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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Reception | **The Something**  Word: Plural noun suffix -s -es  Sentence: 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, Suddenly  Punctuation: Letter formation Separation of words with spaces | **Star in a Jar**  Word: I, no, go, to  Sentence: 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, Suddenly  Punctuation: Letter formation Separation of words with spaces Personal pronoun - I | **Juniper Jupiter**  Word: he, she, we  Sentence: 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, no  Sentence: 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 what  Sentence: 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, no  Sentence: 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 -s  Sentence: Combining words to make sentences Joining words and clauses using-and  Text: Sequencing sentences to form short narratives  Punctuation: Separation of words with spaces Capital letters Full Stops | **Rapunzel**  Word: Reinforce plural noun suffix -s -es Suffix added to verbs – er  Sentence: Combining words to make sentences Joining words and clauses using-and  Text: Sequencing sentences to form short narratives  Punctuation: 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 adjectives  Sentence: Combining words to make sentences Joining words and clauses using-and, because, so  Text: Sequencing sentences to form short narratives  Punctuation: 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 er  Sentence: Combining words to make sentences  Joining words and clauses using-and, because, so, but  Text: Sequencing sentences to form short narratives  Punctuation: Separation of words with spaces  Capital letters  Full Stops  Question 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 adjectives  Sentence: Combining words to make sentences Joining words and clauses using-and, because, so, but  Text: Sequencing sentences to form short narratives  Punctuation: 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 adjectives  Sentence: Combining words to make sentences Joining words and clauses using-and, because, so  Text: Sequencing sentences to form short narratives  Punctuation: 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 adjectives  Sentence: 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 specification  Text: Correct choice and consistent use of past and present tense throughout writing  Punctuation: 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 adverbs  Sentence: 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 specification  Text: Correct choice and consistent use of past and present tense throughout writing  Punctuation: 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 adverbs  Sentence: 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 command  Text: Correct choice and consistent use of past and present tense throughout writing  Punctuation: 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 adverbs  Sentence: 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 specification  Text: Correct choice and consistent use of past and present tense throughout writing  Punctuation: 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 adverbs  Sentence: 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 specification  Text: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs  Punctuation: 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- superanti  Sentence: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)  Text: Present perfect form of verbs  Punctuation: 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 material  Punctuation: 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 vowel  Sentence: 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 of  Text: Introduction to paragraphs as a way to group related material  Punctuation: 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 meaning  Sentence: 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  Punctuation: 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 meaning  Sentence: 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 presentation  Punctuation: 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 vowel  Word families based on common words showing how words are related in form and meaning  Sentence: 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 presentation  Punctuation: 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 adverbials  Text: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme  Punctuation: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials | **Leaf**  Word: Grammatical difference between plural and possessive -s  Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials  Text: Paragraphs to organise ideas around a theme  Punctuation: Apostrophes for possession (plural nouns) Use commas after fronted adverbials | **Arthur and the Golden Rope**  Word: Grammatical difference between plural and possessive -s  Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials  Text: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme  Punctuation: Apostrophes for possession (plural nouns) | **The Lost Happy Endings**  Word: Grammatical difference between plural and progressive –s  Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials  Text: Paragraphs to organise ideas around a theme  Punctuation: Inverted commas and other punctuation to indicate direct speech  Apostrophes for possession (plural nouns)  Use commas after fronted adverbials | **The Journey**  Word: Verb inflections (we were instead of we was)  Sentence: Fronted adverbials  Text: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme  Punctuation: 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 adverbials  Text: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme  Punctuation: 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 tone  Sentence: 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 form  Text: Linking ideas across paragraphs, using adverbials  Punctuation: 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 tone  Sentence: Indicate degrees of possibility using modal verbs  Text: Linking ideas across paragraphs, using adverbials  Punctuation: 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 tone  Sentence: 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 clauses  Text: Linking ideas across paragraphs, using adverbials  Punctuation: 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 tone  Sentence: Indicate degrees of possibility using modal verbs and adverbs.  Text: Linking ideas across paragraphs, using adverbials  Punctuation: 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 verbs  Sentence: 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 form  Text: Linking ideas across paragraphs, using adverbials  Punctuation: 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 tone  Sentence: 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 form  Text: Linking ideas across paragraphs, using adverbials  Use a range of devices to build cohesion, e.g. conjunctions  Punctuation: Recap speech punctuation  Brackets 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 choices  Sentence: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech  Text: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials  Punctuation: 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 choices  Sentence: The difference between structures typical of informal speech and structures appropriate to formal  Text: 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 information  Punctuation: 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 writing  Sentence: The difference between structures typical of informal speech and structures appropriate to formal  Text: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information  Punctuation: 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 tone  Sentence: Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech  Text: 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 texts  Punctuation: 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 tone  Sentence: Use of the passive to affect the presentation of information in a sentence  Text: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text  Punctuation: 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 tone  Sentence: 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 – pronouns  Punctuation: Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity |