
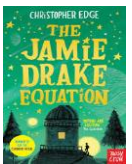
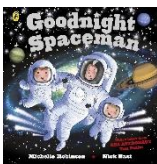
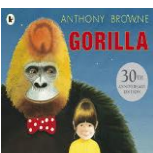


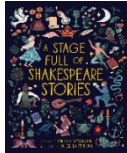


Class 4 Year 4/5	Autumn 1	Autumn 2	Autumn Poetry	Spring 1	Spring 2	Spring Poetry	Summer 1	Summer 2	Summer Poetry
			The Moon			The Roman Centurion's Song by Rudyard Kipling			Look! by Grace Nichols
Writing Outcome	Write a narrative including speech	Write a biography about Tim Peake	Free verse with refrains and verses	Write a fantasy story	Write a diary from Leon's point of view	Outcome – Cinquain	Write the adventure as a recount journal	Write a playscript	A list poem based on a traditional rhyme
<p>Year 4</p> <p>Spoken Language (threaded through the reading and writing objectives)</p> <p>Listen and respond.</p> <p>Speak audibly and fluently.</p> <p>Build vocabulary.</p> <p>Ask relevant questions.</p> <p>Maintain attention and participate actively in collaborative conversations.</p> <p>Use spoken language to develop understanding by hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints.</p>	<p>Sentence Expanded noun phrases.</p> <p>Text Organise paragraphs Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Punctuation Use inverted commas for direct speech. Use of possessive apostrophes.</p>	<p>Word Using past tense verbs consistently.</p> <p>Sentence Use subordination.</p> <p>Text Use of layout features for the reader.</p> <p>Punctuation Use of commas for lists.</p>	<p>Poetry keys Use a range of descriptive language techniques to create effective imagery. Experiment with a range of forms.</p> <p>Writing composition Note and develop initial ideas, drawing on reading and research. Enhance meaning through selecting appropriate grammar and vocabulary.</p> <p>Describe settings, characters and atmosphere.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Perform own compositions using appropriate intonation, volume and movement.</p> <p>Reading Identify and discuss themes and conventions. Make comparisons within and across books. Learn poetry by heart. Prepare poems and plays for performance. Identify how language, structure and presentation contribute to meaning.</p>	<p>Sentence Expand noun phrases by the addition of modifying adjectives, nouns, and prepositional phrases. Use fronted adverbials.</p> <p>Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Punctuation Use commas after fronted adverbials. Use inverted commas for direct speech.</p> <p>Reading Identify themes and conventions. Explain meaning of words in context. Ask questions to improve understanding of a text. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Predict from details stated and implied Identify how language, structure and presentation contribute to meaning. Identify main ideas drawn from more than one paragraph and summarise. Retrieve and record information from non-fiction. Participate in discussions about books.</p>	<p>Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. Use Standard English forms for verb inflections.</p> <p>Text Build a varied and rich vocabulary.</p> <p>Punctuation Indicate possession by using the possessive apostrophe with plural nouns. Recognise the grammatical difference between plural and possessive 's'</p> <p>Reading Read for a range of purposes. Discuss words and phrases that capture the reader's interest and imagination. Draw inferences (characters' feelings, thoughts and motives); justify with evidence. Predict from details stated and implied. Identify how language, structure, and presentation contribute to meaning.</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs alliteration; hyperbole. Create own repeating pattern and experiment with simple forms.</p> <p>Writing composition Plan to write by discussing the structure, vocab and grammar of similar writing. Discuss and record ideas. Propose changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors. Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Reading Prepare poems and play scripts to read aloud and to perform. Discuss words and phrases that capture the reader's interest and imagination. Explain meaning of words in context. Identify how language, structure, and presentation contribute to meaning.</p>	<p>Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs). Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. Use Standard English forms for verb inflections.</p> <p>Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)</p> <p>Reading Read for a range of purposes. Discuss words and phrases that capture the reader's interest and imagination. Explain meaning of words in context. Ask questions to improve understanding of a text. Draw inferences (characters' feelings, thoughts and motives); justify with evidence. Predict from details stated and implied. Participate in discussions about books.</p>	<p>Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p> <p>Text Build a varied and rich vocabulary. Organise paragraphs around a theme. Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.</p> <p>Reading Use dictionaries to check the meaning of words. Identify themes and conventions. Check text makes sense. Draw inferences (characters' feelings, thoughts and motives); justify with evidence. Predict from details stated and implied. Participate in discussion about books.</p>	<p>Poetry keys Use increasingly effective similes to create imagery. Create own repeating patterns and experiment with simple forms.</p> <p>Writing composition Plan to write by discussing the structure, vocab and grammar of similar writing. Discuss and record ideas. Assess the effectiveness of own and others' writing. Proof-read for spelling and punctuation errors.</p> <p>Reading Recognise different forms of poetry. Discuss words and phrases that capture the reader's interest and imagination. Explain meaning of words in Context. Identify how language, structure, and presentation contribute to meaning.</p>

Writing Outcome	Write a narrative including speech	Write a biography about Tim Peake	Free verse with refrains and verses	Write a fantasy story	Write a diary from Leon's point of view	Outcome - Cinquain	Write the adventure as a recount journal	Write a playscript	A list poem based on traditional rhyme
<p style="text-align: center;">Year 5</p> <p style="text-align: center;">Spoken Language (threaded through the reading and writing objectives)</p> <p>Listen and respond.</p> <p>Build vocabulary.</p> <p>Speak audibly and fluently.</p> <p>Give well-structured descriptions, explanations and narratives.</p> <p>Maintain attention and participate actively in collaborative conversations.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints.</p>	<p>Sentence Use a range of conjunctions.</p> <p>Text Format choices to aid the reader.</p> <p>Punctuation Use of commas within a list.</p>	<p>Word Use of adverbs.</p> <p>Sentence Use of fronted adverbials.</p> <p>Punctuation Use of commas when using fronted adverbials. Use of parenthesis.</p>	<p>Poetry keys Use a range of descriptive language techniques to create effective imagery.</p> <p>Experiment with a range of forms.</p> <p>Writing composition Note and develop initial ideas, drawing on reading and research.</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary.</p> <p>Describe settings, characters and atmosphere.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Perform own compositions using appropriate intonation, volume and movement.</p> <p>Reading Identify and discuss themes and conventions.</p> <p>Make comparisons within and across books.</p> <p>Learn poetry by heart.</p> <p>Prepare poems and plays for performance Identify how language, structure and presentation contribute to meaning.</p>	<p>Sentence Use expanded noun phrases to convey complicated information concisely.</p> <p>Text Organise paragraphs around a theme. Identify the audience and purpose of writing.</p> <p>Punctuation Use commas to clarify meaning or avoid ambiguity.</p> <p>Reading Draw inferences (characters feelings, thoughts and motives); justify with evidence.</p> <p>Predict from details stated and implied.</p> <p>Summarise main ideas, identifying key details.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Evaluate authors' language choice.</p> <p>Distinguish between fact and opinion.</p> <p>Participate in discussion about books.</p> <p>Explain and discuss understanding of reading.</p> <p>Provide reasoned justifications for views.</p>	<p>Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (Y4 recap).</p> <p>Text Describe settings, characters and atmosphere. Link ideas using tense choices.</p> <p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Reading Identify and discuss themes and conventions.</p> <p>Draw inferences (characters' feelings, thoughts and motives); justify with evidence.</p> <p>Predict from details stated and implied.</p> <p>Summarise main ideas, identifying key details.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Evaluate authors' language choice.</p> <p>Explain and discuss understanding of reading.</p> <p>Participate in discussion about books.</p> <p>Provide reasoned justifications for views.</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs alliteration; hyperbole.</p> <p>Create own repeating pattern and experiment with simple forms.</p> <p>Writing composition Plan to write by discussing the structure, vocab and grammar of similar writing.</p> <p>Discuss and record ideas.</p> <p>Propose changes to grammar and vocabulary to improve consistency.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Reading Prepare poems and play scripts to read aloud and to perform.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Explain meaning of words in context.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>Text Link ideas across paragraphs using adverbials. Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.</p> <p>Punctuation Integrate dialogue to convey character and advance the action. Use and punctuate direct speech (using dialogue to show the relationship between characters).</p> <p>Reading Identify and discuss themes and conventions.</p> <p>Make comparisons within and across texts.</p> <p>Check sense, discuss understanding and explore meaning of words in context.</p> <p>Ask questions to improve understanding.</p> <p>Draw inferences (characters' feelings, thoughts and motives); justify with evidence.</p> <p>Summarise main ideas, identifying key details.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Explain and discuss understanding of reading.</p>	<p>Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility.</p> <p>Text Use a wide range of devices to build cohesion across and within paragraphs. Choose the appropriate register.</p> <p>Reading Identify and discuss themes and conventions.</p> <p>Check sense, discuss understanding and explore meaning of words in context.</p> <p>Draw inferences (characters' feelings, thoughts and motives); justify with evidence.</p> <p>Predict from details stated and implied.</p> <p>Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning.</p> <p>Evaluate authors' language choice.</p> <p>Distinguish between fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>Poetry keys Use increasingly effective similes to create imagery.</p> <p>Create own repeating patterns and experiment with simple forms.</p> <p>Writing composition Plan to write by discussing the structure, vocab and grammar of similar writing.</p> <p>Discuss and record ideas.</p> <p>Assess the effectiveness of own and others' writing.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Reading Recognise different forms of poetry.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Explain meaning of words in context.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>