



Springfield Primary Academy

English Objective Coverage



Cycle B

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:

encouraged to write sentences by:

- 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
Autumn 1 – History of Toys			
Traction Man by Mini Grey (Vipers)	Traction Man by Mini Grey (Vipers)	Character description	<ul style="list-style-type: none"> • Use appropriate vocabulary for the text. • Begin to sequence sentences to form short narratives. • Use compound sentences using 'and'. • Separate words with spaces. • Use adjectives to describe. • Join two adjectives using and. • Use pronouns he, she, it.
		Alternative story – Where did Traction man go?	<ul style="list-style-type: none"> • Begin to sequence sentences to form short narratives. • Use words to sequence events e.g. first, next, then • Begin to combine words to write simple sentences. • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I. • (Children should be aware what question marks are and how they are used but it isn't expected that they use them in their own writing.)

	Lost in Toy Museum by David Lucas	Sequence and retell narrative. Explanation text about an old toy	<ul style="list-style-type: none"> • Begin to sequence sentences to form short narratives. • Use words to sequence events e.g. first, next, then • Begin to combine words to write simple sentences. • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I. (Children should be aware what question marks are and how they are used but it isn't expected that they use them in their own writing.)
Autumn 2 - Puppets			
Elliott, Midnight Superhero by Anne Cottringer (Vipers)	The Egg Box Dragon – Richard Adams	Narrative	<ul style="list-style-type: none"> • Begin to sequence sentences to form short narratives. • Use words to sequence events e.g. first, next, then • Begin to combine words to write simple sentences. • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I. (Children should be aware what question marks are and how they are used but it isn't • expected that they use them in their own writing.
		Informal persuasive letter	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout (template provided) • Use greetings and sign off (as modelled) • Independently compose, say and write simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Express own ideas and give reasons. • Use a capital letter at the beginning of a sentence, for proper nouns and I.
		Instructions – How to make a puppet	<ul style="list-style-type: none"> • Write correctly demarcated simple sentences. • Separate words with a space. • List of ingredients – single nouns. • Use of imperative tense for verbs. • Write simple sentences independently. • Join two words with 'and' • Sequence steps in order. • Organise ideas using a given framework. • Begin to use simple adverbs to start each instruction e.g. First, Finally
Spring 1 – Explorers (Neil Armstrong, Christopher Columbus)			
Beegu by Alexis Deacon (Vipers)	Look Up – Nathan Bryan & Dapo Adeola	Character description	<ul style="list-style-type: none"> • Use appropriate vocabulary for the text. • Independently write simple sentences demarcated with a capital letter and full stop.

			<ul style="list-style-type: none"> • Use compound sentences using 'and'. • Separate words with spaces. • Use adjectives to describe. • Join two adjectives using and. • Use pronouns he, she, it.
		Persuasive flyers – did you know? Questions.	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout (template provided) • Independently compose, say and write simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Express own ideas. • Use a capital letter at the beginning of a sentence, for proper nouns and I.
	Here We Are by Oliver Jeffers	Setting Description - Design and describe an imaginary planet setting. (what happens there etc)	<ul style="list-style-type: none"> • Use appropriate vocabulary for the text. • Independently write simple sentences demarcated with a capital letter and full stop. • Use compound sentences using 'and'. • Separate words with spaces. • Use adjectives to describe. • Join two adjectives using and.
		Armstrong/ Columbus non-chronological report.	<ul style="list-style-type: none"> • Use appropriate vocabulary for the text. • Independently write simple sentences demarcated with a capital letter and full stop. • Use compound sentences using 'and'. • Separate words with spaces. • 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. • Write simple sentences – emphasise that these are demarcated with a capital letter and full stop. • Combine two adjectives using 'and'.
Spring 2 – Grimsby and India			
The Secret Sky Garden by Linda Sarah (Vipers)	Lord of the Forest by Caroline Pitcher	Informal letter to Chembakolli about our local area.	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout (template provided) • Use greetings and sign off (as modelled) • Independently compose, say and write simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I.

		Newspaper report	<ul style="list-style-type: none"> • Use words to sequence events e.g. first, next, then • Independently write simple sentences. • Independently write compound sentences using 'and' • Separate words with spaces.
Summer 1 – Victorian Cleethorpes & Summer 2 – Our Seaside			
The Storm Whale – Benji Davies (Vipers)	Clem and the Crabs – Fiona Lumbers	1 st person recount from character.	<ul style="list-style-type: none"> • Independently compose, say and write simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I. • Use appropriate vocabulary for the subject. • Use appropriate layout (template provided) • Use greetings and sign off (as modelled)
		Persuasive letter about plastics in the oceans.	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout (template provided) • Use greetings and sign off (as modelled) • Independently compose, say and write simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Express own ideas and give reasons. • Use a capital letter at the beginning of a sentence, for proper nouns and I.
	Sally and the Limpet – Simon James	Retell narrative & Comparison	<ul style="list-style-type: none"> • Use appropriate story vocabulary. • Continue to develop simple narratives with a beginning, middle and end. • Sequence ideas logically. • Use words to sequence events e.g. first, next, then • Independently compose, say and write simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I.
The Pirates Next Door by Jonny Duddle (Vipers)	The Storm Whale – Benji Davies (Vipers)	Powerful setting	<ul style="list-style-type: none"> • Use appropriate vocabulary for the text. • Independently compose, say and write simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I. • Independently spell past tense verbs – 'ed' endings. • Independently spell verbs ending in 'ing' • Independently spell regular plurals using prefix 's' 'es' • Independently spell words with the prefix 'un'

		Letter for/against keeping a whale offering advice	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout (template provided) • Use greetings and sign off (as modelled) • Independently compose, say and write simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I.
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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 – History of Toys

Traction Man by Mini Grey (Vipers)	Traction Man by Mini Grey	Character description	<ul style="list-style-type: none"> • Use appropriate vocabulary including words and phrases taken from stories. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Continue to expand range of adverbs for time. • Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.
		Alternative story – where did Traction man go?	<ul style="list-style-type: none"> • Independently use correct & consistent past or present tense. • Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories. • Include familiar phrases from stories to add interest – she couldn't believe her eyes. • Use a greater variety of compound sentences using and, but, or, so.

			<ul style="list-style-type: none"> Independently use complex sentences using when, if, because Expand noun phrases for description and specification using a greater range of adjectives Continue to expand range of adverbs for time. Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.
	Lost in Toy Museum – David Lucas	Sequence and retell narrative. Explanation text about an old toy	<ul style="list-style-type: none"> Independently use correct & consistent past or present tense. Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories. Include familiar phrases from stories to add interest – she couldn't believe her eyes. Use a greater variety of compound sentences using and, but, or, so. Independently use complex sentences using when, if, because Expand noun phrases for description and specification using a greater range of adjectives Continue to expand range of adverbs for time. Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.

Autumn 2 - Puppets

Elliott, Midnight Superhero by Anne Cottringer (Vipers)	The Egg Box Dragon – Richard Adams	Narrative	<ul style="list-style-type: none"> Correct & consistent use of past or present tense. Begin to write complete stories with a sustained, logical sequence of events using some language drawn from stories. Be introduced to 'and', 'but', 'or', 'so' for compound sentences. Begin to use complex sentences using when, if, because Begin to expand noun phrases for description and specification Begin to use comparative and superlative adjectives – suffixes –er, -est Use adverbs for time Introduce suffix –er - ful, -ness
		Informal persuasive letter	<ul style="list-style-type: none"> Use layout features of a letter (with template provided) Use suitable greeting and closing. Express ideas and reasons. Independently write simple sentence Use and, but, or, so in compound sentences. Complex sentences for cause/reason using 'because'
		Instructions – How to make a puppet	<ul style="list-style-type: none"> Use headings and subheadings (can be given by the teacher) List of ingredients- noun phrases expanded with adjectives Use of imperative verbs Sequence steps in order.

			<ul style="list-style-type: none"> • Question at the start to engage the reader. • One sentence conclusion • Begin to use adverbs of manner e.g. quickly • Introduce adverbial phrases at beginning of instructions e.g. after that • Independently write simple sentence • Use and, but, or, so in compound sentences. • Complex sentences for cause/reason using 'because' • Use commas in a list.
Spring 1 – Explorers (Neil Armstrong, Christopher Columbus)			
Beegu by Alexis Deacon (Vipers)	Look Up by Nathan Bryan & Dapo Adeola	Character Description	<ul style="list-style-type: none"> • Use appropriate vocabulary including words and phrases taken from stories. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Continue to expand range of adverbs for time. • Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.
		Persuasive flyers – did you know? Questions.	<ul style="list-style-type: none"> • Use layout features of a letter (with template provided) • Use suitable greeting and closing. • Express ideas and reasons. Independently write simple sentence • Use and, but, or, so in compound sentences. • Complex sentences for cause/reason using 'because'.
	Here we are by Oliver Jeffers	Setting Description - Design and describe an imaginary planet setting. (what happens there etc)	<ul style="list-style-type: none"> • Use appropriate vocabulary including words and phrases taken from stories. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Use a greater range of adverbs for time including adverbial phrases – after that, later on etc
		Armstrong/ Columbus non-chronological report.	<ul style="list-style-type: none"> • Organise ideas independently. (Headings may still be given) • Write several sentences about each idea. • Reports should begin with a one sentence introduction to the topic. • Reports should end with a one sentence conclusion. • Continue to write correctly punctuated simple sentences. • Introduce compound sentences using and, but, or, so • Introduce complex sentences for subordination – using when, if, because. • Introduce that as a relative clause. (Children do not need to know the term relative clause)

Spring 2 – Grimsby and India

The Secret Sky Garden by Linda Sarah (Vipers)	Lord of the Forest – Caroline Pitcher	Informal letter to Chembakolli about our local area.	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout features of a letter. • Use appropriate greeting and sign off. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives
		Newspaper report	<ul style="list-style-type: none"> • Organise events logically. • Use simple past tense – ed endings & some irregular verbs • Use progressive past tense • Adverbs for time • Use simple and compound sentences. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives

Summer 1 – Victorian Cleethorpes & Summer 2 – Our Seaside

The Storm Whale – Benji Davies (Vipers)	Clem and the Crabs – Fiona Lumbers	1 st person recount from character.	<ul style="list-style-type: none"> • Organise events logically. • Use simple past tense – ed endings & some irregular verbs • Use progressive past tense • Adverbs for time • Use simple and compound sentences. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives
		Persuasive letter about plastics in the oceans.	<ul style="list-style-type: none"> • Use layout features of a letter (with template provided) • Use suitable greeting and closing. • Express ideas and reasons. • Independently write simple sentence • Use and, but, or, so in compound sentences. • Complex sentences for cause/reason using 'because'
	Sally and the Limpet – Simon James	Retell narrative & Comparison	<ul style="list-style-type: none"> • Independently use correct & consistent past or present tense. • Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories. • Include familiar phrases from stories to add interest – she couldn't believe her eyes. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because

			<ul style="list-style-type: none"> Expand noun phrases for description and specification using a greater range of adjectives Continue to expand range of adverbs for time. Use a greater range of adverbs for time including adverbial phrases
The Pirates Next Door by Jonny Duddle (Vipers)	The Storm Whale – Benji Davies	Powerful setting	<ul style="list-style-type: none"> Use appropriate vocabulary including words and phrases taken from stories. Use a greater variety of compound sentences using and, but, or, so. Independently use complex sentences using when, if, because Expand noun phrases for description and specification using a greater range of adjectives Continue to expand range of adverbs for time. Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.
		Letter for/against keeping a whale offering advice	<ul style="list-style-type: none"> Use appropriate vocabulary for the subject. Use appropriate layout features of a letter. Use appropriate greeting and sign off. Use a greater variety of compound sentences using and, but, or, so. Independently use complex sentences using when, if, because Expand noun phrases for description and specification using a greater range of adjectives Continue to expand range of adverbs for time. Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.
		Persuasive letter about plastics in the oceans	<ul style="list-style-type: none"> Use appropriate vocabulary for the subject. Use appropriate layout features of a letter. Use appropriate greeting and sign off. Use a greater variety of compound sentences using and, but, or, so. Independently use complex sentences using when, if, because Expand noun phrases for description and specification using a greater range of adjectives Continue to expand range of adverbs for time. Use a greater range of adverbs for time including adverbial phrases – after that, later on etc.

Year 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 – Chocolate: From Bean to Bar

<p>Charlie and the Chocolate Factory by Roald Dahl (Vipers) – Reading Comprehension</p>	<p>Non-chronological Report – The Maya</p>	<ul style="list-style-type: none"> • Choose subject appropriate vocabulary (use words from Y3/4 statutory word list) • Include appropriate technical vocabulary. • Use appropriate layout features including headings and sub-headings. • Written in present tense (Unless historical content) • Independently group information into appropriate paragraphs. • Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations. • Use of complex sentences. • Range of conjunctions and connectives. • Use of connecting adverbs e.g. however, therefore • Use of relative pronouns that and which. • Adjectives modified by degree. • Noun phrases expanded for description. • Noun phrases expanded for specification using a greater range of preposition phrases at, in, on, under. • Use of superlative and comparative adjectives. • Use quantifying determiners: most, all, usually, some
<p>Micro-Vipers 4 – Human Body – Reading Comprehension</p>	<p>Mythical Story based around the Hero Twins</p>	<ul style="list-style-type: none"> • Choose subject appropriate vocabulary (use words from Y3/4 statutory word list) • Include appropriate technical vocabulary. • Use appropriate layout features including headings and sub-headings. • Written in present tense (Unless historical content) • Independently group information into appropriate paragraphs.
<p>Hero Twins by Dan Jolley – Writing Stimulus Only</p>		

		<ul style="list-style-type: none"> • Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations. • Use of complex sentences. • Range of conjunctions and connectives. • Use of connecting adverbs e.g. however, therefore • Use of relative pronouns that and which. • Adjectives modified by degree. • Noun phrases expanded for description. • Noun phrases expanded for specification using a greater range of preposition phrases at, in, on, under. • Use of superlative and comparative adjectives. • Use quantifying determiners • Correctly use a range of pronouns
Autumn 2 – The Mayan Civilization		
The Great Chocopot by Chris Callahan (Vipers) – Reading Comprehension	Setting Description – Chocolate Room	<ul style="list-style-type: none"> • Choose appropriate language. • Use vocabulary from Y3/4 statutory word list. • Use paragraphs to organise and sequence the narrative. • Develop settings using adjectives and figurative language to evoke time, place and mood. • Write complex sentence for time, manner and condition. • Use relative clauses using that, who and which. • Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner & mark these with a comma). • Expand noun phrases for specification and degree. • Modify adjectives.
Micro-Vipers 4 – Eating & Digestion – Reading Comprehension	Explanation – How is chocolate made?	<ul style="list-style-type: none"> • Choose subject appropriate vocabulary (use words from Y3/4 statutory word list) • Include appropriate technical vocabulary. • Use appropriate layout features including headings and a question for a title. • Written in present tense (Unless historical content) • Independently group information into appropriate paragraphs and sequentially. • Variety of sentence structures in the opening and closing paragraphs including questions, statements, parenthesis and rhetorical questions. • Use of complex sentences. • Range of conjunctions and connectives (particularly causal). • Use of connecting adverbs e.g. however, therefore
Escape Room by Christopher Edge (Vipers) – Reading Comprehension		

		<ul style="list-style-type: none"> • Use of relative pronouns that and which. • Adjectives modified by degree. • Noun phrases expanded for factual description. • Noun phrases expanded for specification using a greater range of preposition phrases at, in, on, under. • Use of superlative and comparative adjectives. • Use quantifying determiners: most, all, usually, some
Spring 1 – Grimsby Fishing Heritage		
Mousehole Cat by A Barber – Reading Comprehension	Character Description of Mowzel	<ul style="list-style-type: none"> • Choose appropriate language. • Use vocabulary from Y3/4 statutory word list. • Use paragraphs to organise and sequence the narrative. • Develop characters using adjectives and figurative language to evoke time, place and mood. • Write complex sentence for time, manner and condition. • Use relative clauses using that, who and which. • Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner & mark these with a comma). • Expand noun phrases for specification and degree. • Modify adjectives.
	Poetry – The Storm Cat	<ul style="list-style-type: none"> • Choose appropriate language. • Use vocabulary from Y3/4 statutory word list where appropriate. • Use an appropriate layout and/or rhyming/rhythmic structure (if appropriate) • Develop description using adjectives and figurative language to evoke time, place and mood. • Expand noun phrases. • Modify adjectives.
Spring 2 – Our Local Area		
Butterfly Lion by Michael Morpurgo (Vipers) – Reading Comprehension	Story based on video	<ul style="list-style-type: none"> • Choose appropriate language, some taken from reading. • Use vocabulary from Y3/4 statutory word list. • Plan and write complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; • Use paragraphs to organise and sequence the narrative. • Use different ways to introduce or connect paragraphs e.g. <i>Sometime later..., Suddenly..., Inside the castle...</i>; • Develop settings using adjectives and figurative language to evoke time, place and mood.
Lighthouse Keeper – Vipers Video – Reading Comprehension		

		<ul style="list-style-type: none"> • Write complex sentence for time, manner and condition. • Use relative clauses using that, who and which. • Use inverted commas for speech. • Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner & mark these with a comma). • Expand noun phrases
The Iron Man by Ted Hughes (Vipers) – Reading Comprehension	Instructions – How to make a simple circuit	<ul style="list-style-type: none"> • Organise ideas, headings subheadings can be given. • Opening paragraph. • Short closing paragraph which links back to the opening. • List of ingredients – vary how to expand noun phrases (expanded for description and specification) Correctly spell pluralised nouns • Use superlative and comparative adjectives. • Adverbs modified by degree • Use of a variety of prepositional phrases. • Precise adverbial phrases for time. • Range of sentence structures including complex sentences. • Use relative pronouns that and which.
Summer 1 – Prehistoric Britain		
Stig of the Dump by Clive King (Vipers) – Reading Comprehension	Letter to Stig	<ul style="list-style-type: none"> • Revise appropriate layout features, apply these independently to writing. • Use appropriate greeting and sign off for the formality of the letter. • Choose appropriate vocabulary and register (use words from Y3/4 statutory word list) • Organise writing into paragraphs. • Use a variety of devices to link paragraphs (Y4). • Correctly use determiners a and an. • Develop expanded noun phrases for specification and description. (Y4 add prepositional phrases or modify the adjective) • Use fronted adverbials for time, place, condition and manner (Y4 punctuate with a comma) • Write complex sentences with support • Begin to use apostrophe's for possession or contraction.
	Chronological report	<ul style="list-style-type: none"> • Choose subject appropriate vocabulary (use words from Y3/4 statutory word list) • Include appropriate technical vocabulary. • Use appropriate layout features including headings and sub-headings. • Written in present tense (Unless historical content) • Independently group information into appropriate paragraphs. • Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.

		<ul style="list-style-type: none"> • Use of complex sentences. • Range of conjunctions and connectives. • Use of connecting adverbs e.g. however, therefore • Use of relative pronouns that and which. • Adjectives modified by degree. • Noun phrases expanded for description. • Noun phrases expanded for specification using a greater range of preposition phrases at, in, on, under. • Use of superlative and comparative adjectives. • Use quantifying determiners: most, all, usually, some
Summer 2 - Coastlines		
The Lion the Witch and the Wardrobe by CS Lewis (Vipers) – Reading Comprehension	Newspaper Report	<ul style="list-style-type: none"> • Choose appropriate vocabulary (use words from Y3/4 statutory word list) • Write an effective headline • Organise events into paragraphs independently • Consistent, accurate use of Standard English verb inflections not local spoken forms. • Consistent application of past tense. • Opening paragraph including who, what, when, where information. • Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch • Use a range of sentence types (statements & questions) and punctuate correctly. • Write complex sentences for time, cause and reason. • Use who and that as relative pronoun. • Noun phrases expanded for description using with phrases. • Noun phrases expanded for specification using in or on phrases. • Appropriate use of a noun or pronoun within a sentence to avoid ambiguity or repetition. • Correctly use the determiners a and an. • Use speech marks to show quotes.
Stone Girl, Bone Girl: The Story of Mary Anning of Lyme Regis by Laurence Anholt – Writing Stimulus Only	Biography – Mary Anning	<ul style="list-style-type: none"> • Choose subject appropriate vocabulary (use words from Y3/4 statutory word list) • Include appropriate technical vocabulary. • Use appropriate layout features including headings and sub-headings. • Written in chronological order. • Written in present tense (except where historical content) • Independently group information into appropriate paragraphs.

- Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.
- Use of complex sentences.
- Range of conjunctions and connectives.
- Use of connecting adverbs e.g. however, therefore
- Use of relative pronouns that and which.
- Adjectives modified by degree.
- Noun phrases expanded for description.
- Noun phrases expanded for specification using a greater range of preposition phrases at, in, on, under.
- Use of superlative and comparative adjectives.
- Use quantifying determiners: most, all, usually, some

Year 5 & 6

In each unit children should be taught to:

Write legibly, fluently and with increasing speed by;

- 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.
- Choosing the writing implement that is best suited to the task.
- Children should be clear about what standard of handwriting is appropriate for a particular task e.g. quick notes or final handwritten version.
- To use an unjoined style e.g. filling in forms, labelling a diagram, writing an email address
- 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 (WAGOLLs, 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 – Town and Country

Holes by Louis Sachar (Vipers) – Reading Comprehension

Setting Description – Positive and then convert to negative

- Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)
- Use language structures taken from stories.
- Create figurative language to enhance description.
- Use personification effectively.
- Use devices to build cohesion within a paragraph.
- Link paragraphs using adverbials.
- Use a variety of sentence structures including complex sentences (see narrative progression for examples)
- Modify adverbs by degree.
- Use brackets, commas or dashes to indicate parenthesis.
- Use colon, semi-colon and dash to mark the boundaries between independent clauses.
- Use synonyms and antonyms
- Use a wider range of cohesive devices to link paragraphs.

Microvipers 5 – Persuasion – Reading Comprehension

Balanced Argument – Should Aldi build a supermarket in Tealby?

- Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)
- Independently organise information into paragraphs.
- Opening paragraph to set out the reason for text.
- Use appropriate layout features.
- Concluding statement directed at the reader.
- Use a range of connecting adverbs/adverbial phrases for addition and emphasis
- Variety of sentence structures in opening and closing paragraphs including statements, questions and exclamations.
- Write complex sentences with a range of conjunctions.
- Write complex sentences with the subordinating clause in different positions within the sentence including at the beginning.
- Use verb prefixes: dis-, de-, mis-, over-, and re-.
- Use modal verbs appropriately.
- Use hyphens to avoid ambiguity.
- Use punctuation for parenthesis to add extra details.
- Use colon, semi-colon and dash to mark the boundaries between independent clauses.
- Use expanded noun phrases to convey complicated information concisely.

		<ul style="list-style-type: none"> • Use subjunctive form.
Autumn 2 – Guy Fawkes		
Black Powder by Ally Sherrick (Vipers) – Reading Comprehension	Newspaper report (biased) – Foiled gunpowder plot	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Independently group information appropriately in paragraphs. • Use appropriate layout features e.g. headings and sub headings. • Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations. • Use full range of sentence structures including complex sentences. • Use punctuation for parenthesis to add extra details. • Use colon, semi-colon and dash to mark the boundaries between independent clauses. • Use relative pronouns • Greater range of verbs using prefixes dis- de- mis- over- and re- • Use of modal verbs to show advice or recommendation • Modify adverbs by degree.
Microvipers 5 – Space – Reading Comprehension	Recipes and instructions	<ul style="list-style-type: none"> • Organise ideas, headings subheadings can be given. • Opening paragraph. • Use technical vocabulary. • Cause and effect connectives. • Short closing paragraph which links back to the opening. • List of ingredients/materials – vary how to expand noun phrases (expanded for description and specification) • Use full range of sentence structures including complex sentences appropriate to giving detailed, yet without unnecessary information • Use of modal verbs. • Modify adverbs by degree • Use expanded noun phrases to convey complicated information concisely. • Use hyphens to avoid ambiguity. • Use colon, semi-colon and dash to mark the boundaries between independent clauses. • Use brackets, commas or dashes to indicate parenthesis. • Order steps chronologically using bullet/numbered points.
Spring 1 – Viking Raiders		
Beowulf by Michael Morpurgo (Vipers) – Reading Comprehension	Diary recount – point of view from Lindisfarne monk	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Organise paragraphs around a theme.

		<ul style="list-style-type: none"> • Use appropriate layout features e.g. headings, sub-headings. • Opening paragraph including who, what, when, where information. • Use a range of past tense forms. (irregular past simple; past progressive; past perfect) • Concluding paragraph linking back to the opening paragraph – usually gives overall comment about the event. • Use devices to build cohesion within a paragraph. • Write a range of sentences including complex sentences for time, cause and condition. • Link paragraphs using adverbials. • Use colon, semi-colon and dash to mark the boundaries between independent clauses. • Use commas to clarify meaning and avoid ambiguity. • Use brackets, commas or dashes to indicate parenthesis. • Use the suffixes –ate, -ise, -ify to convert nouns or adjectives to verbs • Use Modal verbs • Use verb prefixes dis-, de-, mis-, over- and re-. • Use of the subjunctive form (Y6) • Passive voice to affect the presentation of information in a sentence (Y6) • Use expanded noun phrases to convey complicated information concisely (Y6)
<p>Microvipers 6 – Vikings – Reading Comprehension</p>	<p>Character Description – The Grendel</p>	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Use different ways to open a narrative text. • Use devices to build cohesion within a paragraph. • Link paragraphs using adverbials. • Use a variety of sentence structures including complex sentences (see narrative progression for examples) • Modify adverbs by degree. • Use colon, semi-colon and dash to mark the boundaries between independent clauses. • Use brackets, commas or dashes to indicate parenthesis. • Use all the necessary speech punctuation. • Use synonyms and antonyms • Use a wider range of cohesive devices to link paragraphs

<p>The Arrival by Shaun Tan (Vipers) – Reading Comprehension</p>	<p>World Trade Explanation</p>	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Use technical vocabulary. • Title in the form of a question • Cause and effect connectives. • Formal language and tone sustained throughout the text. • Written in third person. • Past tense sustained throughout. • Organise paragraphs around a theme. • Use appropriate layout features e.g. headings, sub-headings. • Use commas to clarify meaning and avoid ambiguity. • Use brackets, commas or dashes to indicate parenthesis. • Use the suffixes –ate, -ise, -ify to convert nouns or adjectives to verbs • Use a range of sentence structures. • Use expanded noun phrases to convey complicated information concisely. • Use punctuation for parenthesis to add extra details. • Use hyphens to avoid ambiguity. • Use colon, semi-colon and dash to mark the boundaries between independent clauses.
<p>Microvipers 6 – The Future – Reading Comprehension</p>	<p>The Lucky Dip - Story</p>	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Plan and write complete stories. • Use different ways to open a story. • Use devices to build cohesion within a paragraph. • Link paragraphs using adverbials. • Use a variety of sentence structures including complex sentences (see narrative progression for examples) • Modify adverbs by degree. • Use colon, semi-colon and dash to mark the boundaries between independent clauses. • Use commas or dashes to indicate parenthesis. • Use all the necessary speech punctuation. • Use synonyms and antonyms • Use passive voice • Use a wider range of cohesive devices to link paragraphs.
<p style="text-align: center;">Summer 1 & 2 – Keen to be Green</p>		

<p>Microvipers – Eco Warriors – Reading Comprehension</p>	<p>Biography of David Attenborough</p>	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Independently group information appropriately in paragraphs. • Use devices to build cohesion within a paragraph. • Use appropriate layout features e.g. headings and sub headings. • Use full range of sentence structures including complex sentences. • Use relative clauses beginning with that, who, which, when or whose. • Use relative pronouns • Greater range of verbs using prefixes dis- de- mis- over- and re- • Use of modal verbs. • Modify adverbs by degree • Passive voice to affect the presentation of information in a sentence. • Use expanded noun phrases to convey complicated information concisely. • Use hyphens to avoid ambiguity. • Use colon, semi-colon and dash to mark the boundaries between independent clauses. • Use punctuation for parenthesis to add extra details. • Link ideas across paragraphs using a range of cohesive devices e.g. repetition of a word or phrase, use of adverbials.
<p>Varmints by (Vipers) – Reading Comprehension</p>	<p>Non-chronological report – Plastic Pollution</p>	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from Y3/4 and Y5/6 statutory word list). • Independently group information appropriately in paragraphs. • Use appropriate layout features e.g. headings and sub headings. • Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations. • Use full range of sentence structures including complex sentences. • Use colon, semi-colon and dash to mark the boundaries between independent clauses. • Use punctuation for parenthesis to add extra details. • Use relative pronouns • Greater range of verbs using prefixes dis- de- mis- over- and re- • Use of modal verbs to show advice or recommendation • Modify adverbs by degree.
<p>The Promise by (Vipers) – Reading Comprehension</p>	<p>Poetry – Future Visions</p>	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Use language structures taken from stories. • Create similes and metaphors to enhance description. • Use personification effectively.

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| | | <ul style="list-style-type: none">• Modify adverbs by degree.• Use synonyms and antonyms. |
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