appropriate layout features including headings and a question for a title.</li> <li>• Written in present tense (Unless historical content)</li> <li>• Independently group information into appropriate paragraphs and sequentially.</li> <li>• Variety of sentence structures in the opening and closing paragraphs including questions, statements, parenthesis and rhetorical questions.</li> <li>• Use of complex sentences.</li> <li>• Range of conjunctions and connectives (particularly causal).</li> <li>• Use of connecting adverbs e.g. however, therefore</li> <li>• Use of relative pronouns that and which.</li> <li>• Adjectives modified by degree.</li> <li>• Noun phrases expanded for factual description.</li> <li>• Noun phrases expanded for specification using a greater range of preposition phrases at, in, on, under.</li> <li>• Use of superlative and comparative adjectives.</li> <li>• Use quantifying determiners: most, all, usually, some</li> </ul> |
| <b>Autumn 2 - Romans</b>  |                                      |  |
| Microvipers 3 – The Romans – Reading Comprehension                                | Diary Entry – Roman/Celt             | <ul style="list-style-type: none"> <li>• Choose appropriate vocabulary (use words from Y3/4 statutory word list)</li> <li>• Organise events into paragraphs independently</li> <li>• Consistent, accurate use of Standard English verb inflections not local spoken forms.</li> <li>• Consistent application of past tense.</li> <li>• Opening paragraph including who, what, when, where information.</li> <li>• Closing paragraph giving overall comment about the events.</li> </ul>  |

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|   |  | <ul style="list-style-type: none"> <li>Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch</li> <li>Use a range of sentence types (statements &amp; questions) and punctuate correctly.</li> <li>With support write complex sentences for time, cause and reason.</li> <li>Use who and that as relative pronoun.</li> <li>Noun phrases expanded for description using with phrases.</li> <li>Noun phrases expanded for specification using in or on phrases.</li> </ul>   |
| Escape from Pompeii by Christina Balit (Vipers) – Reading Comprehension | Newspaper report – Battle of Boudicca              | <ul style="list-style-type: none"> <li>Choose appropriate vocabulary (use words from Y3/4 statutory word list)</li> <li>Write an effective headline</li> <li>Organise events into paragraphs independently</li> <li>Consistent, accurate use of Standard English verb inflections not local spoken forms.</li> <li>Consistent application of past tense.</li> <li>Opening paragraph including who, what, when, where information.</li> <li>Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch</li> <li>Use a range of sentence types (statements &amp; questions) and punctuate correctly.</li> <li>Write complex sentences for time, cause and reason.</li> <li>Use who and that as relative pronoun.</li> <li>Noun phrases expanded for description using with phrases.</li> <li>Noun phrases expanded for specification using in or on phrases.</li> <li>Appropriate use of a noun or pronoun within a sentence to avoid ambiguity or repetition.</li> <li>Correctly use the determiners a and an.</li> <li>Use speech marks to show quotes.</li> </ul> |
| <b>Spring 1 - Tudors</b>  |  |   |
| The Queen's Token by Pamela Oldfield (Vipers) – Reading Comprehension   | Non-chronological reports – science based – plants | <ul style="list-style-type: none"> <li>Choose subject appropriate vocabulary (use words from Y3/4 statutory word list)</li> <li>Include appropriate technical vocabulary.</li> <li>Use appropriate layout features including headings and sub-headings.</li> <li>Written in present tense (Unless historical content)</li> <li>Independently group information into appropriate paragraphs.</li> <li>Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.</li> <li>Use of complex sentences.</li> </ul>   |

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|  |                   | <ul style="list-style-type: none"> <li>• Range of conjunctions and connectives.</li> <li>• Use of connecting adverbs e.g. however, therefore</li> <li>• Use of relative pronouns that and which.</li> <li>• Adjectives modified by degree.</li> <li>• Noun phrases expanded for description.</li> <li>• Noun phrases expanded for specification using a greater range of preposition phrases at, in, on, under.</li> <li>• Use of superlative and comparative adjectives.</li> <li>• Use quantifying determiners: most, all, usually, some</li> </ul>   |
|  | Biography         | <ul style="list-style-type: none"> <li>• Choose subject appropriate vocabulary (use words from Y3/4 statutory word list)</li> <li>• Include appropriate technical vocabulary.</li> <li>• Use appropriate layout features including headings and sub-headings.</li> <li>• Written in chronological order.</li> <li>• Written in present tense (except where historical content)</li> <li>• Independently group information into appropriate paragraphs.</li> <li>• Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.</li> <li>• Use of complex sentences.</li> <li>• Range of conjunctions and connectives.</li> <li>• Use of connecting adverbs e.g. however, therefore</li> <li>• Use of relative pronouns that and which.</li> <li>• Adjectives modified by degree.</li> <li>• Noun phrases expanded for description.</li> <li>• Noun phrases expanded for specification using a greater range of preposition phrases at, in, on, under.</li> <li>• Use of superlative and comparative adjectives.</li> <li>• Use quantifying determiners: most, all, usually, some</li> </ul> |
| <b>Spring 2 – The Amazon Rainforest</b>                          |                   |   |
| The Great Kapok Tree by Lynne Cherry – For Writing Stimulus Only | Story with speech | <ul style="list-style-type: none"> <li>• Choose appropriate language, some taken from reading.</li> <li>• Use vocabulary from Y3/4 statutory word list.</li> <li>• Plan and write complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution;</li> <li>• Use paragraphs to organise and sequence the narrative.</li> <li>• Use different ways to introduce or connect paragraphs e.g. <i>Sometime later..., Suddenly..., Inside the castle...;</i></li> </ul>   |

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|  |  | <ul style="list-style-type: none"> <li>• Develop settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Write complex sentence for time, manner and condition.</li> <li>• Use relative clauses using that, who and which.</li> <li>• Use inverted commas for speech.</li> <li>• Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner &amp; mark these with a comma).</li> <li>• Expand noun phrases</li> </ul>  |
| The Boy Who Grew Dragons by Andy Shepherd (Vipers) – Reading Comprehension     | Poetry   | <ul style="list-style-type: none"> <li>• Choose appropriate language.</li> <li>• Use vocabulary from Y3/4 statutory word list where appropriate.</li> <li>• Use an appropriate layout and/or rhyming/rhythmic structure (if appropriate)</li> <li>• Develop description using adjectives and figurative language to evoke time, place and mood.</li> <li>• Expand noun phrases.</li> <li>• Modify adjectives.</li> </ul>   |
| <b>Summer 1 - Egypt</b>  |  |  |
| The Ancient Egypt Sleepover by Stephen Davies (Vipers) – Reading Comprehension | Diary/Letter – Howard Carter’s discovery of Tutankhamun’s tomb | <ul style="list-style-type: none"> <li>• Choose appropriate vocabulary (use words from Y3/4 statutory word list)</li> <li>• Organise events into paragraphs independently</li> <li>• Consistent, accurate use of Standard English verb inflections not local spoken forms.</li> <li>• Consistent application of past tense.</li> <li>• Opening paragraph including who, what, when, where information.</li> <li>• Closing paragraph giving overall comment about the events.</li> <li>• Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch</li> <li>• Use a range of sentence types (statements &amp; questions) and punctuate correctly.</li> <li>• With support write complex sentences for time, cause and reason.</li> <li>• Use who and that as relative pronoun.</li> <li>• Noun phrases expanded for description using with phrases.</li> <li>• Noun phrases expanded for specification using in or on phrases.</li> </ul> |
|  | Instructions – How to Mummify                                  | <ul style="list-style-type: none"> <li>• Organise ideas, headings subheadings can be given.</li> <li>• Opening paragraph.</li> <li>• Short closing paragraph which links back to the opening.</li> <li>• List of ingredients – vary how to expand noun phrases (expanded for description and specification) Correctly spell pluralised nouns</li> <li>• Use superlative and comparative adjectives.</li> </ul>   |

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|  |                 | <ul style="list-style-type: none"> <li>• Adverbs modified by degree</li> <li>• Use of a variety of prepositional phrases.</li> <li>• Precise adverbial phrases for time.</li> <li>• Range of sentence structures including complex sentences.</li> <li>• Use relative pronouns that and which.</li> </ul>  |
| <b>Summer 2 - Rivers</b>   |                 |  |
| Microvipers 3 – Ancient Egypt – Reading Comprehension  | Persuasive Text | <ul style="list-style-type: none"> <li>• Use appropriate vocabulary including persuasive language.</li> <li>• An introduction outlining what the text will be about.</li> <li>• Organise writing into paragraphs.</li> <li>• Use a variety of devices to introduce or connect paragraphs.</li> <li>• Arguments for and against with supporting evidence.</li> <li>• Concluding statement which summarises arguments.</li> <li>• Sustain use of the third person throughout.</li> <li>• Impersonal voice sustained – own opinions not given.</li> <li>• Use a range of logical conjunctions e.g. therefore, however.</li> </ul>   |
| Microvipers 4 – Rivers – Reading Comprehension   |                 |  |
| Microvipers 4 – Nile River – Reading Comprehension   | Story           | <ul style="list-style-type: none"> <li>• Choose appropriate language, some taken from reading.</li> <li>• Use vocabulary from Y3/4 statutory word list.</li> <li>• Plan and write complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution;</li> <li>• Use paragraphs to organise and sequence the narrative.</li> <li>• Use different ways to introduce or connect paragraphs e.g. <i>Sometime later...</i>, <i>Suddenly...</i>, <i>Inside the castle...</i>;</li> <li>• Develop settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Write complex sentence for time, manner and condition.</li> <li>• Use relative clauses using that, who and which.</li> <li>• Use inverted commas for speech.</li> <li>• Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner &amp; mark these with a comma).</li> <li>• Expand noun phrases</li> </ul> |
| A River by Marc Martin – Reading Comprehension   |                 |  |
| <b>Years 5 &amp; 6</b>   |                 |  |
| <p>In each unit children should be taught to:</p> <p>Write legibly, fluently and with increasing speed by;</p> <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited to the task.</li> <li>• Children should be clear about what standard of handwriting is appropriate for a particular task e.g. quick notes or final handwritten version.</li> <li>• To use an unjoined style e.g. filling in forms, labelling a diagram, writing an email address</li> </ul> |                 |  |

- To use capital letters where appropriate e.g. filling in a form.

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (WAGOLs, text interrogation etc.)
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed. Draft and

write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and enhance the action.
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) Evaluate

and edit by:

- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proofreading for spelling and punctuation errors.

### Autumn 1 & 2 – World War 2

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| My Secret War Diary by Marcia Williams (Vipers) –<br>Reading Comprehension | Newspaper report – War declared     | <ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Independently group information appropriately in paragraphs.</li> <li>• Use appropriate layout features e.g. headings and sub headings.</li> <li>• Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.</li> <li>• Use full range of sentence structures including complex sentences.</li> <li>• Use relative pronouns.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Greater range of verbs using prefixes dis- de- mis- over- and re-</li> <li>• Use of modal verbs to show advice or recommendation.</li> <li>• Modify adverbs by degree</li> </ul> |
|  | Setting description – post air-raid | <ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>• Use language structures taken from stories.</li> <li>• Create figurative language to enhance description.</li> <li>• Use personification effectively.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Link paragraphs using adverbials.</li> <li>• Use a variety of sentence structures including complex sentences (see narrative progression for examples)</li> <li>• Modify adverbs by degree.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use synonyms and antonyms</li> <li>• Use a wider range of cohesive devices to link paragraphs.</li> </ul>  |
|  | <p>Diary/letter recount of an air raid</p> | <ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Organise paragraphs around a theme.</li> <li>• Use appropriate layout features e.g. headings, sub-headings.</li> <li>• Opening paragraph including who, what, when, where information.</li> <li>• Use a range of past tense forms. (irregular past simple; past progressive; past perfect)</li> <li>• Concluding paragraph linking back to the opening paragraph – usually gives overall comment about the event.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Write a range of sentences including complex sentences for time, cause and condition.</li> <li>• Link paragraphs using adverbials.</li> <li>• Use commas to clarify meaning and avoid ambiguity.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use the suffixes –ate, -ise, -ify to convert nouns or adjectives to verbs</li> <li>• Use Modal verbs</li> <li>• Use verb prefixes dis-, de-, mis-, over- and re-.</li> <li>• Use of the subjunctive form (Y6)</li> <li>• Passive voice to affect the presentation of information in a sentence (Y6)</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul> |

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|---|------------------------|---|
|   |                        | <ul style="list-style-type: none"> <li>• (Y6)</li> </ul>  |
| <p>Friend or Foe by Michael Morpurgo (Vipers) – Reading Comprehension</p> | <p>Explanation</p>     | <ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Use technical vocabulary.</li> <li>• Title in the form of a question</li> <li>• Cause and effect connectives.</li> <li>• Formal language and tone sustained throughout the text.</li> <li>• Written in third person.</li> <li>• Past tense sustained throughout.</li> <li>• Organise paragraphs around a theme.</li> <li>• Use appropriate layout features e.g. headings, sub-headings.</li> <li>• Use commas to clarify meaning and avoid ambiguity.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use the suffixes –ate, -ise, -ify to convert nouns or adjectives to verbs</li> <li>• Use a range of sentence structures.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> </ul>   |
|   | <p>Biography - spy</p> | <ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Independently group information appropriately in paragraphs.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Use appropriate layout features e.g. headings and sub headings.</li> <li>• Use full range of sentence structures including complex sentences.</li> <li>• Use relative clauses beginning with that, who, which, when or whose.</li> <li>• Use relative pronouns</li> <li>• Greater range of verbs using prefixes dis- de- mis- over- and re-</li> <li>• Use of modal verbs.</li> <li>• Modify adverbs by degree</li> <li>• Passive voice to affect the presentation of information in a sentence.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> </ul> |



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|  |                                   | <ul style="list-style-type: none"> <li>Link ideas across paragraphs using a range of cohesive devices e.g. repetition of a word or phrase, use of adverbials.</li> </ul>   |
| <b>Spring 1 - Shackleton</b>   |                                   |  |
| Shackleton's Journey by William Grill (Vipers) – Reading Comprehension | Poetry                            | <ul style="list-style-type: none"> <li>Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>Use language structures taken from stories.</li> <li>Create similes and metaphors to enhance description.</li> <li>Use personification effectively.</li> <li>Modify adverbs by degree.</li> <li>Use synonyms and antonyms</li> </ul>  |
| Microvipers 6 – Ice Planet – Reading Comprehension                     |                                   |  |
| Road's End – Vipers Video – Reading Comprehension                      | Story – Road's End                | <ul style="list-style-type: none"> <li>Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>Plan and write complete stories.</li> <li>Use different ways to open a story.</li> <li>Use devices to build cohesion within a paragraph.</li> <li>Link paragraphs using adverbials.</li> <li>Use a variety of sentence structures including complex sentences (see narrative progression for examples)</li> <li>Modify adverbs by degree.</li> <li>Use brackets, commas or dashes to indicate parenthesis.</li> <li>Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> <li>Use all the necessary speech punctuation.</li> <li>Use synonyms and antonyms</li> <li>Use passive voice</li> <li>Use a wider range of cohesive devices to link paragraphs.</li> </ul> |
| <b>Spring 2 – Extreme Environments</b>                                 |                                   |  |
| Melt by Ele Fountain (Vipers) – Reading Comprehension                  | Dear Human... - persuasive letter | <ul style="list-style-type: none"> <li>Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>Organise paragraphs around a theme.</li> <li>Use devices to build cohesion within a paragraph.</li> <li>Write a range of sentences including complex sentences for time, cause and condition.</li> <li>Link paragraphs using adverbials.</li> <li>Opening paragraph to set out the reason for text.</li> <li>Use appropriate layout features.</li> <li>Concluding statement directed at the reader.</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>• Use a range of connecting adverbs/adverbial phrases for addition and emphasis</li> <li>• Variety of sentence structures in opening and closing paragraphs including statements, questions and exclamations.</li> <li>• Use modal verbs appropriately.</li> <li>• Use brackets, commas or dashes to indicate parenthesis and to clarify meaning and avoid ambiguity.</li> <li>• Use the suffixes –ate, -ise, -ify to convert nouns or adjectives to verbs</li> <li>• Use Modal verbs</li> <li>• Use verb prefixes dis-, de-, mis-, over- and re-.</li> <li>• Use of the subjunctive form</li> <li>• Passive voice to affect the presentation of information in a sentence.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> </ul>  |
| <p>Microvipers 6 – Evolution – Reading Comprehension</p> | <p>Balanced Argument – Should Antarctica be a tourist destination?</p> | <ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Independently organise information into paragraphs.</li> <li>• Opening paragraph to set out the reason for text.</li> <li>• Use appropriate layout features.</li> <li>• Concluding statement directed at the reader.</li> <li>• Use a range of connecting adverbs/adverbial phrases for addition and emphasis</li> <li>• Variety of sentence structures in opening and closing paragraphs including statements, questions and exclamations.</li> <li>• Write complex sentences with a range of conjunctions.</li> <li>• Write complex sentences with the subordinating clause in different positions within the sentence including at the beginning.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use verb prefixes: dis-, de-, mis-, over-, and re-.</li> <li>• Use modal verbs appropriately.</li> <li>• Use hyphens to avoid ambiguity</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use subjunctive form.</li> </ul> |

**Summer 1 & 2 – Olympic Legacies**

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| <p align="center">Who Let the Gods Out by Maz Evans (Vipers) –<br/>Reading Comprehension</p> | <p>Character/Setting description – On the Starting Blocks</p> | <ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Use different ways to open a narrative text.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Link paragraphs using adverbials.</li> <li>• Use a variety of sentence structures including complex sentences (see narrative progression for examples)</li> <li>• Modify adverbs by degree.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> <li>• Use all the necessary speech punctuation.</li> <li>• Use synonyms and antonyms</li> <li>• Use a wider range of cohesive devices to link paragraphs</li> </ul> |
|  | <p>Character/Setting description – Medusa the Gorgon</p>      | <ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Use different ways to open a narrative text.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Link paragraphs using adverbials.</li> <li>• Use a variety of sentence structures including complex sentences (see narrative progression for examples)</li> <li>• Modify adverbs by degree.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use all the necessary speech punctuation.</li> <li>• Use synonyms and antonyms</li> <li>• Use a wider range of cohesive devices to link paragraphs</li> </ul> |
| <p>Microvipers 5 – Greek Gods – Reading Comprehension</p>                                    | <p>Instructions – How to defeat a Gorgon.</p>                 | <ul style="list-style-type: none"> <li>• Organise ideas, headings subheadings can be given.</li> <li>• Opening paragraph.</li> <li>• Use technical vocabulary.</li> <li>• Cause and effect connectives.</li> <li>• Short closing paragraph which links back to the opening.</li> <li>• List of ingredients/materials – vary how to expand noun phrases (expanded for description and specification)</li> </ul>  |

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|  |  | <ul style="list-style-type: none"><li>• Use full range of sentence structures including complex sentences appropriate to giving detailed, yet without unnecessary information</li><li>• Use of modal verbs.</li><li>• Modify adverbs by degree</li><li>• Use expanded noun phrases to convey complicated information concisely.</li><li>• Use hyphens to avoid ambiguity.</li><li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li><li>• Use brackets, commas or dashes to indicate parenthesis.</li><li>• Order steps chronologically using bullet/numbered points.</li></ul> |
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