



English Curriculum

Key: Non-fiction—Green, Fiction—Blue, Poetry—Red, Film—Purple

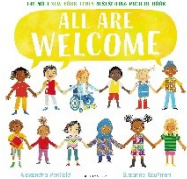
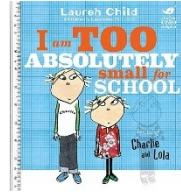

Year 1 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to spell: (<i>discretely through phonics and applied in English lessons</i>)</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Regular plural noun suffixes -s or -es[for example: dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun. Spell words with the prefix un and understand how the prefix changes the meaning of verbs and adjectives [negation, for example: unkind, undoing, untie] using -ing, -ed, -er and -est where the re is no change to the spelling of root words [for example: helping, helped, helper, eating, quicker, quickest] write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Pupils should be taught to: (<i>discretely through handwriting lessons and reinforced in English lessons</i>)</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

Yellow Class Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>All are welcome by Alexandra Penfold and Suzanne Kaufman (2019)</p>  <p>Absolutely too small for school by Lauren Child (2015)</p> 	<p>Everybody feels series</p> 	<p>Boris Starts School by Carrie Weston and Time Warnes (2012)</p> 		<p>The Lonely Beast by Chris Judge (2011)</p>  <p>(Including promo video)</p>	<p>Luna Loves Library Day by Joseph Coelho and Fiona Lumbers (2018)</p>  <p>(Library Visit)</p>	
	Written Outcome	<p>Inform others about me/my friends in simple sentences.</p> <p>Inform others about our class/school in simple sentences.</p>	<p>Inform others about my feelings in simple sentences.</p>	<p>To inform others about a visitor bear in simple sentences.</p> <p>To describe Boris and his day using adjectives.</p> <p>To make a ninja rat warning poster.</p> <p>To write a letter to thank Boris for his help.</p>		<p>To introduce the beast to others using verbs and adjectives.</p> <p>To write a letter to invite the beast to our school so he is not lonely.</p> <p>To recount the beast's events in the third person.</p> <p>To recount the beast's events in the first person.</p>	<p>To recount my trip to the library.</p> <p>To write a poem to show my love of books.</p>

Yellow Class Autumn 1

	Week 1	
Core Texts	<p>All are welcome by Alexandra Penfold and Suzanne Kaufman (2019)</p> 	<p>Absolutely too small for school by Lauren Child (2015)</p> 
	<p>R: To inform others about me/my friends. A: Other children in class. F: Separation of words with spaces Introduction to capital letters, full stops to demarcate sentences. T: informal, chatty.</p>	<p>R: To inform others about our class/school. A: Other children joining our class/school. F: Separation of words with spaces Introduction to capital letters, full stops to demarcate sentences. T: informal, chatty.</p>
Written Outcome	<p>Simple sentence level work – who am I?</p> <p>All Welcome: I am good at... I like...</p> <p>Interview friend: Billy likes... Ted is good at...</p>	<p>Write to Lola: I love my school. I learn X I learn Y We learn Z</p> <p>Introduction to our school: At our school we do...</p>

Yellow Class Autumn 1

Week 2

Everybody feels series



Core
Texts



Written
Outcome

R: To inform others about my feelings.

A: People in my life.

F: Separation of words with spaces

Introduction to capital letters, full stops to demarcate sentences, labels and captions.

T: informal, emotional.

(Introduce feelings board here)

Feelings mind maps—worried, scared, sad, angry, happy

Feelings sentences:

I am happy/sad/calm.

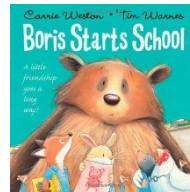
I like X.

I do not like Y.

Yellow Class Autumn 1

Weeks 3&4

Boris Starts School by Carrie Weston and Time Warnes (2012)



Core Texts



R: To inform others about a visitor bear.
A: Headteacher/Deputy Headteacher.
F: Separation of words with spaces
Introduction to capital letters, full stops to demarcate sentences, labels and captions.
T: formal, informative.

R: To describe Boris and his day.
A: Weston and Warnes' Readers.
F: Separation of words with spaces
Introduction to capital letters, full stops to demarcate sentences, labels and captions.
T: formal, informative.

R: To make a ninja rat warning poster.
A: Characters from the story.
F: Separation of words with spaces
Introduction to capital letters, full stops to demarcate sentences, labels and captions.
T: informal, descriptive.

R: To thank Boris for his help.
A: Boris.
F: Separation of words with spaces
Introduction to capital letters, full stops to demarcate sentences, labels and captions.
T: informal, thankful.

Written Outcome

Use a working washing line to keep models of work.

Read pages 1-3. We will have a bear coming to school, what will he be like?

He has...

He is...

Hand this to the headteacher and deputy headteacher, so they know who is coming.

Read pages 4-8 and describe Boris, pick out vocabulary and review adjectives.

Link to previous week on feelings-how Boris feels, how they would feel.

Write simple sentences describing Boris' personality and appearance:

He is/has...

Sequence events to recount what Boris did:

He saw ...

He went...

He saw...

The ninja rats descriptions.

Ninja rat posters – STOP! What to watch out for, what they do.

Warning:

Rats are...

Rats are...

They have...

They are...

Simple letter to thank Boris for saving them from the ninja rats.

Thank you Boris.

You are a hero.

You saved us.

You are kind.

You ran after the rats.

You made me happy.

We love you.

Yellow Class Autumn 1

Weeks 5&6

Core Texts

The Lonely Beast by Chris Judge (2011)(Click image for the promotional video)



R: To introduce the beast to others.
A: Headteacher/Deputy Headteacher
F: Separation of words with spaces
Introduction to capital letters, full stops to demarcate sentences, labels and captions. Verbs and adjectives.
T: formal, informative.

R: To invite the beast to our school so he is not lonely.
A: The beast.
F: Separation of words with spaces
Introduction to capital letters, full stops to demarcate sentences, labels and captions. Adjectives.
T: informal, informative, descriptive.

R: To retell the beast's events in the third person.
A: Judge's Readers.
F: Separation of words with spaces
Introduction to capital letters, full stops to demarcate sentences, labels and captions. Verbs.
T: formal, informative.

R: To recount the beast's events in the first person.
A: Beast's Diary
F: Separation of words with spaces
Introduction to capital letters, full stops to demarcate sentences, labels and captions. Verbs and adjectives. Exclamation.
T: informal, informative.

Written Outcome

Promotional video, - you'll never guess what I saw on my walk this weekend!
Verbs:
The beast plodded.
The beast stomped.
Stop reading at what he likes to do.
The beast is kind.
The beast likes books.
The beast is good.
Send to the head and deputy.

Invite the beast to school.
Reasons to come to our school linking back to previous weeks.
Please come to our school.
We are kind.
We have books.
We will make yummy sandwiches.

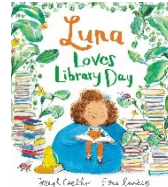
Retell pictures and drama, 6-8 pictures. Use the 'S' plan.
Written recount under each picture extending sentences and use verbs linking to the previous week.

Diary from the beast's happy ending.
What an amazing day!
I came home.
I made friends.
I am happy.

Yellow Class Autumn 1

Week 7

Luna Loves Library Day by Joseph Coelho and Fiona Lumbers (2018)



(Library Visit)

Core Texts



R: To recount my trip to the library.

A: Parents (send to parents).

F: Separation of words with spaces.

Introduction to capital letters, full stops to demarcate sentences, labels and captions.

T: informal, informative.

R: To show my love of books.

A: Parents (send to parents).

F: Separation of words with spaces

Introduction to capital letters, full stops to demarcate sentences, labels and captions. Adjectives.

T: informal, fun.

Written Outcome

Visit the local library.

Recount trip to the library.

Use the 'S' plan.

Orally retell then complete in written form.

Generate which books they like.

Write an I love books poem:

I love books, I love books,

Adventure books, action books.

I love books, I love books,

Funny books, scary books,

I love books.

Yellow Class Autumn 2

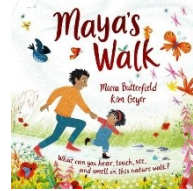
	Week 1	Weeks 2 & 3	Week 4	Weeks 5 & 6	Week 7
Core Texts	<p>Maya's Walk by Moira Butterfield (2022)</p> 	<p>Leaf Man by Lois Ehlert (2014)</p>  <p>Stick Man by Julia Donaldson (2016)</p> 	<p>A Stroll Through the Seasons by Kay Barnham (2019)</p>  <p>Seasonal poetry</p> <p>Poems about Seasons chosen by Brian Moses</p>	<p>The Leaf Thief by Alice Hemming and Nicola Slater (2020)</p> 	<p>The Littlest Yak by Lu Fraser and Kate Hindley (2020)</p> 
Written Outcome	<p>To recount my walk through the woods/field.</p>	<p>To describe Leaf and his journey.</p> <p>To produce a poster to find Stick Man.</p>	<p>To write seasonal poetry to add to our class anthology.</p>	<p>To write letters to find the missing leaves/ explain where they have gone.</p>	<p>To write a diary to show excitement.</p> <p>To write an adventure story to save the littlest yak.</p>

Yellow Class Autumn 2

Week 1

Core Texts

Maya's Walk by Moira Butterfield (2022)



R: To recount my walk through the woods/field using adjectives.

A: My Parents.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Senses, adjectives.

T: formal, informative, descriptive.

Written Outcome

Read Maya's Walk and discuss her character. Talk about walks the children go on or have been on.

Sentence writing:

I went on...I went to...I like to go to...

Go on a journey through forest (or school field) and focus on the senses as the book does.

Use the 'S' plan.

The children will recount their autumn walk, focussing on senses each day: look/touch, smell/hear, do/feelings.

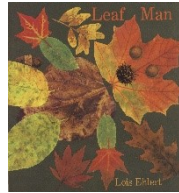
The children will use adjectives: I went on a great walk. I walked on the green grass.

Yellow Class Autumn 2

Weeks 2&3

Core Texts

Leaf Man by Lois Ehlert (2014)



Stick Man by Julia Donaldson (2016)



R: To describe Leaf Man and his journey.

A: Share with Red Class.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Adjectives.

T: informal, descriptive.

R: To produce a poster to find Stick Man.

A: People searching for Stick Man.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Question marks and adjectives.

T: formal, emotional.

Written Outcome

Have a Leaf Man made as prop.

Superimpose him into locations and link to Geography.

Read the whole book – describe Leaf Man.

Use the 'S' plan as a visual model.

Basic narrative writing to show Leaf Man's journey where he went:

Leaf Man is...

Leaf Man flew...

He went...

More sentence writing linked to where he is adding adjectives.

Read the whole story and watch clips of the film; focussing on Mrs Stick's POV.

List Mrs Stick's feelings.

Speech bubbles for Mrs Stick:

I am sad he has gone/I am worried about/I am scared.

(Link back to last half term's feelings work)

Speech bubbles and question marks from Mrs Stick:

Have you seen...? Where is...?

Missing poster linking question marks and answer responses:

Have you seen...?

He is...

He has...

Describe him through the poster.

Yellow Class Autumn 2

Week 4

Core Texts

A Stroll Through the Seasons by Kay Barnham (2019)



Seasonal poetry
Poems about Seasons chosen by Brian Moses

R: To write seasonal poetry to send to Kay Barnham.

A: Kay Barnham (send to poet)

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Adjectives. Questions.

T: formal, fun

Read and enjoy seasonal poetry each day.

Model a different season to the children beginning with a question:

What is Summer?

Summer is warm.

Summer is fun.

Summer is happy.

Summer is kind.

Children to write a version for Autumn—What is Autumn?

Read the days of the week poem (page 26 Poems about Seasons). Ask the children to think about the days of the week and the feelings they create.



Read Monday's Child.

Make a class anthology



Written Outcome

Yellow Class Autumn 2

	Week 5
Core Texts	<p>The Leaf Thief by Alice Hemming and Nicola Slater (2020)</p> 
	<p>R: To write letters to find the missing leaves and to explain where they have gone.</p> <p>A: Bird and Squirrel.</p> <p>F: Separation of words with spaces Capital letters, full stops to demarcate sentences. Question marks.</p> <p>T: formal, annoyance, explanation</p>
	<p><i>(Similar work to Stick Man with less scaffolding)</i></p> <p>Emotion sentences for the squirrel:</p> <p>He was cross.</p> <p>He wanted leaves.</p> <p>He was mad.</p> <p>Questions from the squirrel:</p> <p>Have you seen...? Where are...? Do you...?</p> <p>Children to write a missing letter from squirrel, including the feelings and questions.</p> <p>Children to write a basic reply from the bird to explain where the leaves went:</p> <p>Autumn is...</p> <p>The wind...</p>
Written Outcome	

Yellow Class Autumn 2

Weeks 6&7

The Littlest Yak by Lu Fraser and Kate Hindley (2020)



Core Texts



R: To write a diary to show excitement.

A: Yak's Diary.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Adjectives, comparatives and superlatives.

T: informal, excitement .

R: To write an adventure story to save the littlest yak.

A: Fraser and Hindley's Readers.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Adjectives, comparatives and superlatives.

T: informal, exciting adventure.

Written Outcome

Read to the point where Yak is planning how to grow.

Teach *comparatives* and superlatives: bigger, stronger, taller, smarter, biggest etc.

Write sentences using the comparatives and superlatives:

I will eat carrots to get stronger...I will eat carrots and be the biggest yak. I will be the funniest yak.

Continue reading to when Yak is asked to save the tiniest Yak – write feelings about being asked.

Write a brief diary for feelings about being asked including the comparatives/superlatives.

Use 'S' plan.

Use 'S' plan and small world for oral telling.

Gather words to write a short adventure story: higher, taller, further, longest, highest, journey.

Plan and write the adventure section – saving the littlest Yak.

E.g. She climbed the highest mountain. She went higher and higher.

Yellow Class Spring 1

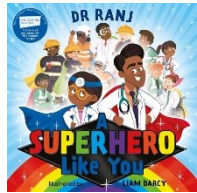
	Week 1	Weeks 2	Week 3	Weeks 4	Week 5&6
Core Texts	<p>Visit from a nurse A Superhero Like You by Dr Ranj (2020)</p>  <p>Michael Rosen: These are the hands (2020)</p> 	<p>Little People, Big Dreams by Maria Isabel Sanchez Vegara (2022)</p> 	<p>Brave Nurses by Charlotte Guillain (2015)</p> 	<p>What Happened to You? By James Catchpole (2021)</p>  <p>Kind by Alison Green (2020)</p> 	<p>Zog and the Flying Doctors by Julia Donaldson (2017)</p> 
Written Outcome	<p>To inform others about the heroes in their lives. To write a poem for the NHS.</p>	<p>To inform others about Florence Nightingale.</p>	<p>To write thank you letters to Mary Seacole and NHS nurses today.</p>	<p>To write about characters in a story and how they are feeling.</p>	<p>To retell parts of the story with growing independence.</p>

Yellow Class Spring 1

Week 1

Core Texts

A Superhero Like You by Dr Ranj (2020)



(Visit from a nurse)

Michael Rosen: These are the hands (2020—Hyperlinked in the image)



R: To inform others about the heroes in their lives.

A: The person I am writing about.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Conjunction 'and' 'because'.
Question marks.

T: formal, informative .

R: To write a poem for the NHS.

A: Send to The Royal Oldham Hospital NHS staff.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Verbs and nouns.

T: formal, thoughtful and thankful.

Written Outcome

Begin to discuss and write about hero's in their lives and why—using because.

Read the Superheroes book to hook into nurses.

Write questions for visiting nurse—using question marks.

Interview a nurse to find out and list what nurses do.

Write about heroes in their lives.

My X is my hero.

3 sentences why using 'and': He looks after me and fixes my bike.

Closing sentence.

Listen to 'These are the hands' by Michael Rosen.

Focus on verbs and nouns:

...rub your skin...

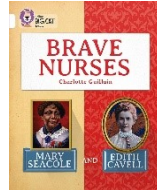

....sooth your sore...

Children plan their own version of the poem and write these.

Yellow Class Spring 1

	Week 2
Core Texts	<p>Little People, Big Dreams by Maria Isabel Sanchez Vegara (2022)</p> 
	<p>R: To inform others about Florence Nightingale. A: Someone who is interested in Florence Nightingale. F: Separation of words with spaces Capital letters, full stops to demarcate sentences. Past tense - ed endings. Conjunction—because/and. T: formal, informative, simple biography.</p>
Written Outcome	<p>Children to write a simple recount paragraph about what Florence did to help people e.g.</p> <p>Florence Nightingale went to the Crimea. She went in 1854. She helped the sick soldiers. etc</p> <p>Begin with who she was, then what she did, why we remember her. Write recount paragraph using a timeline for planning - 5 events. Use the conjunction—because/and: Florence helped people because they were hurt. She had a lamp and walked in the corridors.</p>

Yellow Class Spring 1

	Week 3
Core Texts	<p>Brave Nurses by Charlotte Guillain (2015)</p> 
	<p>R: To write thank you letters to Mary Seacole and NHS nurses today.</p> <p>A: Nurses.</p> <p>F: Separation of words with spaces</p> <p>Capital letters, full stops to demarcate sentences. Past tense - ed endings. Conjunction—and. –er and –est endings. Comparatives and superlatives.</p> <p>T: formal, thankful.</p>
Written Outcome	<p>The children will read about Mary Seacole and learn about her life.</p> <p>Create simple sentences using ‘and’:</p> <p>Mary helped soldiers <u>and</u> sick people.</p> <p>Write a thank you letter to Mary including ‘and’.</p> <p>Compare nursing then to now and why we should thank our nurses.</p> <p>Write thank you letters to our nurses and post these to the hospital. Allow this to be more independent.</p> <p>Also apply –er and –est: kindest etc</p>

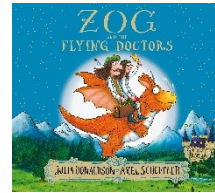
Yellow Class Spring 1

	Week 4
Core Texts	<p>What Happened to You? By James Catchpole (2021)</p>  <p>Kind by Alison Green (2020)</p> 
	<p>R: To write about characters in a story and how they are feeling. A: Joe and characters in the story. F: Separation of words with spaces Capital letters, full stops to demarcate sentences. Question marks. Conjunction—and. Adjectives. Prefix un-. T: formal, thoughtful.</p>
Written Outcome	<p>Read text and stop at the thoughtful page. Focus on questions for Joe i.e. Did a crocodile eat it? Did it fall off? Write these in speech bubbles.</p> <p>Produce thoughts for Joe in response to all the children asking him about his leg using the conjunction 'and'.</p> <p>Use prefix – un – You look unhappy. Has somebody been unkind?</p> <p>What can the children do to be kind to Joe? Use the Kind book to gather ideas to cheer him up.</p> <p>Speech bubbles for what the children might say to be nice to Joe.</p> <p>Ensure these sentences remain focussed and simple:</p> <p>I will give Joe a big hug and make him happy.</p> <p>I will tell Joe funny jokes.</p>

Yellow Class Spring 1

Weeks 5&6

Zog and the Flying Doctors by Julia Donaldson (2017)



Core Texts



R: To retell parts of the story with growing independence.

A: Children in Red Class/Donaldson's Readers.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Time adjectives. Conjunction—and. Adjectives. Capitals for days of the week and names.

T: formal, entertaining.

Written Outcome

Read up to where they visit the uncle and sequence the start of the story using the 'S' plan.

Focus each day on each part and what they did and add in days of the week i.e.

On Monday they went to the mermaid. She had sunburn and they rubbed special cream on her skin.

On Tuesday they went to the unicorn. She has a poorly horn and they shaved some off. They put a bandage on it.

Write up a retell of the first part.

Read and sequence the second half of the story where they have to gather ingredients. More independence in this week so the children use what was modelled the previous week. Retell the journey of Zog and Gadabout.

Yellow Class Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>The Everywhere bear by Julia Donaldson (2018)</p> 	<p>The Teddy Robber by Ian Beck (2006)</p> 	<p>The History of Toys by Helen Cox Cannons (2020)</p> 	<p>Toy Poetry – The Toy Box</p> 	<p>Toy Story 2 (1999)</p> 	
	<p>To write a mini adventure for the Everywhere Bear.</p> <p>To write a missing poster for the bear.</p>	<p>To retell parts of the story with growing independence using comparatives and superlatives.</p>	<p>To inform others about toys in the past.</p>	<p>To write a poem about the toy box at night.</p>	<p>To write a set of instructions for someone to fix Woody.</p>	
Written Outcome						

Yellow Class Spring 2

Weeks 1&2

The Everywhere Bear by Julia Donaldson (2018)



Core Texts



R: To write a mini adventure for the Everywhere Bear.

A: Donaldson's Readers.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Verbs and adjectives. -es endings.

T: informal, exciting .

R: To write a missing poster for the bear.

A: People in school to search for the bear.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Adjectives. Questions. If sentence. Superlatives.

T: formal, emotive, plea.

Written Outcome

Read up to where the bear gets lost.

Children to use the conjunction 'and' to answer the question: What would you do with bear?

E.g. I would play with him and feed him jam sandwiches.

Children to sequence the events which happen to bear. Using the 'S' plan. They need to order them and write sentences for each one using simple verbs and adjectives e.g. The fluffy bear was chased by the scary cat.

Get the children to think of their own adventure for the bear Pick 4 things – try to connect if able to do so.

Children to produce a missing poster for the bear.

Children to follow the structure of:

Why are we writing - Have you seen this bear? He has gone missing.

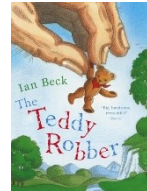

Last seen: He was last seen in the car.

Description: The bear is...

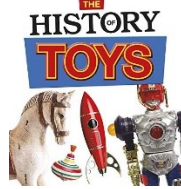

Plea: If you find my favourite bear, please call...

Also use superlatives: he is the cutest bear.

Yellow Class Spring 2

	Week 3
Core Texts	<p>The Teddy Robber by Ian Beck (2006)</p> 
	<p>R: To retell parts of the story with growing independence using comparatives and superlatives.</p> <p>A: Beck's Readers.</p> <p>F: Separation of words with spaces Capital letters, full stops to demarcate sentences. Time adjectives. Comparatives and superlatives.</p> <p>T: formal, entertaining.</p>
Written Outcome	<p>Children to read and sequence the main events using the 'S' plan.</p> <p>Use comparatives and write retell sentences for the first half of the story.</p> <p>Use superlatives and write retell sentences for the second half of the story.</p>

Yellow Class Spring 2

	Week 4
Core Texts	<p>The History of Toys by Helen Cox Cannons (2020)</p> 
	<p>R: To inform others about teddies in the past.</p> <p>A: My parents and grandparents.</p> <p>F: Separation of words with spaces</p> <p>Capital letters, full stops to demarcate sentences. -ed endings. Question.</p> <p>T: formal, informative.</p>
Written Outcome	<p>Look at a range of teddies from different decades.</p> <p>Discuss the differences between teddies then and now and link to the history unit of work.</p> <p>Use -ed endings.</p> <p>Over the week, build up the following paragraphs and use the correct grammatical features:</p> <p>-ed endings</p> <p>Just focus on teddies and timeline information about them.</p> <p>Use a question in the introduction.</p> <p>Then write facts about the teddies in the past.</p>

Yellow Class Spring 2

Week 5

Toy Poetry – The Toy Box



Core Texts



R: To write a poem about the toy box at night.

A: Children in Red Class

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Verbs and adjectives. Some rhyme. Use –s endings.

T: informal, playful.

Read 'The Toy's Box' to the children.

Think about the types of toys in the box and ask the children to bring in their favourite toy (not a gadget) as a stimulus.

Describe the toy using an adjective: My favourite toy is my fast car.

Use verbs to describe what the toy would do and use the previous adjectives: The pink robot walked under my bed.

Give the children the opening to the poem and then they write the final verse:

Use s and es endings.

The ball/s bounce out.

The monkey swings about.

The kite/s fly around.

The dolls danced around.

Written Outcome

Yellow Class Spring 2

	Week 6
Core Texts	<p>Toy Story 2 (1999)</p> 
	<p>R: To write a set of instructions for Andy to fix Woody.</p> <p>A: Andy.</p> <p>F: Separation of words with spaces Capital letters, full stops to demarcate sentences. Verbs and adverbials. Use –s/-es endings.</p> <p>T: formal, instructive.</p>
Written Outcome	<p>Model to the children a wrong set of instructions e.g. making a jam sandwich. Make these instructions vague, wrong order, imprecise verbs i.e. put/spread.</p> <p>Watch Toy Story 2 – the scene when Woody gets fixed.</p> <p>Take stills from the scene and ask the children order the stills using the ‘S’ plan.</p> <p>Share and gather verbs for how the toy fixer mended Woody: cleaned, brushed, polished.</p> <p>Share and gather adverbials for the order.</p> <p>Teacher model write how to construct instructions.</p> <p>Include: Title, list, instructions.</p> <p>Use s and es e.g. brush/es, paint/s</p>

Yellow Class Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Looking After Rabbits by Fiona Patchett (2013)</p>  <p>Pet Pals Rabbits by Pat Jacobs (2017)</p> 	<p>I Want My Hat Back by Jon Klassen (2012)</p> 	<p>Lottie Potter Wants and Otter by Jeanne Willis (2016)</p> 	<p>Little Rabbit Foo Foo by Michael Rosen (2003)</p> 	<p>The Tale of Peter Rabbit by Beatrix Potter (1901)</p> 	
	<p>To write a set of instructions how to look after a rabbit.</p>	<p>To write a lost poster – have you seen my hat?</p> <p>To write a sorry letter from Rabbit to Bear.</p>	<p>To write rabbit and otter kennings.</p>	<p>To innovate Little Rabbit Foo Foo – repetitive story with elements of change - characters and verbs.</p>	<p>To imitate the story of Peter Rabbit.</p> <p>To write a diary as Peter Rabbit.</p>	

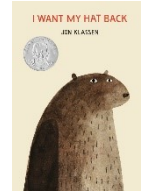
Yellow Class Summer 1

	Week 1
Core Texts	<p>Looking After Rabbits by Fiona Patchett (2013)</p>  <p>Pet Pals Rabbits by Pat Jacobs (2017)</p> 
	<p>R: To write a set of instructions how to look after a rabbit.</p> <p>A: Rabbit Owners.</p> <p>F: Brief Introduction 1-2 sentences – ask a question and answer with ‘if’ use conjunction ‘and’. Equipment list. Simple verbs with –ing. Comparatives.</p> <p>T: formal, instructive.</p>
Written Outcome	<p>Remind the children about the instructions written towards the end of last half term for Woody.</p> <p>Use if/then sentence: If you feed the rabbit then it will get stronger/bigger/healthier.</p> <p>Practise using the conjunction ‘and’.</p> <p>Gather information about looking after a rabbit from the texts.</p> <p>List the equipment, cover each point on : feeding, cleaning the hutch, exercising, grooming, vets and health.</p> <p>Use -s and -es.</p>

Yellow Class Summer 1

Week 2

I Want My Hat Back by Jon Klassen (2012)



Core Texts



R: To write a lost poster – have you seen my hat?

A: Animals in the woods.

F: Follow the organisational structure below. Conjunctions - and, because. Adjectives. Capital letters and full stops.

T: informal.

R: To write a sorry letter from Rabbit to Bear.

A: Bear.

F: Follow the organisational structure below. Adjectives, if/then sentences, question marks, conjunction because. Use superlatives, exclamation.

Capital letters and full stops.

T: Informal, chatty, polite, apologetic.

Written Outcome

Write speech bubbles to the rabbit from bear: If you...then.

Teach using adjectives and conjunctions - because, and.

I have lost my best hat and I miss it. (why are we writing?)

I really want my hat back because it makes me feel happy. (Bear's feelings)

It is a red hat and it has a pointy top. It has a bit of string to keep it on my head. (What looks like)

Please help me find it. (plea to public)

If you find them please call 38 Oak Tree Lane on 0837 3601 7398 as soon as possible. (contact info)

I promise you a big, warm hug if you find it. (incentive)

Use: adjectives, if/then sentences, question marks, conjunction because.

Dearest Bear, (opening)

I am very sorry for stealing your hat. (why writing)

I took it because I thought it was the nicest hat. (why took it)

If I knew it was yours then I would not have taken it. (reason)

How naughty I was!

I promise never to do this again. Please can we be friends? (plea to the bear)

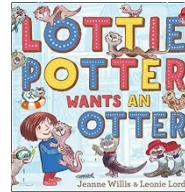
Love and lots of hugs,

Rabbit (Finish)

Yellow Class Summer 1

Week 3

Lottie Potter Wants and Otter by Jeanne Willis (2016)



Core Texts



R: To write rabbit and otter kennings.

A: Red Class.

F: Nouns and verbs. Capital letters and full stops. –er endings.

T: informal.

Use Lottie Potter Wants an Otter to look at different otters in the shop. Look at the words used in the text to describe the otters and gather as a class.

Look at kennings and teach this in a 'Who am I?' style.

Look at videos of otters and rabbits.

Perform simple kennings and unpick nouns and verbs. Get the children to physicalise the verbs.

Understand noun-verb structure.

Write a guided otter kenning and then the children write their own rabbit kenning after gathering nouns and verbs. Think about how the noun and verb have to match. Play matching games to show that some will not make sense i.e. carrot muncher makes sense, but carrot hopper does not.

Carrot muncher

Grass hopper

Ear bouncer

Tail wiggler

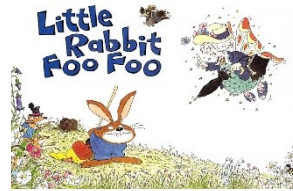
Burrow digger

Written Outcome

Yellow Class Summer 1

Week 4

Little Rabbit Foo Foo by Michael Rosen (2003)



Core Texts

R: To innovate Little Rabbit Foo Foo – repetitive story with elements of change - characters and verbs.

A: Michael Rosen (send to author)

F: Nouns and verbs. Capital letters and full stops. Prefix –un. –ing endings.

T: informal.

Read the text and act out as though they are Little Rabbit Foo Foo riding through the forest. Emphasise the verbs:

Scooping, bopping etc.

Think about the words scooping and bopping and offer alternatives i.e. swiping, grabbing, smacking, hitting, smashing.

Look at the characters Foo Foo scoops up and imitate changing the verb.

Then look at changing the characters. Use You Choose Fairy Tales to help with this.

Innovate Little Rabbit Foo Foo – repetitive story with elements of change

Use un– and exclamation.

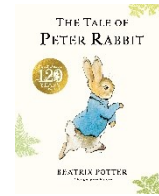


Written Outcome

Yellow Class Summer 1

Weeks 5&6

The Tale of Peter Rabbit by Beatrix Potter (1901)



Core Texts



R: To imitate the story of Peter Rabbit.

A: Potter's Readers.

F: Adjectives, nouns, conjunction 'and', adverbials of time. Clear beginning, middle and end. Capital letters and full stops. Exclamation.

T: formal, entertaining.

R: To write a diary as Peter Rabbit.

A: Peter's Diary.

F: In order, first person, reflective. Capital letters and full stops. Exclamation.

T: informal.

Written Outcome

Read Peter Rabbit to the children.

Visually story map the text using the 'S' plan.

Add simple adverbials—first next, then.

Look at parts of the story i.e. things he ate and describe them.

Add the events:

Peter doesn't listen to mum, he goes to the garden, he eats, he is chased, the escape, getting home.

Children imitate the story i.e.

One day Peter's mum told him to stay away from the garden. Peter did not listen to mum and he went in the garden. Then he ate yummy carrots and juicy fruits. Next the gardener chased him and tried to hurt him. Peter was scared and he ran away. He tried lots of ways out. Soon he found a way out and he ran all the way home. He will think twice about going in there again!

Children to be reminded about the events in the story.

Hotseat as Peter and ask him questions about how he felt and what happened.

Model writing a diary entry which captures how confident Peter was at the beginning and how this changed to maybe being more panicked as he was being chased.

Children to then write their diary in the simple style and character of Peter Rabbit.

Use exclamation: What a day I have had!

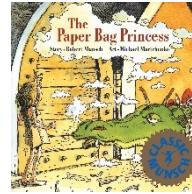
Yellow Class Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>The Paper Bag Princess by Robert Munsch (2009)</p> 	<p>Paddington at the Palace by Michael Bond (2022)</p>  <p>(Link Platinum Jubilee clip)</p> <p>Changing Guard at Buckingham Palace: A. A. Milne</p>	<p>Little People, BIG DREAMS: Queen Elizabeth by Maria Isabel Sanchez Vegara (2022)</p>  <p>Info Buzz: Queen Elizabeth II by Izzi Howell (2020)</p> 	<p>The Queen's Hat by Steve Antony (2014)</p> 		
	<p>To describe characters and settings.</p> <p>To write a letter from the prince to persuade the princess to marry him.</p>	<p>To write a set of instructions for Paddington to follow on his day out.</p>	<p>To write a simple report about the life of The Queen.</p>	<p>To write a story about The Queen's Hat from the corgi's point of view.</p>		
Written Outcome						

Yellow Class Summer 2

Weeks 1&2

The Paper Bag Princess by Robert Munsch (2009)



Core Texts



R: To describe characters and settings.

A: Munsch's Readers.

F: Adjectives, nouns, conjunction and. Prefix un-. Capital letters and full stops.

T: formal, descriptive.

R: To write a letter from the prince to persuade the princess to marry him.

A: Princess.

F: Adjectives, conjunction and, . Prefix un-. Suffixes -er, -est. Capital letters and full stops. If/then sentences

T: formal, persuasive.

Written Outcome

Sequence the story of The Paper Bag Princess using the 'S' plan and images as a class and save on flip chart.

Describe the princess and the castle before the dragon attacks using words which can be changed later with the prefix un-.

E.g. tidy, clean, kind, happy, helpful, etc

Then describe the princess and castle afterwards using un-.

E.g. untidy, unclean, unkind, unhappy, unhelpful, etc

Use s and es.

Think about the end of the story where the prince is unkind to the princess because of the way she looks.

Write a letter from the prince to the princess saying sorry and trying to persuade her to marry him again.

Again, use the prefix un-.

E.g. I am sorry I made you unhappy. I was unkind when I spoke to you.

Use suffixes they have used in previous lessons -er, -est:

E.g. I will make you the happiest princess. I will be nicer to you next time.

Use if/then sentences.

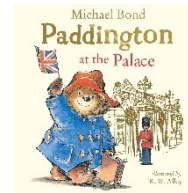
E.g. If you marry me then I will be the luckiest man alive.

Use s and es: I will buy you flowers and boxes of chocolates.

Yellow Class Summer 2

Week 3

Paddington at the Palace by Michael Bond (2022)



Core Texts

R: To write a set of instructions for Paddington to follow on his day out.

A: Paddington.

F: Verbs, adjectives. List of items needed. Conjunction 'and'. Capital letters and full stops. If/then sentences.

T: informal, instructive.



Read the story to the children and sequence this together on flip chart paper using the 'S' plan.

Begin to think about all the things Paddington is going to need to prepare for his journey:

If you remember all these things then your day will be amazing

(Add a list of items needed)

Remember your camera to take great photos.

Take your flag and wave it to The King.

Do not pick pretty flowers because it will spoil the garden.

Pack a tall periscope and a box to stand on.

Make a yummy marmalade sandwich because you will get hungry.

Practise your best smile ready for your photo.

Use verbs, conjunction 'and', 'because' adjectives.

GD work at extending sentences.

Written Outcome

Yellow Class Summer 2

Week 4

Core Texts

Little People, BIG DREAMS: Queen Elizabeth by Maria Isabel Sanchez Vegara (2022)



Info Buzz: Queen Elizabeth II by Izzi Howell (2020)



R: To write a simple report about the life of The Queen.

A: King Charles.

F: Verbs, adjectives. Written in order. Conjunction 'and'. Capital letters and full stops.

T: formal, informative, biographical.

Read through Little People Big Dreams with the children to begin to get an understanding of who The Queen was.

Read through a second time and begin to gather information from the pages asking the children to listen for important facts using a timeline:

She was known as Lilibet by her family.

She loved dogs and horses.

She moved into Buckingham Palace and she would be the next Queen.

She was a driver in the army when she was 19 etc.

Then begin to sort these facts into sections to write about her: childhood, early life, becoming The Queen, what did she do, when did she die?

Send to The Palace.

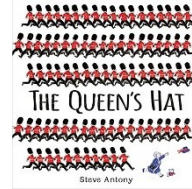


Written Outcome

Yellow Class Summer 2

Weeks 5&6

The Queen's Hat by Steve Antony (2014)



Core Texts



R: To write a story about The Queen's Hat from the corgi's point of view.

A: Steve Antony (author)

F: Conjunction 'and', adverbials of time, adjectives and verbs. Capital letters and full stops.

T: informal, descriptive.

Written Outcome

Read the story to the children and then sequence through images adding to a washing line using the 'S' plan.

Read again and focus in on the corgi in each page. Add him to the sequencing and make notes of: where he is and what he is thinking.

The children will then write from the corgi's perspective and tell the story of his day chasing the hat.

The children will need to use: conjunction 'and', adverbials of time, adjectives and verbs.

E.g.

First a gust of wind took The Queen's blue hat away.

Then we chased it to the square and I jumped on a furry hat.

I was very excited in the zoo. The hat flew passed all the giddy animals.

Year 1 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to spell: (<i>discretely through phonics and applied in English lessons</i>)</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Regular plural noun suffixes -s or -es[for example: dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun. Spell words with the prefix un and understand how the prefix changes the meaning of verbs and adjectives [negation, for example: unkind, undoing, untie] using -ing, -ed, -er and -est where the re is no change to the spelling of root words [for example: helping, helped, helper, eating, quicker, quickest] write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Pupils should be taught to: (<i>discretely through handwriting lessons and reinforced in English lessons</i>)</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

Year 2 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to spell by: <i>(discretely through spelling lessons and applied in English lessons)</i></p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly, er, est write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught 	<p>Pupils should be taught to: <i>(discretely through handwriting lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.
Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

Green Class Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>The Naughty Bus by Jan Oke (2005)</p> 		<p>Oi Frog! By Kes Gray (2015)</p> 	<p>Don't Let the Pigeon Drive the Bus by Mo Willems (2005)</p> 		<p>Tourist information guides: Royton, Saddleworth, Manchester.</p> 	<p>On the way Home by Jill Murphy (2019)</p> 
Written Outcome	<p>To a new page for the naughty bus adventure.</p> <p>To instruct the bus how to behave.</p>		<p>To write a funny rhyming poem to perform to my friends.</p>	<p>To write my own sequel: Don't let the pigeon drive the lorry!</p>	<p>To persuade the pigeon to come to Royton.</p>		<p>To write an exciting and imaginative tale.</p>

Green Class Autumn 1

Weeks 1&2

The Naughty Bus by Jan Oke (2005)



Core Texts



R: To write a new page for a naughty bus adventure.
A: Oke's Readers.
F: Separation of words with spaces
Capital letters, full stops to demarcate sentences.
T: informal, excitement, adventure.

R: To instruct the bus how to behave
A: The naughty bus
F: Separation of words with spaces
Capital letters, full stops to demarcate sentences. Verbs.
T: formal, strict, instructive.

Written Outcome

Have a box wrapped up with a bus in.
Write feelings sentences linked to how the children and the boy in the book felt when they received the box.
Open the box and read to page 14 of the book.
Vocabulary gathering linked to the bus driving through the beans.
Use the 'S' plan to map out events.
Make a mess of the classroom and encourage the children to describe the scene.
Use the bean page as a model to write and then give the children options from other pages (*adjectives*): The red bus went in beans.
Model write: describe how the rescue truck saves the bus.
Write mini adventure page as a class.
Keep the sentences simple but use adjectives orally.

Children write a strongly worded letter to the bus displaying their annoyance over its behaviour.

Deconstruct model instructions – How to behave.
Write instructions using simple steps only to teach the bus how to behave.

1. Do not drive fast.
2. Do not rush.
3. You must not go in the beans.
4. etc

Green Class Autumn 1

Week 3

Core Texts

Oi Frog! By Kes Gray (2015)



R: To write a funny rhyming poem to perform to my friends.

A: Children in my class.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Question marks. Adjectives. Rhyming.

T: informal, entertaining, funny

Written Outcome

Gather nouns linked to the text for objects and animals.

Rhyming matching linked to book: cat/mat, frog/log etc.

Simple phrase writing: frogs on logs.

Up level sentences to: frogs sit on spikey logs.

Questions and cohesion – What about a mug? No, bugs sit on mugs.

Where do dogs sit? Dogs sit on logs?

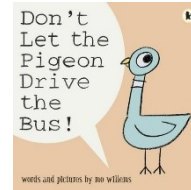
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Green Class Autumn 1

Week 4

Core Texts

Don't Let the Pigeon Drive the Bus by Mo Willems (2005)



R: To write my own sequel: Don't let the pigeon drive the lorry!

A: Children in Yellow Class/class book

F: Separation of words with spaces
Capital letters, full stops to demarcate sentences. Question marks.

T: informal, entertaining, funny

Written Outcome

Children to write questions as though they are the pigeon in speech bubbles:

Can I drive the bus?

Why can I not drive the bus?

Bus driver response to pigeon.

Pigeon point of view – reasons for the pigeon to drive the bus:

I will be safe.

I promise to bring it back.

Bus driver response.

Children to write their own lorry story – short version using models from the week – make class book.

Green Class Autumn 1

Weeks 5&6

Core Texts

Tourist information guides: Royton, Saddleworth, Manchester.



R: To persuade the pigeon to come to Royton.

A: Pigeon

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Adjectives, conjunction 'and'..

T: formal, persuasive.

Recap the pigeon persuasion from Don't Let the Pigeon Drive the Bus – what was he doing? He was trying to persuade the bus driver to let him drive the bus.

Written Outcome

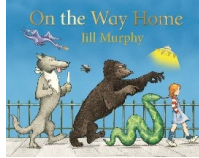

Get the children to verbally persuade the teacher to...extra play...chocolates etc

Write up the oral rehearsals to the teacher.

Persuade the pigeon to drive the bus to Royton – persuasive reasons to come.

When persuading – keep it basic and simply focus on exaggeration and passion.

Green Class Autumn 1

	Week 7
Core Texts	<p>On the way Home by Jill Murphy (2019)</p> 
	<p>R: To write an exciting and imaginative tale. A: Send their versions to the author. F: Separation of words with spaces Capital letters, full stops to demarcate sentences. Adjectives. Conjunction 'and'. T: informal, entertaining, exciting</p>
	<p>Share whole story with the children and discuss. Do an 'S' plan map for the story. Imitate parts of the story using blanked out pages and sections. Innovate own version – use You Choose Fairy Tales' baddie page to choose a character to meet. The children will create own reasons for having a cut knee. Who will the character meet? What do they do? How does the character escape? How did they hurt their knee? Bring this all to life through acting and dramatisation. Simplify the model from the book to make the children's sentences simpler. Use 'and' to join sentences.</p>

Written Outcome

Green Class Autumn 2

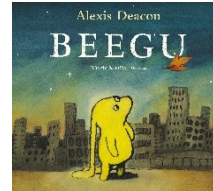
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>Beegu Paperback by Alexis Deacon (2004)</p> 		<p>Snail Mail: With Pull-Out Postcards (2016) by Sharon King-Chai</p>  <p>Introducing Australia Paperback by Anita Ganeri (2013)</p> 		<p>Over In Australia: Amazing Animals Down Under by Marianne Berkes (2011)</p>  <p>Animals (Poems About) Hardcover by Brian Moses (2015)</p> 	<p>Dave's Christmas Cracker Paperback by Sue Hendra (2016)</p> 	
Written Outcome	<p>To write a letter to Beegu to make him feel welcome and less lonely. To retell parts of the story.</p>		<p>To write a tourist guide about Australia. To write a postcard to a friend as snail.</p>		<p>To write an Australian Ten poem.</p>	<p>To produce a character description of Dave. To write a set of instructions to save Father Christmas from the chimney.</p>	

Green Class Autumn 2

Weeks 1&2

Beegu Paperback by Alexis Deacon (2004)

Core Texts



R: To write a letter to Beegu to make him feel welcome and less lonely.

A: Beegu.

F: Separation of words with spaces
Capital letters, full stops to demarcate sentences. Adjectives. Conjunction 'and'. Superlatives.

T: informal, friendly and welcoming.

R: To retell parts of the story.

A: Deacon's Readers.

F: Separation of words with spaces
Capital letters, full stops to demarcate sentences. Conjunction 'and'. Question marks.

T: formal, exciting.

Written Outcome

Create an alien crash site – children to make predictions and write predictions for what has occurred.

Create a list for what makes a good friend .

Children to write a letter to Beegu :

I will be a good friend.

I will give you a big hug.

I will give you the biggest hug in the world. (beginnings of superlatives)

I promise to make you yummy food and make your tummy full.

I will...and I will...

Use the 'S' plan again to capture what she did here. Use the part of the story where Beegu is telling mum about the little ones helping her.

Children write five sentences to capture parts of the story.

Work on question marks linked to the man in the book and the teacher:

Speech bubbles between mum and Beegu (use the bubble in the book) link this to question and response – mini retell about his visit to Earth.

Can use questions from mum:

Where have you been?

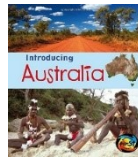
What did you do there?

Green Class Autumn 2

Weeks 3&4

Core Texts

Introducing Australia Paperback
by Anita Ganeri (2013)



Snail Mail: With Pull-Out Postcards (2016)
by Sharon King-Chai



R: To write a tourist guide about Australia.

A: Friends and family.

F: Separation of words with spaces

Introduction to capital letters, full stops to demarcate sentences. Question marks.

T: formal, informative.

R: To write a postcard to a friend as snail.

A: Friend of snail.

F: Separation of words with spaces

Introduction to capital letters, full stops to demarcate sentences. Adjectives, exclamation marks, conjunction 'and'. Question marks.

T: informal, chatty and interesting.

Read sections of Introducing Australia and gather facts about Australia.

Children to work together and share their ideas.

Unpick the features of a fact page: heading, subheading, photo, caption. Text mark these to ensure the children understand.

Children to reconstruct using sample sections and pages from the book.

Children to work on producing their own fact page focussing on 3-4 pieces of information linked to a structured layout. Teach questions: Would you like to find out about Australia? Did you know that..?

Read Snail Mail and unpick the postcards – figuring out what is included in each postcard: weather, things to do, sights etc

Fact gathering from the postcards included in the book so the children have a bank of ideas to draw upon.

Children to write their own postcard including exclamations, adjectives and the conjunction 'and'. Begin by imitating a postcard and then innovating their own.

E.g.

What a holiday I have had! It has been amazing. I swam with clever dolphins and huge whales. I was tired after that. I needed food. I went to a café and ate yummy food. Do you miss me? I miss you lots!



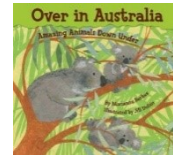
Written Outcome

Green Class Autumn 2

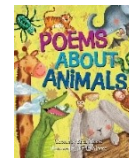
Week 5

Core Texts

Over In Australia: Amazing Animals Down Under by Marianne Berkes (2011)



Animals (Poems About) Hardcover by Brian Moses (2015)



R: To write an Australian Ten poem.

A: Send to James Carter's Twitter

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Verbs.

T: formal, entertaining.

Written Outcome

Read, perform, share and enjoy Over in Australia.

Gather ten animals from Australia. Using clips to research them.

Use The Terrible Ten from Poems About Animals.

Get the children to dramatise.

One! Do a scuttle like a...

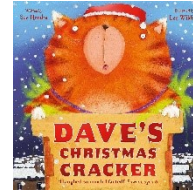
Two! Do a hop like a...

Three! Do a splash like a...

Green Class Autumn 2

Weeks 6&7

Dave's Christmas Cracker Paperback by Sue Hendra (2016)



Core Texts



R: To produce a character description of Dave.

A: Younger children.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Adjectives. Conjunction 'and'. Comparatives and superlatives.

T: informal, friendly and welcoming.

R: To write a set of instructions to save Father Christmas from the chimney.

A: Dave the cat.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Conjunction 'and'. Verbs. Time conjunctions. Lists. Bullet points.

T: formal, instructive

Recap instructions linking back to last half term.

Extend these instructions to include: title, list and steps. Numbers used for some children, time connectives for others.

Gather verbs from the text: catapult, launch.

Write instructions for how to unstick Father Christmas.

How to Save Santa:

Santa eats a lot of mince pies. Sometimes he gets a little stuck. If he does then follow these instructions:

First try to pull him out.

Then give him a push.

Etc.

For further ideas, look in the book 'Dave' by Sue Hendra.

Written Outcome

Children to write a character description of Dave and stop reading at the Christmas Eve page.

Teach comparatives and superlatives: biggest, widest, happiest, merriest etc

The children will write their own short introduction to a story called: Dave: The Cat Who Loved Christmas. Use the first few pages to gather ideas for why he loves Christmas and what he does at Christmas time.



Green Class Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Izzy Gizmo by Pip Jones (2017)</p> 		<p>Flight School by Lita Judge (2014)</p> 		<p>Taking Flight by Adam Hancher (2018)</p>  <p>The Wright Brothers by Mary Nhin (2021)</p>  <p>Amelia Earhart by Mary Nhin (2020)</p> 	<p>Trip to Manchester Airport</p> 
Written Outcome	<p>To write a description of Izzy Gizmo.</p> <p>To persuade Izzy not to give up.</p>		<p>To write a sequenced retell of the story.</p> <p>To create an alternative ending to the story.</p>		<p>To write a simple biography about The Wright Brothers.</p>	<p>To write a recount of my trip to Manchester Airport.</p>

Green Class Spring 1

Weeks 1&2

Core Texts

Izzy Gizmo by Pip Jones (2017)
Poetic Narrative.



R: To write a description of Izzy Gizmo.

A: Jones' Readers.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Use: but, and. Noun phrases.

T: informal, descriptive.

R: To persuade Izzy not to give up.

A: Izzy Gizmo.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Conjunctions: so, if and because. Commas in a list.

T: informal, persuasive.

Written Outcome

Read the beginning of Izzy Gizmo and discuss what type of character she is.

Look at a role on the wall and focus on inside and outside character i.e. her physical appearance and her personality traits – clever, determined, inventive etc.

Produce a teacher WAGOLL to focus on who she is, what she looks like, what she does and what she is like.

Children to then produce their own descriptions of Izzy using and/but.

She works hard but she makes some mistakes.

She is determined but gets cross.

She is clever and she invents things.

She is inventive but messy.

Get into role as Grandad and persuade her not to give up.

Build up to a simple persuasion in a large speech bubble from grandad to persuade Izzy not to ever give up giving her reasons why.

Produce and discuss a WAGOLL on the first day and make sure that it includes so, if, because.

Build up each day teaching each of those conjunctions in context.

Commas in a list: You are bright, clever and amazing.

Green Class Spring 1

Weeks 3&4

Flight School by Lita Judge (2014)



Core Texts



Written Outcome

R: To write a sequenced retell of the story.

A: Children in my class.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Use: if, with, but, and.

Expanded noun phrases. -ing endings.

T: informal, descriptive.

R: To create an alternative ending to the story.

A: Children in my class.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Conjunctions: so, if and

because. Expanded noun phrases.

T: informal, descriptive.

Read and sequence the story using 'S' plan so the children understand the content and the order.

Give five-time adverbials – first, next, then, after that, following that. Use these in context linked to the previous day's sequencing. Children to write sentences sequencing the story.

Teach previous weeks' conjunctions in context.

Produce a teacher WAGOLL.

Retell of the penguin's experience at flight school.

In the second week, produce a WAGOLL for continuing the story and adding an ending. Gather their own ideas and then give quite a few alternatives.

Children to plan their own ending for the ostrich. HA could change one element of the story. MA/LA to closely follow the structure of the penguin's story.

Green Class Spring 1

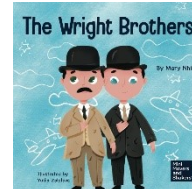
Week 5

Core Texts

Taking Flight by Adam Hancher (2018)



The Wright Brothers by Mary Nhin (2021)



Amelia Earhart by Mary Nhin (2020)



Written Outcome

R: To write a simple biography about The Wright Brothers.

A: My class.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Use: if, with, but, and. Biography: title, sub-headings, pictures, captions and chronological. -ed endings.

T: formal, informative.

Share the texts with the children for both pleasure and information. Draw upon information gathered in history lessons and give the children key points from the lives of The Wright Brothers. Use the 'S' plan as a timeline.

Unpick the features of a non-fiction page – title, sub-headings, pictures, captions and chronological.

Focus on: childhood, interests, growing up, invention, attempts and successes.

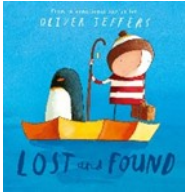
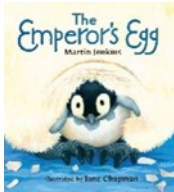

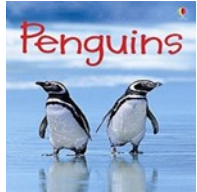
Write final piece.

Green Class Spring 1

	Week 6
Core Texts	<p>Trip to Manchester Airport</p> 
Written Outcome	<p>R: To write a recount of my trip to Manchester Airport.</p> <p>A: My family.</p> <p>F: Separation of words with spaces</p> <p>Capital letters, full stops to demarcate sentences. Use: if, with, but, and. Time adverbials. Past progressive. Commas in a list.</p> <p>T: informal, chatty.</p> <p>Recount of trip to Manchester Airport.</p> <p>Focus on conjunctions, chronology, memorable moments.</p> <p>Teach and use past progressive - the driver was driving.</p> <p>Commas in a list: For my lunch I had a sandwich, crisps and a drink.</p>



Green Class Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	Lost and Found by Oliver Jeffers (2005) 			The Emperor's Egg by Martin Jenkins (1999) 	Penguin Parade 	Penguins by Emily Bone (2009) 
	To write a found poster to help the penguin. To write a stormy scene. To write a letter from the penguin to thank the boy for his help.			To write a set of instructions for looking after a penguin egg.	To create a shuffle poem for different animals.	To write a non-chronological report about penguins answering the question: Why do penguins have to live in the arctic?

Green Class Spring 2

Weeks 1-3

Lost and Found by Oliver Jeffers (2005)



Core Texts



R: To write a found poster to help the penguin.

A: Children around school.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Adjectives. Questions. Commas in a list.

T: formal, informative, appealing.

R: To write a stormy scene.

A: Jeffers' Readers.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Adjectives and verbs. Conjunctions—and, because. Past progressive verbs.

T: formal, informative, appealing.

R: To write a letter from the penguin to thank the boy for his help.

A: The boy.

F: Separation of words with spaces
Capital letters, full stops to demarcate sentences. Adjectives. Conjunctions - and/ because. Superlatives. Commas in a list. Suffixes -ful.

T: informal, thankful.

Written Outcome

Read the book to the children and discuss what can we do to help the penguin.

Produce found poster, describing penguin – colour, size, features, where and how it was found, appeal for help and contact. Use adjectives.

Have you lost a penguin?

He is small, black and white.

He has a long beak, fluffy eyebrows and beady eyes.

He was found...

If you...then...

Give the children a range of verbs to describe motion of the ocean and adjectives to describe waves – waves, rain, lightening, sky, sea, boat movement, thunder – children match this to the most appropriate thing then put into sentences – lots of drama. Watch boats in storms clips.

Children to use verbs and adjectives to describe the pages in the book in the stormy sea.

Past progressive verbs: the boat was bobbing.

Use conjunctions—and, because.

Children to produce emotion thought bubbles for the end of the story.

Continue to use conjunctions 'and' and 'because'.

Thank you letter from penguin.

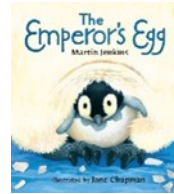
Use superlatives and commas e.g. You are the greatest friend in the world because you are kind, helpful and funny. etc.

Green Class Spring 2

Week 4

Core Texts

The Emperor's Egg by Martin Jenkins (1999)



R: To write a set of instructions for looking after a penguin egg.

A: Norman the penguin.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Verbs, adverbials. Conjunctions: or, that. Contractions. -ly endings. Commas in a list.

T: formal, instructive.

Model to the children a wrong set of instructions make a jam sandwich with vague instructions, wrong order, imprecise verbs i.e. put/spread

Read Emperor's egg. Add clips of penguins.

Children to order the instructional images of how the emperors look after the egg when it is hatched.

Share and gather verbs.

Share and gather adverbials.

Teacher modelled write a set of instructions using adverbials and verbs.

Title, introduction, instructions.

Children write their own instructions keeping sentences simple.

Contractions: Don't leave your egg etc

Use conjunctions: or and that: Keep your egg warm or it won't hatch. Tuck the egg under your belly then waddle slowly.

-ly endings: carefully, slowly, gently, quietly.

Commas in a list for items needed.

Make it chatty and speak to Norman the penguin.

Written Outcome

Green Class Spring 2

Week 5

Penguin Parade



Core Texts



Written Outcome

R: To create a shuffle poem for different animals.

A: Blue Class.

F: Separation of words with spaces
Capital letters, full stops to demarcate sentences. Verbs.

T: informal, fun.

Read Penguin Parade to the children.

Pick out verbs and overly act these out.

Watch baby penguin's first steps clip in the shared drive.

Provide a list of verbs linked to the first steps.

Learn the following poems:

Penguin Shuffle.
Six little penguins

Children to write their own version of Penguin Shuffle for a baby giraffe and then for a polar bear.

Green Class Spring 2

Week 6

Penguins by Emily Bone (2009)



Core Texts



R: To write a non-chronological report about penguins answering the question: Why do penguins have to live in the arctic?

A: People interested in penguins.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Use: if, because, so, as. Possessive apostrophe singular. Progressive present.

T: formal, informative.

Written Outcome

Introduce the children to the text and then ask them to sort given facts under specific headings.

Model and teach how to write a short and chatty introduction. What are penguins? Where do they live? Use 'if' sentences. Teach question marks – Did you know? Would you like to find out all about?

Possessive apostrophe singular: penguin's feet/body/diet etc.

Progressive present: When the penguin is swimming/is eating/is walking.

Model and teach the following paragraphs using the SPaG mentioned:

Paragraph 2 – Why do they live in the cold? SPaG - because/so

Paragraph – Swimming and seafood. SPaG - as

P4 Conclusion with extra facts and for more info visit...

Green Class Summer 1

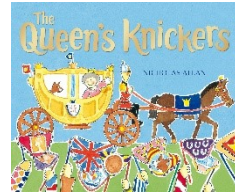
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>The Queen's Knickers by Nicholas Allan (2000)</p>  <p>The King's Pants by Nicholas Allan (2023)</p> 	<p>If I were King poem AA Milne (hyperlinked in image)</p> 	<p>Amazing Facts King Charles III by Hannah Wilson (2023)</p>  <p>King Charles III: Celebrating His Majesty's Coronation and Reign by Andrea Mills (2023)</p>  <p>King Charles III's Colourful Coronation by Campbell Books (2023)</p> 	<p>The King's Coronation by Cambell Books (2023)</p>  <p>Little People, BIG DREAMS: King Charles by Maria Isabel Sanchez Vegara (2023)</p>  <p>Our King Charles Paperback by Eleanor Grey (2023)</p> 	<p>Winnie-the-Pooh Meets the King by Disney by Jane Riordan (2023)</p> 	
	Written Outcome	<p>To produce a lost poster for The Queen's knickers.</p> <p>To write their own version of The King's Pants younger children to enjoy.</p>	<p>To produce their own versions of 'If I were King'.</p>	<p>To recount our King celebration day.</p> <p>To write a Little People, Big Dreams booklet about King Charles III.</p>	<p>To retell the story about the day Winnie the Pooh met The King.</p>	

Green Class Summer 1

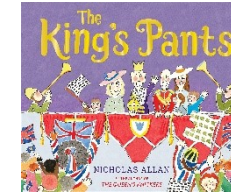
Weeks 1&2

Core Texts

The Queen's Knickers by Nicholas Allan (2000)



The King's Pants by Nicholas Allan (2023)



R: To produce a lost poster for The Queen's knickers.

A: The public.

F: Capital letters, full stops, spaces, adjectives, comparatives, conjunctions, question marks and exclamation. Possessive apostrophe singular.

T: formal.

R: To write their own version of The King's Pants younger children to enjoy.

A: Yellow Class.

F: Separation of words with spaces
Capital letters, full stops to demarcate sentences. Time words, verbs, conjunctions. Singular possession. S and es endings.

T: formal, descriptive and entertaining.

Written Outcome

The children are to receive a letter from Corgi saying that The Queen's knickers are lost.

Children are to describe the knickers using comparatives and superlatives.

Model writing a lost poster and then the children to do this (refer back to the penguin found poster).

The children will produce a lost poster including adjectives, comparatives, conjunctions, question marks and exclamation. Follow the organisation: why we are writing, Queen's feelings, what they look like, plea to public, contact info, incentive.

As part of their homework, the children will design pants fit for a king and they will also have a pants rule discussion.

Children to describe The King's pants including: comparatives, conjunctions and adjectives.

Read the story to the children and then go on a pants hunt around school. Ensure photos are taken to support writing.

Use verbs with -ed endings: glided, floated, landed etc.

Model how to innovate and write a version of the story for the king's coronation pants as they have gone missing around school.

The children must also learn how to use: time words, verbs, conjunctions.

S and es endings: flew over books, boxes, fences, gates, desks etc.

Green Class Summer 1

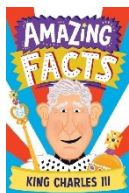
	Week 3
Core Texts	<p>If I were King poem AA Milne (hyperlinked in image)</p> 
	<p>R: To produce their own versions of 'If I were King'.</p> <p>A: Whole school assembly.</p> <p>F: Capital letters, full stops, spaces, adjectives, exclamation, verbs, rhyme if possible.</p> <p>T: informal.</p>
Written Outcome	<p>The children will write their own versions of 'If I were King Poem'. Support the children with rhyming if they are able by providing them with words and images to link to places. Help them to hear the rhyme in the words.</p> <p>Complete cloze procedures for those who need it and to help scaffold before they innovate and create their own poems.</p> <p>Example:</p> <p>If I were King of St Anne's School, I walk around all day long, looking rather cool.</p> <p>If I were King of Royton Town, I'd visit all the shops, wearing my crown.</p> <p>If I were King of Oldham I'd make everyone do as I told them.</p> <p>If I were King of Shaw I'd build a great big castle in the middle, that's for sure.</p>

Green Class Summer 1

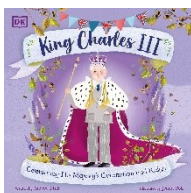
Weeks 4&5

Core Texts

Amazing Facts King Charles III by Hannah Wilson (2023)



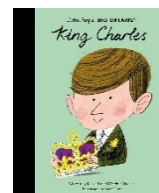
King Charles III: Celebrating His Majesty's Coronation and Reign by Andrea Mills (2023)



The King's Coronation by Campbell Books (2023)



Little People, BIG DREAMS: King Charles by Maria Isabel Sanchez Vegara (2023)



King Charles III's Colourful Coronation by Campbell Books (2023)



Our King Charles Paperback by Eleanor Grey (2023)



R: To recount our King celebration day.

A: My family.

F: Capital letters, full stops, spaces, time adverbs, adjectives, comparatives, conjunctions, question marks and exclamation. Past progressive.

T: informal, informative

R: To write a Little People, Big Dreams booklet about King Charles III.

A: People interested in The King.

F: Separation of words with spaces

Capital letters, full stops to demarcate sentences. Time words, verbs, conjunctions, verbs and adjectives.

T: formal, informative.

Written Outcome

Hold a King's Day celebration to mark the anniversary of his coronation where the children can come to school dressed as royalty for the day, have a party, role play scenarios and learn about King Charles III.

Following this, the children will recount parts of the celebration.

Model and use: time adverbs, conjunctions, adjectives, verbs, comparatives and superlatives.

Use exclamation and teach writing in a chatty and informal way.

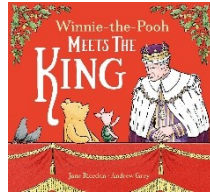

Using Little People Big Dreams, the children will learn facts about King Charles III and then produce a booklet with facts about him.

The children will gather information by taking one fact and passing that fact on.

They will move around the room with their fact, share it with a friend, if their friend can remember it then they swap cards. This will enable them to gather lots of information.

Then the children will organise the facts into sections of his life in preparation for their writing: early life, being a prince, becoming a king, family etc.

Green Class Summer 1

	Week 6
Core Texts	<p>Winnie-the-Pooh Meets the King by Disney by Jane Riordan (2023)</p> 
	<p>R: To retell the story about the day Winnie the Pooh met The King.</p> <p>A: Children in Yellow Class.</p> <p>F: Capital letters, full stops, spaces, adjectives, verbs, time adverbials. Sequenced events.</p> <p>T: formal, descriptive.</p>
Written Outcome	<p>Read the text to the children and story map the adventure of the three characters. Do this visually.</p> <p>Then add time adverbials to sequence the events.</p> <p>Then add verbs to this i.e. First Winnie and his friends sailed to...</p> <p>Add adjectives i.e. a huge palace.</p> <p>The children will then orally tell the story as Winnie did to Christopher at the end of the story.</p> <p>Then the children will write the story.</p>

Green Class Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Rochdale Fire Museum Visit</p> 	<p>Edgar – John Lewis Advert (Hyperlinked in image)</p>  <p>Again! by Emily Gravett (2016)</p> 	<p>Dragon Poems by John Foster (2019)</p> 	<p>The Great Fire of London by Emma Adams (2016)</p>  <p>Toby and The Great Fire Of London by Margaret Nash (2008)</p>  <p>The Great Fire of London (Why do we remember?) by Izzi Howell (2018)</p> 		
	<p>To recount my trip to Rochdale Fire Museum. To write instructions for how to be safe with fire.</p>	<p>To write a narrative entitled: Edgar visits school!</p>	<p>To write a poem about a dragon in my class-room.</p>	<p>To explain to others how the Great Fire of London started and spread. To tell the story of The Fire of London from the perspective of the flame.</p>		
Written Outcome						

Green Class Summer 2

Weeks 1&2

Rochdale Fire Museum Visit



Core Texts



R: To recount my trip to Rochdale Fire Museum.

A: My family.

F: Capital letters, full stops, spaces, adjectives, verbs, time adverbials. Sequenced events.

T: informal, descriptive.

R: To write instructions for how to be safe with fire.

A: Children in Yellow Class.

F: Capital letters, full stops, spaces, verbs. Question marks. If/then sentences. Conjunctions - and, but, because. Contractions. Suffix: -ful and -ment. Commas in a list.

T: informal, instructive.

Written Outcome

Take the children on an educational visit to Rochdale Fire Museum.

Take lots of photos on the day to support writing when they return.

Begin by sequencing the visit using the photos and adding time adverbials to the sequence.

Then add notes to the images to add detail for each event.

Children must use: adjectives, conjunctions, time adverbials and write in sequence.

This week, the children will use their learning from the visit to produce instructions for how to be safe with fire.

Teach and use 'if/then sentences as part of the introduction and a question too.

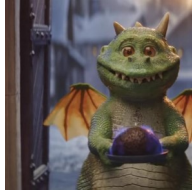
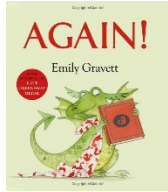

The main body of the instructions needs to be pointers for being safe around fire and preventing fires using imperative verbs and conjunctions - and, but, because.

Use contractions.

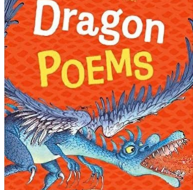

Use the suffix -ful: careful and -ment: equipment.

Commas in a list for items needed.

Green Class Summer 2

	Week 3
Core Texts	<p>Edgar – John Lewis Advert (Hyperlinked in image)</p>  <p>Again! by Emily Gravett (2016)</p> 
	<p>R: To write a narrative entitled: Edgar visits school! A: Yellow Class</p> <p>F: Capital letters, full stops, spaces, adjectives, verbs, time adverbials. Sequenced events. Conjunctions. Suffixes: -less, -ly. T: formal, descriptive.</p>
Written Outcome	<p>Read AGAIN! For enjoyment and ideas.</p> <p>The children will write a narrative and write about what would happen if Edgar came to school – what would he burn?</p> <p>Timeline and story map the video so they understand how to sequence events.</p> <p>Walk about school and take photos of areas and items he may accidentally set fire to. Use these images to plan their own sequence of events.</p> <p>Use: first, next, then, so, finally. Use conjunctions: and, but Verbs – ran, chased etc Suffixes: -less, -ly: careless, hopeless, quickly, rapidly. Words associated with fire and burning to be given and explored: singed, smouldering etc.</p>

Green Class Summer 2

	Week 4
Core Texts	<p>Dragon Poems by John Foster (2019)</p> 
	<p>R: To write a poem about a dragon in my classroom.</p> <p>A: Yellow Class</p> <p>F: Capital letters, full stops, spaces, adjectives, nouns, apostrophes for contractions.</p> <p>T: informal, descriptive.</p>
Written Outcome	<p>Read and enjoy a range of dragon poetry from the book.</p> <p>Focus on 'A Dragon in the Classroom' by Charles Thomson (pg28)</p> <p>Think about ways to describe the dragon as though it was made of items from the classroom i.e. its teeth were crafty scissors, its tail's my teachers tie, it's head's a plastic waste bin etc.</p> <p>Look at the use of apostrophe for contraction.</p>

Green Class Summer 2

Weeks 5&6

Core Texts

The Great Fire of London
by Emma Adams
(2016)



Toby and The Great Fire Of
London by Margaret Nash
(2008)



The Great Fire of London (Why do we remember?)
by Izzi Howell
(2018)



R: To explain to others how the Great Fire of London started and spread.

A: People interested in the fire.

F: Capital letters, full stops, spaces, adjectives, verbs, time adverbials. Sequenced events. Conjunctions. Past progressive.

T: formal, informative.

R: To tell the story of The Fire of London from the perspective of the flame.

A: Yellow Class

F: Capital letters, full stops, spaces, adjectives, verbs, time adverbials. Sequenced events. Conjunctions.

T: formal, descriptive.

Written Outcome

Using the three texts, gather information about how the fire started and how it managed to spread so easily. Also drawing upon knowledge gained through the history curriculum.

Use images to depict how the fire started and spread.

Use adverbials to give sequence.

Use conjunctions to provide further detail and reasons - and, but, because, if, then, when.

Use some adjectives to provide further detail.

Write a simple explanation for The Great Fire of London.

Using their findings from last week, the children will plan and write a simple narrative in role as the fire explaining where its life began and the journey it took.

It all began in a little bakery in Pudding Lane. I was a tiny flame in a hot oven. I danced along the wooden floor and jumped on the dry straw. Then I leapt out of the window because the houses were close. I had lots of fun and grew bigger and bigger. I hopped up onto the roof made of straw and soon my flame was huge. There was a strong breeze and it helped me spread all over London.

Year 2 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to spell by: <i>(discretely through spelling lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly, er, est write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught 	<p>Pupils should be taught to: <i>(discretely through handwriting lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.
Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

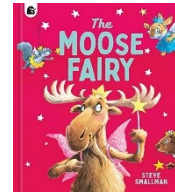
Blue Class Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	Moose Fairy by Steve Smallman (2021) 	Big Bad Owl by Steve Smallman (2015) 	Look What I Found in the Woods by Moira Butterfield (2020) 	I am the Seed that Grew the Tree: Poetry Anthology by Fiona Waters and Frann Preston-Gannon (2018) 			
	To instruct Moose on how to be a perfect fairy. To write a diary from Moose's point of view. To write a thank you letter to Moose from the other animals in the fairy club.	To describe a fictional woodland setting. To write a letter from owl to apologise for his behaviour. To instruct owl how to behave.	To write a descriptive recount of a trip to the local woodland area. To write a tourist guide for the local area.	To write a list poem about a woodland walk.			
Written Outcome							

Blue Class Autumn 1

Weeks 1&2

Moose Fairy by Steve Smallman (2021)



Core Texts



R: To instruct Moose on how to be a perfect fairy.

A: Moose.

F: Capital letters, full stops, conjunctions 'and', 'but', 'because'. Adjectives. Title, subheadings, lists, bullet points, verbs, time conjunctions, question introduction.

T: formal, informative, instructive.

R: To write a diary from Moose's point of view.

A: Moose's diary.

F: First person, usually chronological, informal, chatty, past tense, personality and excitement shown in this diary. Capital letters, full stops.

T: informal, chatty, excited.

R: To write a thank you letter to Moose from the other animals in the fairy club.

A: Moose.

F: Capital letters, full stops, conjunctions 'and', 'but', 'because'. Expanded nouns. Exclamation.

T: informal, friendly and thankful.

Written Outcome

Children to write a set of instructions for how to get dressed for a fairy party as a pre-assessment piece.

Read pages 1-4.

Work on adjectives and conjunctions - and, but, because.

Teach instruction writing and features of instructions. Deconstruct set of instructions.

Children to write a set of instructions for how to be the perfect fairy.

Children to get in role as Moose and describe how they would have felt as they prepared to go to the fairy party.

Children to role play what they would feel like and act out the emotions felt—physicalise the emotion.

Children to deconstruct the features of a diary - first person, usually chronological, informal, chatty, past tense, personality and excitement shown in this diary.

Diary for Moose: excitement, preparation, questions - What if..? What will..?

Look at examples of thank you letters.

Thank you letter from fairies to Moose to thank him for saving them from the fox.

The fox was going to eat us but you stopped him.

You are the greatest because you helped us.

Blue Class Autumn 1

Weeks 3&4

Big Bad Owl by Steve Smallman (2015)



Core Texts



R: To describe a fictional woodland setting.

A: Smallman's Readers.

F: Capital letters, full stops. Adjectives. superlatives. Expanded nouns.

T: formal, descriptive, happy.

R: To write a letter from owl to apologise for his behaviour.

A: Animals of Cupcake Wood.

F: Capital letters, full stops, conjunctions 'and', 'but', 'because'. Adjectives. superlatives. Expanded nouns

T: informal, apologetic.

R: To instruct owl how to behave.

A: Owl.

F: Capital letters, full stops, conjunctions 'and', 'but', 'because'. Adjectives. Title, lists, numbered points or time conjunctions verbs, question introduction.

T: formal, instructive.

Written Outcome

Focus on the first page of the story. Children to discuss and describe the setting and what is happening in Cupcake Wood, where owl lives.

Produce a written description of the woods including what the animals were doing to capture how happy the place was compared to how grumpy owl was.

Write speech bubble in role as owl:

Superlatives—grumpiest, meanest etc:

I am the naughtiest owl in these woods. I am the grumpiest owl you will ever meet etc.

Children to think about the behaviour and actions of owl and write a letter of apology to the other animals in the woods.

Link back to adjectives and superlatives.

Example:

I am sorry for being the grumpiest owl and for being mean to you.

Children to link back to the instructions written for Moose and write a set of instructions for owl to teach him how to be nice.

Blue Class Autumn 1

Weeks 5&6

Look What I Found in the Woods by Moira Butterfield (2020)



Core Texts



R: To write a descriptive recount of a trip to the local woodland area.
A: My family.
F: Capital letters, full stops, conjunctions 'and', 'but', 'because'. Expanded nouns.
T: informal, descriptive.

R: To write a tourist guide for the local area.
A: People visiting Royton.

F: Capital letters, full stops, conjunctions 'and', 'but', 'because'. Adjectives/expanded noun phrases. Superlatives and comparatives.
T: formal, informative, persuasive.

Written Outcome

Children to visit the field, local woodland or Tandle Hill and write a descriptive recount of that visit including what they saw there.

Look at model examples for tourist guides
Write a guide for Tandle Hill/Royton to inform what is found.
Produce in a leaflet format.
This is the prettiest...

Blue Class Autumn 1

	Week 7
Core Texts	<p>I am the Seed that Grew the Tree: Poetry Anthology by Fiona Waters and Frann Preston-Gannon (2018)</p> 
	<p>R: To write a list poem about a woodland walk.</p> <p>A: Waters and Gannon - send to them.</p> <p>F: Capital letters, full stops, adjectives/expanded noun phrases. Exclamation marks.</p> <p>T: informal, descriptive, rhyming where possible and able to do so.</p>
Written Outcome	<p>Take the children on a trip to Tandle Hill/local woodland.</p> <p>Children to listen to and read the poetic parts of the text.</p> <p>Children to create a list poem for what they saw on their trip to the local woodlands:</p> <p style="padding-left: 40px;">I saw flowers,</p> <p style="padding-left: 40px;">I saw trees,</p> <p style="padding-left: 40px;">I saw bumble bees etc.</p> <p style="padding-left: 40px;">Expand on the list poem to include adjectives:</p> <p style="padding-left: 40px;">I saw pink flowers,</p> <p style="padding-left: 40px;">I saw small birds etc.</p> <p style="padding-left: 40px;">Expand this further to a poem in the style of the book:</p> <p style="padding-left: 40px;">Look what I found!</p> <p style="padding-left: 40px;">Big, soggy mushrooms growing in the ground.</p>

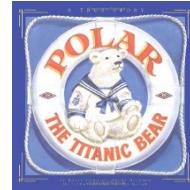
Blue Class Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>Polar The Titanic Bear by Daisy Corning Stone Spedden (1994)</p> 		<p>If You Were a Kid Aboard the Titanic by Josh Gregory and Sebastia Serra (2017)</p> 		<p>Rescuing Titanic by Flora Delargy (2021)</p>  <p>Titanic by Melissa Stewart</p> 		<p>The Snowflake by Benji Davies and Claire Foy (2021)</p> 
Written Outcome	<p>To retell part of the story of Polar the Titanic Bear.</p> <p>To recount my trip to Liverpool.</p>		<p>To compare two characters in the story.</p> <p>To write diaries in role as characters from the text.</p>		<p>To write a report about The Titanic.</p>		<p>To write a snowflake perspective poem.</p>

Blue Class Autumn 2

Weeks 1&2

Polar The Titanic Bear by Daisy Corning Stone Spedden (1994)



Core Texts



R: To retell part of the story of Polar the Titanic Bear.

A: Read the story to children in a younger class.

F: Capital letters, full stops, conjunctions 'and', 'but', 'because'. Noun phrases, verbs.

T: informal, descriptive, entertaining.

R: To recount my trip to Liverpool.

A: My parents.

F: Capital letters, full stops, conjunctions 'and', 'but', 'because'. Time adverbs, past tense—ed endings. Chronological order. Past progressive.

T: formal, informative.

Written Outcome

Begin to read Polar and get the children to produce a description of Polar using adjectives.

Children to write a description of Douglas.

Children to sequence and order the events in the story using the 'S' plan.

Children to look at story language used, word classes –adjectives and verbs, sentence types.

Children orally rehearse the story to ensure it has the key details.

Children to recount a part of the story.

Children to recount their trip to Liverpool using past tense -ed endings.

Past progressive: the guide was showing etc.

Conjunctions:

I was excited to go because we have been learning about the Titanic.

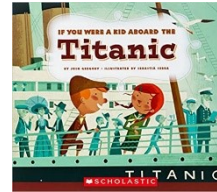
I enjoyed the day but I was very tired at the end.

Blue Class Autumn 2

Weeks 3&4

If You Were a Kid Aboard the Titanic by Josh Gregory and Sebastia Serra (2017)

Core Texts



R: To compare two characters in the story.

A: Gregory and Serra's Readers.

F: Capital letters, full stops. Expanded nouns, commas in a list.

T: formal, descriptive.

R: To write diaries in role as characters from the text.

A: Character's Diaries.

F: Capital letters, full stops, co-ordinating and subordinating conjunctions. Time adverbs, past tense—ed endings. Chronological order. Exclamation.

T: informal or formal dependent on the class, chatty.

Written Outcome

Children to compare the characters of William and Alice – do this separately and then a comparison study. These two characters are from different classes on the ship and this should be reflected in the descriptions and studies.

Children use adjectives to describe these characters.

Begin to look at commas to separate items in a list - between two adjectives.

Sequence events in the story using a mood chart to show the characters feelings and the events which cause these feelings.

Teach co-ordination and subordination.

Plan diary from William's point of view including drama.

Teach -ed endings and exclamation.

Children to write a diary from Alice's POV including drama.

Blue Class Autumn 2

Weeks 5&6

Core Texts

Rescuing Titanic by Flora Delargy (2021)



Titanic by Melissa Stewart



R: To write a report about The Titanic.

A: People who want to learn about The Titanic.

F: Capital letters, full stops, if, then sentences, question marks, headings, subheadings, photo, caption.

T: formal, informative.

Written Outcome

Children to work in groups using 5 images from the previous text. One image per table to gain knowledge. Create a quiz linked to these – use question marks.

Children to use the chocolate bar information gathering techniques to teach others about their chosen area.

Write ideas and facts in books.

Gather features of reports looking at the two texts.

Teach if/then sentences: If you want to learn about the Titanic then read this amazing report!

Make a leaflet about the Titanic.

Blue Class Autumn 2

Week 7

The Snowflake by Benji Davies and Claire Foy (2021)



Core Texts



R: To write a snowflake perspective poem.

A: Green Class.

F: Capital letters, full stops, adjectives, verbs.

T: formal, descriptive.

Children to write a poem in the present tense and first person as though they are the snowflake:

Example:

I see rivers,

I see streams,

Drifting, floating

I see mountains,

I see trees,

Circling, falling

Then up level to add adjectives.

Written Outcome

Blue Class Spring 1

	Weeks 1-3	Week 4	Week 5	Week 6
Core Texts	<p>Man on The Moon by Simon Bartram (2002)</p>  <p>You Choose in Space by Pippa Goodhart (2018)</p> 	<p>The Story of Neil Armstrong by Sarah Thomson (2020)</p>  <p>Living in Space by Usborne (2006)</p> 	<p>Space Academy by Deborah Kesper (2013)</p>  <p>Counting on Katherine by Helaine Becker (2021) Class Read</p>  <p><u>Clips of moon landing (hyperlinked)</u></p>	<p>Space Poems by Gaby Morgan (2016)</p>  <p>A Rocketfull of Space Poems by John Foster (2017)</p> 
	Written Outcome	<p>To recount the typical day of Bob in the 3rd person.</p> <p>To recount my trip to Jodrell Bank.</p> <p>To write a letter to the alien's friends to tell them about their day.</p> <p>To make an alien/Bob wanted poster.</p> <p>To write postcards from the holiday makers on the moon.</p>	<p>To write about the key events in Neil Armstrong's life.</p> <p>To create a job advertisement for becoming an astronaut.</p> <p>To create instructions for how to put on a spacesuit.</p>	<p>To write space counting poem.</p> <p>To write a kenning for Bob - The Man on The Moon.</p>

Blue Class Spring 1

Weeks 1 - 3

Man on The Moon by Simon Bartram (2002)



Core Texts



R: To recount the typical day of Bob in the 3rd person.

A: Bob's friends.

F: Capital letters, full stops, adjectives, verbs. Time adverbials. If, but.

T: formal, informative.

R: To recount my trip to Jodrell Bank.

A: Parents.

F: Capital letters, full stops, adjectives, verbs. Time adverbials. Conjunction: because.

T: formal, informative.

R: To write a letter to the alien's friends to tell them about their day.

A: Alien's friends.

F: Capital letters, full stops, adjectives, verbs. Time adverbials.

T: formal, informative.

R: To make an alien/Bob wanted poster.

A: Aliens/Bob.

F: Capital letters, full stops, adjectives, verbs. Exclamation marks. Conjunctions: if. Question marks.

T: formal.

R: To write postcards from the holiday makers on the moon.

A: Holiday maker's families.

F: Capital letters, full stops, adjectives, verbs. Time adverbials. Exclamation marks. Contractions.

T: informal, descriptive and fun..

Written Outcome

Read Man on Moon and map out Bob's day from morning, his job and his night routine. Use the 'S' plan.

Give space vocabulary and discuss.

Children to use time adverbials to support mapping the day of Bob.

Build up to writing a letter to his friend Dougal the Deepsea diver.

Letter to focus on: morning, job and home.

Recount trip to Jodrell Bank.

Work on a day in the life of the alien on lookers – see images of aliens in the back ground.

Focus on their POV with everything they see including Bob and the tourists.

Make sure the children really think about what the aliens think of what they see.

Use the You Choose Space book to produce an alien wanted poster.

Create a similar poster with more independence for Bob written by the aliens.

Write a postcard from the tourists.

Blue Class Spring 1

Weeks 4&5

Core Texts

The Story of Neil Armstrong by Sarah Thomson (2020)



Living in Space by Usborne (2006)



Space Academy by Deborah Kespert (2013)



[Clips of moon landing \(hyperlinked\)](#)

We Are All Astronauts: Discover what it takes to be a space explorer! By Kate Pankhurst (2023)



Written Outcome

R: To write a simple biography about Neil Armstrong.

A: People interested in Neil Armstrong.

F: Capital letters, full stops, conjunction 'and'.
Time adverbials. Verbs. Possession.

T: formal, informative.

Using the Neil Armstrong book, focus on his life in parts – Early Life, Training and the Mission. Gather information using a timeline and write a fact page for him.

Use: We Are All Astronauts for timeline ideas.
Possession: Neil's...

R: To create a job advertisement for becoming an astronaut.

A: People applying to be an astronaut.

F: Capital letters, full stops, adjectives, verbs. Questions. If sentences. Adjectives. Conjunctions: if, but, so, or. Commas in a list.

T: formal, informative.

Read the astronaut handbook and create job adverts and descriptions for becoming an astronaut. Make sure the children use: if, but, or and so. Teach question sentences as an opener. Commas in a list.

R: To create instructions for how to put on a spacesuit.

A: New Astronauts.

F: Capital letters, full stops, adjectives, verbs. Exclamation marks. Conjunctions: if. Question marks. Time adverbials. Suffix –ly.

T: formal, instruction

Instructions: How to put on a spacesuit. Recap the layout and structure for instructions. Equipment list, sub-headings, introduction, main instructions and conclusion warning.

Blue Class Spring 1

Week 6

Space Poems by Gaby Morgan (2016)



A Rocketful of Space Poems by John Foster (2017)



Core Texts



Written Outcome

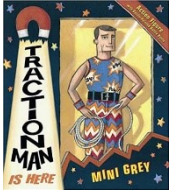
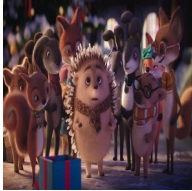

R: To write space counting poem.
A: Children in Red Class.
F: Capital letters, full stops. Verbs.
T: informal, fun.

R: To write a kenning for Bob - The Man on The Moon.
A: Children in Red Class.
F: Capital letters, full stops, nouns and verbs. Question marks.
T: informal, descriptive.

Brainstorm space ideas linked to Space Counting Rhyme.
Use verbs: launching, blasting, landing, flying.
Produce own space counting rhyme.

Collect verbs: driver, walker, wearer, cleaner, flier etc.
Collect nouns: moon, rocket, space-suit etc.
Write in a 'Who am I?' style.

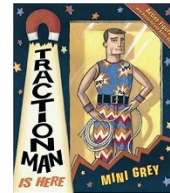
Blue Class Spring 2

	Weeks 1 - 3	Week 4	Weeks 5 - 6
Core Texts	<p>Traction Man by Mini Grey (2006)</p> 	<p>Erste Christmas Ad (2018) (Hyperlinked in image)</p> 	<p>School History Sources (1914-present)</p> 
Written Outcome	<p>To retell the first incident in the Traction Man story.</p> <p>To produce wanted posters for one of the baddies.</p> <p>To write to the author to share our new villains.</p> <p>To write a new adventure for Traction Man set in our classroom.</p> <p>To write a letter to Traction Man to ask for his help to save them from a villain in school.</p>	<p>To write a diary in role as Hedgehog for her first day at school.</p> <p>To write note to hedgehog from someone leaving her out.</p> <p>To write a letter of apology from the fox to hedgehog.</p> <p>To write a final diary entry as hedgehog about the best time ever!</p>	<p>To persuade people to come and see the history of our school.</p> <p>To write a recount of a day in school 100 years ago.</p>

Blue Class Spring 2

Weeks 1 - 3

Traction Man by Mini Grey (2006)



Core Texts



R: To retell the first incident in the Traction Man story.

A: Grey's Readers.

F: Capital letters, full stops. Verbs, nouns, noun phrases.

T: informal, descriptive.

R: To produce wanted posters for one of the baddies.

A: Traction Man.

F: Capital letters, full stops. Adjectives. If sentences. Question sentences. Suffix -less. Conjunction 'that'.

T: formal, descriptive.

R: To write to the author to share our new villains.

A: Mini Grey

F: Capital letters, full stops. Noun phrases.

T: formal, descriptive.

R: To write a new adventure for Traction Man set in our class-room using the villains we created.

A: Children in Red Class.

F: Capital letters, full stops. Verbs, adjectives and simple adverbs -ly endings.

T: formal, exciting. Adventurous.

R: To write a letter to Traction Man to ask for his help to save them from a villain in school.

A: Traction Man

F: Capital letters, full stops. Conjunction: because. Suffix -ful, -ly, -less.

T: formal, plea for help.

Written Outcome

Give and discuss: verbs, adjectives, expanded noun phrases for the children to use in their short narrative. Verbs: blasted, powered, captured, attacked etc. Nouns: trainer, pillow etc. Adjectives: evil, mean, menacing etc. Begin some speech for GD.

Wanted posters for one of the baddies – Prof Spade – using that.

Children to use questions: Have you seen..?

Adjectives used to describe the villain.

If sentences: If you see him...

Suffix -less: fearless, merciless, careless.

Work on descriptions of the villains using expanded nouns.

Use You Choose books to help.

Write a letter to the author to share our new class villains with her.

Follow the structure: Introduce themselves, share photos and descriptions of villains, please write back.

Follow the structure of the story: When is it? Where is Traction Man? What is he doing? What does he hear? What is the villain doing? What does he do to save them? What happens to the villain when defeated? How is Traction Man thanked? Use verbs, adjectives and nouns.

Use simple adverbs: suddenly, tightly

Follow the basic structure for a letter:

Introduce themselves, why are they writing, what do they need?

Use conjunction 'because'.

Suffixes:

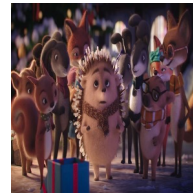
We were helpless, fearful and desperately needing help.

You came and you were fearless when you bravely swooped in.

Blue Class Spring 2

Weeks 4 - 5

Erste Christmas Ad (2018) (Hyperlinked in image)



Core Texts



R: To write a diary in role as Hedgehog for her first day at school.
A: Diary

F: Capital letters, full stops. Contractions, adjectives, commas in lists, feelings and emotions. Personal, first person, past progressive. Suffix –ful.

T: informal, emotional - sad.

R: To write an unkind note to hedgehog from warthog.
A: Hedgehog.

F: Capital letters, full stops. Exclamations, conjunctions: but, and, or. Past tense –ed. Past progressive.

T: informal, unkind.

R: To write a letter of apology from the animals to hedgehog.
A: Hedgehog.

F: Capital letters, full stops. Verbs, adjectives. Commas in a list. Contractions.

T: informal, apologetic.

R: To write a final diary entry as hedgehog about the best time ever!
A: Diary

F: Capital letters, full stops. Adjectives, comparatives, superlatives, conjunctions - because, exclamations. Suffix –ment.

T: informal, emotional - happy.

Written Outcome

Using the video clip, children watch up to before the other characters turn nice.

Gather emotions and actions which caused these.

Children to write a diary in role as hedgehog using:

Exclamations, contractions, adjectives, commas in lists, feelings and emotions.

Conjunctions: because, if, so, but.

Diary – how they feel at school – stop before they turn nice.

Suffix –ful: hurtful, awful, hopeful, joyful (at the start)

Watch in particular for warthog's behaviour and collect ideas.

Children to work on sending a note to hedgehog which outlines why warthog doesn't want to play with them.

Children need to include:

Exclamations, conjunctions: but, and, or. Past tense –ed.

Make sure the tone is unkind.

Use the past progressive:

When I saw you walking in the room I knew I wouldn't like you because...

Watch the rest of the advert. Children to work on a letter to hedgehog from the animals.

Detail reasons why they are sorry and what they will do to make things better.

Contractions:

We didn't...

We won't...

We'll be...

Thinking about the tone of the first diary entry, the children will now flip this to create a happier account of the day.

Children need to include:

Adjectives, comparatives, superlatives, conjunctions - because, exclamations.

Suffix –ment: enjoyment.

Blue Class Spring 2

Week 6

School History Sources (1914-present)



Core Texts



R: To persuade people to come and see the history of our school.
A: General public/parents.
F: Capital letters, full stops. co-ordinating and subordinating conjunctions
– if you come, because, so.
T: formal, persuasive, informative.

R: To write a recount of a day in school 100 years ago.
A: Parents.
F: Capital letters, full stops. Verbs, adjectives. Conjunctions: if, so, because.
Commas in a list.
T: informal, descriptive diary.

Written Outcome

Children to create a tour guide of the school including the key areas.
Work on making the guide persuasive to encourage people to come and see our amazing school. Film parts of this for a virtual school guide.
Make sure the children use historical accuracy in their writing.
Use co-ordinating and subordinating conjunctions – if you come, because, so

Have a day in the past experience day where the children experience a morning at school from 100 years ago.
Children then recount of the school day, comparing it then and now.
Children to write in the past tense.
Use conjunctions:
If we misbehaved...
We had to...so that...
Mr X gave Y the cane because...

Blue Class Summer 1

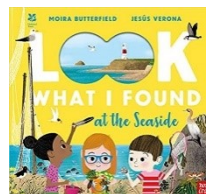
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Look What I Found at the Seaside by Moira Butterfield (2021)</p> 		<p>The Owl and the Pussy-cat by Edward Lear (2015)</p>  <p>Harry and the Jaggedy Daggers by Jan Fearnley (2012)</p> 		<p>Stella and the Seagull Paperback by Georgina Stevens (2021)</p>  <p>The Not BAD Animals by Sophie Corrigan (2020)</p> 	
	Written Outcome	<p>To recount my visit to Blackpool.</p> <p>To produce a non-chronological report about Blackpool.</p>	<p>To create my own version of Harry and The Jaggedy Daggers.</p> <p>To produce a similar poem to The Owl and The Pussy Cat.</p>	<p>To persuade Blackpool Council to clear up the beaches and streets.</p> <p>To produce a chatty report about seagulls.</p>		

Blue Class Summer 1

Weeks 1&2

Core Texts

Look What I Found at the Seaside by Moira Butterfield (2021)



R: To recount my visit to Blackpool.

A: Headteacher who planned to go but could not.

F: Capital letters, full stops. Time adverbials. Past progressive. Contractions.

T: formal, descriptive.

R: To produce a non-chronological report about Blackpool.

A: General public.

F: Capital letters, full stops. Questions, conjunctions - if/when/because/that. Organisational features.

T: formal, informative.

Written Outcome

Plan a visit to Blackpool and take lots of photos to support writing when they return. Whilst on the visit, look out for litter on the beaches and around, taking photos to use later in the term.

Children to write a recount about their visit to Blackpool, using photos to support the sequence and adding time adverbials.

The children will produce a non-chronological report about the seaside (Blackpool)

P1 – intro

P2/3 – things to do – beach, pleasure beach etc

P4 – animals at the seaside

P5 – traditions at the seaside

P6 - Dressing for the beach – wear shorts THAT are water proof

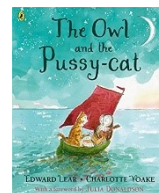
Include: questions, conjunctions - If/when/because/that.

Blue Class Summer 1

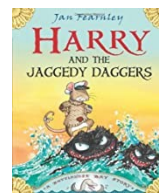
Weeks 3&4

Core Texts

The Owl and the Pussy-cat by Edward Lear (2015)



Harry and the Jaggedy Daggers by Jan Fearnley (2012)



R: To create my own version of Harry and The Jaggedy Daggers.

A: Green Class.

F: Capital letters, full stops. Time adverbials. Conjunctions, adjectives, sequential story. Apostrophes for possession (Harry's boat etc). Commas in a list.

T: formal, descriptive.

R: To produce a similar poem to The Owl and The Pussy Cat.

A: Green Class.

F: Capital letters, full stops, rhyme where able, vocabulary in fitting with the text.

T: formal.

Written Outcome

Read Harry and the Jaggedy Daggers.

Use this to plot the story visually using adverbials on an 'S' plan.
Once the children have an understanding of the sequence of the story, ask them to begin to orally retell this.

Following that, get the children to mark things on their map they could change i.e. not jaggedy daggers but something else to smash the boat, not a tea cup (see pages for other ideas), 3 different things he does in the boat to help others, new adventure at the end.

Again, get the children to orally retell their own versions of the story using: adverbials, adjectives, conjunctions.

Children to perform The Owl and The Pussy Cat

Teach vocabulary sessions, focussing on the meaning of words from the poem in and out of context.

Children to complete a cloze procedure including rhyme where possible.

Children who are able, begin to innovate with characters.

Blue Class Summer 1

Weeks 5&6

Core Texts

Stella and the Seagull Paperback by Georgina Stevens (2021)



The Not BAD Animals by Sophie Corrigan (2020)



R: To persuade Blackpool Council to clear up the beaches and streets.

A: Blackpool Council.

F: Capital letters, full stops. Conjunctions, adjectives, verbs. Commas in a list.

T: formal, persuasive.

R: To produce a chatty report about seagulls.

A: Green Class.

F: Capital letters, full stops, chatty style. Conjunctions - but, so, that, if, when, because. Adjectives. Apostrophes for contractions and singular possession.

T: informal, informative.

Written Outcome

Using 'Stella and the Seagull' and the photos taken on the visit to Blackpool, the children are to produce a simple three part persuasive letter to Blackpool Council.

Introduction: pleasant tone about the visit but issue is...

why it is an issue what bad can happen

what change we want to see and why

conclusive comment.

Using Not Bad Animals, the children will write a chatty and engaging from the point of view of the animals.

Use the introduction to imitate.

Then produce a good page and bad page for a seagull in the same style as the book.

Possession: People's litter, human's behaviour

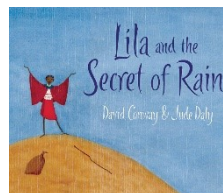
Blue Class Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Lila and the Secret of Rain by David Conway (2009)</p> 		<p>Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli (2017)</p>  <p>Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter (2018)</p>  <p>Planting the Trees of Kenya by Claire A Nivola (2008)</p> 	<p>The Not BAD Animals by Sophie Corrigan (2020)</p>  <p>The Ugly Five by Julia Donaldson (2018)</p> 		<p>The Not BAD Animals by Sophie Corrigan (2020)</p> 
	<p>To describe two different settings.</p> <p>To persuade the clouds to cry.</p> <p>To retell the story of Lila and the Secret of Rain.</p>		<p>To write about the life of a significant person.</p>	<p>To describe characters from The Ugly Five</p> <p>To produce an informal report about African animals.</p>		<p>To a kenning for an African animal.</p>

Blue Class Summer 2

Weeks 1&2

Lila and the Secret of Rain by David Conway (2009)



Core Texts



R: To describe two different settings.
A: Conway's Readers.
F: Capital letters, full stops. Adjectives, commas in a list, suffixes —ful, -less -ly.
T: formal, descriptive.

R: To persuade the clouds to cry.
A: The clouds in the story.
F: Capital letters, full stops. Conjunctions - when, if, that, because, or, and, but, then. Apostrophes for contractions. Adjectives. Questions and exclamations.
T: formal, persuasive.

R: To retell the story of Lila and the Secret of Rain.
A: Green Class
F: Capital letters, full stops. Adjectives, adverbials, commas in a list, suffixes —ful, -less and —ly. Singular possession.
T: formal, descriptive.

Written Outcome

Read Lila and the Secret of Rain and focus on the setting descriptions before and after the rain.
Give the children banks of words to use, including ones ending in —ful, -less and —ly. Ask the children to discuss the appropriateness of each word for the different settings.
Children to write two descriptions making comparisons before and after the rain.

The children will get in role as Lila and orally persuade the clouds to cry.
They will have to think about reasons why the rain needs to come and link back to the descriptions they have just written so they can describe the state of the land with no water to the clouds.
Use conjunctions effectively: If you don't rain then the land will be dry. You need to rain because...
Questions - when will you shed your tears upon our dry and dusty land?
Children to write their persuasive speeches and then perform.

Children to produce a visual timeline of the story to help them to remember the sequence. Add adverbials and key information to this. Model using adverbials to begin sentences and follow sentences on.
Use singular possession:
Lila's grandfather...
The plant's leaves...

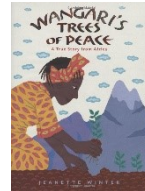
Blue Class Summer 2

Week 3

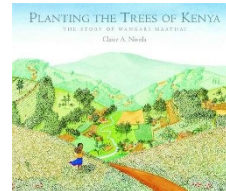
Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli (2017)



Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter (2018)



Planting the Trees of Kenya by Claire A Nivola (2008)



Core Texts



Written Outcome

R: To write a biography about a significant person e.g. Wangari.

A: People interested in Mama Miti.

F: Capital letters, full stops, adverbials, subordinating conjunctions, questions. Commas in a list.

T: formal, informative.

Use the texts this week to gather facts and information about Mama Miti's life. Use 'S' plan.

Who was she, what did she do, why did she do it, what important things did she influence, why did she do what she did, why was she significant?

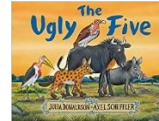
Gather information from each other and then place answers into groups to form sections of writing.

Children to write about her life.

Blue Class Summer 2

Weeks 4&5

The Ugly Five by Julia Donaldson (2018)



The Not BAD Animals by Sophie Corrigan (2020)



Core Texts



Written Outcome

R: To describe characters from The Ugly Five

A: Donaldson's readers.

F: Capital letters, full stops, adjectives, conjunctions. Commas in a list. Singular possession.

T: formal, descriptive.

R: To produce an informal report about African animals.

A: People interested in African animals.

F: Capital letters, full stops, adverbials, subordinating conjunctions, questions. Contractions.

T: informal, informative.

Read The Ugly Five to the children and focus on character descriptions.
Ask the children to zoom in and focus on the key identifiable features of the animals i.e. the feathers, talons, beak.
Look at how to create a description which highlights the 'ugliness' of these animals.

Possession: The vulture's beak...

Using Not Bad Animals, focus on the vulture and hyena pages which are from their perspective and positive.
Get the children to verbalise the pages to explore the character and chatty/informal nature of them.
Create their own positive pages.

Blue Class Summer 2

Week 6

The Not BAD Animals by Sophie Corrigan (2020)



Core Texts



R: To a kenning for an African animal.

A: Green Class.

F: nouns, verbs.

T: formal, descriptive.

Written Outcome

Pick an animal from Not Bad Animals and model writing a kenning for this animal.

Explore the structure and organisation of kennings - noun/verb.

The children will then look at the vulture and the hyenas from last week and produce their own kennings for these animals.

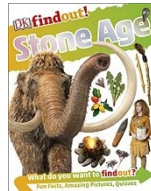
E.g.

Feathered Scavenger, Winged Reaper, Gnawing Hunger, Bone Collector, Nature's Undertaker, Flesh ripper, eye gouger.

Year 3 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to: <i>(discretely through spelling lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Formation of nouns using a range of prefixes [for example super-, anti-, auto] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<p>Pupils should be taught to: <i>(discretely through handwriting lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense [for example, He has gone out to play contrasted with He went out to play] • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • introduction to using inverted commas to punctuate direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • headings and sub-headings to aid presentation

Orange Class Autumn 1

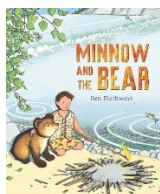
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>Minnow and the Bear by Benedict Blathwayt (2011)</p>  <p>The Stone Age Boy by Satoshi Kitamura (2008)</p> 			<p>Pie Corbett How to Catch a Dragon</p>  <p>How to Wash a Woolly Mammoth by Michelle Robinson (2013)</p>  <p>Props e.g shampoo, towel etc</p>		<p>Life in the Stone Age by DK (2018)</p>  <p>DK Find out! Stone Age by DK (2017)</p> 	
	Written Outcome	<p>To retell parts of the story.</p> <p>To write a diary in role as Boy.</p> <p>To write a diary in role as Boy for an exciting scene.</p>			<p>To instruct people how to catch a woolly mammoth (based on Pie Corbett).</p> <p>To instruct people how to wash a woolly mammoth.</p>		<p>To inform other people about mammoths.</p>

Orange Class Autumn 1

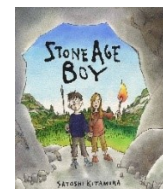
Weeks 1 - 3

Core Texts

Minnow and the Bear by Benedict Blathwayt (2011)



The Stone Age Boy by Satoshi Kitamura (2008)



R: To retell parts of the story.
A: Blathwayt's readers..
F: Noun phrases, consolidate conjunctions 'and', 'but', sentence to sentence cohesion. Adverbials of time.
T: formal, descriptive.

R: To write a diary in role as Boy.
A: Boy's diary.
F: First person, past tense, chronological. Time adverbials. Contractions. Comparatives and superlatives. Past progressive. Conjunctions: and, but, because, when.
T: informal, chatty.

R: To write a diary in role as Boy for an exciting scene.
A: Boy.
F: Capital letters, full stops. First person, past tense, chronological. Time adverbials. Superlatives. Verbs. Past progressive. Contractions. Conjunctions: and, but, because, when.
T: informal, chatty, exciting.

Written Outcome

Read Minnow and the Bear all the way through.
Focus in on the pages with no text:



Use these images to orally tell what Minnow and the Bear were doing.
Focus on noun phrases and conjunctions:
They swam and caught scaly fish. Then they hunted for berries but the deer were in the way.

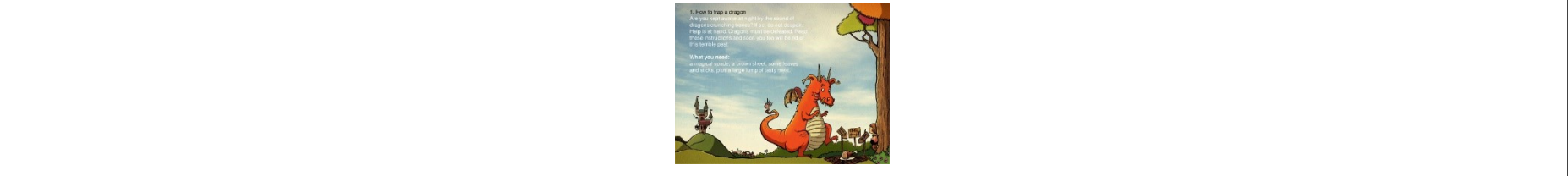
Tell the children about your day/morning/night and get them to orally tell theirs.
Show them diary examples – who does this belong to? Diaries are personal, unpick the features.
Write their diary from Monday – show own in more written detail.
Read up to page 12 – sequence the events and gather time adverbials.
Model and write diary for Boy.
Past progressive: I was walking...I found myself falling.
Teach subordinating conjunctions – when, because, but, and.

From pages 18-21, give and discuss vocabulary for the hunt scene.
Continue with time adverbials. Explore verbs to bring the action to life.
Draw the sequence of events using the 'S' plan.
Contractions: I couldn't believe it when the reindeer fell to the ground!
Progressive: I was drinking, they were yelling.
Children write their diary recount.
Cohesive element – time and sequence.

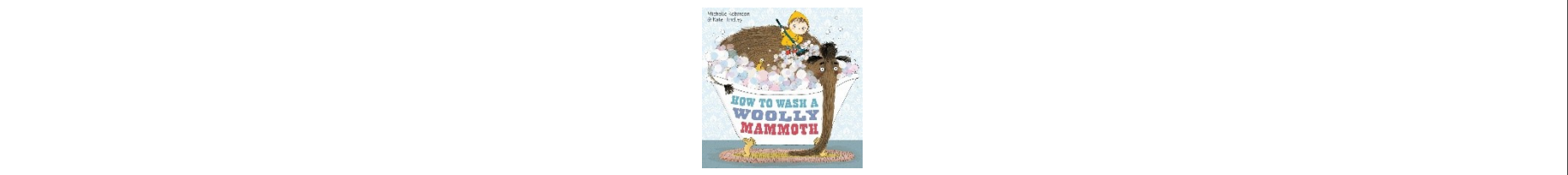
Orange Class Autumn 1

Weeks 4&5

Pie Corbett How to Catch a Dragon



How to Wash a Woolly Mammoth by Michelle Robinson (2013)



Core Texts



R: To instruct people how to catch a woolly mammoth (based on Pie Corbett).

A: Pie Corbett - send to him on Twitter.

F: Capital letters, full stops. Imperative verbs. Adjectives, commas in a list, sequential, lists, headings, subheadings, introduction with a question. Conjunctions: and, because, that, if, when.

T: formal, instructive.

F: Capital letters, full stops. Imperative verbs. Adjectives, commas in a list, sequential, lists, headings, subheadings, introduction with a question.

Conjunctions: and, because, that, if, when.
T: formal, instructive.

T: formal, instructive.

R: To instruct people how to wash a woolly mammoth.
A: Owners of Woolly mammoths.
F: Capital letters, full stops. Imperative verbs. Adjectives, commas in a list, , sequential, lists, headings, subheadings, introduction with a question. Conjunctions: and, because, that, if, when.
T: formal, instructive.

F: Capital letters, full stops. Imperative verbs. Adjectives, commas in a list, sequential, lists, headings, subheadings, introduction with a question. Conjunctions: and, because, that, if, when.

T: formal, instructive.

Written Outcome

Read and unpick the features and structure of How to Catch a Dragon.

Plan a simple version of how they would trap a dragon (focus on imperative verbs rather than time adverbials).

Model instruction steps through a shared write.

Children to write their own versions.

Children then innovate their own version of the instructions for how to catch a woolly mammoth.

Conjunctions: Be careful because...Stand back when...Dig a hole that...

Model instruction steps through a shared write.

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Children then innovate their own version of the instructions for how to catch a woolly mammoth.

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How to wash a dog/teddy -do this together and do it wrong (WABOLL)

Model write for the children - what they need? What to do?

Write own instructions for washing a dog – give them a word bank.

Read How to Wash a Woolly Mammoth – what is similar? Have props available on a large scale.

Write how to wash a woolly mammoth.

Conjunctions: Get a brush that...Watch out when...Don't do this in the house if...

Read How to Was a Woolly Mammoth – what is similar? Have props available on a large scale.

Write how to wash a woolly mammoth.

Conjunctions: Get a brush that...Watch out when...Don't do this in the house if...

Read How to Was a Woolly Mammoth – what is similar? Have props available on a large scale.

Write how to wash a woolly mammoth.

Conjunctions: Get a brush that...Watch out when...Don't do this in the house if...

Write how to wash a woolly mammoth.

Conjunctions: Get a brush that...Watch out when...Don't do this in the house if...

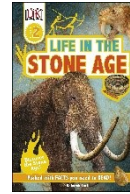
Conjunctions: Get a brush that...Watch out when...Don't do this in the house if...

Orange Class Autumn 1

Week 7

Core Texts

Life in the Stone Age by DK (2018)



DK Find Out! Stone Age by DK (2017)



R: To inform other people about mammoths.

A: People interested in mammoths.

F: Introduction to paragraphs, headings, subheadings, third person. Conjunctions 'and', 'because', 'so', 'although'. Question marks. Possessive apostrophe for regular plurals.

T: formal, informative.

Written Outcome

Read the mammoth section on pages 18-19 – unpick vocabulary and layout of the report.

Compare other layouts and find common features.

Plan own layout and content.



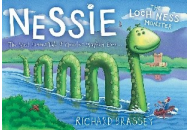
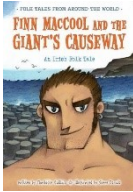
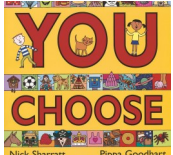
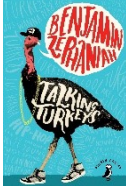
Fact find lesson – effective note taking.

Conjunctions: Mammoths were one of the largest lands animals **and** lived during the Stone Age. They had a thick fur coat with two layers **because**...They had tiny ears **so**....**Although** they had huge tusks this did not stop hunters.

Apostrophes: Every mammoths' fur...

Write own simple report on mammoths.

Orange Class Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>The Queen's Handbag by Steve Anthony (2016)</p> 		<p>The Sword in the Stone by Disney (1964 film)</p> 	<p>Nessie The Loch Ness Monster By Richard Brassey (2010)</p>  <p>Water-horse watch clip</p>	<p>Finn McCool and the Giant's Causeway by Charlotte Guillain (2014)</p> 		<p>You Choose – Christmas Food</p>  <p>Talking Turkeys by Benjamin Zephaniah (1994)</p>  <p>(Talking Tukey – Zephaniah plus clip)</p> <p>Baffled Turkey - Bloom</p>
Written Outcome	<p>To imitate The Queen's Handbag story.</p> <p>To create my own version of The Queen's Handbag from the swan's point of view.</p>		<p>To persuade someone brave enough to try and pull the sword from the stone.</p>	<p>To write a guide for people looking for Nessie.</p>	<p>To write a conversation between two characters.</p> <p>To write part of the story using action, dialogue, action.</p>		<p>To write 'A Perfect Christmas Dinner' list poem.</p>

Orange Class Autumn 2

Weeks 1&2

Core Texts

The Queen's Handbag by Steve Anthony (2016)



R: To imitate The Queen's Handbag story.

A: Steve Anthony's readers..

F: Adjectives, verbs, adverbs of manner and time. Apostrophe for regular possession. Conjunctions: when, after, before, while.

T: formal, entertaining.

R: To create my own version of The Queen's Handbag from the swan's point of view.

A: Blue Class.

F: Adjectives, verbs, adverbs of manner and time. Apostrophe for regular possession. Conjunctions: when, after, before, while.

T: formal, entertaining.

Written Outcome

Read text and place a photo of the handbag on a large map of the UK linking to the Geography unit.

Discuss and give verbs from the text and physicalise these actions.

Sequence photos from the book using the 'S' plan and focus on time adverbials (pick these and give a select few).

Adverbs of manner after the verb for those able to do so: The swan swooped sneakily.

Shared writing showing how to include everything taught and mention conjunctions: The swan flew faster when...The Queen flew off Stonehenge after she...She caught the sneaky swan before...The swan swooped through the runners while...

Plural possession: runners' shoes

Imitate the text.

Show the children a teacher made version innovated
Innovate their own ideas – who's things will go missing? Where will they travel? How will they travel?

For those who are able, leave this as an open ended task. For those needed more guidance, give them the ideas to write about.

Recap and use the conjunctions from the last write.

Children to write their own version of the story.

Teach the children how to proof read.

Perform stories to Blue Class.

Orange Class Autumn 2

Week 3

Core Texts

The Sword in the Stone by Disney
(1964 film hyperlinked in the image below)



R: To persuade someone brave enough to try and pull the sword from the stone.

A: People to pull the sword from the stone.

F: Capital letters, full stops, rhetorical questions, personal pronouns, powerful language, cohesion beginning between sentences. Beginning to write in paragraphs. Prepositions: before, after, in.

T: formal, persuasive..

Written Outcome

Read through the story of the stone provided on the PowerPoint and have an actual sword in a stone.

Look at the WAGOLL on PowerPoint.

Vocabulary lists given for positive attributes and features of the person who would be able to pull the sword from the stone.

Work on: pronouns, rhetorical questions and powerful language to persuade someone to try to pull out the sword.

Encourage the children to use the conjunctions: before, after and in:

Those who stand **before** me...Many will come **after** you...The great sword **in** this stone...

Drama in role as the sword asking the questions and imitating the speech given.

Children to innovate their own speech using drama to do this.

Children to write their own speech.

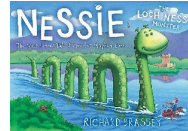
Remember cohesion between the parts of the speech.

Orange Class Autumn 2

Week 4

Core Texts

Nessie The Loch Ness Monster By Richard Brassey (2010)



Water-horse watch clip (hyperlinked in the image above)



R: To write a guide for people looking for Nessie.

A: People looking for Nessie.

F: Adjectives, verbs and adverbs. Noun and expanded noun phrases. Headings and subheadings. Paragraphs. Conjunctions: while, so, before, because.

T: formal, descriptive, explanatory.

Read Nessie to the children.

Work on word class linked to Nessie: adjectives and phrases for physical features, verbs and adverbs to describe movement through water.

Cohesion lesson focussing on shared writing – body parts.

Children to write a description of Nessie including physical features and movement through and across the water. Use Water Horse to visualise these movements.

Write a wanted leaflet/guide for people looking out for Nessie which includes the descriptive elements taught.

Use conjunctions:

You need to watch out for...while...

Make sure you bring...so...

You must search for...before...

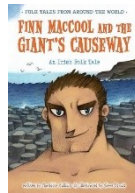
You will have to look carefully because...

Written Outcome

Orange Class Autumn 2

Weeks 5 & 6

Finn McCool and the Giant's Causeway by Charlotte Guillain (2014)



Core Texts



Written Outcome

R: To write a conversation between two characters.

A: My teacher

F: Capital letters, full stops, inverted commas, commas, synonyms for said. Contractions.

T: informal.

Read to page 5 of the story and act this out.

Use speech bubbles for the scene between the Red giant and Finn.

Teach dialogue punctuation: show an unpunctuated paragraph, then show one with the speech punctuation in, then show one with new speaker new line. This will highlight the need for the lines and punctuation.

Teach synonyms for said.

Use speech bubbles between Finn and Saba.

Write the conversation between Finn and Saba (less support given).

R: To write part of the story using action, dialogue, action.

A: Other children in class.

F: Capital letters, full stops, speech marks, commas, synonyms for said, verbs, adverbs.

T: informal, action, exciting.

'S' plan and colour code action and dialogue in the story.

Model to the children: action – dialogue – action writing.

Dramatise the action – dialogue – action.

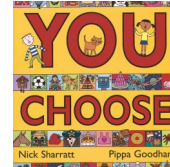
Teach verbs and adverbs.

Write up own sections of the story including all the above.

Orange Class Autumn 2

Week 7

You Choose – Christmas Food



Talking Turkeys by Benjamin Zephaniah (1994)



(Talking Tukey – Zephaniah plus clip hyperlinked in image above)

[Baffled Turkey - Valerie Bloom](#) (hyperlink)

R: To write 'A Perfect Christmas Dinner' list poem.

A: Children in Lime Class.

F: Capital letters, full stops, adjectives. Noun and expanded noun phrases. Prepositions: in, on etc.

T: informal, descriptive.

Design a perfect Christmas dinner/special meal using the You Chose Christmas page. Children to write 'A Perfect Christmas Dinner' – list poem:

Study different forms of adjectives to focus on: amount, colour, size, flavour, texture etc.

A juicy, fat turkey

Creamy potatoes

Cosy sausages wrapped in a blanket of crisp bacon

Focus on different types and forms of adjectives.

Listen, enjoy and perform Talking Turkeys.

Listen to and enjoy Baffled Turkey by Valerie Bloom.

Core Texts



Written Outcome

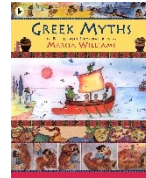
Orange Class Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Greek Myths by Marcia Williams (2006)</p>  <p>The Orchard Book of Greek Myths by Geraldine McCaughrean and Emma Chichester Clark (2013)</p> 			<p>Falling Out of the Sky by Emma Wright and Rachel Piercey (2015)</p> 	<p>Corinthian Girl by Christina Balit (2021)</p>  <p>Life in Ancient Greece by Michael Scott (2019)</p> 	
	<p>To retell a simple myth.</p> <p>To create my own myth to entertain Yr4 children.</p>			<p>To write menacing and troubling verses for a Pandora's Box poem.</p>	<p>To write a non-chronological report about aspects of life in Ancient Greece.</p>	

Orange Class Spring 1

Weeks 1 - 3

Greek Myths by Marcia Williams (2006)



The Orchard Book of Greek Myths by Geraldine McCaughrean and Emma Chichester Clark (2013)



Core Texts



R: To retell a simple myth.

A: Williams' readers.

F: Noun and expanded noun phrases. Verbs and adverb. Express time, place and manner using conjunctions, adverbs and prepositions.

T: formal, descriptive.

R: To create my own myth to entertain Yr4 children.

A: Children in Lime Class.

F: Noun and expanded noun phrases. Simple settings, hero/monster, quest, overcome the monster. Verbs and adverb. Express time, place and manner using conjunctions, adverbs and prepositions. Fronted adverbials.

T: formal, descriptive.

Written Outcome

To begin with, ask the children to design a wanted poster for a hero.

Include what qualities a hero needs.

Then think about beasts in myths and ask the children to write another wanted poster including vivid detail.

Read Theseus and the Minotaur to start with and retell this in their own words. Use the 'S' plan to map this out.

Use verbs and adverbs to help with movement.

Children to begin to create their own Greek myths – simple settings, hero/monster, quest, overcome the monster.

Use the 'S' plan to do this.

Change characters and create their own hero and beasts.

Think about a range of settings the story could take place in.

Have a clear build up.

Fronted adverbials: Running through the maze...

Orange Class Spring 1

Week 4

Core Texts

Falling Out of the Sky by Emma Wright and Rachel Piercey (2015)



R: To write menacing and troubling verses for a Pandora's Box poem.

A: Wright and Piercey

F: Noun and expanded noun phrases. Imagery. Menacing vocabulary. Adverbs.

T: formal, descriptive, menacing.

Written Outcome

Read Pandora's Box by Andrew Wynn Owen on page 14.

Understand Pandora's Box and the contents.

Create a concrete poem using nouns and verbs:

Fear crept...

Disease seeped...

Hunger crawled...

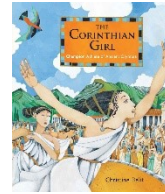
Lust floated...

Add adverbs.

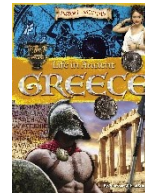
Orange Class Spring 1

Weeks 5&6

Corinthian Girl by Christina Balit (2021)



Life in Ancient Greece by Michael Scott (2019)



Core Texts



R: To write a non-chronological report about aspects of life in Ancient Greece.

A: Class book.

F: 3rd person. Past tense. Non-chronological order. Heading, opening statement, sub-headings, paragraphs. Technical and historical vocabulary. Cohesive devices between sections. Conjunctions:

T: formal, informative.

Written Outcome

Using Corinthian Girl and Life in Ancient Greece, the children will gather information to produce their own non-chronological report on aspects of Ancient Greek life.

Deconstruct modelled examples of non-chronological reports.

Give the children facts and ask them to section these to begin to support paragraphing.

Teach the children how to write in the 3rd person, past tense in their reports and how to build cohesion.

Teacher to model some sections and then encourage independence.

Use a range of conjunctions: although, if, because, therefore, because of.

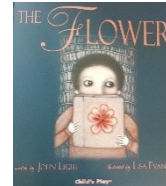
Orange Class Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>The Flower by John Light (2006)</p> 			<p>Pip and Egg by Alex Latimer (2021)</p>  <p>(Plus: Explanation text about life cycles)</p>		<p>I am the Seed that grew the Tree by Fiona Waters (2018)</p> 
	<p>To write a bleak setting to make someone feel miserable.</p> <p>To write a letter to persuade Brigg not to open the book</p> <p>To write a happier setting to make someone feel happy.</p>			<p>To write a dialogue between Pip and Egg.</p> <p>To write the explanation of different life cycles.</p>		<p>To write a colour poem linked to the season of Spring.</p>

Orange Class Spring 2

Weeks 1 - 3

The Flower by John Light (2006)



Core Texts



R: To write a bleak setting to make someone feel miserable.

A: Light's readers.

F: Adjectives, verbs, prepositions. Prefixes: dis, mis. Fronted adverbials.

T: formal, descriptive, bleak and miserable.

R: To write a letter to persuade Brigg not to open the book

A: Brigg

F: Capital letters, full stops. Co-ordinating and subordinating conjunctions. Contractions.

T: informal, persuasive.

R: To write a happier setting to make someone feel happy.

A: Light's readers.

F: Capital letters, full stops. Adjectives, verbs, prepositions. Fronted adverbials.

T: formal, descriptive, happy and positive.

Written Outcome

Read the beginning of The Flower and discuss the bleak setting that Brigg lives in.

Give the children a range of verbs and adjectives to use in a setting description, asking them to think about the appropriacy of the vocabulary used.

Model making expanded noun phrases with theses words.

Use prepositions in their descriptions: in the dark and grey skies above...

Prefixes: disappointed people, misfortune, disinterested, disadvantaged.

Fronted adverbials: in the miserable city/From his window/ Feeling blue...

Continue to read the book and look at the page in the book which gives the warning: DO NOT READ THIS BOOK! Refer back to Pandora's box i.e. the idea of not opening the box.

Think about reasons why this warning may be there and use these reasons to persuade Brigg not to open the book.

Using coordination (and/or/but/so)

Using some subordination (when/if/that/because/after/as/even though/because/until/since)

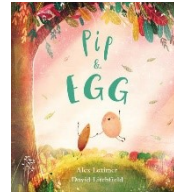
Read to the end of the story and link back to what the setting was like at the start of the story.

Perform similar tasks with the children, but this time ask them to generate and give them vocabulary which would show a happier and more positive setting.

Orange Class Spring 2

Weeks 4&5

Pip and Egg by Alex Latimer (2021)



(Plus: Explanation text about life cycles)

Core Texts



R: To write a dialogue between Pip and Egg.

A: Latimer's readers.

F: Capital letters, full stops, inverted commas, reported clauses to replace the repetition of said. Contractions. Noun phrases.

T: informal, chatty.

R: To write the explanation of different life cycles.

A: Other children in class.

F: Capital letters, full stops. Past tense, second or third person. Title, definition, components. Bullet points, numbered steps, illustrations, sub-headings. Time adverbials. Co-ordinating and subordinating conjunctions. Fronted adverbials.

T: formal, explanatory, informative.

Written Outcome

Read the story to the children and focus on the dialogue between Pip and Egg up to the point where the egg hatches.

Use speech bubbles to show this speech and reinforce new speaker, new line.

Recap and practise punctuating dialogue.

Write the dialogue between the two characters. The original text uses 'said' often. Explicitly teach how by replacing 'said' they can define character.

Look at and deconstruct examples of simple explanation texts. Use Sue Palmer prompts and skeletons for the organisation and sequence.

Children to orally rehearse the explanation of different life cycles. Discuss the life cycle link in the book and then explore frogs or butterflies.

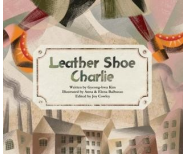
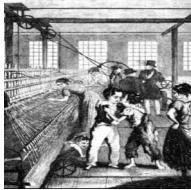
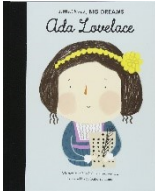


Reconstruct explanations physically. Look at different types of explanations i.e. linear or cyclical.

Fronted adverbials: After X weeks...

Orange Class Spring 2

	Week 6
Core Texts	<p>I am the Seed that grew the Tree by Fiona Waters (2018)</p> 
	<p>R: To write a colour poem linked to the season of Spring.</p> <p>A: Our class anthology.</p> <p>F: Capital letters, full stops, nouns, adjectives.</p> <p>T: formal, poetic.</p>
Written Outcome	<p>Read a variety of Spring poems from the text and discuss.</p> <p>Read: What is Green (22nd April page 105) also read What is Pink by Christina Rossetti</p> <p>Unpick the structure and organisation of the verses.</p> <p>Gather lots of things that green could be.</p> <p>Make sure the children are guided to not just think about concrete nouns but also sounds, smells, feelings etc.</p> <p>Children to create their own verses for green and then independently produce for a different colour.</p>

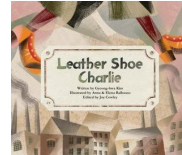
Orange Class Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Leather Shoe Charlie by Gyeong-hwa Kim (2013)</p> 		<p>Working Class Movement Library (hyperlinked in image)</p>  <p><i>('Should Children work a 30hour Week?' Power Point on webpage)</i></p>	<p>Little People, Big Dreams Ada Lovelace by Isabel Sanchez Vegara (2018)</p> 	<p>Vile Victorians Horrible Histories by Terry Deary (2021)</p> 	<p>The Spider And The Fly by Tony DiTerlizzi (2012)</p> 
Written Outcome	<p>To write a character description of Charlie.</p> <p>To write comparative descriptions of settings.</p> <p>To create my own version of Leather Shoe Charlie making changes to the original.</p>		<p>To write diary in role as a child who has to work a 30 hour week in Victorian times.</p>	<p>To write a simple biography about the life of Ada Lovelace.</p>	<p>To write non-chronological report about The Victorians.</p>	<p>To write a persuasive piece to get the fly to stay/go in the web/go to different places</p>

Orange Class Summer 1

Weeks 1&2

Leather Shoe Charlie by Gyeong-hwa Kim (2013)



Core Texts



R: To write a character description of Charlie.

A: Kim's readers.

F: Nouns, adjectives. Prepositions, conjunctions to extend sentences. Fronted adverbials.

T: formal, descriptive.

R: To write comparative descriptions of settings.

A: Kim's readers.

F: Capital letters, full stops, nouns, adjectives, prepositional phrases, conjunctions to extend sentences. Fronted adverbials.

T: formal, descriptive.

R: To create my own version of Leather Shoe Charlie making changes to the original.

A: Lime Class

F: Capital letters, full stops, nouns, adjectives, prepositional phrases, conjunctions to extend sentences, dialogue. Organise paragraphs around a theme. Inverted commas. Fronted adverbials.

T: formal, entertaining.

Written Outcome

Leather Shoe Charlie is a story about a boy with leather shoes who moves to Victorian London and has to sell his shoes to buy tea for his mum because she is feeling unwell.

Model how to use noun phrases and expanded noun phrases with prepositional phrases to describe Charlie.

Fronted adverbials: On his tiny feet...

Look at the village where Charlie lived and make comparative descriptions to Manchester.

Focus on differences between a quiet rural village setting compared to a busier, urban setting.

Provide words and phrases which would be only suitable to one of the settings and ask the children to explain why they would suit one over the other.

E.g. tranquil, peaceful, busy, chaotic, hustle and bustle.

Fronted adverbials: In the tranquil village...

Innovate and change elements of the story

e.g. write an alternative version by changing elements: Little Textile Tillie – has to sell coat that Grandmother made her for medicine.

Use grammatical techniques used through the weeks within their story.

When planning, ensure that the children are organising paragraphs around a theme.

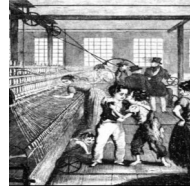
Model and include some dialogue e.g. between character and parent, character and shop owner.

Orange Class Summer 1

Week 3

Core Texts

Working Class Movement Library (hyperlinked in image)



('Should Children work a 30hour Week?' Power Point on webpage)



R: To write diary in role as a child who has to work a 30 hour week in Victorian times.

A: Diary.

F: Nouns, adjectives. Adverbial phrases. Prepositions, conjunctions to extend sentences. Apostrophes from contracted form. Fronted adverbials.

T: informal, descriptive.

Use the Power Point (which needs adapting for Y3) and use this as a discussion piece to write a diary for a child who was made to go to work for 30 hrs a week.

Written Outcome

Look at the different jobs they would have to do. Focus on the tasks and how dangerous some of them would have been.

Look at how to describe the feelings of the children at the time.

Look at how to get the voice of the character to come through the diary.

Look at how to describe the work places through the eyes of the characters.

Use contracted to forms to show informality.

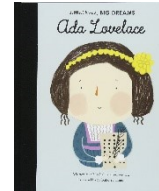
Fronted adverbials: When I arrived/Feeling tired etc.

Orange Class Summer 1

Week 4

Core Texts

Little People, Big Dreams Ada Lovelace by Isabel Sanchez Vegara (2018)



R: To write a simple biography about the life of Ada Lovelace.

A: People interested in Lovelace.

F: Nouns, adjectives. Adverbials, conjunctions to extend sentences. Apostrophes possession. Paragraphs. Fronted adverbials.

T: formal, informative.

Written Outcome

Children to be given facts about Ada Lovelace and then they must sort into sections to aid cohesion and paragraphing.

Expand time adverbials into phrases – in her early life, as she got older etc to move the biography on.

Model sections of the biography to give structure.



Use subordinations – when, if, that, because, so.

Ensure the children use apostrophes for possession i.e. Ada's family...



Fronted adverbials: When she was younger/As she grew up/While she was...

Children to make mini biographies in the style of the book.

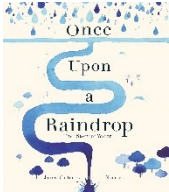
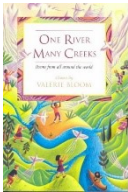
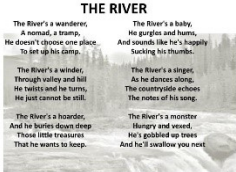
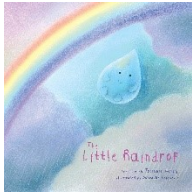
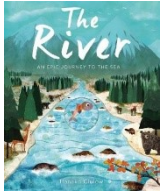

Orange Class Summer 1

	Week 5
Core Texts	<p>Vile Victorians Horrible Histories by Terry Deary (2021)</p> 
	<p>R: To write non-chronological report about The Victorians.</p> <p>A: Class display.</p> <p>F: Nouns, adjectives. Adverbials, conjunctions to extend sentences. Paragraphs. Organisational devices. Use conjunctions, adverbs and prepositions to show time and cause. Fronted adverbials.</p> <p>T: formal, informative.</p>
Written Outcome	<p>Heading saying what the report is about:</p> <p>An opening statement: explaining clearly what they are writing about:</p> <p>Paragraph 1 with sub-heading – saying what the paragraph is about</p> <p>Paragraph 2 with sub-heading – saying what the paragraph is about</p> <p>Paragraph 3 with sub-heading – saying what the paragraph is about</p> <p>Concluding paragraph - summarising main points.</p> <p>Use a wider range of conjunctions to extend sentences and use subordination.</p> <p>Use conjunctions, adverbs and prepositions to show time and cause.</p> <p>Fronted adverbials:</p> <p>During the Victorian times/Although she was Queen...</p>

Orange Class Summer 1

	Week 6
Core Texts	<p>The Spider And The Fly by Tony DiTerlizzi (2012)</p> 
	<p>R: To write a persuasive piece to get the fly to stay/go in the web/go to different places</p> <p>A: fly</p> <p>F: Nouns, adjectives. Adverbials, conjunctions to extend sentences. Use conjunctions, adverbs and prepositions to show time and cause. Fronted adverbials.</p> <p>T: formal, informative.</p>
Written Outcome	<p>The children will use an informal style when writing. They will also use exaggeration, personal pronouns, benefits and temptation to persuade.</p> <p>Use comparative and superlatives i.e. comfiest bed etc</p> <p>Use subordinations – if, then, when and fronted adverbials:</p> <p>E.g. If you wander over to this, the comfiest parlour in the land, you can lay your weary head and take a restful sleep.</p>

Orange Class Summer 2

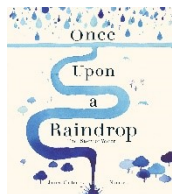
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Once Upon a Raindrop: The Story of Water by James Carter (2020)</p>  <p>One River, Many Creeks by Valerie Bloom (2004)</p>  	<p>The Little Raindrop by Imagine That & Joanna Gray (2013)</p>  <p>The River: An Epic Journey to the Sea by Patricia Hegarty (2018)</p> 				
	<p>To create different poems using onomatopoeia.</p> <p>To create a poem using metaphor.</p>	<p>To explain the journey of a river from source to mouth.</p>				<p>To write a descriptive setting for a story with a moral.</p> <p>To write a character description for a story with a moral.</p> <p>To retell the story including action and dialogue with a moral.</p>

Orange Class Summer 2

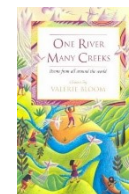
Weeks 1&2

Core Texts

Once Upon a Raindrop: The Story of Water by James Carter (2020)



One River, Many Creeks by Valerie Bloom (2004)



THE RIVER

The River's a wanderer,
A nomad, a tramp,
He doesn't choose one place
To set up his camp.

The River's a wanderer,
Through valley and hill
He twists and he turns,
He just cannot be still.

The River's a wanderer,
And he buries things deep
Those little treasures
That he wants to keep.

The River's a baby,
He gurgles and hums,
And sounds like he's happily
Lucking his thumbs.

The River's a singer,
As he dances along,
The countryside echoes
The notes of his song.

The River's a monster
Hungry and mean,
He's gobbled up trees
And he'll swallow you next.

R: To create different poems using onomatopoeia.

A: Year 3 children.

F: onomatopoeic words, poetic structure, verbs.

T: informal, poetic.

R: To create a poem using metaphor.

A: Year 3 children.

F: metaphors, verbs associated specifically to the chosen noun, commas.

T: informal, poetic.

Using Once Upon a Raindrop, discuss what they know about water and what it does.

Play with words for rain: drizzle, sprinkle, shower etc. Look at producing calligrams.

Children to work on creating an onomatopoeic poem.

Think about different ways we see water and link the onomatopoeia to these as each will be different i.e. a gentle shower, a gushing river rapid, water from an outside tap, boiling water etc.

Give a range of words which the children will have to choose from for each appropriate water type.

Use video clips to support this.

Using The River by Valerie Bloom, the children will unpick vocabulary and begin to understand what a metaphor is.

Decide on metaphors of their own i.e. singer, dancer, story teller, traveller etc.

Then the children will work together to build on these ideas and answer why? Why is the river a singer? A dancer? How can we then describe these traits? Link back to onomatopoeia where possible.

E.g.

The River is a dancer,
She waltz's along,
Frolicking to her own tune,
Never missing a beat.



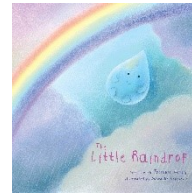
Written Outcome

Orange Class Summer 2

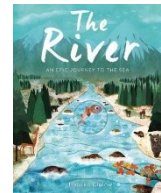
Weeks 3&4

Core Texts

The Little Raindrop by Imagine That & Joanna Gray (2013)



The River: An Epic Journey to the Sea by Patricia Hegarty (2018)



Written Outcome

R: To explain the journey of a river from source to mouth.

A: Other children in school.

F: present tense, title, definition, components, operation, application. Possible use of : bullet points (for parts), numbered steps, diagrams, charts, flow charts, illustrations (if they help). Sub headings for paragraphs. Time adverbials. Specific and technical vocabulary. Commas in a list. Question marks.

Subordinating and coordinating conjunctions

T: formal, informative, explanatory.

Read the texts and begin to visually map out the journey.

Add words and phrases to the plan to give order and clarity.

Title saying what it is you are explaining (using 'how' or 'why' helps):

Paragraph 1: Definition: What is a river? Be engaging and address the audience.

Paragraph 2: Components or parts of a river: What it is made up of/consists of (usually written as a paragraph with commas, could be a bullet point list).

Paragraph 3: How the water river works. Where and when it works (usually written as a paragraph, could be a series of numbered steps).

Paragraph 4: Application: The journey it takes.

Paragraph 5: Facts about rivers in the world.

Subordination and coordination. If/then sentences.

Ensure the children see a range of water cycle diagrams at an age appropriate level.

Orange Class Summer 2

Weeks 5&6

How the sea became salty (Reading Explorers)



Core Texts



R: To write a descriptive setting for a story with a moral.

A: My teacher.

F: Fronted adverbials, prepositional phrases, expanded noun phrases, conjunctions, powerful verbs.

T: formal, descriptive.

R: To write a character description for a story with a moral.

A: My teacher.

F: Fronted adverbials, prepositional phrases, expanded noun phrases, conjunctions, powerful verbs.

T: formal, descriptive.

R: To retell the story including action and dialogue with a moral.

A: Class book.

F: Fronted adverbials, prepositional phrases, expanded noun phrases, conjunctions, powerful verbs. Inverted commas. Prefix sub, re, auto.

T: formal, entertaining.

Written Outcome

Read How the Sea Became Salty and discuss that it is a story with a moral. What is a moral?

Children to look at vocabulary within the text and understand it.

Work on using: fronted adverbials, prepositional phrases, expanded noun phrases, conjunctions, powerful verbs to write descriptions of the house and stormy sea.

Use visuals and video to support this.

The children will look at the character of the old man who gave the bowl to the brothers. Explore his character from what is written.

i.e.

One day a mysterious man, with a weathered face and a long wispy beard, hobbled into their village.

What do the words in bold tell us about the man?

Work on using: fronted adverbials, prepositional phrases, expanded noun phrases, conjunctions to write a description of the man.

Look at the dialogue in the story and use inverted commas to make these conversations longer between the brother and also between the brothers and the man.

Unpick the text and story map adding adverbials and events to aid sequencing.

Rewrite the story with added dialogue and using the improved descriptions from previous lessons.

Year 3 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to: <i>(discretely through spelling lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Formation of nouns using a range of prefixes [for example super-, anti-, auto] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<p>Pupils should be taught to: <i>(discretely through handwriting lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense [for example, He has gone out to play contrasted with He went out to play] • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • introduction to using inverted commas to punctuate direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • headings and sub-headings to aid presentation

Year 4 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to: <i>(discretely through spelling lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to: <i>(discretely through handwriting lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using fronted adverbials using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns [for example, the girl's name, the girls' names] using and punctuating direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] use of paragraphs to organise ideas around a theme use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 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) the grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

Lime Class Autumn 1

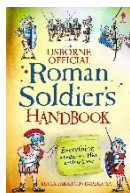
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>Rotten Romans In Britain by Terry Deary (2004)</p>  <p>Roman Soldier's Handbook by Lesley Sims (2014)</p> 	<p>Boudica by Claire Llewellyn (2016)</p>  <p>Listen to a range of persuasive speeches</p>	<p>What the Romans did for us by Alison Hawes (2009)</p>  <p>Roman Britain by Peter Hepplewhite (2014)</p> 	<p>Don't - poem by Murray Lachlan Young (props to play)</p>  <p>You Choose by Nick Sharatt (2018)</p> <p>Annie McClue by Murray Lachlan Young</p>			
	Written Outcome	<p>To write a historical diary in role as a foolish soldier.</p>	<p>To persuade others to go into battle.</p>	<p>To inform others about life during the Roman times.</p>	<p>To write a perform a funny poem.</p>		

Lime Class Autumn 1

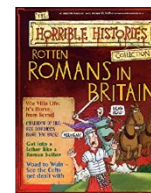
Weeks 1 - 3

Core Texts

Roman Soldier's Handbook by Lesley Sims (2014)



Rotten Romans In Britain by Terry Deary (2004)



R: To write a historical diary in role as a foolish soldier.

A: Inviticus' diary.

F: Personal, exaggerated, rhetorical, first person, past tense. Think about cohesion. Question marks. Conjunctions: if, when, but, because.

T: informal, chatty, comical.



Written Outcome

Reading and fact finding about Roman soldiers – chapter 1 the soldiers join up to the army.

Continue to fact find with chapters 2, 3 and 4.

Give the children vocabulary all week to make the writing historically accurate.

Children to produce a quiz for teacher.

Sue Palmer frames: structure of a diary.

Focus on the features: personal, exaggerated, rhetorical.

Starter – vocabulary reminder – what would a Roman day look like?

Look back at last week.

Link to Romans changing and correcting sentences to 1st person – introduce Inviticus to them.

Teach conjunctions to expand sentences linking to Inviticus.

Adverbials – give adverbials and writing structure – write own diary for the fool Inviticus.

Conjunctions: I would be in trouble if... I wanted to...but...

Edit and perform work to others..

Lime Class Autumn 1

Weeks 4&5

Core Texts

Boudica by Claire Llewellyn (2016)



Listen to a range of persuasive speeches hyperlinked here- ([William Wallace](#), [Gladiator](#), [Battle Cry](#))



R: To persuade others to go into battle.

A: Followers in the village.

F: Emotive language, repetition, exaggeration, personal pronouns, present tense, conjunctions: if, when, that, or, so. Suffixes: -ic, -ous.

T: informal, persuasive, powerful and emotional.

Written Outcome

Quick, cold write to the teacher -Persuade me to x.

Use clips from: Gladiator, Braveheart, Battle Cry to find pronouns, emotive language, repetition and exaggeration and make SC together.

Introduce Boudicca – watch clip and make comparison to the other speeches.

Children to highlight the text and pick out the same features.

Gather emotive language and vocabulary to suit the features studied.

Use conjunctions: If you follow me...Follow me if...It is not right that...We must enter this battle so...and focus on informal tone.

Shared/model write.

Independent write – Boudica persuasive speech.

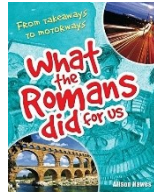
Edit, draft, perform – edit using children's examples.

Lime Class Autumn 1

Week 6

Core Texts

What the Romans did for us by Alison Hawes (2009)



Roman Britain by Peter Hepplewhite (2014)



R: To inform others about life during the Roman times.

A: People interested in the Romans.

F: Introduction, heading, subheadings, paragraphs, captions, conclusion, past tense, conjunctions: because, when, so, if, although. Fronted adverbials with commas. Noun and pronoun choice.

T: formal, informative.

Show the children a WAGOLL for a non-chronological report.

Unpick the features and remind them of times they have studied this writing before.

Plan double page spread so they know what information they are going to need linked to the Romans.

Information gathering and shared writing.

Use conjunctions: The Romans...because.../The army...when.../The soldiers...so.../The leaders...if.../Although they battled hard...

Fronted adverbials with commas: After training,

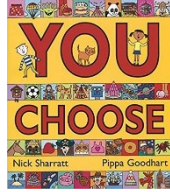

Draft – slow write style.

Final piece.



Written Outcome

Lime Class Autumn 1

	Week 7
Core Texts	<p>Don't - poem by Murray Lachlan Young (hyperlinked)</p> <p>Annie McClue by Murray Lachlan Young (hyperlinked)</p>  <p>You Choose by Nick Sharat (2018)</p>
	<p>R: To write a perform a funny poem.</p> <p>A: Lachlan Young's readers.</p> <p>F: adjectives, verbs, noun phrases, repetition. Contractions.</p> <p>T: informal, funny, some rhyme.</p>
Written Outcome	<p>Enjoy a range of performance and comical poetry</p> <p>Unpick and perform the poems.</p> <p>Serious lesson starter – Pretend to be bossy to the children and give them lots of 'don't' commands. Then share the Don't poem with them.</p> <p>Ask them what they remember? Why do they remember it? Because it rhymes? Because its funny?</p> <p>Talk about the purpose of the things he says not to do.</p> <p>Vocabulary choice – kitten not cat, granny not friend.</p> <p>Listen to Stu Francis – Crush a Grape and discuss the comparisons.</p> <p>Start writing own Don't poem – use You Choose book to gather ideas.</p>

Lime Class Autumn 2

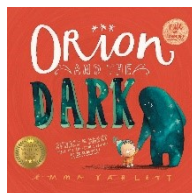
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>Orion and the Dark by Emma Yarlett (2014)</p> 			<p>Sulwe by Lupita Nyong'o (2021)</p> 	<p>Light by Georgina Amson-Bradshaw (2018)</p> 		<p>Robin Robin by Aardman Animations (2021 book and film)</p> 
	<p>The Rabbit, The Dark and The Biscuit Tin by Nocola O'Bryne (2019)</p> 				<p>Light: Let's Investigate by Ruth Owen (2021)</p> 		
Written Outcome	<p>To inform others about my fears. To ask rabbit to let dark out of the tin.</p>			<p>To describe Night or Day positively.</p>	<p>To inform others about light. To instruct Orion/Rabbit how to make a light box.</p>		<p>To write an escape story.</p>

Lime Class Autumn 2

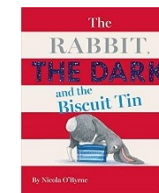
Weeks 1 - 3

Core Texts

Orion and the Dark by Emma Yarlett (2014)



The Rabbit, The Dark and The Biscuit Tin by Nicola O'Bryne (2019)



R: To inform others about my fears.

A: My friends.

F: Noun and expanded noun phrases, conjunctions: but, although, but, that, if, paragraphs.

T: informal, chatty, fearful.

R: To persuade rabbit to let dark out of the tin.

A: Rabbit

F: Inverted commas, elements of narrative persuasion, question marks. Conjunctions: if, but, because, so, after.

T: informal, persuasive, narrative.

Read text and focus on the circle of fears, produce own circle of fears, teach commas in a list.

Children then pick a fear and the teacher models their own appropriate fear.

Explore vocabulary for fear and emotion and use this page:



Produce double page spread like the book for fears vocabulary.

Model writing description of fears:

My name is...

I am afraid of...because

I am scared of...but my biggest fear is...

Many people think I am brave although...

I break into a sweat if...

Describe fear.

Slow write.

Children write one good paragraph for their own fear.

Include expanded noun phrases.

Read to the biscuit tin part and discuss.

Recap/teach punctuating dialogue:

Show the speech all in one paragraph, then add punctuation but keep in one paragraph, then split to new speaker, new line. Discuss this and the purpose of the structure of writing dialogue.

Sentence given in a list and then children add punctuation. Differentiate with level of punctuation.

Small paragraph given – children break this down into speech.

Speech bubbles between Orion and the Dark from last week in the bedroom. Then punctuate it.

Gather ideas: what would dark say to rabbit to get him out of the tin – why is he needed?

Replies from rabbit to dark's reasons. Focus on question responses.

Begin independent draft of persuasive conversation between rabbit and dark.

Use conjunctions: I will...if.../I need to...but.../You need to let me out so.../I will...after...

Edit, re-draft, perform and act out focussing on 6P's – power, pitch, pace, pause, passion, punctuation.



Written Outcome

Lime Class Autumn 2

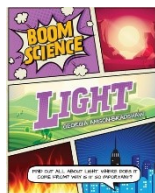
	Week 4
Core Texts	<p>Sulwe by Lupita Nyong'o (2021)</p> 
	<p>R: To describe Night or Day positively. A: Night or Day. F: adjectives, verbs, noun phrases, synonyms. Fronted adverbials using a comma. T: formal, descriptive, sensitive.</p>
Written Outcome	<p>Read the whole text, discuss and reflect on the content. Gather precise nouns and adjectives – synonyms for night and day. Keep descriptions positive. Phrases and expanded noun phrases – how to put these into sentences. Fronted adverbials: Upon her head, By the light of the moon, Shared/modelled character description. Children pick night or day and independently write.</p>

Lime Class Autumn 2

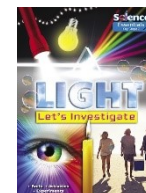
Weeks 5&6

Core Texts

Light by Georgina Amson-Bradshaw (2018)



Light: Let's Investigate by Ruth Owen (2021)



R: To inform others about light.

A: People interested in light.

F: Written in the third person: (he, she, they), written in the past and present tense: (was, did, had or is, does, has). Non-chronological order. Heading, opening statement, sub headings with each paragraph. Possible use of: bullet points, tables, diagrams, pictures to add more information Sub-headings for paragraphs. Conjunctions: when, if, so. Fronted adverbials.

T: formal, informative.

R: To instruct Orion/Rabbit how to make a light box.

A: Orion/Rabbit.

F: Written in the present tense: (is, choose, mark, hit, cut, etc). Written in the second person (you, your). Title, goal, materials, steps, evaluation. Bullet points, numbered steps. Sometimes uses diagrams, pictures, illustrations etc. Powerful verbs, time adverbials, sequential. Commas after adverbials.

T: informal, instructive.

Written Outcome

Discuss structure, cohesion and related information in paragraphs.

Use of openers: Most ..., Many..., Often..., They are..., They were..., They also...

Tier 3 vocabulary.

Conjunctions: We need light so...We are able to see things when...We cannot see if...

Fronted adverbials: To be able to see, As light enters our eyes,

Shared write.

Independent write: All About Light.

Give features and assess against yesterday's write.

Use WAGOLLS for features and unpick.

Structure sections – introductions which is chatty and engaging, lists, stepped instructions, conclusion, tips for reader.

Give and discuss a range of powerful verbs and adverbs.

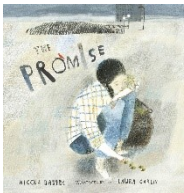
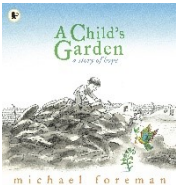
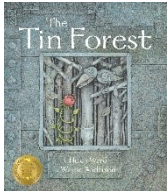
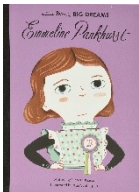
Write instructions for how to make a torch.

Lime Class Autumn 2

	Week 7
Core Texts	<p>Robin, Robin by Aardman Animations (2021 book and trailer—hyperlinked in image)</p> 
	<p>R: To write an escape story. A: Children in Orange Class F: adjectives, verbs, noun phrases, synonyms. Paragraphs. Fronted adverbials. Conjunctions, adverbs and prepositions. T: informal, descriptive.</p>
	<p>Read the text to the children. Watch the trailer for the film. Use stills from the film and book to add powerful verbs, adjectives and adverbs. Model putting these into cohesive sentences in context. Gather ideas for how to escape the cat using an 'S' plan. Fronted adverbials: Leaping across tables, Sliding through leaves, Children to write their own escape part of the story – use dialogue if able.</p>

Written Outcome

Lime Class Spring 1

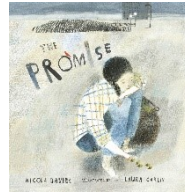
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>The Promise by Nicola Davies (2013)</p>  <p>A Child's Garden of Hope by Michael Forman (2010)</p>  <p>The Tin Forest by Helen Ward (2013)</p> 		<p>Little People, Big Dreams: Emmeline Pankhurst by Lisbeth Kaiser (2017)</p>  <p>Fantastically Great Women Who Changed the World by Kate Pankhurst (2016)</p>  <p>Secret Suffragette by Barbara Mitchelhill (2019) (whole class reader)</p>  <p><u>Mary Poppins: Votes for women (clip hyperlinked)</u></p>	<p>History of Our Local Area and School Sources (1914-present)</p> 		
	<p>To write a dystopian setting description to cause misery and sadness.</p> <p>To write a utopian setting description to cause happiness and joy.</p>		<p>To write biography for significant women who changed history.</p>	<p>To write report on what makes a listed building and why St Anne's Church is listed.</p> <p>To write to Oldham Council to stop the fictional demolition of our church building.</p>		

Lime Class Spring 1

Weeks 1 - 3

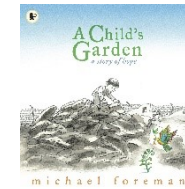
Core Texts

The Promise by Nicola Davies (2013)

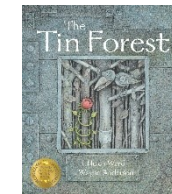


Comparative Texts to Share:

A Child's Garden of Hope by Michael Forman (2010)



The Tin Forest by Helen Ward (2013)



R: To write a dystopian setting description to cause misery and sadness.
A: Davies' readers.
F: adjectives, verbs, noun phrases, similes, metaphors, repetition. Prepositions, fronted adverbials. -ous endings
T: formal, descriptive, miserable.

R: To write a utopian setting description to cause happiness and joy.
A: Davies' readers.
F: adjectives, verbs, noun phrases, similes, metaphors, repetition. Prepositions, fronted adverbials.
T: formal, descriptive, happy and joyful.

Written Outcome

Read The Promise up to the stealing of the handbag and make predictions and then review the authorial intent and inference around the images in the text and the text itself.
Look at the author's use of: repetition, similes, metaphors and language and discuss impact.
Use: repeated expanded noun phrases and commas in lists.
Prepositions and fronted adverbials: In the bleak city, Under the greying skies,
Teach and use: -ous endings – poisonous, venomous etc

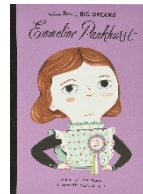
Review authorial intent and inference around the images in the text and the text itself for the second half of the story.
Final setting descriptions comparing utopia to dystopia.
Teach and model cohesion in a paragraph.
Prepositions - beyond the rusty tracks, under the canopy of leaves .

Lime Class Spring 1

Week 4

Core Texts

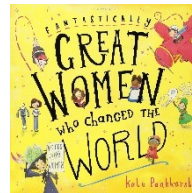
Little People, Big Dreams: Emmeline Pankhurst by Lisbeth Kaiser (2017)



Whole Class Reader: Secret Suffragette by Barbara Mitchellhill (2019) (whole class reader)



Fantastically Great Women Who Changed the World by Kate Pankhurst (2016)



Mary Poppins: Votes for women (clip hyperlinked)

R: To write a biography for significant women who changed history.

A: Year 4 children.

F: Past tense. 3rd person. Setting, early life, important events, conclusion. Time adverbials. Nouns and pronouns to avoid repetition. Apostrophes for plural possession e.g. women's rights/votes.

T: formal, descriptive, informative.



Written Outcome

Children to gather information for a biography about Emmeline Pankhurst using Little People, Big Dreams and Great Women who Changed the World using a timeline.

Contextualise to Oldham – Marjory and Sarah Lees and Anne Kenney.

Teach and model the features of a Biography – [link to text features](#)

Follow the organisation of: setting, early life, important events, conclusion.

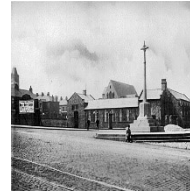
Adverbials: When she was young, As she grew older,

Lime Class Spring 1

Weeks 5&6

History of Our Local Area and School Sources (1914-present)

Core Texts



Written Outcome

R: To write report on what makes a listed building and why St Anne's Church is listed.

A: Royton Historical Association.

F: Headings, subheadings, technical and historical vocabulary, sections and paragraphs, questions. Co-ordinating and subordinating conjunctions.

T: formal, historical, informative.

R: To write to Oldham Council to stop the fictional demolition of our church building.

A: Oldham Council.

F: Rhetorical questions, exaggeration, alliteration, emotional language, facts and figures. Subordinating and co-ordinating conjunctions.

T: formal, persuasive.

Children to investigate and research all about listed buildings and the history of our church.

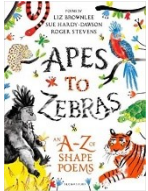

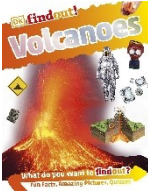
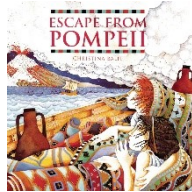
They will then produce a Report on listed buildings and then with a focus on St Anne's Church.

Children to deconstruct a formal, persuasive letter.

Children to orally debate and discuss the demolition of our church building to build a bank of reasons why this should not happen.

Children to write Persuasive letters to stop our church from being demolished.

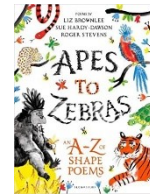
Lime Class Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Apes to Zebras by Roger Stevens et al (2018)</p>  <p>Concrete Poetry: The Dreadful Menace by BBC Winter Olympics (2014 hyperlinked below)</p> 	<p>DK Find Out: Volcanoes by DK (2016)</p> 		<p>Escape from Pompeii by Christina Balit (2005)</p> 		
	<p>To create an atmospheric poem which builds in intensity.</p>	<p>To explain how a volcano works to others.</p>		<p>To write an exciting adventure story linked to escaping an eruption.</p>		
Written Outcome						

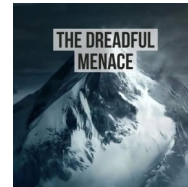
Lime Class Spring 2

Week 1

Apes to Zebras by Roger Stevens et al (2018)



Concrete Poetry: The Dreadful Menace by BBC Winter Olympics (2014 [hyperlinked below](#))



Core Texts



R: To create an atmospheric poem which builds in intensity.

A: Whole school assembly.

F: intensity of vocabulary, similes and metaphors, adjectives and verbs, use of the prefixes and suffixes: ir, dis, tion.

T: formal, menacing.

Written Outcome

Listen to, watch and study The Dreadful Menace, unpicking vocabulary and authorial intent.

Children to be taught to use the prefixes and suffixes: Ir, dis, tion.

Deconstruct the structure of the poem.

Complete a clines activity for the intensity of words and then a cloze procedure using given words and phrases to build this intensity.

Children to write and then complete a performance to check it makes sense.

Split the class and edit in a small group

Write up poem and perform to the school.

Lime Class Spring 2

Weeks 2&3

Core Texts

DK Find Out: Volcanoes by DK (2016)



R: To explain how a volcano works to others.

A: People interested in volcanoes.

F: question title, introduction to define what volcanoes are, components or parts paragraph which includes: commas and bullet lists, how it works paragraph explaining the series of steps for a volcano to erupt, adverbials, diagrams, prepositions, adverbials, subordinating conjunctions

T: formal, explanatory.

Children to be taught how to create effective mind maps about how volcanoes work.

Study the key features of an explanation text:

Title saying what it is you are explaining (using 'how' or 'why' helps):

Paragraph 1 Definition:

What it is.

Paragraph 2 Components or parts:

What it is made up of/consists of (usually written as a paragraph with commas, could be a bullet point list).

Paragraph 3 Operations:

How or why it works. Where and when it works (usually written as a paragraph, could be a series of numbered steps).

Paragraph 4 Conclusion:

Summarising main points.

Must teach and include the following throughout: Adverbials and bullets, diagrams, prepositions, subordinating conjunctions.

Break down the paragraphs over a few days and use:

statements of fact, the question is structure: Volcanoes are...the question is...

Parts of volcano – prepositions - diagram.

How does it work – adverbials, if . then, because of this, verb/verb,

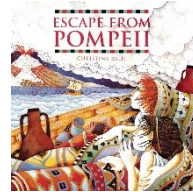
Conclusion

Written Outcome

Lime Class Spring 2

Weeks 4 - 6

Escape from Pompeii by Christina Balit (2005)



Core Texts



R: To write an exciting adventure story linked to escaping an eruption.

A: Balit's readers.

F: dialogue, adverbials, powerful verbs and adjectives, paragraphing and cohesion, characterisation showing mood and feeling through actions, setting descriptions to cause atmosphere, use of Y3/4 prefixes and suffixes.

T: formal, adventurous.

Written Outcome

Children to read and unpick parts of the text and complete comprehension style questions.

Watch adventure trailers – what does an adventure story need to include? Work together to make their own SC.

Hashtag the story #chillinwithliv #rumbledown.

Use an 'S' plan to map ideas for changes to be made to the story using the WAGOLL from shared drive.

Give vocabulary linking to text using Y3/4 prefixes and suffixes.


Children to then work on dialogue linked to hashtags. Use all related punctuation.

Work carefully on cohesion between paragraphs using adverbials and modelled writing to the class.

Teacher to teach proof-reading by using an example from a child's text.

Edit for purpose - adventure.

Lime Class Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Rat and Mice Kennings</p> 	<p>The Pied Piper of Hamelin by Michael Morpurgo (2016)</p> 			<p>The Not BAD Animals by Sophie Corrigan (2020)</p> 	
	<p>To write kennings about rats and mice.</p>	<p>To write menacing descriptions about rats.</p> <p>To write setting descriptions to convey fear and panic.</p> <p>To write a dialogue between the Piper and the Mayor to show annoyance.</p> <p>To write letters to the Piper and the Mayor to show emotion and annoyance.</p>			<p>To write a report about animals in the style of Not Bad Animals.</p>	

Lime Class Summer 1

Week 1

Core Texts

Rat and Mice Kennings



R: To write kennings about rats and mice.

A: Year 4 children.

F: appropriate vocabulary. Nouns and verbs. Some build up of intensity.

T: formal, descriptive.

Written Outcome

Remind the children what a kenning is and read a range to them in a 'What am I?' style game.

Look at the organisation of kennings - verbs and nouns.

Watch clips of rats and mice and provide the children with a bank of words to discuss the appropriacy of the words to match the animal.

Children write kennings for both rats and mice.

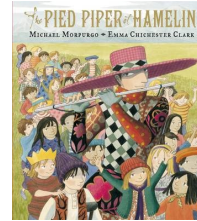
Model to the children how to get across the character of the animals in their kennings by building up the intensity.

Edit and perform the poems in assembly.

Lime Class Summer 1

Weeks 2 - 4

The Pied Piper of Hamelin by Michael Morpurgo (2016)



Core Texts



R: To write menacing descriptions about rats.
A: Someone frightened of rats.
F: appropriate vocabulary. Noun and expanded noun phrases. Prepositional phrases. Yr3/4 prefixes and suffixes. Pronouns. Verbs and Adverbs.
T: formal, descriptive.

R: To write a setting descriptions to convey fear and panic with the rats moving.
A: Someone frightened of rats.
F: appropriate vocabulary. Noun and expanded noun phrases. Prepositional phrases. Yr3/4 prefixes and suffixes. Verbs and Adverbs.
T: formal, descriptive, panic.

R: To write a dialogue between the Piper and the Mayor to show annoyance.
A: Morpurgo's readers.
F: inverted commas, reported clause, punctuation in the speech marks.
T: formal.

R: To write letters to the Piper and the Mayor to show emotion and annoyance.
A: Piper/Mayor.
F: noun phrases, conjunctions for subordination and coordination, adverbs.
T: formal, emotional and annoyance.

Written Outcome

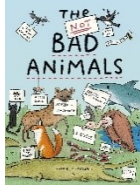

Read the beginning of the text and look in detail at the descriptions of the rats. Link back to the work last week on kennings.
Focus in on the specific parts of the rats to support their descriptions. Children to write descriptions combining expanded noun phrases and prepositions i.e:
Long, wiry whiskers sat at the end of its long, grey nose. Its small, beady eyes were sunken in its tiny face.

Look at different areas in the book that the rats scurried and explore these i.e. beams, larder etc.
Linking back and incorporating the descriptions from last week, model to the children how to describe a setting including action and creating a feeling of fear and panic. Use powerful verbs too.
The scabby, brown rats with small beady eyes, scurried along the larder shelf launching pots and jars at the unsuspecting men.

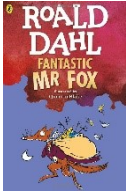

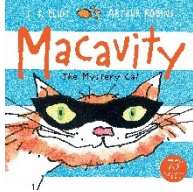
Read the conversation between the towns people and mayor. Give scripts for the children to perform. Demonstrate how to turn their performance into direct speech in real time using SC.
Ensure the children are using the age appropriate punctuation for demarcating speech.

Discuss the emotion and intent of the writer and:
Children to get in role as the parents who have lost their children and plea to the piper to bring them back. Then they must write a persuasive and emotional letter to the Pied Piper to get him to return them.
OR
Then children get in role as the parents again and get them to think about what they would say to the mayor for not paying the piper. The children will then write letters to convey annoyance to the mayor for his actions.

Lime Class Summer 1

	Weeks 5&6
Core Texts	<p>The Not BAD Animals by Sophie Corrigan (2020)</p> 
	<p>R: To write a report about animals in the style of Corrigan. A: Corrigan's readers.</p> <p>F: first person voice, present perfect forms of verbs, adjectives and noun phrases. Exclamations, commas in lists, comparatives and superlatives, apostrophes for contractions. Conjunctions: or, when, while, so.</p> <p>T: informal, informative, threatening undertone.</p>
Written Outcome	<p>The children will look at pages from the text and discuss the differences between the positive and the negative pages.</p> <p>They will discuss the style of writing and the perspective of the animals.</p> <p>The children will imitate the pages from the book before then producing their own for rats and mice</p> <p>Commas in lists: I've got stinky fur, an ugly face and a BAD attitude.</p> <p>Superlatives: I hang out in the dirtiest places.</p> <p>Exclamations: I'll attack anything, so watch out!</p> <p>Conjunctions: You better watch out or...They will scurry across your face while...They are the sneakiest when...Rats are everywhere so...</p>

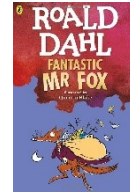
Lime Class Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Fantastic Mr Fox by Roald Dahl (2022)</p> 			<p>National Justice Museum Visit</p> 	<p>Macavity: The Mystery Cat by T. S. Eliot (2014)</p> 	
Written Outcome	<p>To create and describe a new character.</p> <p>To retell events from chapters in the story.</p> <p>To instruct the farmers: How to catch the fox.</p>			<p>To recount my visit from The National Justice Museum.</p>	<p>To write a recount about a robbery in school.</p> <p>To write a narrative about a mischievous cat.</p>	

Lime Class Summer 2

Weeks 1 - 3

Fantastic Mr Fox by Roald Dahl (2022)



Core Texts



R: To create and describe a new character.
A: Dahl's readers.

F: adjectives and noun phrases. Exclamations, commas in lists, Yr3/4 prefixes and suffixes, comparatives and superlatives, pronouns, noun and expanded noun phrases, prepositional phrases.
T: informal, descriptive.

R: To retell events from a chapter in the story.
A: Others who want to read the book.

F: first person voice, present perfect forms of verbs, adjectives and noun phrases. Exclamations, commas in lists, comparatives and superlatives.
T: informal, informative.

R: To instruct the farmers: How to catch the fox.
A: The farmers.

F: first person voice, present perfect forms of verbs, adjectives and noun phrases. Exclamations, commas in lists, comparatives and superlatives, apostrophes for contractions
T: informal, informative.

Written Outcome

Read 'The Three farmers' and provide the children with a bank of adjectives. Sort the adjectives into what Mr Fox might think of the farmers and what they think about themselves. This will get the children to think about the adjectives for purpose.

Use the clip of the farmers and the text from the book: <https://www.youtube.com/watch?v=gH97PoEa8vc>

Children to use Y3/4 prefixes, suffixes, comparatives and superlatives to describe the
The children will then describe a farmer of their choice.

Read existing character descriptions and use as WAGOLLS to gather words/phrases. (The Chimney boy - yr4)

The children will create their own farmer using the vocab from the week and then describe this character.

Provide the children with a summary of chapter 3 which is brief and includes only simple sentences. The children will be given a bank of conjunctions so that they can extend the sentences. For the children who are able to do so, add fronted adverbials and up level.

Give chapter 4 to the children and ask them to complete a summary more independently.
Simplify: <https://www.gradesaver.com/fantastic-mr-fox/study-guide/summary-chapters-1-6>

The children will then read chapter 5 and they will produce their own summary as a tweet or review and then extend and up level.

The children will see a note from Bean to the other farmers and quickly discuss how angry he is and what the characters are like:

*My Dear Boggis and Bunce,
That lousy, miserable, god-for-nothing, thieving fox MUST BE KILLED! Meet me tomorrow in my orchid at high-noon and then I'll tell you my cunning plan to capture the brute in his hole and get rid of him once and for all!*

Bean

The children will then role play - what would the characters say? And then write a dialogue between the characters.

Model writing instructions - how to catch a Dragon by Pie Corbett.

Start to think of ideas - how would you catch the fox?

Plan and write their own instructions.

Lime Class Summer 2

Week 4

National Justice Museum Visit



Core Texts



R: To recount my visit from The National Justice Museum by writing a thank you letter.

A: Our visitors.

F: Chronological order, first or third person, past tense, adverbials of time and place, connectives to signal time.

T: formal, descriptive, informative.

Written Outcome

Ensure the visit is booked for the week prior to this. Take lots of notes and photos on the visit day.

Order events on an 'S' plan from visit using photos taken.

Add adverbials of time/place to the sequence of events (*First of all..., Next we..., Then..., After that..., Later..., Finally...*)

Add facts that the children learnt to the map.

Ensure the children write in first or third person: (I, we, our or he, she they) and in the past tense: (We went, we saw, we did etc)

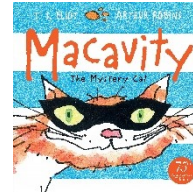
Model and use connectives to signal time: then, next, after, meanwhile, eventually

Write a thank you letter to the visitor which recounts the events and their feelings about them.

Lime Class Summer 2

Weeks 5&6

Macavity: The Mystery Cat by T. S. Eliot (2014)



Core Texts



R: To write a recount about a robbery in school.

A: Headteacher

F: first person voice, present perfect forms of verbs, adjectives and noun phrases. Exclamations, commas in lists, comparatives and superlatives.

T: formal, informative.

R: To write a narrative about a mischievous cat.

A: Orange Class.

F: adjectives and noun phrases. Exclamations, commas in lists, Yr3/4 prefixes and suffixes, comparatives and superlatives, pronouns, noun and expanded noun phrases, prepositional phrases.

T: formal, descriptive.

Written Outcome

Begin the week by having the children walk onto a classroom which has been ransacked and robbed! Make sure there are clues left around which point towards a feline fiend! The children will enter the room and begin to investigate and photograph the evidence. They will then discuss who they think the robber may be and how this could have happened. Begin to sequence their events from the lesson and recount this in writing a report to the head teacher.

Introduce the text to the children and perform different parts in groups. Use this session to also do a vocabulary study:

brow, defy, bafflement, levitation, sunken in, domes, neglect, uncombed, fiend, feline, depravity, larder, looted, rifled, trellis.

Produce a short poem describing what he did focussing on verbs.

The children will then work on creating a simple narrative about bad cat. Children who need additional support will retell the story by sequencing images. For children who are able to do so, they will be given the other three cats from the end of the story to choose from and then they will plan their work as a story map.

The children may either: completely innovate their own story, use the robbery in school as a story plot or retell the story of Macavity with some twists.

Year 4 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to: <i>(discretely through spelling lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to: <i>(discretely through handwriting lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using fronted adverbials • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns [for example, the girl's name, the girls' names] • using and punctuating direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • use of paragraphs to organise ideas around a theme • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • 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) • the grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

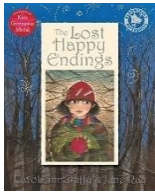
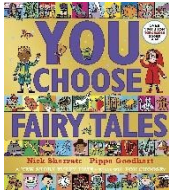
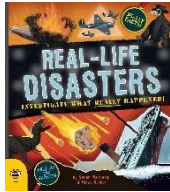
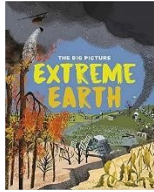



Year 5 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to: <i>(discretely through spelling lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• spell some words with 'silent' letters [for example, knight, psalm, solemn]• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• use dictionaries to check the spelling and meaning of words• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]• Verb prefixes [for example, dis–, de–, mis–, over– and re–]	<p>Pupils should be taught to: <i>(discretely through handwriting lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none">• write legibly, fluently and with increasing speed by:• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• choosing the writing implement that is best suited for a task

Year 5 (EOY)

Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun devices to build cohesion within a paragraph [for example, then, after that, this, firstly] linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <p>learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Lilac Class Autumn 1

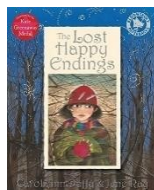
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>The Lost Happy Endings by Carol Ann Duffy (2008)</p>  <p>You Choose Fairy Tales by Nick Sharrat</p>  <p>Plus film clips – Maleficent etc: Including text from the films (Get twisted versions of tales for library)</p>				<p>Real Life Disasters by Susan Martineau (2020)</p>  <p>Extreme Earth by Jon Richards (2021)</p> 	<p>Survival Posters</p>   <p>https://in.pinterest.com/pin/524810162818876484/</p>	<p>Earthquake Poetry - The Bashful Earthquake by Oliver Herford</p>  <p>https://www.youtube.com/watch?v=zpoxq255Hu4</p>
Written Outcome	<p>To write a descriptive scene.</p> <p>To describe and compare good and bad characters.</p> <p>To write a diary to show my worries about the unhappy endings.</p> <p>To write an exciting story ending.</p>				<p>To instruct others how to be safe in an earthquake, including an explanatory introduction paragraph.</p>		<p>Performance poetry - The Bashful Earthquake.</p> <p>To write letters of complaint and letters of apology.</p>

Lilac Class Autumn 1

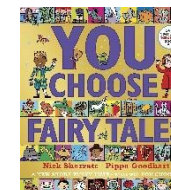
Weeks 1 - 4

Core Texts

The Lost Happy Endings by Carol Ann Duffy (2008)



You Choose Fairy Tales by Nick Sharrat



Plus film clips – Maleficent etc: Including text from the films
(Get twisted versions of tales for library)



Written Outcome

R: To write a descriptive scene.
A: Duffy's readers.
F: Noun and expanded noun phrases, prepositions, conjunctions: when, , verbs, similes. Plural possessive apostrophe.
T: informal, descriptive.

R: To describe and compare good and bad characters.
A: Duffy's readers.
F: Noun and expanded noun phrases, conjunctions, verbs, similes, conjunctions.
T: informal, descriptive.

R: To write a diary in role the night the endings disappeared. E.g. a child, Jub or a parent.
A: Diary/character.
F: Noun and expanded noun phrases, conjunctions, pronouns, past tense, adverbials.
T: informal, chatty, worried/formal, angry, demanding.

R: To write an exciting story ending.
A: Duffy's readers.
F: Noun and expanded noun phrases, conjunctions, paragraphs, time adverbials, commas, fronted adverbials.
T: informal, chatty, fearful.

Show and unpick page 2 paragraph 1.
Quick book talk and read pages 1-2: use firework videos to support this and give verbs and similes.
Model how to use these words in sentences.
Children to write their own version of pg2 paragraph 1.
Apostrophe: The trees' leaves...
Prepositions: In the night sky, Above the forest,
Conjunctions: The trees' leaves illuminated when...

Character inference using the tree page and sentences...I think.... (personality).
Focus on vocabulary for appearance – using: images, front page, full body images.
Explore noun, adjectives, prepositional phrases to describe Jub.
Model/share write with the children and begin to organise writing and up-level.
Children write their own description of Jub.
Use the You choose book, film clips, bad-dies discussion for witch comparison and vocabulary.
Coordination (and/or/but/so).
Subordination (when/if/that/because/after/as/even though/because/until/since).

Show diary WAGOLLS linked to the story and find the features.
Focus on tense and get the children to think about the bad endings which have just appeared.
Focus on pronouns . Gather thoughts, feelings, worries.
Structure – chronological.
Adverbials – out of nowhere.
Children independent write the diary.
Play with formality depending on the POV chosen.

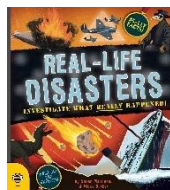
Whole class gather ideas and vocabulary linked to the end of the story where Jub writes in her golden pen.
Teach and give time adverbials and fronted adverbials followed by a comma.
Independently plan and chunk sections.
Model changing an 'S' plan to story to support them.
Write their own ending, proof read and edit.
Send versions to the author.

Lilac Class Autumn 1

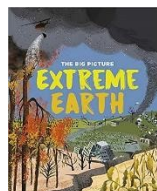
Week 5&6

Core Texts

Real Life Disasters by Susan Martineau (2020)



Extreme Earth by Jon Richards (2021)



Survival Posters



<https://in.pinterest.com/pin/524810162818876484/>



Written Outcome

R: To instruct others how to be safe in an earthquake.

A: Elderly person, a family with two small children, school children.

F: Written in the present tense: (is, choose, mark, hit, cut, etc). Written in the second person (you, your). Title, goal, materials, steps, evaluation. Bullet points, numbered or lettered steps, different fonts, headings/sub headings. Sometimes uses diagrams, pictures, illustrations etc. Use of powerful verbs and adverbs which describe the steps accurately: simmer gently, blending gradually, turning slowly etc. Use of plain vocabulary to ensure reader can follow instructions. Conjunctions: and, but, because, although, while.

T: formal, instructive.

Look at the pages in the earthquake books to help construct a basic explanatory introduction.

Children to look at a range of instructions and pick out the features: engaging introduction, equipment, step by step instructions, temporal connectives and imperative verbs, conclusion with tips.

Children diamond 9 the important things needed in an earthquake.

<https://www.teachit.co.uk/resources/geography/what-do-when-earthquake-happens>

Slides 8-13 to look at how to prepare for an earthquake in different situations

<https://www.twinkl.co.uk/resource/t3-g-45-preparing-for-an-earthquake-lesson-pack>

Look at introductions- what makes them engaging? Teacher model an engaging introduction. Children write an engaging introduction.

Children write instructions for either-

-An elderly person who is home alone.

-A family of four with two small children.

-School children.

Lilac Class Autumn 1

Week 7

Earthquake Poetry



<https://www.youtube.com/watch?v=zpoxq255Hu4>

Core Texts



R: To write letters of complaint and letters of apology.

A: Earthquake and mouse

F: Written in the present and past tense. Recount the events in the letter. Use powerful verbs and adjectives. Conjunctions for coordination and subordination: because, if, or, and, but, since. Prefixes: dis, anti, in. Suffixes: ly, ous, tion

T: formal, instructive.

Watch: <https://www.youtube.com/watch?v=zpoxq255Hu4>

Read: <https://americanliterature.com/author/oliver-herford/poem/the-bashful-earthquake>

Discuss the poem (start at 1m28s):

Feelings created
Emotions conveyed
Imagery used
Who is speaking?

Vocabulary- children to discuss unknown words and phrases
Summarise the verses in poem to understand cohesion.

Perform The Bashful Earthquake

Consider:

Power
Pitch
Pace
Pause
Passion
Punctuation

Children to write a strongly worded letter from the mouse to the earthquake.

Children to write a letter of apology from the earthquake to the mouse.

Include: Prefixes: dis, anti, in. Suffixes: -ly, -ous, -tion

Conjunctions for coordination and subordination:

I am disgusted because...

My house has been destroyed since...

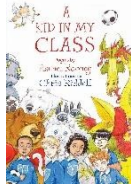
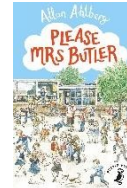

Suffixes: destruction, vicious, violently.

Written Outcome

Lilac Class Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>A Kid in My Class by Rachel Rooney (2018)</p>  <p>Please Mrs Butler by Allan Alhberg (1984)</p>  <p>(Book Ian Bland poet in to school to run a school poetry session)</p>		<p>The Gunpowder Plot by Ann Turnbull (2014)</p> 			<p>The Turkey That Voted For Christmas by Madeleine Cook (2017)</p> 	
Written Outcome	To write comical school based poems.		<p>To write part of a tense, historical fiction piece.</p> <p>To write a persuasive letter with formal elements from Catesby to Guy Fawkes.</p>			<p>To write a persuasive speech from Timmy the turkey to the other farm animals.</p>	

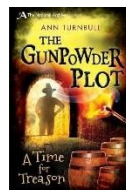
Lilac Class Autumn 2

	Weeks 1&2	
Core Texts	<p>A Kid in My Class by Rachel Rooney (2018)</p> 	<p>Please Mrs Butler by Allan Alhberg (1984)</p>  <p>(Book Ian Bland poet in to school to run a school poetry session)</p>
 <p>Written Outcome</p>	<p>R: To write school based poems. A: Children in school.</p> <p>F: verbs, noun and expanded noun phrases, some rhyme, thinking about appropriacy of vocabulary choices. Features to fit specific poem i.e. rhyme, pattern to repetition. Possessive apostrophe.</p> <p>T: informal.</p>	
	<p>Share poems from Kid in My Class and discuss: themes, formality, structures and intentions.</p> <p>Children to watch children at playtime and come back sharing what they have noticed about how children have moved around outside – verbs.</p> <p>Read ‘End of School Assembly’ what do the children notice about the name of the teacher and the way the class left?</p> <p>Use the You Choose book to gather nouns for potential teacher names.</p> <p>Make sure these nouns are as precise as possible i.e not dog but Dalmatian.</p> <p>List the animals and verb match them.</p> <p>Write their own version and perform.</p>	<p>Read: Where Teachers Keep their Pets.</p> <p>Read and unpick – 3x rhymes, verbs, prepositions.</p> <p>Make a model example.</p> <p>Give the children the teacher names and ask them to choose a rhyming animal and use You Choose book for where it could be kept.</p> <p>Write and perform giving more independence for HA.</p> <p>Read and unpick: Teacher’s Day in Bed.</p> <p>Why is that animal chosen? Give list of interesting teacher jobs.</p> <p>Write and perform their own version.</p>

Lilac Class Autumn 2

Weeks 3 - 5

The Gunpowder Plot by Ann Turnbull (2014)



Core Texts



R: To write part of a tense, historical fiction piece.

A: Turnbull's readers.

F: verbs, noun and expanded noun phrases, prepositions, adverbs, question marks, exclamation, dialogue, cohesion, precise nouns, historically accurate.

Conjunctions: as, while, after, when, or

T: formal, historical, tense

R: To write a persuasive letter with formal elements from Catesby to Guy Fawkes.

A: Guy Fawkes.

F: historical style, paragraphed, cohesion, letter features and layout, conjunctions: whilst, since, so, however, meanwhile. Fronted adverbials.

Modal verbs.

T: formal, historical.

Written Outcome

Recap and map out the cellar section of the story using the 'S' plan and dramatise this.

For the first section of the story, focus on verbs and adverbs for following the cat.

Visit our cellar and focus on all senses to use in narrative- adjectives and nouns.

Focus on adding dialogue and speech for the children in the cellar section of the story – teach question marks and speech.

Focus on a comparative speech for when they get home and speak to their parents – pace would be different and tone – use question marks and exclamation.

Cohesion modelled writing – adding time adverbials.

Use the 'S' planning.

Action – cat – cohesion – description and dialogue – cohesion – dialogue cellar – cohesion – action/dialogue home

Conjunctions:

They crouched stealthily behind the wooden barrels when...The girls held their breath as...

Use: greeting, rhetorical questions, feelings, repetition, pronouns, exaggeration.

Give subject specific vocabulary.

Write letter to Fawkes which is persuasive and reflects feelings.

Conjunctions:

The X are Y whilst...

It has been...since...

Those in power...however...

They sit and...meanwhile we...

Modal verbs:

We must...

They should not...

We will...

Lilac Class Autumn 2

Weeks 6&7

Core Texts

The Turkey That Voted For Christmas by Madeleine Cook (2017)



R: To write an informal persuasive speech from Timmy the turkey to the other farm animals.

A: Other animals.

F: emotion, questions, power, repetition, exaggeration. Powerful and emotional adjectives, powerful verbs. Conjunctions for cohesion and persuasion i.e. If you, when, so. Modal verbs.

T: informal, persuasive.

Written Outcome

Read the book and discuss the theme – comprehension style lesson.

Suggest the reasons that Timmy wants Christmas and debate as a class.

Take notes during the debate and use later to reassure the other turkeys.

Recap persuasive techniques: emotion, questions, power, repetition, exaggeration.

Teach cohesion and structure of paragraphs.

Discuss audience and purpose and how this will affect the tone of the speech.

Conjunctions:

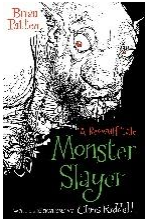
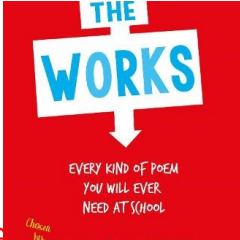
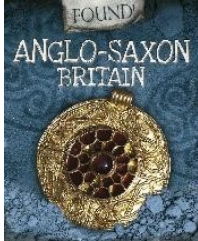
If you vote for Christmas ten...

We will be having a jolly old time when...

Every year we...so now we must...

Write and perform persuasive piece. Discuss the impact on the reader getting feedback from their peers.

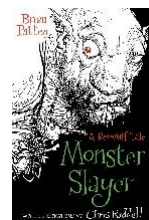
Lilac Class Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Monster Slayer: A Beowulf Tale by by Brian Patten and Chris Riddell (2020)</p> 			<p>The Works Key Stage Two by Pie Corbett (2014)</p>  <p>Phillip Gross. What to call a Jackdaw Pg22</p>	<p>Found! Anglo Saxon Britain by Moira Butterfield (2019)</p> 	
Written Outcome	<p>To create a scary atmospheric setting description.</p> <p>To create a grotesque character description.</p> <p>To write an action fight scene with dialogue.</p>			<p>To create a kenning to show a menacing or heroic character.</p>	<p>To create a report about Sutton Hoo.</p>	

Lilac Class Spring 1

Weeks 1 - 3

Monster Slayer: A Beowulf Tale by Brian Patten and Chris Riddell (2020)



Core Texts



Written Outcome

R: To create a scary atmospheric setting description.
A: Patten's readers.
F: prepositions, adjectives, nouns, verbs, cohesion between sentences. Relative clause: where, that. Commas for parenthesis.
T: formal, scary.

Share setting description from the book including images carefully selected to provide the atmosphere of Grendel's home.
Explain vocabulary from the book (making sure that all parts of the book which describe the setting are used).
Give vocabulary which focuses on verbs and nouns (littering, lingering, odour, stench)
Go through sentence construction and up levelling.
Include prepositional phrases – beyond the grim marshes.
Relative clauses:
Beyond the grim marshes, where...
The branches of the trees, that hung like...
Write setting descriptions to create atmosphere.

R: To create a grotesque character description.
A: Patten's readers.
F: prepositions, adjectives, nouns, verbs, cohesion between sentences. Relative clause: whose, who, which. Commas and brackets for parenthesis.
T: formal, scary.

Share the description of Grendel from the text along with images. Focus on parts of the body which make him distinguishable – eyes, mouth, teeth, ears, claws, size
Teach sentence construction and up levelling including prepositions.
Write character description to create atmosphere and tension.

Relative clauses:
Grendel, who...
The beast, whose...

R: To write an action fight scene with dialogue.
A: Patten's readers.
F: prepositions, adjectives, nouns, verbs, adverbs, cohesion between sentences, dialogue and punctuation relating to it. Relative clauses.
T: formal, action.

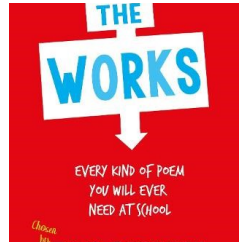
Writing action sentences and paragraphs for Beowulf entering the room.
Teach dialogue in context between Grendel and Beowulf.
Choreography of the fight scene – dash, dart, duck, dodge etc
Use the action and reaction sheets – see Power Point – how does Beowulf's action cause Grendel's reactions and vice versa. This will help with cohesion.
Use and apply relative clauses from previous weeks.
Write action and dialogue fight scene.

Lilac Class Spring 1

Week 4

Core Texts

The Works Key Stage Two by Pie Corbett (2014)



Phillip Gross: What to call a Jackdaw
Pg22



R: To create a kenning to show a menacing or heroic character/item.

A: Lime Class

F: nouns, verbs, building in intensity and creating atmosphere.

T: formal, heroic character/menacing character.

Written Outcome

Play a game of what am I using a kenning style approach.

Read What to Call a Jackdaw - a kenning about Jackdaws as an example.

Children to write their own kennings for a dog – ankle nipper, tail wager, water slurper etc.

Provide a range of nouns and verbs to the children and discuss appropriacy of the words to describe Grendel/Beowulf's sword.

Get the children to think about how appropriate the nouns and verbs are together and begin to build up in intensity.

Have the children physicalise the words and become the character to check for feeling and characterisation.

Create kenning for the sword – life taker, throat slicer, eye gouger etc.

Finish the unit with an independent kenning for Grendel – bone cruncher, blood sucker, skin peeler etc.

Lilac Class Spring 1

Weeks 5&6

Core Texts

Found! Anglo Saxon Britain by Moira Butterfield (2019)



Written Outcome

R: To create a report about Sutton Hoo.
 A: Children interested in the Anglo Saxons.
 F: headings, subheadings, technical vocabulary, adverbials, prepositions, dates, times, paragraphing, cohesion. Conjunctions: because, although, that, if, and, when. Relative clauses: which, who, where, that. Parenthesis: brackets and commas.
 T: formal, informative.

WAGOLL features of a non-chronological report.
 The History and Mystery of Sutton Hoo.
 Build up knowledge of writing effective non-chronological reports over a series of days focussing on a section a day:
 What is it?
 What was it?
 Where was it found?
 Why is it important?
 Who found it?
 When did they find it?
 Focus on cohesion between paragraphs using adverbials: Later, following this, etc
 Use of conjunctions:
 Anglo-Saxons...because...Many people believe....although...They used....that...
 Relative clauses:
 Anglo-Saxons, who lived...These settlers, whose...
 Children to write up on a full page and think about organisational devices.
 Then go through the edit and re-draft process.

Lilac Class Spring 2

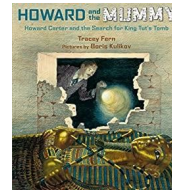
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Howard and the Mummy: Howard Carter and the Search for King Tut's Tomb by Tracey Fern (2018)</p> 		<p>DKfindout! Ancient Egypt by DK (2017)</p>  <p>Also see Reading Explorers</p>		<p>Tadeo Jones by Enrique Gato (2004)</p>  <p>(h...age)</p>	
Written Outcome	<p>To write in diary entries in role as Howard Carter.</p>		<p>To explain the mummification process.</p>	<p>To write an action, adventure movie trailer for Tadeo Jones.</p> <p>To imitate an exciting adventure scene.</p> <p>To innovate their own adventure story in a similar style to Tadeo Jones.</p>		

Lilac Class Spring 2

Weeks 1 - 2

Core Texts

Howard and the Mummy: Howard Carter and the Search for King Tut's Tomb by Tracey Fern (2018)



R: To write in diary entries in role as Howard Carter.

A: Howard Carter (notes to himself)

F: first person, nouns, expanded nouns, formality, adverbials, prepositional phrases, emotions and feelings, chronological. Parenthesis: brackets, dashes and commas.

T: formal (due to the writer's education and time it was written), descriptive and engaging.

Begin by reading Howard and the Mummy and give the children vocabulary from the text which links to archaeology e.g. excavation site, tomb, uncovered.

Provide and teach vocabulary to describe discoveries – ebony, ornate, intricate – give these words but give simple synonyms too and discuss the impact to the 'better' word and the purpose of using it in this context.

Use expanded noun phrases; using the words for purpose and discussing the ones which are better matched to each other and not using ones which are too similar.

Prepositional phrases – in the corner of thetomb...I spotted a.... (make sure the children produce full sentences)

Formality in context – which words would Howard Carter use? E.g. Was visible rather than I saw.

Teacher modelled writing a diary for him but for a separate part of his discovery - the night before as he is lay dreaming about the following day.

Children to write a diary for the discovery day.

Teach proof reading techniques.

Ensure the children use:

apostrophes for possession i.e. The tomb's...The sun's light shone upon...

fronted adverbials for cohesion

prepositional phrases.

Use parenthesis to internalise his thoughts and add side notes.

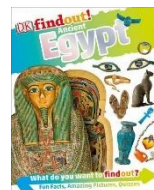
Written Outcome

Lilac Class Spring 2

Week 3

Core Texts

DKfindout! Ancient Egypt by DK (2017)



Also see Reading Explorers



R: To explain the mummification process.

A: Year 5 children.

F: title, what this is about, what was happening, what happened and why, what happened next or something interesting. Paragraphs. Nouns and pronouns. Fronted adverbials. Relative clauses. Linking ideas across paragraphs using time, place and number.

T: formal, explanatory.

Title: How the Ancient Egyptians mummified their dead.

What this is about: The process of mummification included some gruesome, invasive procedures.

What it needs: The mummification process consists of three main stages - organ removal, drying and embalming. The question is: what exactly happened in each of these stages?

What happened and why: First, next, after that, following that, consequently etc

What happened next or something interesting: The process is now complete: the mummified body is ready to be placed in the tomb. Following this...

Written Outcome

Lilac Class Spring 2

Weeks 4 - 6

Tadeo Jones by Enrique Gato (2004)



(hyperlinked in image)

Core Texts



R: To write an action, adventure movie trailer for Tadeo Jones.
A: A movie audience.
F: main character brief description, description of action and challenge, rhetorical questions, adjectives and adverbs to cause suspense, powerful verbs, conjunctions. Modal verbs.
T: formal, adventurous and exciting.

R: To imitate an exciting adventure scene.
A: Lime Class.
F: powerful verbs, adverbs, expanded nouns, adverbials, prepositional phrases, similes, metaphors. Relative clauses and parenthesis.
T: formal, adventurous and exciting.

R: To innovate their own adventure story in a similar style to Tadeo Jones.
A: Turquoise Class.
F: powerful verbs, adverbs, expanded nouns, adverbials, prepositional phrases, similes, metaphors. Relative clauses and parenthesis.
T: formal, adventurous and exciting.

Written Outcome

Watch the film and make predictions before the coin slot is shown.
Stop at key points to address the predictions.
Watch Indiana Jones and the Mummy Returns trailers. Write a movie trailer summary to build suspense and excitement – give the children the following structure to write to:
Who is the main character, what are they doing, what problems are they facing, questions etc.
Watch film again and give them a scaffold with the structure they need to write to make notes.
Model writing a movie trailer and then the children have a go – give them vocabulary to include to build action, adventure and suspense.
Modal verbs: must see movie...

Watch the traps section of the movie and give the children the images of the traps for memory and then orally sequence the events – what happens?
Give the children verbs e.g. plummeted, dived, dodged, skimmed, adverbs e.g. dangerously, skilfully, clumsily adverbials, prepositional. Children to use these words after having them modelled into exciting sentences.
Teach figurative language – similes and metaphors and children to use these to structure sentences.
Children to imitate the exciting scene using all the above, focussing on just the action part.

Model writing a WAGGOLL for the start of the story where the boy (different character) enters, write in changes – different ways of getting in the tomb, opening the tomb, opening the mummies etc. Children start thinking about their changes – traps and escape.
Children to story map to think about the order of their changes
Recap and remember the sentence features from last week and then write up.
Proof read
They are the child at the end – write their own adventure

Lilac Class Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Titanium by David Guetta (2011)</p> 	<p>The Man Who Walked Between The Towers by Mordicai Gerstein (2003)</p> 			<p>Introducing North America by Chris Oxlade (2013)</p>  <p>Kids Voyage To North America by Judy Winters (2022)</p>  <p>North America For Kids by Bold Kids (2022)</p> 	<p>Cities of the World North America by Rob Hunt (2021)</p>  <p>United States of America: A Benjamin Blog by Anita Ganeri (2015)</p>  <p>Continents Uncovered North America by Rob Colson (2023)</p> 
	<p>To write third person narrative of the film 'Titanium'.</p>	<p>To write first person eye-witness accounts from two different perspectives.</p> <p>To write a newspaper report about Philippe Petit's walk between the towers.</p>			<p>To write a report about North American animals for kids.</p>	

Lilac Class Summer 1

Week 1

Core Texts

Titanium by David Guetta (2011) (hyperlinked in image)



R: To write third person narrative of the film 'Titanium' which captures tension.

A: Year 5 children.

F: adverbials, pronouns, emotions, expanded nouns, powerful verbs. Linking ideas across paragraphs using: time, place and number for cohesion.

T: formal, entertaining, intense..

Begin by watching the music video and complete comprehension work using stop start questioning of the film. Then once, literal and inferential questions have been answered, watch a few more times to get the full gist of the story being told. Use an 'S' plan to map the story.

The children will be working up to writing a third person account of what happened.

They will order stills from the video to sequence the events, gathering feelings and emotions of the boy and then they will add vocab to each sections – adverbials, powerful verbs, emotions etc.

The teacher will model sections using: adverbials, expanded nouns, pronouns, powerful verbs etc.

Examples of WAGOLLS can be found here- <https://www.literacyshed.com/russellhall.html>

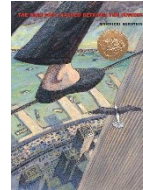
Written Outcome

Lilac Class Summer 1

Weeks 2 - 4

Core Texts

The Man Who Walked Between The Towers by Mordicai Gerstein (2003)



R: To write first person eye-witness accounts from two different perspectives.

A: News crew.

F: similes and metaphors, expanded noun phrases, prepositional phrases.
Commas to clarify meaning.

T: informal, entertaining, intense, descriptive.

R: To write a newspaper report about Philippe Petit's walk between the towers.

A: News readers.

F: Headline, by-line, introductory paragraph using the 5 W's, reported speech, direct speech, cohesion through the article, what happened next.
Parentheses: brackets, commas and dashes.

T: formal, informative.

Written Outcome

The children will write two accounts of what happened: an eye-witness account using similes and metaphors, expanded noun phrases, prepositional phrases. Then they will flip the recount as though they are Phillipe showing a different perspective of: excitement, no fear etc using the same SPaG.

The children will watch video footage and then role play with each other in pairs describing what has been seen. Give them examples of vocab but encourage to adapt and think of their own. Take a few of the children's ideas and type up for day after.

Model writing and scaffold more with the first account and then make sure the second account is more independent.

Read the book to the children and then find out more about this daring man.

Look at a WAGOLL of a biography and deconstruct the features.

Give the children facts about him and ask them to organise them into sections to support with paragraphing.

Use openers to signal time - He was born in..., He grew up with..., In those days..., At that time..., At first..., Later..., After this..., During..., He became..., Also..., He died in ..., Many people think..., Because of him..., We remember him... Not forgetting to use commas.

Ensure the children are shown how to incorporate conjunctions: when/ if/that/because/after/as/even though/because/until/since.

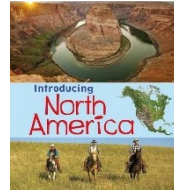
Model writing including lots of punctuation reminders.

Lilac Class Summer 1

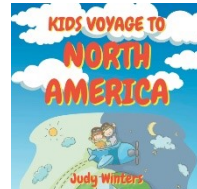
Weeks 5&6

Core Texts

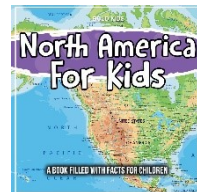
Introducing North America by Chris Oxlade (2013)



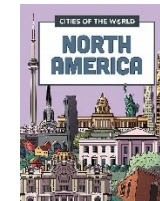
Kids Voyage To North America by Judy Winters (2022)



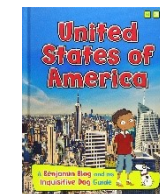
North America For Kids by Bold Kids (2022)



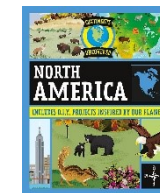
Cities of the World North America by Rob Hunt (2021)



United States of America: A Benjamin Blog by Anita Ganeri (2015)



Continents Uncovered North America by Rob Colson (2023)



R: To write a report about North American animals for kids.

A: Year 5 children

F: prepositional phrases, expanded nouns, pronouns, linking ideas across paragraphs, organisational devices, conjunctions: that, because, however, so, but etc. Use commas to clarify meaning. Use relative clauses. Use parenthesis.

T: formal, informative.

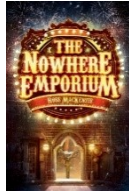

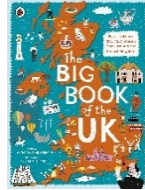
The children will be provided with information about North American animals rather than spend time researching about it and they will then sort this information into sections to aid with paragraphing.

Use the text type document for planning grids and subject knowledge.



Written Outcome

Lilac Class Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>The Nowhere Emporium by Ross MacKenzie (2015)</p> 			<p>Pie Corbett: City Jungle</p> 		<p>The Big Book of the UK by Imogen Russell Williams (2019)</p> 
Written Outcome	<p>To write dialogue to convey atmosphere and include description.</p> <p>To write a setting description to convey a change in mood and atmosphere.</p>			<p>To write a poem using personification.</p>		<p>To persuade FIFA to allow the next World Cup to be held in London.</p>

Lilac Class Summer 2

Weeks 1 - 3

The Nowhere Emporium by Ross MacKenzie (2015)

Core Texts



R: To write dialogue to convey atmosphere and include description.

A: MacKenzie's readers.

F: prepositional phrases, expanded nouns, pronouns, paragraphing for sections, organisational devices, conjunctions. Inverted commas, commas, exclamations and question marks, reported clauses.

T: formal, descriptive.

R: To write a setting description to convey a change in mood and atmosphere.

A: MacKenzie's readers.

F: prepositional phrases, expanded nouns, pronouns, paragraphing for sections, organisational devices, conjunctions, relative clauses, fronted adverbials,

T: formal, descriptive.

Written Outcome

The children will study the first chapter of the text and look at descriptions and dialogue between characters

Role play having conversations.

Create/give synonyms for said which would convey atmosphere i.e. whispered, stammered.

The children will then recap punctuating direct speech.

Look at the descriptions of the shop and then the children will create their own descriptions.

Work up to writing: dialogue- description- dialogue- description etc. Thinking all the time about paragraphing and organisation including coherence.

Read chapter 17 of the book and look at the setting of the party room. Discuss the atmosphere at key points in the chapter and how this changes and why.

Think about a party room and everything which is and could be in it using film and images to support visualisation. Then the children will develop expanded noun phrases and sentence to include in their writing.

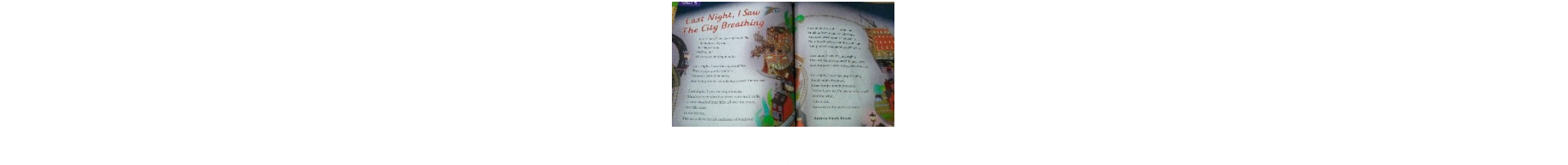
Unpick the end of the chapter where the atmosphere changes when Silver meets Lucien. Look at how the author has done this and created suspense from excitement and joy.

Continue to work on: - Fronted adverbials followed by a comma, prepositional phrases (followed by a comma when needed), expanded noun phrases, relative clauses (with commas or brackets), full stops, exclamation marks, question marks followed by a capital letter, capital letters for pronouns.

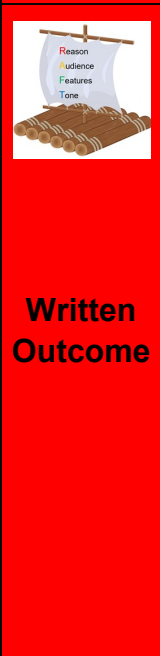
Lilac Class Summer 2

Week 4

Pie Corbett: City Jungle



Core Texts



R: To write a poem using personification.
A: Class anthology.
F: personification.
T: formal, descriptive.

A: Class anthology.
E: personification.

F: personification.
T: formal, descriptive.

T: formal, descriptive.

Explain personification and play with it to make non-sense captions e.g. my sandwich laughed at me this morning as I tickled it with the knife. Look at a range of personification poetry and ask the children to use their knowledge from yesterday to find the personification. Then study 'City Jungle' by Pie Corbett. Look at the range of personification used in the poem: stare, mouths shut, hunched, cough, shuffle, gargle, snarl, flinch, bare teeth, lashes.

Discuss the author's intent and the impact of the words chosen on the tone of the poem.

Play around with the poem and change some of the personification to impact on the tone and the reader e.g. instead of: Thin headlights stare – shop door-

ways keep their mouths shut. They could change this to: Sparkling headlights wink as shop doorways shout come inside. This changes the tone of the poem. Use photographs to change tone.

Then move onto linking this to the description of the Nowhere Emporium and use an 'S'plan to move from the outside to the inside of the shop. Then think of verbs to add to these. Give the children a list of verbs- can they improve them? Children guess what image is being described in the poems using the personification for clues.

Then produce a modelled write, taking words and phrases from the children to create a sentence list poem based on the Nowhere Emporium which is coherent.

The children will then great their own personification poem.

Lilac Class Summer 2

Weeks 5&6

Core Texts

The Big Book of the UK by Imogen Russell Williams (2019)



R: To persuade FIFA to allow the next World Cup to be held in London.

A: FIFA

F: paragraphs - state reason for writing, give several paragraphs of opinions with supporting evidence, conclusive summary. Cause and effect conjunctions, modal verbs, exaggeration, emotive language, rhetorical questions, facts and statistics, repetition. Commas to mark clauses. Relative clauses. Link across paragraphs.

T: formal, persuasive.

Written Outcome

Unpick the features, organisation and structure of a formal, persuasive letter using a success criteria. Think about RAFT.

Mind map and gather lots of reasons why London should host the World Cup. Work as teams and then present this information back to the teacher who will then judge their reasons and give feedback.

Spend lessons looking at, judging the impact of and practising using: rhetorical questions, emotive language, modal verbs, exaggeration and repetition .

Look at cause and effect conjunctions and demonstrate how to use them to expand ideas. Model to the children how to expand arguments by adding reasons/ back up using cause and effect conjunctions.

The children will then work through the planning, drafting and editing process.

Year 5 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to: <i>(discretely through spelling lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• spell some words with 'silent' letters [for example, knight, psalm, solemn]• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• use dictionaries to check the spelling and meaning of words• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]• Verb prefixes [for example, dis–, de–, mis–, over– and re–]	<p>Pupils should be taught to: <i>(discretely through handwriting lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none">• write legibly, fluently and with increasing speed by:• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• choosing the writing implement that is best suited for a task

Year 5 (EOY)

Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun devices to build cohesion within a paragraph [for example, then, after that, this, firstly] linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <p>learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Year 6 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to: <i>(discretely through spelling lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• spell some words with 'silent' letters [for example, knight, psalm, solemn]• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• use dictionaries to check the spelling and meaning of words• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus	<p>Pupils should be taught to: <i>(discretely through handwriting lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none">• write legibly, fluently and with increasing speed by:• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• choosing the writing implement that is best suited for a task

Year 6 (EOY)

Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] how words are related by meaning as synonyms and antonyms [for example, big, large, little]. the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <p>learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list and use of semi-colons within lists punctuating bullet points consistently to list information use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Turquoise Class Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>How to Train Your Dragon by Cressida Cowell (2017)</p>  <p>(Ongoing Text)</p> <p>Dragon clips: Pete's Dragon, Goblet of Fire, Smorg</p> <p>Reference – Dragon with a Chocolate Heart</p>			<p>Tell Me a Dragon by Jackie Morris (2018)</p>  <p>Dare to Care: Pet Dragon by Mark Robertson (2016)</p>  <p>How to Train Your Dragon: Incomplete Book of Dragons by Cressida Cowell (2016)</p> 		<p>Evidence of Dragons by Pie Corbett (2011)</p>  <p>Jabberwocky by Lewis Carroll (1871)</p>  <p>Plus film version.</p>	<p>The Hero's Quest by Jeffery Alan Love (2019)</p>  <p>The Malfeasance by Alan Bold</p>  <p>The Dragon of Andor – Reading Explorers</p>
	<p>To create a descriptive dragon anthology.</p> <p>To create a fantasy setting.</p> <p>To write a descriptive narrative opening with dialogue.</p>			<p>To write a non-chronological report on a dragon for a class dragon compendium.</p> <p>To write instructions for how to catch and look after a dragon.</p>		<p>To write a narrative poem about dragons.</p>	

Turquoise Class Autumn 1

Weeks 1 - 3

How to Train Your Dragon by Cressida Cowell (2017)



(Ongoing Text)

Dragon clips: Pete's Dragon, Goblet of Fire, Smorg

Reference – Dragon with a Chocolate Heart

Core Texts



R: To create a descriptive dragon anthology.
A: Class anthology.
F: expanded noun phrases, adverbials, propositional phrases, commas.
T: informal, descriptive.

R: To create a fantasy setting.
A: Cowell's readers.
F: expanded noun phrases, adverbials, propositional phrases, commas to clarify meaning.
T: informal, descriptive.

R: To write a descriptive narrative opening with dialogue.
A: Cowell's readers.
F: emotion, questions, power, repetition, exaggeration. Powerful and emotional adjectives, powerful verbs, inverted commas.
T: informal, descriptive.

Written Outcome

Children to produce a character description of Toothless that intrigues the reader i.e. he wasn't all that people believed, he was...
Use book descriptions, film and images to gather word class and authorial choices.
Use mood boards.
Children to study dragons and produce dragon descriptions.
Use Year 4 Summer Term A—Description from Moderators Toolkit - Electra the dragon.

Setting – imitate from page 31 onwards to gather vocabulary – working on show, not tell techniques.
Comparative setting – innovate from similar cave setting.
Use mood board.
Begin to reference characters feelings to the setting to create atmosphere – link this back to character (pg33).

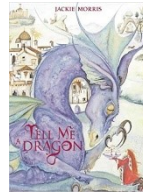
Read and act from the text to bring the scene to life.
Recap using dialogue to move action on and to create cohesion.
Story mapping using the 'S'plan, teacher modelling and shared writes with a focus on audience, purpose and formality.
Write own beginning to the story which includes character, setting and dialogue.

Turquoise Class Autumn 1

Weeks 4&5

Core Texts

Tell Me a Dragon by Jackie Morris (2018)



Dare to Care: Pet Dragon by Mark Robertson (2016)



How to Train Your Dragon: Incomplete Book of Dragons by Cressida Cowell (2016)



Written Outcome

R: To write a non-chronological report on a dragon for a class dragon compendium.

A: Year 5 children.

F: Written in the third person: (he, she, it, they). Written in the past or usually the present tense: (was, did, had or is, does, has). Non-chronological order, clear factual style. Heading, opening statement, sub-headings with each paragraph. Brackets for parenthesis.

T: formal, informative.

R: To write instructions for how to catch and look after a dragon.

A: Dragon Hunters.

F: Written in the present tense: (is, choose, mark, hit, cut, etc). Written in the second person (you, your). Title, goal, materials, steps, evaluation. Verbs, adverbials of time to sequence, conjunctions for addition. Brackets for parenthesis.

T: informal, instructive.

Children to use Tell me a Dragon to design their own dragon expanding descriptions from the book. Give and use images from the text.

Use Dare to Care as a model to expand into a traditional non-chronological report.

Develop vocabulary and accuracy by using Incomplete Book of Dragons.

Identify – what they are and what they belong to

What they look like

Where you find them

What they do

Why are they important

Wow!

Give 5/6 examples from Dare to Care and gather information.

Teach the SPAG features and elements for instructions.

Deconstruct a range of instructions.

Pie Corbett – how to look after a pet dragon - deconstruct and imitate.

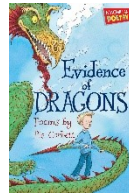
Write own their own version of how to look after a dragon or how to catch a dragon.

Turquoise Class Autumn 1

Weeks 6 & 7

Core Texts

Evidence of Dragons by Pie Corbett (2011)

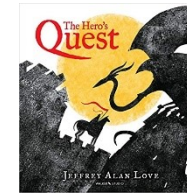


Jabberwocky by Lewis Carroll (1871)



Plus film version.

The Hero's Quest by Jeffery Alan Love (2019)



The Malfeasance by Alan Bold



The Dragon of Andor – Reading Explorers

R: To write a narrative poem about dragons.

A: Send to Pie Corbett.

F: figurative language, settings, character, dialogue, chronological, beginning, conflict, resolution. Year 5 suffixes.

T: informal, poetic.



Written Outcome

Read and enjoy Evidence of Dragons by Pie Corbett – Pg 83 and The Hero's Quest to start to look at the structure and organisation of a narrative dragon poem.

Read The Malfeasance by Alan Bold and hashtag this so the children really understand the narrative of the poem. Timeline the poem and perform it.

Compare this to The Dragon of Andor.

Write in the style of the two poems, a narrative of the perception of a dragon attack the reactions of the people.

Unpick/deconstruct features and style and then imitate (cloze).

Children to write their own narrative poem to add to a class anthology.

Turquoise Class Autumn 2

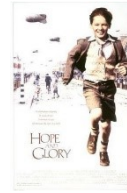
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>Hope and Glory – Film Extracts</p>  <p>(Only watch – the day that war is declared)</p> <p>Chamberlain's Speech</p>	<p>War Boy: A Wartime Childhood by Michael Foreman (2006)</p>  <p>WW2 Survival Tips (2010) by Louise Spilsbury</p>  <p>(Links to Remembrance Day)</p>		<p>Train Time to the Blitz Paperback by Sophie McKenzie (2010)</p> 		<p>A Wartime Christmas Poem by Father T.A. (Ambrose) Agius, O.S.B (1942) (Hyperlinked in image)</p> 	
	Written Outcome	<p>To write a diary in role as a child when war was announced.</p>	<p>To write a non-chronological report about elements of life during WWII.</p> <p>To write a set of instructions for surviving an air raid.</p>		<p>To write a historically accurate portal story to WWII.</p>		<p>To write a poem in the style of Father T.A. (Ambrose) Agius.</p>

Turquoise Class Autumn 2

Week 1

Core Texts

Hope and Glory – Film Extracts



(Only watch – the day that war is declared)

Chamberlain's Speech

R: To write a diary in role as a child when war was announced.

A: Bill Rowan's diary.

F: atmosphere, modal verbs, adverbs, emotion, 1st person, past tense, chronological. Parenthesis - brackets, dashes and commas.

T: informal, atmospheric, worry and concern.

Watch Chamberlain's speech and watch first 30 seconds of the Hope and Glory trailer. Imagine they are the child and gather feelings.

Diary features – WAGOLL – emotion, style, formality, 1st person

Modal verbs and adverbs – degrees of possibility linking to sentences for the diary context.

Use exclamation.

Model write for a diary.

Focus on atmosphere, emotion, modal verbs and formality

Contractions - informal.

Use parenthesis for inner thoughts and added detail.



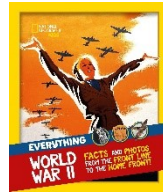
Written Outcome

Turquoise Class Autumn 2

Weeks 2&3

Core Texts

War Boy: A Wartime Childhood by Michael Foreman (2006)



WW2 Survival Tips (2010) by Louise Spilsbury



(Links to Remembrance Day)



R: To write a non-chronological report about elements of life during WWII.
A: People interested in WW2.
F: headings, sub-headings, photos, captions, key vocab, audience, boxes, double page spread. Relative clauses, commas to clarify meaning and for parenthesis include: brackets and dashes.
T: formal, informative.

R: To write a set of instructions for surviving an air raid.
A: WW2 children.
F: Written in the present tense: (is, choose, mark, hit, cut, etc). Written in the second person (you, your). Title, goal, materials, steps, evaluation. Verbs, adverbials to sequence, conjunctions for addition, severity, formality, numbered, imperatives, adverbs.
T: formal, instructive..

Written Outcome

Unpick sections of the survival book, give a group a page and they then make a presentation/quiz linked to this.
Feedback in groups using World Café style and include a note taking proforma.
Look at layouts of non-chronological reports: headings, sub-headings, photos, captions, key vocab, audience, boxes, double page spread.
Model a section of the report for the children.
Use question marks and commas.
Children complete double page spreads for their specific area– see Google for good examples.
Use parenthesis: During the second World War (1939-1945)...
Adolf Hitler, who was...

Look at original copies of Air Raid instructions from Google (detailed and non-detailed ones) and discuss differences: severity, formality, numbered, imperatives, adverbs.
Children to gather information and write instructions for what to do during an air raid.
Play air-raid sound randomly and see if they can follow each other's instructions for peer assessment.
Keep this as a survival guide with a child's voice, using subordination—if you wish to survive...
Further conjunctions:
You will need your gas mask if...
Get to the nearest shelter so...
You may wish to stay inside although...

Turquoise Class Autumn 2

Weeks 4 - 6

Core Texts

Time Train to the Blitz by Sophie McKenzie (2010)



R: To write a historically accurate portal story to WWII.

A: McKenzie's readers.

F: settings, character, dialogue, chronological, beginning, issue, resolution, expanded noun phrases, adverbials. Sentence lengths - short impact sentences. Show not tell devices.

T: informal, adventure, action.

Written Outcome

Children to read Time Train to the Blitz and as they read through the different points in the text, they:

Plan ideas for the opening of a portal story – now, event happens to lead them somewhere, then portal arrives.

Plan how they would move through time and arrive at their destination - WWII.

Plan how they would arrive and explore – focus on the differences, keep it historically accurate, think about formality, add speech.

Plan an issue and adventure—issue and resolution.

Plan the journey home.

Dialogue teaching in context and with levels of formality.

Teach cohesive devices in and between paragraphs - time, place and number.

We treaded nervously onto the platform but later realised...

As we arrived in London, etc

Write and complete portal story to WW2.

Turquoise Class Autumn 2

Week 7

A Wartime Christmas Poem by Father T.A. (Ambrose) Agius, O.S.B (1942)
(Hyperlinked in image)



Core Texts



R: To write a poem in the style of Father T.A. (Ambrose) Agius.

A: Class anthology.

F: figurative language, rhyme, verbs, adjectives.

T: formal, poetic, sadness

Written Outcome

I heard the planes go over
With shuttle and with roar;
The moon looked down on Dover,
And lit the winding shore.
It filled the night with beauty,
Our tired world's release:
Old wardens at their duty
Invoked a prayer for peace.

Clear sky above the Manger
Is tremulous with wings,
And "Earth is now no stranger",
The Angel-choir sings:
"Intended was our story
As soon as sin began:
To God on high the glory,
And peace - Ah peace! to man."

Read the poem aloud and discuss who is saying the poem and what does it capture?

Hashtag for sequence and content.

Discuss in detail and complete inference work and vocabulary.

Also listen to and read Rosemary's Sister by FairPort Convention.

Listen to a range of WW2/Wartime Christmas songs.

Children to produce a similar poem from the point of view of a child during wartime.

Turquoise Class Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Oh Maya Gods! By Maz Evans (2023)</p> 	<p>DK Find Out: Maya by DK (2018)</p>  <p>Mayan Civilization by Clare Hibbert (2015)</p> 		<p>The Hero Twins: Against The Lords Of Death (A Mayan Myth) (Graphic Myths and Legends) by Jolley Dan and Witt David (2009)</p> 		
Written Outcome	<p>To write informative sentences about the Mayan gods.</p> <p>To write a short non-chronological report about the Mayan gods.</p>			<p>To show characterisation through dialogue and description.</p> <p>To write a narrative version of a chosen chapter.</p>		

Turquoise Class Spring 1

Weeks1 - 3

Core Texts

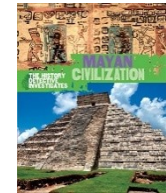
Oh Maya Gods! By Maz Evans (2023)



DK Find Out: Maya by DK (2018)



Mayan Civilization by Clare Hibbert (2015)



R: To write informative sentences about the Mayan gods.

A: Year 5 children.

F: co-ordinating and subordinating conjunctions, relative clauses.

T: formal, informative.

R: To write a short non-chronological report about the Mayan gods.

A: Year 5 children.

F: co-ordinating and subordinating conjunctions, relative clauses, paragraphs, organisational features.

T: formal, informative.

Explore the book and find appropriate sections to focus on fact finding about Mayan gods,

Make links into the Mayan gods.

Spend two days on contextualised SPaG where the children take the basic sentences from the text and join these with co-ordinating and subordinating conjunctions.

Spend a day on relative clauses using the simple sentences from the text to extend. Those who are able to do so should use commas.

Use the sentence level work from the week to write informative paragraphs about the Mayan gods in preparation for next week. .

Unpick features of a non-chronological report.

Children to be given further facts and information about the Mayan gods focus on the gods. Mind map and section the information ready to support paragraphing.

Model writing formal: introduction, main body and conclusion paragraphs to the children incorporating sentence features from the previous week.

Children to write reports about the gods.



Written Outcome

Turquoise Class Spring 1

Weeks 4 - 6

Core Texts

The Hero Twins: Against The Lords Of Death (A Mayan Myth) (Graphic Myths and Legends) by Jolley Dan and Witt David (2009)



R: To show characterisation through dialogue and description.

A: Jolley Dan and Witt David's readers.

F: inverted commas, commas, exclamation, question marks, reported clauses, synonyms for said, adverbs.

T: appropriate level of formality, movement between menacing and heroic.

R: To write a narrative version of a chosen chapter including dialogue.

A: Jolley Dan and Witt David's readers.

F: inverted commas, commas, exclamation, question marks, reported clauses, synonyms for said, adverbs. Cause and effect conjunctions, adverbials, cohesive devices. Relative clauses: who, which, where, when, whose, that. Parenthesis. Year 5 suffixes.

T: formal, descriptive.

Written Outcome

Produce a role on the wall for the two brothers. Focus on noun phrases and expanded noun phrases.

Teach dialogue from the first chapter focussing on the tone and register of the two brothers and link this to appropriate reported clauses and adverbs. Dramatise this.

Continue onto the second chapter where there are more menacing characters speaking and discuss and compare the register and tone of those characters linking to reported clauses and adverbs. Dramatise this.

Character description for the lords of death – noun phrases and expanded in context.

Map the events in the story thinking about the rise and fall of the brothers' feelings.

Use the action/reaction template to think about what happens as a result of something else happening.

Link this with cause and effect conjunctions and teach contextualised SPaG. Teacher to model this with the first chapter.

Children to map out the chapter and innovate from this.

Turquoise Class Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>The Explorer by Katherine Rundell (2018)</p>  <p>The Incredible World of Bugs by Melanie Hibbert (2019)</p> 			<p>Amazon River Hardcover by Sangma Francis (2021)</p>  <p>All The Way Down: Amazon Rainforest by Alex Woolf (2021)</p> 	<p>Amazon Basin (Expedition Diaries) Paperback by Simon Chapman (2020)</p>  <p>Jungle Survival Handbook by Jen Green (2014)</p> 	<p>The Lorax: The classic story that shows you how to save the planet! by Dr. Seuss (2021)</p>  <p>What are we fighting for? by Brian Moses</p> 
	<p>To write a scene using character and setting to show the atmosphere.</p> <p>To write a playscript.</p>			<p>To write a persuasive text to save the rainforests.</p>		<p>To write a poem linked to protecting the environment.</p>
Written Outcome						

Turquoise Class Spring 1

Weeks 4 - 5

The Explorer by Katherine Rundell (2018)



Core Texts



R: To write a scene using character and setting to show the atmosphere.
A: Rundell's Readers
F: expanded nouns, adverbials, prepositions, relative clauses, cohesion between sentences and paragraphs. Parenthesis.
T: formal, atmospheric, panic and confusion.

R: To write a playscript.
A: Others in my class.
F: stage directions, character, colons, brackets, ellipsis, spoken lines.
T: formal, atmospheric, panic and confusion.

Written Outcome

Read up to chapter 2 where the plane has crashed. Dramatise as though they are Fred who is walking away from the crash. Freeze frame to discuss senses, feelings etc. Children then write a short diary extract as Fred using the words they have discussed.

Recap the chapter and the words and feelings. Maybe share 1 or 2 really good diaries that capture the character and the moment. Watch 'Lost' tv show plane crash scene. Model writing a scene for Jack in Lost. Focus mainly on fire, smoke, crashing of sounds. Imitate what they have just done.

Work on character feelings and actions building tension and fear. Again, give words and discuss the intensity of the word. Give words linked to senses for what Fred may experience. More modelled writing using these words in coherent sentences. Then the children construct sentences.

Focus on cohesion in a paragraph and plan their paragraph to describe the scene.

Refer to real life tragedy: <https://www.bbc.co.uk/news/world-latin-america-65864158>

Read the opening chapters and collect role on the wall for the different characters. Look at the way the different characters speak and how Rundell does this.

Deconstruct playscripts and act these out following the features on the page.

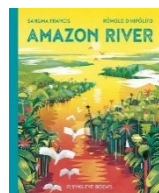
<https://marboafilmschooldotinfo.files.wordpress.com/2014/06/the-lion-the-witch-and-the-wardrobe-script.pdf>

Turquoise Class Spring 1

Weeks 4 - 5

Core Texts

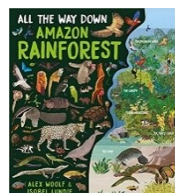
Amazon River Hardcover by Sangma Francis (2021)



Amazon Basin (Expedition Diaries) Paperback by Simon Chapman (2020)



All The Way Down: Amazon Rainforest by Alex Woolf (2021)



Jungle Survival Handbook by Jen Green (2014)



R: To write a persuasive text to save the rainforests.

A: Send to Greta Thunberg.

F: emotive language, rhetorical questions, alliterations, power of 3, emphasis, exaggeration, personal pronouns, powerful language, opinions as facts, repetition and INTENSITY. Parenthesis, relative clauses.

T: formal, persuasive, passionate.

Written Outcome

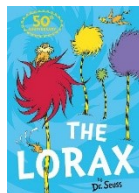
Begin with powerful images and videos of deforestation to hook the children in. Gather feelings, emotions and thoughts at that point. Watch Greta Thunberg clips and discuss her passion and the points she raises: have a transcript of this too. Introduce: emotive language, rhetorical questions, alliterations, power of 3, emphasis, exaggeration, personal pronouns, powerful language, opinions as facts, repetition and INTENSITY. And see if the children can spot these in here address. Diamond 9 issues as a group activity and get the children to then orally debate the top three of their issues using the techniques given above. Give the children a range of vocabulary from the persuasion prompt sheet (shared drive) to cover: openers, sequence, starters to persuade, connectives that persuade, words for emphasis, words for opinion, words to aid illustration of point and ask them to use these in their oral work.

Modelled writing from the teacher on the broad issue of the need to protect the environment and then the children have a go at writing in a similar style. WAGOLL: Begin to focus in on deforestation in the Amazon. And deconstruct the features of the texts: P1 – intro the point (what I think), P2-4 – supportive arguments, P5 What others think, P6 Why I still think it and you should too. Give a range of info and then they box this into the appropriate paragraph and then box within that box for sentence to sentence cohesion. Write up Perform which will help editing – watch Greta again for her performance. Sentence types: tell:show 3; when, when, when sent or if, if., if, same word before and after semi colon.

Turquoise Class Summer 1

Week 6

The Lorax: The classic story that shows you how to save the planet! by Dr. Seuss (2021)



What are we fighting for?
by Brian Moses



Core Texts



Written Outcome

R: To write a poem linked to protecting the environment.

A: Send to Greta Thunberg.

F: repetition, intensity, powerful language, technical language.

T: formal, emotive.

Read and enjoy The Lorax.

Read What are we fighting for? This links to WW2. Look at the organisation and structure of the poem – repeated phrase, build up in intensity.

Children to compose their own version – building up in intensity with a powerful ending.

Children to innovate their own repeated phrase and content linked to protecting the environment.

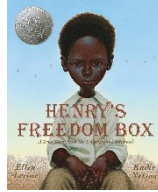

Think about using protest march:

What do we need....when do we need it...NOW

Turquoise Class Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Henry's Freedom Box by Ellen Levine (2007)</p> 	<p>Moses: When Harriet Tubman Led Her People to Freedom by Carol Boston Weatherford (2006)</p> 		<p>The Undeclared by Kwame Alexander (2020)</p>  <p>Checking Out Me History by John Agard (2019) (hyperlinked)</p> 	<p>Slavery (Civil Rights Stories) by Catherine Chambers (2022)</p> 	
	<p>To write diary in role as an escaped slave.</p>	<p>To write a sequel to Moses.</p>		<p>To write a biography about a chosen significant person.</p>	<p>To write a letter to slave owners explaining why what they are doing is wrong.</p>	
Written Outcome						

Turquoise Class Summer 1

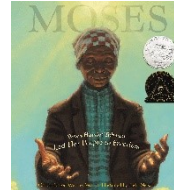
	Week 1
Core Text	<p>Henry's Freedom Box by Ellen Levine (2007)</p> 
	<p>R: To write diary in role as an escaped slave.</p> <p>A: Diary.</p> <p>F: first person, chronological, adverbials to signal time, prepositional phrases, emotional vocabulary, powerful verbs, use of pronouns, parenthesis to convey additional thoughts and ideas.</p> <p>T: informal, emotive.</p>
Written Outcome	<p>Read Henry's Freedom box to the children and map out the events.</p> <p>Then more to looking at Henry's: thoughts, feelings and actions throughout the story.</p> <p>Focus in on the middle where he is encased in the box and being transported.</p> <p>Have the children write a diary as though they are Henry at the end of the story and recount his travels including: his thoughts, feelings, hopes, wishes and dreams now that he has escaped slavery.</p>

Turquoise Class Summer 1

Weeks 2&3

Core Texts

Moses: When Harriet Tubman Led Her People to Freedom by Carol Boston Weatherford (2006)



Written Outcome

R: To write a sequel to Moses.

A: Carol Boston Weatherfield.

F: powerful language, dialogue, action, adverbials to signal time, prepositional phrases, emotional vocabulary, powerful verbs, use of pronouns, parenthesis to convey additional thoughts and ideas, devices to build cohesion.

T: formal, emotive.

Read Moses to the children and again, map out the events, adding time adverbials and main summary points of interest.

As they read through and summarise, have the children think about Harriet's conversations with God and how these helped her keep going through a difficult situation.

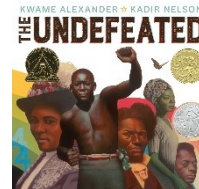
For children who are able to do so, have them innovate their own sequel where Harriet Tubman goes back for her people and rescues them.

For those who require more support, have them retell the story.

Turquoise Class Summer 1

Week 4

The Undefeated by Kwame Alexander (2020)



Checking Out Me History by John Agard (2019) (hyperlinked)



Core Texts



R: To write a biography about a chosen significant person.
A: Class book.

F: adverbials to signal time, use commas after the adverbial, conjunctions (when/if/that/because/after/as/even though/because/until/since), past tense, third person, Setting, early life, why they are important, conclusion. Opinion: He is regarded by many to be..., It could be argued, Some believe... Contrast and comparison: However..., Despite this..., Also..., This may seem..., Conclusion and summary: It is thanks to..., The fact that..., Even today... Relative clauses and parenthesis.
T: formal, informative.

Written Outcome

Read the book and discuss the meaning behind the text. Lots of vocabulary work and inference work in the first session – let's find out more about Jesse Owens.

Look at a WAGOLL for a biography and unpick the features.

Give the children facts about him and organise these into sections to plan for paragraphing.

Use openers to signal time - He was born in..., He grew up with..., In those days..., At that time..., At first..., Later..., After this..., During..., He became..., Also..., He died in ..., Many people think..., Because of him..., We remember him... Commas to be used.

Model writing to the children ensuring specific SPaG features are highlighted.

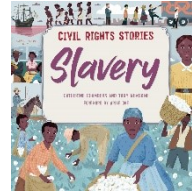
The children will then write the biography for Jesse Owens.

In the following week, follow a similar structure, however, use the poem Checking Out Me History and the children will choose a significant person from that poem to then write a biography about.

Turquoise Class Summer 1

Weeks 5&6

Slavery (Civil Rights Stories) by Catherine Chambers (2022)



Core Texts



R: To write a letter to slave owners explaining why what they are doing is wrong.

A: Slave owner

F: Written in present tense: Written in the first person. Personal, factual. Dates, times, place, facts and figures, reasons and results. Relative clauses and parenthesis.

T: formal, informative.

Written Outcome

The children will produce a letter to a slave owner which condemns the slave trade.

The children will research the facts of slavery and the consequence on human life.

Dramatise with the teacher as the slave owner and the children condemning him in a formal way.

Look at two letters to see which covers the correct voice, tone and register.

Connectives:

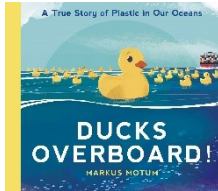



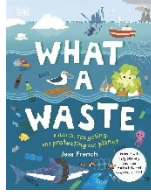
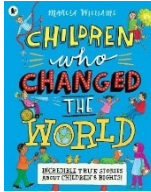
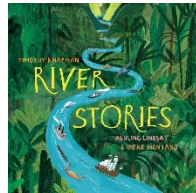
Time and sequence: in the first place, secondly, next, then, gradually, over time, when, while, until, following, meanwhile, eventually, finally

Cause and effect: so, so that, because, therefore, since, consequently, as a result, effectively, depending upon, in the same way

Contrast and comparison: but, however, although, on the other hand, alternatively, compared with, in contrast, whereas, otherwise,

Addition: too, as well as, plus, furthermore, also, again, moreover, in addition

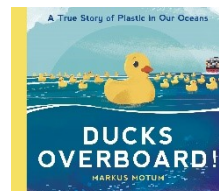
Turquoise Class Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	Ducks Overboard! by Markus Motum (2022) 		Like the Ocean We Rise by Sarah Wilkins & Nicola Edwards (2021)  Boyan Slat by Isaac Kerry (2021) 	Climate Action by Georgina Stevens (2021)  What A Waste by Jess French (2019)  Children Who Changed the World by Marcia Williams (2020) 	River Stories by Timothy Knapman (2020)  Water Cycles by DK (2021) 	
	Written Outcome	To write a newspaper report on the rubber ducks overboard accident. To recount the journey of the rubber duck in an informal narrative style.		To form arguments for and against the use of plastic.		To explain the water cycle.

Turquoise Class Summer 2

Weeks 1&2

Ducks Overboard! by Markus Motum (2022)



Core Texts



R: To write a newspaper report on the rubber ducks overboard accident.
A: Orange Class.

F: Written in the past tense: (said, was, told, saw etc). Written in the third person: (he, she, they, his, her). Headline, lead paragraph, more details, sources. To signal time and sequence: Yesterday..., It started..., At first..., Soon..., Then..., Next..., Later..., Eventually..., At last..., Finally..., For dramatic effect: Fortunately..., Unfortunately..., Unbelievably..., Remarkably, Luckily..., Happily..., Sadly..., Tragically..., Suddenly..., Despite..., Eventually... Cause and effect: so, so that, because, therefore, since, consequently Contrast and comparison: but, however, although, despite, nevertheless
T: formal, informative.

R: To recount the journey of the rubber duck in an informal narrative style.
A: Orange Class.

F: prepositional phrases, parenthesis for informality and chatty tone, contractions for formality, conjunctions, relative clauses, chronological.
T: informal, descriptive.

Written Outcome

Using just the first 4 pages from the book and report as though it has just happened.

Formal news report on the rubber duck accident. Give the children a range of articles to gather information from.

Watch: https://www.youtube.com/watch?v=_uuMpVf2R8E

Headline: The main idea – short, catchy, not necessarily a sentence, might use abbreviation, alliteration or puns.

Lead paragraph: The main facts, the report in brief. Must include: who, what, where, why, how?

Main paragraph: More details of who, where, when, why: (names and ages of those involved, actual times, place names etc).

Main paragraph: More details including reactions.

Sources: Comments and quotes by witnesses or the people involved about the events.

Re-read ducks overboard and plot the major events adding adverbials of time and place.

Timeline the events as a visual reminder.

In pairs, the children will recount the story, highlighting the chatty nature of the recount.

Use: prepositional phrases, parenthesis for informality and chatty tone, contractions for formality, conjunctions, relative clauses

Have discrete lessons on changing formality of sentences and also on using contracted form for formality.

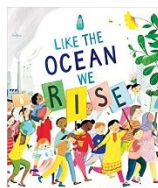
Children will then write an informal recount narrative of the duck's ensuring the voice in informal e.g. Blummin eck it's hard being a duck!

Turquoise Class Summer 2

Weeks 3&4

Core Texts

Like the Ocean We Rise by Sarah Wilkins & Nicola Edwards (2021)



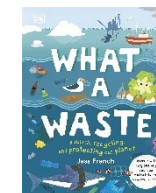
Boyan Slat by Isaac Kerry (2021)



Climate Action by Georgina Stevens (2021)



What A Waste by Jess French (2019)



Children Who Changed the World by Marcia Williams (2020)



R: To form arguments for and against the use of plastic.

A: Orange Class.

F: present tense, third person, first person for personal views, rhetorical questions, Statement of the issue; 3 arguments for and against; summary and conclusion. Opinion, connectives for contrast and comparison/conclusion and summary.

T: formal, discursive..

Deconstruct the genre

Hold a class debate - about anything to introduce discursive dialogue. Provide the children with cards containing the language to use in writing and use these to work orally.

Model and write one of the arguments we orally practised teaching cohesion explicitly.

Edit and improve this draft, looking at cohesion.

Use BBC bitesize - the regenerators - What's the problem with plastic? To begin a discussion and debate about the use of plastic. The children must form arguments for and against using the silent debate technique and flipchart.

Have the children plan using a boxed up proforma to support the structure.

The children will need to be provided with a word bank.

Once they have written their plastic arguments, they will perform them in pairs using peer-assessment to show the need to edit.

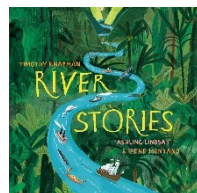
Written Outcome

Turquoise Class Summer 2

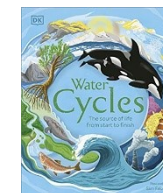
Weeks 5&6

Core Texts

River Stories by Timothy Knapman (2020)



Water Cycles by DK (2021)



Written Outcome

R: To explain the water cycle.

A: Orange Class.

F: times, places, facts and figures, reasons and results. Written in past or present tense: (was/is, had/has, looked/looks). Written in the second or third person: (you, he, she, they, it). Impersonal, factual, plain writing to ensure the explanation is clear and concise.

T: formal, informative.

Watch and make notes: <https://www.youtube.com/watch?v=y5gFI3pMvol>

The children will produce an explanation text – how something happens.

Title: How does the water cycle work?

Paragraph 1: Definition: What it is - Time, details. 2A opener. Statement of fact sentence. The question is? Sentence

Paragraph 2: Components or parts: What it is made up of/consists of (usually written as a paragraph with commas, could be a bullet point list).

Paragraph 3: Operations: How or why it works. Where and when it works (usually written as a paragraph, could be a series of numbered steps).

Paragraph 4: Application: What it is used for.

Openers: A is..., It looks like..., It is made up of..., When you..., It can..., It can also..., When..., Because...

Time: first, next, then, finally

Connectives:

Time and sequence: in the first place, secondly, next, then, gradually, over time, when, while, until, following, meanwhile, eventually, finally

Cause and effect: so, so that, because, therefore, since, consequently, as a result, effectively, depending upon, in the same way

Contrast and comparison: but, however, although, on the other hand, alternatively, compared with, in contrast, whereas, otherwise,

Addition: too, as well as, plus, furthermore, also, again, moreover, in addition



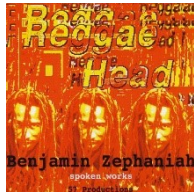

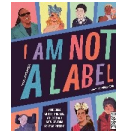


Year 6 (EOY)

Writing: Transcription	Writing: Handwriting
<p>Pupils should be taught to: <i>(discretely through spelling lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• spell some words with 'silent' letters [for example, knight, psalm, solemn]• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• use dictionaries to check the spelling and meaning of words• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus	<p>Pupils should be taught to: <i>(discretely through handwriting lessons and reinforced in English lessons)</i></p> <ul style="list-style-type: none">• write legibly, fluently and with increasing speed by:• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• choosing the writing implement that is best suited for a task

Year 6 (EOY)

Writing: Composition	Writing: Vocabulary
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] how words are related by meaning as synonyms and antonyms [for example, big, large, little]. the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <p>learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list and use of semi-colons within lists punctuating bullet points consistently to list information use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Purple Class Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>Dove advert – make up in reverse</p> <p>https://www.youtube.com/watch?v=z2T-Rh838GA</p>  <p>The British - Zephaniah</p>  <p>The Body - Zephaniah</p> 	<p>Wonder by R J Palacio (2013)</p>  <p>(Begin to read from day 1 in September)</p>	<p>I Am Not a Label by Cerrie Burnell and Lauren Mark Baldo (2021)</p>  <p>Dolly Parton: Little People, Big Dreams by Isabel Sanchez Vegara and Daria Solak (2019)</p>  <p>Ada Lovelace: Little People, Big Dreams by Isabel Sanchez Vegara and Zafouko Yamamoto (2018)</p>  <p>Specifically the last page</p> <p>Add a range of Little People, Big Dreams books – known to children and to revisit previous people they have encountered in the curriculum.</p>				
	Written Outcome	<p>To write a poem about myself in the style of Zephaniah's Body Talk.</p>	<p>To write a diary for an experience I have recently had.</p> <p>To write a diary in role as Auggie the night before he goes to school.</p> <p>To write part of the tour from the perspective of a chosen character.</p>	<p>To write my autobiography.</p>			

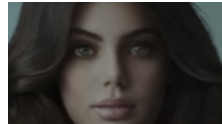
Purple Class Autumn 1

Weeks 1 & 2

Core Texts

Dove advert – make up in reverse:

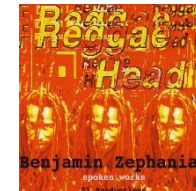
<https://www.youtube.com/watch?v=z2T-Rh838GA>



The British - Zephaniah



Body Talk - Zephaniah



R: To write a poem about myself in the style of Zephaniah's Body Talk.

A: Class anthology/identity display.

F: figurative language, rhyme, verbs, adjectives, synonyms and antonyms.

T: informal, poetic, powerful.

Written Outcome

Provide stills from the Dove advert and question around this to predict who the children think the girls are at the start and at the end.
 Reflect on the advert and the messages behind it.
 Relate to the advert - have the children used filters? Make-up? Other ways to change their appearance? Why? Who for? What makes them, them?
 Study 'Body Talk' by Zephaniah.
 Watch the clip of Body Talk alongside the text and unpick the structure.
 Children produce a role on wall for themselves.
 Children to begin to think about precise nouns and then synonyms/antonyms for these body parts.
 Link this to the role on the wall and think about what about them is unique and what makes them, them.
 Children produce a concrete inside/outside poem to describe themselves.
 Performance.

Purple Class Autumn 1

Weeks 3 - 5

Wonder by R J Palacio (2013)



(Begin to read from day 1 in September)

Core Texts



R: To write a diary for an experience I have recently had.

A: Child's diary.

F: emotion, first person, past tense, build up, cohesion - linking ideas across paragraphs, informal, facts and opinions, chronological, detailed.

T: informal, emotion - positive or negative.

R: To write a diary in role as Auggie the night before he goes to school.

A: Auggie's diary.

F: emotion, first person, past tense, build up, cohesion - linking ideas across paragraphs, informal, facts and opinions, chronological, detailed. Active/passive voice.

T: informal, nervous.

R: To write part of the tour from the perspective of a chosen character.

A: Palacio's readers.

F: informal, 1st person perspective, expanded noun phrases, prepositional phrases, modal verb, adverbials to aid cohesion. Dialogue.

T: informal, in role as the chosen character.

Written Outcome

Begin by telling the children about your own evening or morning. They tell theirs - how do they feel, why?

Show them examples of diaries – which one is mine? Why? Discuss formality.

Teacher modelling own diary WAGOLL.

Does this still give the same feelings as oral tell? Why? Unpick features: emotion, first person, past tense, build up, cohesion, informal, facts and opinions, chronological, detailed.

Write their own diary for their morning or night thinking about linking ideas across paragraphs using: repetition of words or phrases, adverbials etc..

Children work towards writing August's diary from night before attending his new school.

Use cohesion using adverbials.

Think about Auggie's voice and the tone of the diary.

Unpick the four characters and link back to inside outside work from week 1.

Map out the events in the tour – structural order and cohesion – begin paragraphing.

Show, not tell for 4 characters – how they move – dramatize this.

Dialogue teaching between 4 characters.

Recap back to paragraphs – box plan.

Tour writing including all SPaG and objectives covered (formality and register)

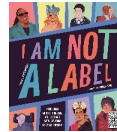
Edit and assess using TAF.

Purple Class Autumn 1

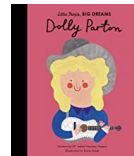
Weeks 6&7

Core Texts

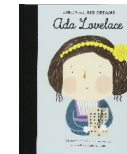
I Am Not a Label by Cerrie Burnell and Lauren Mark Baldo (2021)



Dolly Parton: Little People, Big Dreams by Isabel Sanchez Vegara and Daria Solak (2019)



Ada Lovelace: Little People, Big Dreams by Isabel Sanchez Vegara and Zafouko Yamamoto (2018)



Specifically the last page

Add a range of Little People, Big Dreams books – known to children and to revisit previous people they have encountered in the curriculum.



Written Outcome

R: To write my autobiography.

A: My friends.

F: first person, chronological, time adverbials to aid cohesion, engaging opening, past tense, specific events, memories and influences, emotions and opinions, achievements, reflections, conclusions. The use of colons to introduce a list and semi colons to separate items in a list.

T: informal, reflective.

From previous inside/outside work, children do a timeline of their life events.

Add reasons for events in their timeline.

Read extracts from the Little People, Big Dreams and flip a small section of a biography to an autobiography.

Text mark autobiographies for sentence starters and cohesion – Find examples in texts.



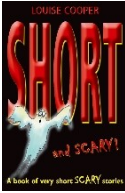
Use colons to introduce a list and semi colons to separate items in a list.

Children to write an autobiography.

Purple Class Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Texts	<p>SHORT! A Book of Very Short Stories</p> <p>by Kevin Crossley-Holland (1998)</p>  <p>Short And Scary! Paperback by Louise Cooper (2002)</p> 	<p>Alma (hyperlinked in image)</p> 	<p>How to Survive a Garden Gnome Attack: Defend Yourself When the Lawn Warriors Strike (and They Will) by Chuck Sambuchino (2011)</p>  <p>Ikea Gnome Advert (hyperlinked in image)</p> 	<p>Christmas decoration images</p>  <p>Day Crayons Quit by Drew Deywalt (2014)</p> 			
	Written Outcome	<p>To write a short, scary story.</p>	<p>To write a longer spooky story with short dialogue.</p>	<p>To explain why and how gnomes attack and how to survive this.</p> <p>To write a newspaper report on recent gnome attacks.</p>	<p>To write a letter of complaint from a Christmas tree decoration.</p> <p>To write a conversation between two decorations.</p>		

Purple Class Autumn 2

	Weeks 1&2	
Core Texts 	SHORT! A Book of Very Short Stories by Kevin Crossley-Holland (1998) 	Short And Scary! Paperback by Louise Cooper (2002) 
	<p>R: To write a short, scary story.</p> <p>A: Year 6 pupils.</p> <p>F: short sentences, passive voice, precise and spooky vocabulary, twists and turns, build up of intensity. The use of informal speech and vocabulary. Use hyphens to avoid ambiguity. The use of ellipsis.</p> <p>T: informal, scary.</p> <p>From the Short books, give copies of stories with no title or image. Can the children identify the genre – which? Why? Register? Atmosphere?</p> <p>Children to physicalise the feelings and use a comparative non-scary story to draw upon comparisons.</p> <p>Use the Spooky Inspiration Shed on Lit-Shed to look at images.</p> <p>Gather vocabulary using four images chosen from the shed. Give vocabulary and work on precise meaning and intensity.</p> <p>Teach and apply passive voice in context to create atmosphere.</p> <p>Teach and apply punctuation to cause fear and suspense.</p> <p>Teach and apply sentence length including short sentences to intensify the story.</p> <p>Children to plan their own short scary stories – good examples in the shared folder.</p> <p>Write, peer assess and perform short scary stories to Turquoise Class</p>	

Purple Class Autumn 2

Week 3

Core Texts

Alma
(hyperlinked in image)



R: To write a longer version with short dialogue.

A: Year 6 pupils.

F: short sentences, passive voice, precise and spooky vocabulary, twists and turns, build up of intensity, similes, metaphors, dialogue. The use of formal speech and vocabulary. Use hyphens to avoid ambiguity. The use of ellipsis.

T: formal, scary.

Written Outcome

Watch Alma and pause at certain points to make predictions and inferences.

Sequence events in the film and summarise each key point.

Use the sheet to change sentences with pictures and include word classes.

Teach and apply similes and metaphors in context.

Teach and apply punctuation to cause fear and suspense.

Teach and apply sentence length including short sentences to intensify the story.

Choice of person given for GDS children.

Write the story of Alma with a dialogue ending e.g. "We've been waiting for you."

Purple Class Autumn 2

Week 4&5

How to Survive a Garden Gnome Attack: Defend Yourself When the Lawn Warriors Strike (and They Will) by Chuck Sambuchino (2011)



Ikea Gnome Advert



Core Texts



R: To explain why and how gnomes attack and how to survive this.
A: Year 6 pupils.
F: all features of instructions covered. Include: informal, active voice, colons and semi colons.
T: informal, explanation.

R: To write a newspaper report on recent gnome attacks.
A: Year 6 pupils.
F: all features of news reports covered. Include: formal speech, cohesive devices to link ideas across paragraphs. Inverted commas, dashes to mark clauses. Active and passive voice.
T: formal, informative.

Written Outcome

Read sections of the Garden Gnome Attack and watch the Ikea advert.
Also have gnomes invading the classroom to engage the children further.
S plan how gnome's attack.
Then write and present their explanation .

Children to look at a range of news reports to analyse the features and remind them of other year groups where they have written them.
Work on planning WWWWWH into sections.
Look at direct and reported speech.
Look at the formality of the language used by reporters.
Children to write the reports.

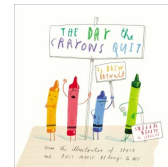
Purple Class Autumn 2

Weeks 6&7

Christmas decoration images



Day Crayons Quit by Drew Deywalt (2014)



Core Texts



R: To write a letter of complaint from a Christmas tree decoration.

A: Owner of the decoration.

F: present and past tense, rhetorical questions, imperative verbs e.g. I demand. Parenthesis. Active and passive voice.

T: formal or informal dependent on the decoration chosen.

R: To write a persuasive conversation between two decorations.

A: Decorations.

F: past and present tenses, rhetorical questions, active and passive, dialogue.

T: formal or informal dependent on the decoration chosen..

Written Outcome

Have a range of tree decorations to hook the children in, discussing what they have you seen? Got?

Give them a list of possible complaints given to them from the decoration.


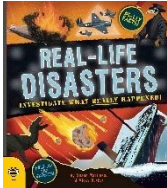




Focus on personality of – soldier, star, tinsel, bauble etc and link to someone they know. Think about the formality of the decorations. Act and write in role as one of the decorations.

Write a letter of complaint from the decorations in the style of Deywalt.

Use dialogue between decorations either on the tree or when put back in the box.

Children to write the conversation.

Purple Class Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts		<p>Shakleton's Advert</p>  <p>Real Life Disasters by Susan Martineau (2020)</p>  <p>For the pages x2</p> <p>Shakleton Movie(2023)</p> <p>https://www.youtube.com/watch?v=fHxX6kBD8IU</p> <p>Shackleton's Journey by William Grill (2014)</p> 		<p>The Polar Bear Explorers' Club by Alex Bell (2017)</p> 		<p>Snow and Snow by Ted Hughes (1960)</p>  <p>The More it Snows by A.A Milne (1973)</p> 
	Written Outcome	<p>To write in role to apply for a job on the expedition with Ernest Shackleton.</p> <p>To write a report about Shakleton's journey.</p>		<p>To write an action scene with dialogue to impose the feeling of threat on the reader.</p>		<p>To write a poem about an aspect of the weather using various uses of imagery.</p>

Purple Class Spring 1

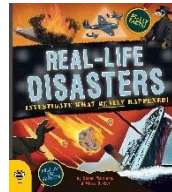
Weeks 1 - 3

Core Texts

Shakleton's Advert



Real Life Disasters by Susan Martineau (2020) For the pages x2



Shakleton Movie(2023)

<https://www.youtube.com/watch?v=fHxX6kBD8IU>

Shackleton's Journey by William Grill (2014)



Written Outcome

R: To write in role to apply for a job on the expedition with Ernest Shackleton.
A: Ernest Shackleton.
F: Active/passive voice, tone and register will be formal, colons, semi-colons in lists.
T: formal

Children to research what being an explorer would entail and to find out all about the physical and emotional traits it would take. Also the children will need to explore what skills and knowledge is needed.
Present them with a mock job advertisement for them to apply for.
Get the children to prepare for writing by having a mock interview (provide them with questions which will aid their writing).
Children plan what they are going to write in their letter of application following criteria given in the form of a person specification.

R: To write non-chronological reports about the Arctic.
A: My teacher.
F: present tense, devices to aid cohesion such as adverbials, paragraphing, voice, colons and semi colons, punctuation for parenthesis.
T: formal, informative

Provide the children with a range of facts about The Arctic. Focus on: climate, wildlife, terrain and interesting facts.
Children to begin to arrange these facts into groups of related information to aid paragraphing.
Look at the Read, Write, Perform pack for BBC documentary writing examples and ideas.
Children to look at cohesion between paragraphing and organisational devices.
Children to orally rehearse the report in the style of David Attenborough.
Children to write the reports.

Purple Class Spring 1

Weeks 4&5

Core Texts

The Polar Bear Explorers' Club by Alex Bell (2017)



R: To write an action scene with dialogue to impose the feeling of threat on the reader.

A: Bell's readers.

F: Active/passive voice, tone and register, dialogue and ;punctuating dialogue, powerful verbs and adverbs to suit the purpose. Use of parenthesis to impose threat.

T: informal, adventure, action, sinister, menacing.

Written Outcome

Make sure the children have read up to chapter 10 by this week.

Focus on Chapters 11 and 12 which is the Frosty characters. The gang meet them and are invited for tea. This begins to turn dark as the Frosties have razor sharp claws and give you deadly frostbite.

Spend a week on sequencing the events in the 3 chapters including exploring the characters which will help with tone and register when moving dialogue.

Dramatise of the explorers club and the Frosties meeting. Look at the active and passive voice within the chapters and how this can change the tone of the writing.

Spend a week on dialogue teaching in context between the characters with a focus on reported clauses appropriate for the specific character i.e. their mood and intent e.g sinisterly, menacingly, wearily.

Work on building up to writing the action scene with dialogue to impose the feeling of threat on the reader.

Purple Class Spring 1

Week 6

Core Texts

Snow and Snow by Ted Hughes (1960)



The More it Snows by A.A Milne (1973)



R: To write a poem about an aspect of the weather using various uses of imagery.

A: Class anthology.

F: personification, similes and metaphors.

T: formal.



Written Outcome

Preform the poems above.

Unpick the personification in the poem.

Hashtag the poem to better understand the structure.

Make some changes to the personification in the poem whilst still using snow.

Independent piece – change the snow and the whole poem using personification, similes and metaphors.

Purple Class Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Core Texts	<p>Macbeth (A Shakespeare Story) by Andrew Matthews (2003)</p>  <p>How to Cook Children by Martin Howard (2008)</p> 			<p>Inside the Villains by Clotilde Perrin (2018)</p>  <p>Macbeth (A Shakespeare Story) by Andrew Matthews (2003)</p>  <p>The Highwayman by Alfred Noyes (2013)</p> 		<p>The Highwayman by Alfred Noyes (2013)</p>  <p>LinkyThinks Descriptive 'HUMANOIDS' by Alexander Rosenberg (2020)</p> 	
	Written Outcome	<p>To persuade Macbeth to kill Duncan.</p> <p>To write diary in role as Macbeth the night before he was supposed to kill Duncan.</p> <p>To instruct others how to cook children.</p>			<p>To write character descriptions of the witches from Macbeth.</p> <p>To write character descriptions for Bess and The Highwayman</p>		<p>To write a love letter from Bess to The Highwayman.</p> <p>To write a love letter from The Highwayman to Bess.</p>

Purple Class Spring 2

Weeks 1 - 3

Macbeth (A Shakespeare Story) by Andrew Matthews (2003)



How to Cook Children by Martin Howard (2008)



Core Texts



Written Outcome

R: To persuade Macbeth to kill Duncan.

A: Macbeth

F: Active/passive voice, tone and register will be persuasive, emotive language, exaggeration, repetition, alliteration, power of three, facts, personal pronouns.

T: formal, persuasive.

R: To write diary in role as Macbeth the night before he was supposed to kill Duncan.

A: Diary

F: Voice, tone, register, first person, inner thoughts. Subjunctive forms. Formal speech.

T: formal, emotional, sincere.

R: To instruct others how to cook children.

A: Witches.

F: engaging introduction in role as an expert witch, equipment and ingredients, method, adverbials, imperative verbs, prepositions, conclusion, warning, hints and tips.

T: informal, instructive.

Look at the scene between the two where she is trying to persuade him to kill Duncan and put this into dialogue.

Teach dialogue structure and link back to previous weeks where you have looked at reported clauses.

Verbalise and physicalise the speech to him.

Written piece following the given features above.

Get in role as Macbeth and do a conscience alley to explore his inner thoughts and feelings. Consider the two main trails of thought he may be having.

Focus on his emotional state and the predicament he is in.

GDS could do Lady Macbeth's diary after Duncan has been killed.

Look at the book: How to Cook Children. Review and dissect the recipes in there. Look at the informality and menace in the tone. Get the children to act out to get the voice and role of the witch.

Begin to concoct their own ideas for recipes.

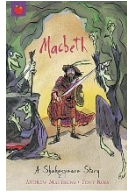
Write up following the features and structure.

Purple Class Spring 2

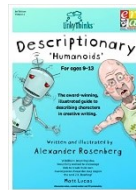
Week 4

Core Texts

Macbeth (A Shakespeare Story) by Andrew Matthews (2003)



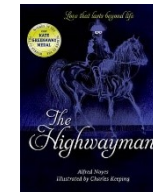
LinkyThinks Descriptive 'HUMANOID'S' by Alexander Rosenberg (2020)



Inside the Villains by Clotilde Perrin (2018)



The Highwayman by Alfred Noyes (2013)



Written Outcome

R: To write character descriptions of the witches from Macbeth.

A: Year 6 children.

F: Active/passive voice, tone and register will be formal, punctuation for parenthesis. Exclamation marks

T: formal.

R: To write character descriptions for Bess and The Highwayman

A: Noyes' readers.

F: expanded nouns, describe characters with atmosphere.

T: formal

Children to use the book: Inside the Villains.

Use this book for voice, tone and register. Also look at the organisation and layout.

Gather lots of information about the witches following the previous text: both their external appearance and their personalities.

Also use Humanoids to support their descriptions.

Children to study The Highway Man and also use the book: Inside the Villains.

Use this book for voice, tone and register. Also look at the organisation and layout.

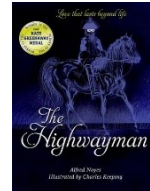
Gather lots of information about the Bess and The Highwayman: both their external appearance and their personalities.

Also use Humanoids to support their descriptions.

Purple Class Spring 2

Weeks 5&6

The Highwayman by Alfred Noyes (2013)



Core Texts



R: To write a love letter from Bess to The Highwayman.

A: The Highwayman

F: paragraphs around themes, similes, metaphors, description, memories of encounters, longing to meet again, sense of missing.

T: formal, love and longing

R: To write a love letter from The Highwayman to Bess.

A: Bess

F: paragraphs around themes, similes, metaphors, description, memories of encounters, longing to meet again, sense of missing.

T: formal, love and longing.

Write love letters different perspectives.

Review the new vocabulary in the text and explore meanings to understand the text.

Identify similes and metaphors from the text.

Use their character descriptions of Bess and The Highwayman.

Write a love letter from Bess to The Highwayman using similes and metaphors.

Write a love letter from The Highwayman to Bess using similes and metaphors.

Written Outcome

Purple Class Summer 1

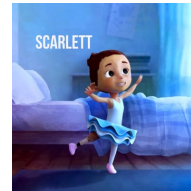
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Scarlett (hyperlinked in image)</p> 	<p>Pigeon Impossible (hyperlinked in image)</p> 	<p>Dream Giver (hyperlinked in image)</p> 	<p>The Lantern (hyperlinked in image)</p> 		
	<p>To write an emotional narrative.</p>	<p>To write a comical, action thriller.</p>	<p>To write a fantasy story with a flashback.</p>	<p>To write instructions for how to catch a star.</p>		

Purple Class Summer 1

Week 1

Core Texts

Scarlett
(hyperlinked in image)



R: To write an emotional narrative.

A: My friends.

F: integrate dialogue in narratives to convey character and advance the action, using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility, use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

T: informal, emotional

Written Outcome

Watch the short film and discuss with the children how Scarlett may be feeling throughout the film. Pausing and discussing pertinent points.

Think about what Scarlett says to the boy sitting outside of the school at the end and create a passage of dialogue. (This could be performed to replace the film soundtrack.)

Plan and write a first or third person narrative

Purple Class Summer 1

Week 2

Core Texts

Pigeon Impossible
(hyperlinked in image)



R: To write a comical, action thriller.

A: My friends.

F: integrate dialogue in narratives to convey character and advance the action, using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility, use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

T: informal, funny, action.

Watch the short film and discuss.

Watch a range of movie trailers and discuss how this entices and persuades the viewer to watch and how it summarises the movie. The children will then complete movie trailer writing.

First or third person narrative.



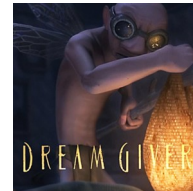
Written Outcome

Purple Class Summer 1

Weeks 3&4

Core Texts

Dream Giver
(hyperlinked in image)



R: To write a fantasy story with a flashback.

A: My friends.

F: integrate dialogue in narratives to convey character and advance the action, using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility, use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

T: informal, fantasy.

Written Outcome

Watch the short film and make inferences throughout.

Map out the events in the story and think about what is in the children's own bedrooms and if the Dreamgiver drop and egg, what would happen.

Allow the children to decide which direction to take their writing in i.e. romance, fantasy, action, horror etc.

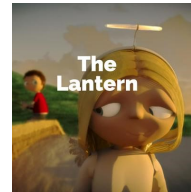
Then the children will produce a story with a flashback where they can choose to be either: the retired Dreamgiver thinking back to an event or themselves as an adult thinking back to the night the egg cracked.

Purple Class Summer 1

Weeks 5&6

Core Texts

The Lantern
(hyperlinked in image)



R: To write instructions for how to catch a star.

A: My friends.

F: introduction, register, modal verbs, equipment, temporal connectives, imperative verbs, sequential steps, conclusion to speak to the reader, range of punctuation.

T: informal, instructive.



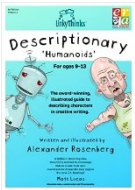
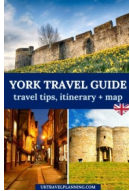
Written Outcome

Watch the lantern and discuss how the boy wants to catch the star for the girl to make her happy and fall in love.

Children to then plan different ways how to catch the star and how to speak directly to the reader thinking about formality, tone and register.

Instructional writing

Purple Class Summer 2

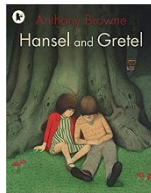
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Texts	<p>Hansel and Gretel by Anthony Browne (2008)</p>  <p>Hansel and Gretel Film (1987) (hyperlinked)</p>  <p>LinkyThinks Descriptive 'HUMANOIDS' by Alexander Rosenberg (2020)</p> 				<p>York Visit</p> 	
Written Outcome	<p>To write comparative descriptions of the witch.</p> <p>To write comparative descriptions of the house.</p> <p>To write the narrative of Hansel and Gretel.</p>				<p>To write a recount of their trip to York.</p>	

Purple Class Summer 2

Weeks 1 - 4

Core Texts

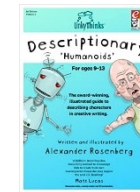
Hansel and Gretel by Anthony Browne
(2008)



Hansel and Gretel Film (1987) (hyperlinked)



LinkyThinks Descriptive 'HUMANOIDS' by Alexander Rosenberg (2020)



R: To write comparative descriptions of the witch.
A: My friends.

F: active and passive voice, use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs, use a range of vocabulary.

T: informal, descriptive.

R: To write comparative descriptions of the house.

A: My friends.

F: active and passive voice, use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs, use a range of vocabulary.

T: informal, descriptive.

R: To write the narrative of Hansel and Gretel.

A: My friends.

F: active and passive voice, use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs, use a range of vocabulary.

T: informal, descriptive.

Written Outcome

Read the text and watch the film from around 45mins in.

The children will make comparative notes on the witch as she greets the children to entice them in the house and then notes about the point where she turns and reveals her true intentions.

Use the Descriptive and the witch page to focus through a lens on specific elements of the witch.

Work with the children on tone and register to ensure they are able to change the mood and atmosphere in their writing.

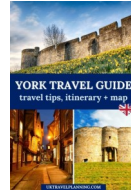

Continue to read and use elements of the film and images to focus through a lens on the elements making up the house.

Make comparative notes i.e. the house will be described as sweet and welcoming, however, there is a sinister purpose for this that needs reflecting in their writing.

Using the elements from previous lessons, the children will now produce a dark and twisted narrative which begins 'sickly sweet' and then turns dark and sinister.

The children will be given the opportunities to write within their means i.e. GD children will be expected to play more with the structure and write about more points in the plot.

Purple Class Summer 2

	Weeks 5&6
Core Texts	<p>York Visit</p> 
	<p>R: To write a recount of their trip to York.</p> <p>A: My family.</p> <p>F: sequential, cohesion between sections, conjunctions, adverbials, exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this, use the range of punctuation taught at key stage 2 mostly correctly, use verb tenses consistently and correctly throughout their writing.</p> <p>T: informal, informative, chatty.</p>
Written Outcome	<p>The children will recount their residential visit to York so their family know about the experience they had.</p> <p>Informal, informative and chatty style.</p>



Genre Coverage

Key Stage One

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yellow	Unit Written Outcomes: Simple information sentences Simple recount: Boris/ beast and library visit Character descriptions Warning poster Simple letters to: Boris and the Beast. Recount – narrative Diary List poem	Unit Written Outcomes: Simple recount Narrative retell description Speech bubbles Missing poster List poem using adjectives Letters—Explanation Feelings diary Adventure story	Unit Written Outcomes: Information text about their heroes. Nurse list poem Simple recount/biography Thank you letter Sentence writing Retell narrative	Unit Written Outcomes: Retell narrative Missing poster Simple information text Toy poetry Simple instruction	Unit Written Outcomes: Instructions Lost poster Sorry Letter Kennings Imitate rabbit narrative Innovate rabbit narrative Diary of a...Peter Rabbit - recount	Unit Written Outcomes: Character and Setting Simple persuasive letters Simple instruction Simple information Narrative
Green	Unit Written Outcomes: Mini-adventure story Simple instructions Poetry Innovate narrative Simple persuasion Retell a narrative with changes	Unit Written Outcomes: Letters - Explanation Mini-adventure story Information page Postcard recount Poetry Christmas Character Description Instructions	Unit Written Outcomes: Character description Simple persuasion Recount a narrative Retell narrative – new end Simple biography Recount trip	Unit Written Outcomes: Found poster Retell the sea scene – description of setting Thank you letter Instructions Poetry Non-chronological report	Unit Written Outcomes: Lost Poster persuasion Descriptive writing – pants Innovate narrative – lost pants Poetry – If I were King Recount celebration day Information text about the King	Unit Written Outcomes: Recount visit Fire safety instructions Dragon Narrative Dragon poetry Simple explanation Great fire narrative
Blue	Unit Written Outcomes: Perfect fairy instructions Diaries Thank you letter Setting description Apology letter Owl behaviour instructions Recount visit Local area visitors' guide List poem with adjectives	Unit Written Outcomes: Character description Narrative retell Recount trip Character comparison Diary Non-chronological report List poem with adjectives and verbs	Unit Written Outcomes: 3 rd person recount Recount visit Diary Wanted poster Postcard Biography Persuasive advert Instructions Space counting poem Space kenning	Unit Written Outcomes: Retell/innovation narrative Wanted poster Letter to author Innovate adventure narrative Letter Diaries Nasty Letter Apology letter Diary Persuasion Recount	Unit Written Outcomes: Recount visit Non-Chron report about the seaside (Blackpool) Innovate narrative Poetry Persuasion Imitate information book	Unit Written Outcomes: Setting Descriptions Persuasion Retell Biography Character descriptions Report Kennings

Lower Key Stage Two

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Orange	Unit Written Outcomes: Retell Diaries Instructions Non-chronological report	Unit Written Outcomes: Imitate and innovate narrative Persuasive speech Visitors' guide Action and dialogue narrative List poem using forms of adjectives	Unit Written Outcomes: Retell myths Innovate myths Character descriptions Myth based poetry Non-chronological report	Unit Written Outcomes: Setting description Persuasion Narrative dialogue between Pip and Egg Explanation life cycles (paragraphs) Poetry	Unit Written Outcomes: Description character and setting Innovate narrative Diaries Biography Non-chronological report Persuasion	Unit Written Outcomes: Poetry using onomatopoeia and metaphor Explanation Setting description Character description Narrative with dialogue
Lime	Unit Written Outcomes: Diaries Persuasive speech Non-chronological reports Performance poetry	Unit Written Outcomes: Emotion descriptions Persuasive conversation Character descriptions Non-chronological reports Instructions Narrative escape story	Unit Written Outcomes: Setting descriptions Biography Non-chronological reports Persuasion	Unit Written Outcomes: Concrete poetry Explanation Adventure narrative including dialogue	Unit Written Outcomes: Kennings Character descriptions Setting descriptions Narrative dialogue Letters to the Pied Piper - emotive Letters to the Mayor - annoyance Non-chronological reports	Unit Written Outcomes: Character description Recount events Instructions Recount visitors Narrative

Upper Key Stage Two

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lilac	Unit Written Outcomes: Setting descriptions Character descriptions Diaries Narrative with changed endings Instructions Performance poetry Letter	Unit Written Outcomes: School poetry Historical narrative with: dialogue and action Letter Persuasion	Unit Written Outcomes: Setting descriptions Character descriptions Dialogue and action narrative Kennings Non-chronological report	Unit Written Outcomes: Diary Explanation Adventure movie trailer Imitate and innovate a 3 rd person narrative using figurative language	Unit Written Outcomes: 3 rd person narrative Eye-witness accounts Journalistic report Non-chronological report	Unit Written Outcomes: Dialogue to convey atmosphere Setting description Personification poetry Persuasion
Turquoise	Unit Written Outcomes: Character descriptions Setting descriptions to convey atmosphere Short narrative using dialogue and action Non-chronological report Instructions Narrative poetry	Unit Written Outcomes: Diaries Non-chronological reports Instructions Historically accurate portal narrative Poetry	Unit Written Outcomes: Non-chronological reports Narrative including dialogue to convey character and action	Unit Written Outcomes: Setting description to create atmosphere Playscript Persuasion Poetry	Unit Written Outcomes: Diaries Narrative innovation Biography Explanation	Unit Written Outcomes: Journalistic report Recount Discussion Explanation
Purple	Unit Written Outcomes: Identity reflections Concrete poetry Diaries Narrative dialogue Autobiography	Unit Written Outcomes: Narratives to convey fear including dialogue Explanation Journalistic report Letter of complaint Persuasive conversation	Unit Written Outcomes: Letter Non-chronological report Action narrative with dialogue Personification poetry	Unit Written Outcomes: Persuasion Diary Instructions Character descriptions Love letters	Unit Written Outcomes: Emotional narrative Comical, action narrative Fantasy story with flashbacks Instructions	Unit Written Outcomes: Character descriptions Setting descriptions Innovate narrative Recount visit

Upper Key Stage Two

Genre	Yellow	Green	Blue	Orange	Lime	Lilac	Turquoise	Purple	Total
Recount/Retell/ Diaries	9	4	17	3	5	5	3	7	53
Information/ Fact File	13	4	4						21
Instructions	3	4	3	3	2	1	2	2	20
Poetry	5	5	5	5	3	3	3	2	31
Narrative/ Developed Nar- rative	10	13	9	16	10	12	9	13	92
Reports	3	2	4	3	5	2	3	1	23
Explanation	1	1		2	1	1	2	1	9
Persuasion	2	2	4	3	3	3	1	2	20
Journalistic						1	1	1	3
Discussion							1		1
Autobiography/ Biography	1	2	2	1	1		1	1	9
Total	47	37	48	36	30	28	26	30	



Spelling Curriculum

Year One

Prefixes	Suffixes	Compound Words	Common Exception Words
<ul style="list-style-type: none"> Adding the prefix –un (<i>unhappy, undo, unload, unfair, unlock</i>) 	<ul style="list-style-type: none"> –ing –ed –er –est <p>(<i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumper</i>)</p> <p>(<i>grander, grandest, fresher, fresh-</i>)</p>	<ul style="list-style-type: none"> Compound words (<i>football, playground, farmyard, bedroom, blackberry, classroom, toothbrush, lunchbox, rainbow</i>) 	<p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.</p>
Grammar		Other Statutory Requirements	
<ul style="list-style-type: none"> Adding s and es to words (plural of nouns and the third person singular of verbs) (<i>cats, dogs, spends, rocks, thanks, catches</i>) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (<i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i>) Adding –er and –est to adjectives where no change is needed to the root word (<i>grander, grandest, fresher, freshest, quicker, quickest</i>) 		<ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (<i>off, well, miss, buzz, back</i>) The /ŋ/ sound spelt n before k (<i>bank, think, honk, sunk</i>) Division of words into syllables (<i>pocket, rabbit, carrot, thunder, sunset</i>) -tch (<i>catch, fetch, kitchen, notch, hutch</i>) The /v/ sound at the end of words (<i>have, live, give</i>) Words ending –y (/i:/ or /ɪ/) (<i>very, happy, funny, party, family</i>) New consonant spellings ph and wh (<i>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</i>) Using k for the /k/ sound (<i>Kent, sketch, kit, skin, frisky</i>) 	

Year Two

Suffixes	Homophones	Common Exception Words
<ul style="list-style-type: none"> The suffixes –ment, –ness, –ful, –less and –ly (<i>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</i>) 	<ul style="list-style-type: none"> Homophones and near-homophones (<i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>) 	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>
Grammar	Other Statutory Requirements	
<ul style="list-style-type: none"> Adding –es to nouns and verbs ending in –y (<i>flies, tries, replies, copies, babies, carries</i>) Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (<i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i>) Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (<i>hiking, hiked, hiker, nicer, nicest, shiny</i>) Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (<i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>) The possessive apostrophe (singular nouns) (<i>Megan's, Ravi's, the girl's, the child's, the man's</i>) Contractions (<i>can't, didn't, hasn't, couldn't, it's, I'll</i>) 	<ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (<i>badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</i>) The /s/ sound spelt c before e, i and y (<i>race, ice, cell, city, fancy</i>) The /n/ sound spelt kn and (less often) gn at the beginning of words (<i>knock, know, knee, gnat, gnaw</i>) The /r/ sound spelt wr at the beginning of words (<i>write, written, wrote, wrong, wrap</i>) The /l/ or /əl/ sound spelt –le at the end of words (<i>table, apple, bottle, little, middle</i>) The /l/ or /əl/ sound spelt –el at the end of words (<i>camel, tunnel, squirrel, travel, towel, tinsel</i>) The /l/ or /əl/ sound spelt –al at the end of words (<i>metal, pedal, capital, hospital, animal</i>) Words ending –il (<i>pencil, fossil, nostril</i>) The /aɪ/ sound spelt –y at the end of words (<i>cry, fly, dry, try, reply, July</i>) The /ɔ:/ sound spelt a before l and ll (<i>all, ball, call, walk, talk, always</i>) The /ʌ/ sound spelt o (<i>other, mother, brother, nothing, Monday</i>) The /i:/ sound spelt –ey (<i>key, donkey, monkey, chimney, valley</i>) The /ɒ/ sound spelt a after w and qu (<i>want, watch, wander, quantity, squash</i>) The /ɜ:/ sound spelt or after w (<i>word, work, worm, world, worth</i>) The /ɔ:/ sound spelt ar after w (<i>war, warm, towards</i>) The /ɜ/ sound spelt s (<i>television, treasure, usual</i>) Words ending in –tion (<i>station, fiction, motion, national, section</i>) 	

Year Three

Prefixes	Suffixes	Homophones
<p>More prefixes:</p> <ul style="list-style-type: none"> dis– (<i>disappoint, disagree, disobe</i>) mis– (<i>misbehave, mislead, misspell</i> (<i>mis + spell</i>)) re– means ‘again’ or ‘back’ (<i>redo, refresh, return, reappear, redecorate</i>) sub– means ‘under’ (<i>subdivide, subheading, submarine, submerge</i>) anti– means ‘against’ (<i>antiseptic, anticlockwise, antisocial</i>) auto– means ‘self’ or ‘own’ (<i>autobiography, autograph</i>) 	<ul style="list-style-type: none"> The suffix –ation (<i>information, adoration, sensation, preparation, admiration</i>) Endings which sound like /ʒən/ (<i>division, invasion, confusion, decision, collision, television</i>) 	<ul style="list-style-type: none"> Homophones and near-homophones (<i>meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s</i>)
Grammar		Other Statutory Requirements
<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable (<i>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</i>) Possessive apostrophe with plural words (<i>girls’, boys’, babies’, children’s, men’s, mice’s</i>) 		<ul style="list-style-type: none"> The /ɪ/ sound spelt y elsewhere than at the end of words (<i>myth, gym, Egypt, pyramid, mystery</i>) The /ʌ/ sound spelt ou (young, touch, double, trouble, country) Words with the /k/ sound spelt ch (Greek in origin) (<i>scheme, chorus, chemist, echo, character</i>) Words with the /ʃ/ sound spelt ch (mostly French in origin) (<i>chef, chalet, machine, brochure</i>) Words with the /eɪ/ sound spelt ei, eigh, or ey (<i>vein, weigh, eight, neighbour, they, obey</i>)

Year Four

Prefixes	Suffixes	Homophones
<p>More prefixes:</p> <ul style="list-style-type: none"> • in– (<i>inactive, incorrect</i>) • Before a root word starting with l, in– becomes il (<i>illegal, illegible</i>) • Before a root word starting with m or p, in– becomes im–. (<i>mmature, immortal, impossible, impatient, imperfect</i>) • Before a root word starting with r, in– becomes ir– (<i>irregular, irrelevant, irresponsible</i>) 	<ul style="list-style-type: none"> • The suffix –ly (<i>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</i>) • If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (<i>happily, angrily</i>) • If the root word ends with –le, the –le is changed to –ly. (<i>gently, simply, humbly, nobly</i>) • If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly (<i>basically, frantically, dramatically</i>) • The words truly, duly, wholly • The suffix –ous (<i>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</i>) • Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian (<i>nvention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</i>) 	<ul style="list-style-type: none"> • Homophones and near-homophones (<i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane</i>)
Grammar		Other Statutory Requirements
<ul style="list-style-type: none"> • Possessive apostrophe with plural words (<i>girls', boys', babies', children's, men's, mice's</i>) 		<ul style="list-style-type: none"> • Words with endings sounding like /ʒə/ or /tʃə/ <i>ture, sure (measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure)</i> • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) (<i>league, tongue, antique, unique</i>) • Words with the /s/ sound spelt sc (Latin in origin) (<i>science, scene, discipline, fascinate, crescent</i>)

Year Five

Suffixes

- Endings which sound like /ʃəl/ (*official, special, artificial, partial, confidential, essential*)
- Words ending in –able and –ible Words ending in –ably and –ibly (*adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly*)
- Adding suffixes beginning with vowel letters to words ending in –fer (*referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference*)

Other Statutory Requirements

- Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (*doubt, island, lamb, solemn, thistle, knight*)

Year Six

Suffixes

- Endings which sound like /ʃəs/ spelt –cious or –tious (*vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious*)
- Words ending in –ant, –ance/–ancy, –ent, –ence/–ency (*observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence*)

Grammar

- Use of the hyphen (*co-ordinate, re-enter, co-operate, co-own*)

Other Statutory Requirements

- Words with the /i:/ sound spelt ei after c (*deceive, conceive, receive, perceive, ceiling*)
- Words containing the letter-string ough (*ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough*)