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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Reception | **The Something**Word: Plural noun suffix -s -esSentence: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)Text: Sequencing spoken sentences to form short narratives orally. Help retell stories orally by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, SuddenlyPunctuation: Letter formation Separation of words with spaces | **Star in a Jar**Word: I, no, go, toSentence: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)Text: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, SuddenlyPunctuation: Letter formation Separation of words with spaces Personal pronoun - I | **Juniper Jupiter**Word: he, she, weSentence: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using ‘and’Text: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually,Punctuation: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops | **Little Red**Word: me, be, was, noSentence: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using ‘and’Text: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually,Punctuation: Letter formation Separation of words with spaces Capital letters Full Stops | **The Extraordinary Gardener**Word: have, like, some, come, you, were, little, one, all, do, when, out whatSentence: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using ‘and’Text: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually,Punctuation: Letter formation Separation of words with spaces Capital letters Personal pronoun – I Full Stops Capital Letters for names | **The Storm Whale**Word: me, be, was, noSentence: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using ‘and’Text: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually,Punctuation: Letter formation Separation of words with spaces Capital letters Full Stops Capital Letters for names |
| Year 1 | **Major Glad, Major Dizzy**Word: Plural noun suffix -sSentence: Combining words to make sentences Joining words and clauses using-andText: Sequencing sentences to form short narrativesPunctuation: Separation of words with spaces Capital letters Full Stops | **Rapunzel**Word: Reinforce plural noun suffix -s -es Suffix added to verbs – erSentence: Combining words to make sentences Joining words and clauses using-andText: Sequencing sentences to form short narrativesPunctuation: Separation of words with spaces Capital letters Full Stops | **Hermelin**Word: Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectivesSentence: Combining words to make sentences Joining words and clauses using-and, because, soText: Sequencing sentences to form short narrativesPunctuation: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark | **Where the Wild Things Are**Word: Suffix added to verbs – ing ed erSentence: Combining words to make sentences Joining words and clauses using-and, because, so, butText: Sequencing sentences to form short narrativesPunctuation: Separation of words with spaces Capital lettersFull StopsQuestion mark Exclamation mark Capital Letters for names and personal pronoun - I | **The Secret of Black Rock**Word: Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectivesSentence: Combining words to make sentences Joining words and clauses using-and, because, so, butText: Sequencing sentences to form short narrativesPunctuation: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I | **The Last Wolf**Word: Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectivesSentence: Combining words to make sentences Joining words and clauses using-and, because, soText: Sequencing sentences to form short narrativesPunctuation: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark |
| Year 2 | **A River**Word: Use of the Suffixes –er & –est in adjectivesSentence: Subordination (using when, if, that, because) Co-ordination (or, and, but) sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specificationText: Correct choice and consistent use of past and present tense throughout writingPunctuation: Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions) | **The Night Gardener**Word: Use of the suffix –ly to turn adjectives into adverbsSentence: Subordination (using when, if, that, because) Co-ordination (or, and, but) sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specificationText: Correct choice and consistent use of past and present tense throughout writingPunctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling Commas to separate items in a list | **The Bog Baby**Word: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbsSentence: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and commandText: Correct choice and consistent use of past and present tense throughout writingPunctuation: Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions) | **Grandad’s Island**Word: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbsSentence: Subordination (using when, if, that, because) Co-ordination (or, and, but) sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specificationText: Correct choice and consistent use of past and present tense throughout writingPunctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark singular possession in nouns | **The King Who Banned The Dark**Word:Sentence:Text:Punctuation: | **Rosie Revere**Word: Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbsSentence: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation Expanded Noun Phrases for description and specificationText: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbsPunctuation: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list |
| Year 3 | **The Iron Man**Word: Formation of nouns using a range of prefixes e.g. auto- superantiSentence: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)Text: Present perfect form of verbsPunctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | **Fox**Word: Formation of nouns using a range of prefixes e.g. auto- super- anti- (unand re-)Sentence: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)Text: Present perfect form of verbs Introduction to paragraphs as a way to group related materialPunctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | **The Rhythm of the Rain**Word: Use of the forms a or an when next word starts with a consonant or a vowelSentence: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because ofText: Introduction to paragraphs as a way to group related materialPunctuation: Inverted commas to punctuate direct speech | **Jemmy Button**Word: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaningSentence: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because ofText: Introduction to paragraphs as a way to group related materialPunctuation: Inverted commas to punctuate direct speech | **Seen and Not Heard**Word: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaningSentence: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)Text: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentationPunctuation: Inverted commas to punctuate direct speech | **Into the Forest**Word: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) Use of the forms a or an when next word starts with a consonant or a vowelWord families based on common words showing how words are related in form and meaningSentence: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)Text: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentationPunctuation: Inverted commas to punctuate direct speech |
| Year 4 | **The Whale**Word: Verb inflections (we were instead of we was)Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbialsText: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a themePunctuation: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials | **Leaf**Word: Grammatical difference between plural and possessive -sSentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbialsText: Paragraphs to organise ideas around a themePunctuation: Apostrophes for possession (plural nouns) Use commas after fronted adverbials | **Arthur and the Golden Rope**Word: Grammatical difference between plural and possessive -sSentence: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbialsText: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a themePunctuation: Apostrophes for possession (plural nouns) | **The Lost Happy Endings**Word: Grammatical difference between plural and progressive –sSentence: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbialsText: Paragraphs to organise ideas around a themePunctuation: Inverted commas and other punctuation to indicate direct speechApostrophes for possession (plural nouns)Use commas after fronted adverbials | **The Journey**Word: Verb inflections (we were instead of we was)Sentence: Fronted adverbialsText: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a themePunctuation: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials | **Manfish**Word: Verb inflections (we were instead of we was)Sentence: Fronted adverbialsText: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a themePunctuation: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials |
| Year 5 | **Where Once We Stood**Word: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal toneSentence: Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive formText: Linking ideas across paragraphs, using adverbialsPunctuation: Speech punctuation Dashes for parenthesis and to introduce further information Brackets for parenthesis | **FArTHER**Word: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal toneSentence: Indicate degrees of possibility using modal verbsText: Linking ideas across paragraphs, using adverbialsPunctuation: Commas for parenthesis Dashes to mark boundaries between independent clauses | **The Hound of the Baskervilles**Word: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal toneSentence: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clausesText: Linking ideas across paragraphs, using adverbialsPunctuation: Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet point | **The Promise**Word: Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal toneSentence: Indicate degrees of possibility using modal verbs and adverbs.Text: Linking ideas across paragraphs, using adverbialsPunctuation: Use hyphens to avoid ambiguity | **The Lost Book of Adventure**Word: Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbsSentence: Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, e.g. the use of the passive formText: Linking ideas across paragraphs, using adverbialsPunctuation: Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity | **King Kong**Word: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal toneSentence: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, e.g. the use of the passive formText: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, e.g. conjunctionsPunctuation: Recap speech punctuationBrackets for parenthesis |
| Year 6 | **Rose Blanche**Word: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choicesSentence: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speechText: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbialsPunctuation: Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses | **A Story Like The Wind**Word: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choicesSentence: The difference between structures typical of informal speech and structures appropriate to formalText: Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure informationPunctuation: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) | **The Origin of the Species**Word: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writingSentence: The difference between structures typical of informal speech and structures appropriate to formalText: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure informationPunctuation: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) | **Wolves**Word: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal toneSentence: Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speechText: Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure textsPunctuation: Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity | **Shackleton’s Journey**Word: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal toneSentence: Use of the passive to affect the presentation of information in a sentenceText: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure textPunctuation: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text | **Hansel & Gretel**Word: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal toneSentence: The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were…Text: Linking ideas within and across paragraphs using a wider range of cohesive devices – pronounsPunctuation: Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity |