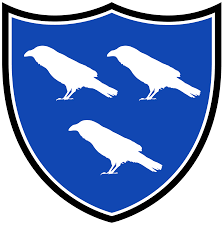
**Valley Primary School Grammar and Writing Long term plan**

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| **YEAR 6** | Week 1 | Week 2 | Week 3 | | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Autumn | **Jump in with a good book:**  Clockwork  Supporting text: Rock Paper Scissors | | | | | | | **Ambition and Aspiration**  The Boy Who Harnessed the Wind  Supporting Text – Land of Never Believe | | | | | |
| **Ready to write** (re-capping of previous year’s assessment framework)  -Relative clauses  -Modal verbs  -Fronted adverbials  -Brackets dashes commas for parenthesis  - Expanded noun phrases  -- perfect tense  - accurate use of commas to clarify meaning or avoid ambiguity | | | | | **Synonyms and Antonyms**  -How words are related by meaning as synonyms and antonyms | | **Word Classes**  -Subject, object, verb, adverb, noun, adjective | | | **Subjunctive verb form**  -Recognising vocabulary and structures appropriate for formal speech and writing including subjunctive verb form. | | **Assessments**  **& Poetry**  **Wonderland: Alice in Poetry** |
| **Narrative character description biography news report review** | | | | | | | **Advertising leaflet cartographer’s log fact-file Newspaper Setting description** | | | | | |
| Spring | **Our Place in History**  Fireweed & WW2 non-fiction  Supporting Text : A Frank’s diary graphic adaptation | | | | | | | **Protecting the Planet**  The Last Wild  Supporting Text: Environmental non-fiction | | | | | |
| **Punctuation 1**  -Dashes, Colons & Semi-colons to mark boundaries of independent clauses. | | | **Formal & Informal**  -Recognising vocabulary and structures appropriate for formal speech and writing including subjunctive verb form.  -Difference between vocabulary and structures typical of informal speech and that of formal speech and writing. | | | | **Active & Passive**  -Using passive verbs to affect the presentation of information in a sentence. | | **Punctuation 2**  -Colon for a list  -Semi-colons within lists  -Using and punctuating bullet points | | **Hyphen**  Using Hyphens to avoid ambiguity and for other hyphenated words. | **Assessments**  **& Poetry**  **Falling out of the Sky** |
| **Narrative character description diary entry biography argument** | | | | | | | **Narrative newspaper biography auto-biography** | | | | | |
| Summer | **Other Lives and Cultures**  Running on the Roof of the World  Supporting Text: When Stars are Scattered | | | | | | | **Community**  Find your voice and be yourself—silence is not an option  The Lost Thing | | | | | |
| **Revision** | **SATS** | **Cohesion**  -Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text. | | | | | **Consolidation of KS2** | | | | | **Assessments**  **& Poetry**  **On The Move** |
| **Diary entry narrative review non-chronological report letter** | | | | | | | **Campaign leaflet news report comic strip play script letter** | | | | | |
| Reading focuses through the year | Develop positive attitudes to reading and understanding what they read by:  -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks which are structured in different ways.  -Recommending books that they have read to their peers, giving reasons for their choices.  -Identifying themes and conventions across a wide range of writing styles and types.  Understand what they read by:  -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  -Drawing inferences such as inferring characters’ feelings, thoughts and motives for their actions, and justifying inferences with evidence.  -Asking questions to improve their understanding of a text.  -Predicting what might happen and views about the text from details stated and implied and provide reasoned justifications for their views.  -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea.  -Identifying how language, structure and presentation contribute to meaning.  -Distinguish between statements of fact and opinion.  -Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others’ ideas by challenging views courteously.  -Explain and discuss their understanding of what they have read including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. | | | | | | | | | | | | |

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| **YEAR 5** | Week 1 | Week 2 | Week 3 | Week 4 | | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Autumn | **Jump in with a good book:**  The Terrible Thing That Happened to Barnaby Brocket | | | | | | | **Ambition and Aspiration**  Bright Storm Supporting Text: NF Book about explorers | | | | | |
| **Ready to write** (re-capping of previous year’s assessment framework)  -Nouns and Pronouns -Expanded noun phrases  -Fronted adverbials and their punctuation-Plural and possessive  -Punctuating speech | | | | **Relative Clauses**  -Using relative clauses beginning with who, which, where, when, whose or that. -Relative clauses with omitted relative pronouns. | | **Speech**  Use of inverted commas and other punctuation to indicate direct and indirect speech | **Modal Verbs**  Using modal verbs to indicate degrees of possibility. | | **Adverbs**  Using adverbs to indicate degrees of possibility.  Understanding how you can move the position of an adverb or adverbial phrase within a sentence. | | **Colons for a list**  Use of the colonto introduce a list | **Assessments**  **& Poetry**  **Cosmic Disco** |
| **Narrative setting description diary entry biography advertising speech argument** | | | | | | | **News report review non-chronological report auto-biography speech** | | | | | |
| Spring | **Our Place in History**  1000 Year Old Boy  Supporting Text: Monster Slayer: A Beowulf Tale / Beowulf | | | | | | | **Protecting the Planet**  A Long Walk To Water  Supporting Text: Environmental Non-Fiction | | | | | |
| **Parenthesis**  Using brackets, dashes and commas to indicate parenthesis | | | | **Expanded Noun Phrases**  Using expanded noun phrases to convey complicated information concisely. | | | **Tenses**  Use the perfect for of verbs to mark relationships of time and cause. | | | **Speech**  Varying the position of the reporting clause in direct speech. | | **Assessments**  **& Poetry**  **Dark Sky Park** |
| ***Narrative*  character description Advertising campaign review** | | | | | | | ***Newspaper* Diary entry Persuasive speech Information leaflet** | | | | | |
| Summer | **Other Lives and Cultures**  Asha and the Spirit Bird Supporting Text: Illegal | | | | | | | **Community**  Windrush Child  Supporting Text: Romeo & Juliet | | | | | |
| **Commas**  Using commas to clarify meaning or avoid ambiguity in writing. | | **Hyphenated words**  -Using Hyphens to avoid ambiguity and for other hyphenated words. | | **Cohesion**  Devices to build cohesion within a paragraph.  Link ideas across paragraphs using adverbials of time, place and number. | | | **Prefixes and Suffixes**  Verb prefixes  Converting nouns or adjectives into verbs using suffixes. | | **Consolidation** | | | **Assessments**  **& Poetry**  **Rhythm and Poetry** |
| **Narrative comic strip newspaper non-chronological report** | | | | | | | ***Persuasive speech Play scripts* Soliloquy Balanced argument** | | | | | |
| Reading focuses through the year | Develop positive attitudes to reading and understanding what they read by:  -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks which are structured in different ways.  -Recommending books that they have read to their peers, giving reasons for their choices.  -Identifying themes and conventions across a wide range of writing styles and types.  Understand what they read by:  -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  -Drawing inferences such as inferring characters’ feelings, thoughts and motives for their actions, and justifying inferences with evidence.  -Asking questions to improve their understanding of a text.  -Predicting what might happen and views about the text from details stated and implied and provide reasoned justifications for their views.  -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea.  -Identifying how language, structure and presentation contribute to meaning.  -Distinguish between statements of fact and opinion.  -Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others’ ideas by challenging views courteously.  -Explain and discuss their understanding of what they have read including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. | | | | | | | | | | | | |

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| **YEAR 4** | Week 1 | Week 2 | Week 3 | Week 4 | | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Autumn | **Jump in with a good book:**  Charlotte’s Webb  Supporting Text:: The Fortune Tellers | | | | | | | **Ambition and Aspiration**  Race to the Frozen North  Supporting Text: How to be extraordinary | | | | | |
| **Ready to write** (re-capping of previous year’s assessment framework)  -accurate use of determiners ‘a’ and ‘an’  -Subordinating and coordinating conjunctions.  -Expressing time, place & cause using conjunctions, adverbs and prepositions.  -Time, place & Manner fronted adverbials  -Use of inverted commas to punctuate speech.  -Use of paragraphs to group related materials | | | | | | **Present perfect**  Use of the present  perfect form of verbs  instead of the simple past. | **Pronouns**  Choosing nouns, pronouns and possessive pronouns appropriately for clarity, cohesion and to avoid repetition. | **Fronted adverbials**  Using fronted adverbials to express time, place, manner, degree and frequency.  Use of accurate commas after fronted adverbials. | | | **Varied use of prepositions**  Varying the position of prepositions in sentences to provide clarity or variety. | **Assessments**  **& Poetry**  **Being Me** |
| ***Advert Description* diary entry persuasive poster   character description newspaper** | | | | | | | ***Letter* Information leaflet setting description recount narrative biography** | | | | | |
| Spring | **Our Place in History**  St George & The Dragon & Son of the Circus  Supporting Text: Jemmy Button | | | | | | | **Protecting the Planet**  The Last Bear  Supporting Text: Environmental Non-Fiction | | | | | |
| **Apostrophes**  Indicating possession by using the possessive apostrophe with plural nouns  Understanding the difference between plural and possessive -s | | | | **Speech**  Use of inverted commas and other punctuation to accurately demarcate speech. | | | **Paragraphs**  Paragraphs to organise ideas around a theme.  New paragraphs for changes in time, place or theme | | | **Embedded phrases**  Developing use of embedded phrases to add detail or enhance clarity. | | **Assessments**  **& Poetry**  **The Rainmaker danced** |
| ***Newspaper Recount* persuasive letter character description narrative biography** | | | | | | | ***Information leaflet Explanation* Setting description advert recount   non-chronological report Instructions** | | | | | |
| Summer | **Other Lives and Cultures**  A Story Like the Wind  Supporting Text: The Village that Vanished | | | | | | | **Community**  The Girl Who Stole an Elephant  Supporting Text: The Journey | | | | | |
| **Standard English**  Standard English forms for verb inflections instead of local spoken forms. | | **Speech**  Use of **inverted commas** and other punctuation to  indicate direct speech. | | **Noun Phrases**  expanded by the addition of modifying  adjectives, nouns and  preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). | | | **Varied Sentence Structures**  Develop use of combinations of grammar features taught. Consider how ideas can be expressed in different ways.  Understand how to read sentences back to avoid repeated patterns of grammar | | **Consolidation** | | | **Assessments**  **& Poetry**  **Werewolf Club Rules** |
| ***Narrative*  newspaper character description monologue diary entry** | | | | | | | ***Biography*  Narrative Comic strip Play script Advertising leaflet News report** | | | | | |
| Reading focuses through the year | Develop positive attitudes to reading and understanding what they read by:  -Listening to, discussing and identifying themes within a wide range of fiction, poetry, plays, non-fiction and reference books or text books which are structured in different ways  -Using dictionaries to check the meaning of words they have read.  -Discussing words and phrases that capture the reader’s interest and imagination.  Understand what they read in books they can read independently, by:  -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  -Drawing inferences such as inferring characters’ feelings, thoughts and motives for their actions, and justifying inferences with evidence.  -Asking questions to improve their understanding of a text.  -Predicting what might happen from details stated and implied.  -Identify main ideas drawn from more than one paragraph and summarising these.  -Identifying how language, structure and presentation contribute to meaning.  -Retrieve and record information from non-fiction texts.  -Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | | | | | | | | | | | | |

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| **YEAR 3** | Week 1 | Week 2 | Week 3 | | Week 4 | Week 5 | | | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Autumn | **Jump in with a good book:**  Nimm’s Island  Supporting Text:: What do you do with an idea NF: Amazing Islands | | | | | | | | | **Ambition and Aspiration**  Operation Gadgetman  Supporting Text::The Golden Wonder Flower | | | | | |
| **Ready to write** (re-capping of KS1 assessment framework) | | | | | **Conjunctions**  Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.  Using conjunctions to express tice and cause.  Express time, place and cause using conjunctions | | | | **Conjunctions** | **Speech**  Introduction to inverted commas to punctuate direct speech | | **Paragraphs**  Introduction of paragraphs as a way to group related material  Headings and sub-headings to aid presentation. | | **Assessments**  **& Poetry**  **My Life as a Goldfish** |
| **Setting Description Instructions Holiday Brochure**  **Postcard/re-telling** | | | | | | | | | **Character Description Explanation Recount Narrative Advertising poster Letter to persuade** | | | | | |
| Spring | **Our Place in History**  Arthur and the Golden Rope  Supporting Text: The Pebble in my Pocket | | | | | | | | | **Protecting the Planet**  The Great Kapok Tree and And Greta’s Story—the schoolgirl who went on strike to save the planet Supporting Text: FLOTSAM | | | | | |
| **Adverbs**  Indicating possession by using the possessive apostrophe with plural nouns Understanding the difference between plural and possessive -s | | | **Prepositions**  Use prepositions to express time and cause.  E.g. Before, after, during, in, because of | | | **Fronted Adverbials**  Introduce the use of time, place and manner fronted adverbials.  Begin to punctuate fronted adverbials accurately | | | **Speech**  Introduction to inverted commas to punctuate direct speech | | **Nouns**  Look at all types of nouns including abstract & pronouns | **Conjunctions**  As above | | **Assessments**  **& Poetry**  **Midnight Feasts** |
| ***Play scripts* RecountNarrativeAdvert Biography** | | | | | | | | | ***Newspaper Letter to persuade* Non-chronological reportInstructions Setting description** | | | | | |
| Summer | **Other Lives and Cultures**  Danny Chung Does Not do Maths  Supporting Text: Gregory Cool | | | | | | | | | **Community**  The Wild Robot Or The Iron Man  Supporting Text: One Plastic Bag | | | | | |
| **Determiners**  Accurate use of ‘a’ and ‘an’. | **Fronted Adverbials**  As above | | | **Tenses**  Use of the present perfect for of verbs instead of the simple past | | | **Paragraphs**  Introduction of paragraphs as a way to group related material  Headings and sub-headings to aid presentation. | | **Consolidation** | | | | | **Assessments**  **Jelly Boots Smelly Boots** |
| ***Biography* Persuasive poster Character description**  **recount Information leaflet** | | | | | | | | | ***Persuasive speech Advert* Non-chronological report Narrative**  **Play script Instructions** | | | | | |
| Reading focuses through the year | Develop positive attitudes to reading and understanding what they read by:  -Listening to, discussing and identifying themes within a wide range of fiction, poetry, plays, non-fiction and reference books or text books which are structured in different ways  -Using dictionaries to check the meaning of words they have read.  -Discussing words and phrases that capture the reader’s interest and imagination.  Understand what they read in books they can read independently, by:  -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  -Drawing inferences such as inferring characters’ feelings, thoughts and motives for their actions, and justifying inferences with evidence.  -Asking questions to improve their understanding of a text.  -Predicting what might happen from details stated and implied.  -Identify main ideas drawn from more than one paragraph and summarising these.  -Identifying how language, structure and presentation contribute to meaning.  -Retrieve and record information from non-fiction texts.  -Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | | | | | | | | | | | | | | |

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| **YEAR 2** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Autumn | **Jump in with a good book:**  Traction Man & Turbo Dog  Star Bird | | | | | | **Ambition and Aspiration**  Ada Twist Scientist  If I built a House | | | | | |
| **Ready to write** (re-capping of previous year’s assessment framework) | | | **Tenses**  Learn how to use the present and past tenses correctly and consistently, including the progressive form.  Correct choice and correct use of present and past tense throughout writing. | | | **Conjunctions**  Co-ordination (using *or, and* or *but)*  Subordination (using *when if, that* or *because)* | | | **Sentence Types 1**  Questions and question marks.  Understand the sentences have different forms: Statement, question, exclamation command. | | **Assessments**  **& Poetry**  **Poems to Perform** |
| ***Poetry***  **Story speech bubbles diary entry postcard** | | | | | | ***Story* Instructions advert character description** | | | | | |
| Spring | **Our Place in History**  Stone Girl, Bone Girl  Amazing Grace | | | | | | **Protecting the Planet**  Planet full of plastic & Omar, the Bees and Me  The Lion Inside | | | | | |
| **Word Classes 1**  Learn ho to use expanded noun phrases to describe and specify (e.g. the blue butterfly, plain flour, the man in the moon) | | **Apostrophes**  Apostrophes to make where a letter is missing in spelling and to mark singular possession in nouns (e.g. *The girl’s name)* | | | **Sentence Types 2**  Exclamations and statements | **Commas**  Commas to separate items in a list | **Word Classes 2**  Use of -ly in standard English to turn adjectives into adverbs | | **Conjunctions**  Co-ordination (using *or, and* or *but)*  Subordination (using *when if, that* or *because)* | | **Assessments**  **& Poetry**  **& Poetry**  **Dragon with a Big Nose** |
| ***Description Recount*  Character description story play script** | | | | | | ***Instructions Letter*  How-to guidefact file setting description advert** | | | | | |
| Summer | **Other Lives and Cultures**  Too Small Tola  The Proudest Blue & The Greedy Zebra | | | | | | **Community**  The Climbers  Our Tower | | | | | |
| **SATS revision and assessment** | | | | | | **Consolidation** | | | | | **Assessments**  **Poetry Pie** |
| **Character description story letter diary entry newspaper** | | | | | | ***Play script*  recount poster story speech** | | | | | |
| Reading focuses through the year | Develop pleasure in reading, motivation to read, vocabulary and understanding by:  -listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  -discussing the sequence of events in books and how items of information are related  -recognising simple recurring literary language in stories and poetry  -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  -discussing and clarifying the meanings of words, linking new meanings to known vocabulary  -discussing their favourite words and phrases  Understand both the books that they can already read accurately and fluently and those that they listen to by:  -drawing on what they already know or on background information and vocabulary provided by the teacher  -checking that the text makes sense to them as they read and correcting inaccurate reading  -making inferences and predictions on the basis of what is being said and done so far  -answering and asking questions  -participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  -explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | | | | | | | | | | | |

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| **YEAR 1** | Week 1 | Week 2 | Week 3 | Week 4 | | Week 5 | | Week 6 | Week 7 | Week 8 | | Week 9 | | Week 10 | Week 11 | Week 12 |
| Autumn | **Jump in with a good book:**  Tree | | | | | | | | **Ambition and Aspiration**  Look Up  The Snowman | | | | | | | |
| **Ready to write** (re-capping of previous year’s assessment framework)  Leaving spaces between words  Letter formation | | | | **Sentences**  How words combine to make sentences | | | | **Punctuating sentences**  Introduction to punctuating sentences with full stops and capital letters. | | | | **Adjectives**  Introduction to using adjectives | **Sequencing Sentences**  Sequencing sentences to form short narratives | | **Assessments**  **& Poetry**  **The Proper way to meet a hedgehog** |
| **Description labels shopping list speech bubbles** | | | | | | | | **Instructions fact file diary entry description speech bubbles** | | | | | | | |
| Spring | **Our Place in History**  Cave Baby  Paddington’s post | | | | | | | | **Protecting the Planet**  The Journey Home  Greta and the Giants  Dear Earth | | | | | | | |
| **Conjunctions**  Joining words and clauses with ‘and’ or ‘but’ | | **Sequencing Sentences**  Sequencing sentences to form short narratives | | | | **Capital letters 1**  Use of capital letters for names of people and places | | **Questions**  Begin to understand how questions are phrased | **Sequ. Sent.** | **Capital letters**  Use of capital letters for Days and Months | | | | **Exclamations**  Begin to understand what exclamations are and how they are used. | **Assessments**  **& Poetry**    **Blue Balloons & Rabbit Ears** |
| **Letter story labels captions fact file recipe** | | | | | | | | **Missing poster Story description letter instructions Wanted poster** | | | | | | | |
| Summer | **Other Lives and Cultures**  Pattan’s pumpkin  Beegu | | | | | | | | **Community**  The Pirate Mums  Grandad’s secret Giant | | | | | | | |
| **Singular and plural**  Regular plural noun suffixes ‘-s’ or ‘-es’ | | **Prefixes**  How the prefix ‘un-‘ changes the meaning of **verbs** and **adjectives.** | | | **Suffixes**  **Suffixes** that can be added to verbs where no change is needed in the spelling of the root words. | | | **Consolidation** | | | | | | | **Assessments**  **& Poetry**  **A Great Big Cuddle** |
| **Description speech bubbles story recipe** | | | | | | | | **Story Postcard diary entry Invitation Letter** | | | | | | | |
| Reading focuses through the year | Develop pleasure in reading, motivation to read, vocabulary and understanding by:  -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  -being encouraged to link what they read or hear read to their own experiences  -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  -recognising and joining in with predictable phrases  -discussing word meanings, linking new meanings to those already know  Understand both the books that they can already read accurately and fluently and those that they listen to by:  -drawing on what they already know or on background information and vocabulary provided by the teacher  -checking that the text makes sense to them as they read and correcting inaccurate reading  -discussing the significance of the title and events  -making inferences and predictions on the basis of what is being said and done  -participate in discussion about what is read to them, taking turns and listening to what others say  -explain clearly their understanding of what is read to them | | | | | | | | | | | | | | | |