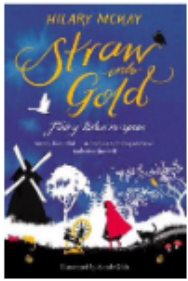


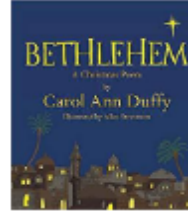


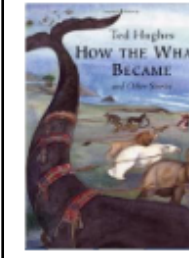



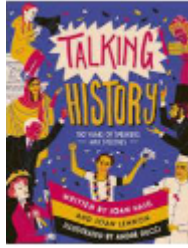


Oak											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2	
Progression of Core Texts	<u>Straw into Gold</u>	<u>Dragonology</u>	<u>Chitty Chitty Bang Bang</u>	<u>Bethlehem</u>	<u>D-Day</u>	<u>The Shadow Cage</u>	<u>How the Whale Became</u>	<u>Women in Science</u>	<u>Kensuke's Kingdom</u> (Text needs to be read to class in Spring 2)	<u>Undertow</u>	<u>Talking History</u>
	Fiction 	Non-Fiction 	Fiction 	Poetry 	Non-Fiction 	Fiction 	Fiction 	Non-Fiction 	Fiction 	Fiction 	Non-Fiction 
Copy Held	✓		Link			Link	✓ Link	✓	Link		
Independent purposeful writing outcomes	To write a retelling of a well-known fairy tale but alter this in some way	To write an '-ology' book about a topic of their own choosing	To write a chapter for the book in which Chitty visits a different time in history.	To write a poem based on a special place and special events.	To produce writing about a momentous historical event in two different ways	To write a short story with an element of surprise	To write a 'How the' story based on something related to the ocean.	To write a biography about an inspiring person as part of a class	To write an extended story based on chapter 4	To write a story, in the style of Shaun Tan, about an unlikely discovery in an everyday place and how it was dealt with	To reate a speech about an issue you feel strongly about and present it alongside contextual information.
Grammar and punctuation: New learning	<p>Sentence construction: compounding in lists; coordinated clauses; adverbial placement; sentence length</p> <p>Expanded noun phrases: determiners</p>	<p>Multi-clause sentences</p> <p>Noun phrases</p> <p>Commas, brackets and dashes</p> <p>Subjunctive</p>	<p>Dialogue to convey character and advance action</p> <p>Sentence construction: patterning of sentences</p> <p>Dashes for parenthesis</p>	<p>Adverbial phrases</p> <p>Semicolons</p>	<p>Structures typical of informal speech</p> <p>Writing with formality</p> <p>Verbs: variation in tense and form</p> <p>Linking ideas within and across</p>	<p>Semicolons and colons between clauses</p> <p>Commas for clarity</p> <p>Building suspense and atmosphere</p>	<p>Sentence patterns: clause order and placement of adverbials</p>	<p>Concision through multi-clause sentences</p> <p>Presentation and layout</p>	<p>Paragraphs: cohesion within and between (range of cohesive devices)</p> <p>Degrees of possibility using adverbs and modals</p> <p>Colons before a list</p>	<p>Cohesion and pace across paragraphs</p> <p>Expanded noun phrases to convey complex information</p> <p>Colons to mark boundaries between independent clauses</p>	<p>Writing with varying formality</p> <p>Text layout, particularly headings and subheadings</p>

					paragraphs with adverbials and tense choice						
Grammar and punctuation: Revision			Expanded noun phrases extended in a variety of ways	Expanded noun phrases	Verb forms: Perfect Modal verbs Passive voice	Dialogue to convey character or advance the action Paragraphs: cohesion within and between (range of cohesive devices)	Commas for clarity and to avoid ambiguity	Adverbials Punctuation for parenthesis Multi-clause sentences	Parenthesis: brackets, dashes	Linking ideas within and across paragraphs with adverbials Verbs: variation in tense and form	Multi clause sentences with a range of conjunctions Degrees of possibility using modal verbs Linking ideas within and across paragraphs with adverbials
Wider Curriculum Links		Science: Classification		RE: Christmas Story	History: WW2		Geography: Coasts Science: Evolution				History: Civilizations
Spelling	Words with the letter string 'ough' Words with 'silent' letters Words ending in '-able' and '-ible' Homophones Statutory Spellings		From previous years: plurals (adding '-s', '-es' and '-ies') Use of the hyphen Proofreading Using dictionaries Statutory spellings		From Years 3 and 4: apostrophe for possession Rare GPCs Words ending in '-ably' and '-ibly' Homophones Statutory spellings		Proofreading Building words from root words Homophones 'ei' and 'ie' words Statutory Spellings		Using etymological/ morphological strategies for spelling Proofreading Homophones Statutory spellings		Using dictionaries Problem suffixes Homophones Statutory spellings Revision
Handwriting	Practising joining to and from the letter r Ensuring letters are consistent in size and height Developing fluency Ensuring the letter t is the correct height Forming and joining the letter s		Practising break letters Practising writing a play script Practising printing Forming ascenders correctly Practising presentation		More practise with presentation Ensuring correct formation of the letter k Forming the letter y correctly Practising speed and fluency		Practising punctuation Ensuring consistency in letter sizes Practising speed writing Forming small letters correctly		Practising forming and joining the letter f Practising writing with a slant Practising printing Practising speedwriting Practising writing decorated capitals		Practising paragraphs Practising presentation Revising difficult joins Looking at different handwriting styles