

AUTUMN 2015	Text Type	Reading outcomes	Writing Outcomes	Grammar Links	Spelling	Terminology
Year 1	<b>The Dark</b>  <i>Story linked to children's own experience and worries</i>	<b>1R10 (ongoing)</b> <b>1R11</b>  <b>1R17</b>	Writing about feelings  Sequencing activities  Sentence level work	I can put words together to make sentences <b>1W26</b> I can use capital letters <b>1W 14</b> I can see which letters belong to which handwriting families <b>1W16</b> (ongoing first half of term)	Using letter sounds correctly (ongoing throughout year) ( <b>1W1</b> )	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
	<b>Beegu</b> <i>Space theme relating to children's feelings</i>	<b>1R18</b>  <b>1R19</b>  <b>1R20</b>	Postcards  Oral/Written re-telling of story	<b>1W12 – 16</b> Handwriting	<b>1W2</b>	<b>NB Use correct terminology from the outset when teaching punctuation</b>
	<b>The Way Back Home</b>  <i>Space theme</i>	<b>1R18</b>  <b>1R19</b>  <b>1R20</b>	Brief retelling  Innovating own ending	<b>1W17</b> <b>1W18</b>	<b>1W2</b>	
	<b>Traditional Tales</b>	<b>1R12</b>  <b>1R18</b>	Re-telling  Innovating	<b>1W18</b> <b>1W19</b> <b>1W20</b>	Begin individual spelling rules as 1W1 and 2 are more secure	
	<b>The Jolly Postman</b>	<b>1R20</b> <b>1R14</b>	Letter writing Invitation writing Innovating	<b>1W21</b> <b>1W22</b> <b>1W30</b> – specific focus on ? and !		

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Year 2	<b>The Story Tree</b> <i>Traditional Tales from other cultures</i>	<i>Comparison with familiar traditional tales eg Red Riding Hood</i> <b>2R11</b>  <b>2R12</b>  <b>2R21</b>	Simple re-telling Innovating own version <b>2W19,20</b>  <i>Handwriting – ensure all Year 1 criteria are being met then move onto</i> <b>2W10 – 13</b>	Revise and check <b>1W17 – 22</b> to check sentence structure is secure   	Revise Year 1 spelling rules <b>1W6 – 1W7</b>  Revise <b>1W8</b> (break into segments and teach each separately)	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
	<b>10 Things I Can do to Help my World.</b> <i>Non-Fiction</i>	<b>2R16</b>  <b>2R19</b>  <b>2R21</b>	<i>Persuasion</i> Posters Letters <b>2W18</b> <i>Children who cannot form letters correctly must relearn these before they continue to join</i>	Revise <b>1W30 and 1W31</b> useful for posters and persuasion.  Practise identifying statements, commands, exclamations and questions <b>2W33/2W30</b>	Revise common exception words for Year 1  Revise apostrophe for contraction – good for Don't Shouldn't etc <b>2W4</b>	

	<p><b>The Snail and the Whale</b></p> <p><i>Classic children's fiction</i> <i>Rhyming text</i></p>	<p><b>2R10</b></p> <p><b>2R18</b></p> <p><b>2R14</b></p>	<p><i>Sequencing</i> <i>Descriptive writing</i> <i>Writing in role</i> <i>Innovating</i> <i>Rhyming text</i></p> <p><b>2W14</b> <b>2W15</b> <b>2W19</b></p>	<p>Use of adjectives for description (2A phrases)</p> <p><b>2W5</b> Apostrophes for possession The whale's tail etc</p>	<p>Identifying rhymes <b>2R2</b> (links to phonics)</p> <p>Homophones <b>2W6</b></p>	
	<p><b>The Princess and the White Bear King</b></p> <p><i>Stories from other cultures</i></p>	<p><b>2R11</b> <b>2R14</b> <b>2R20</b></p>	<p><i>Retelling</i> <i>Innovating</i> <i>Inventing</i> <i>Planning</i></p> <p><b>2W18</b> <b>2W19</b> <b>2W20</b></p>	<p><b>2W31</b> Explicitly re-teach and secure tenses</p> <p><b>2W5</b> Apostrophes for possession</p>	<p><b>2W25</b> Suffixes –ness, -er and compound words</p> <p><b>2W26</b> Adding –full and - less</p> <p><b>2W27</b> Adding –er, -est, ly</p>	
	<p>FILM TBC</p>					

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Year 3	<b>Ug the Stone Boy Genius</b>  <i>Graphic novel with historical setting</i>	<b>3R11</b>  <b>3R12</b>  <b>3R12</b>	Comparison between Stone Age and modern Life  Diary entry Innovation – own graphic novel about an invention <b>3W17, 3W24, 3W25</b>	Can I identify parts of speech – verb, noun etc.?  Can I recognise different verb forms and explain when to use them? <b>2W32</b>  Revise <b>2W31</b> <b>Writing in correct tense</b>	Recap spelling rules from year 2 in first half term <b>2W4</b> <b>2W6</b> <b>2W7</b> <b>2W25</b> <b>2W27</b>	Word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas
	<b>Stig of the Dump</b>  <i>Classic fiction</i> <i>Historical fiction</i>  <i>Film/TV series</i>	<b>plus</b>  <b>3R13</b>  <b>3R14</b>	Newspaper writing (link to Roundhouse activity) Persuasion (estate agents blurbs) Innovating own story about taking Stig to school <b>3W21, 3W23, 3W24</b>	Can I use correct form of verb tenses? <b>3W33</b>  Can I begin to use paragraphs as a way to group related material? <b>3W31</b>	If ready <b>3W3</b> Suffix –ly (link to adverbs – converting adjectives to adverbs – including changing y to I Eg happy /happily	
	<b>Tale of Two Robots</b>  <i>Science fiction</i> <i>RWInc Text</i>	<b>3R9</b>  <b>3R15</b>	Innovating own version of story <b>3W17</b> <b>3W18</b> <b>3W21</b>	Can I use prepositions to express time, place and cause? <b>3W30</b>  <b>Can I use speech marks correctly?</b> <b>3W34</b>	<b>3W28 a or an</b> <b>3W1</b> Prefixes un, dis, mis, re, pre (teach separately to avoid confusion)	
	<b>Robot film</b>  <i>Short narrative film</i>	<b>3R11</b> <b>3R13</b> <b>3R17</b>	Describing a setting Innovating a story <b>3W17, 3W18</b> <b>3W21</b>	<b>3W21</b> <b>3W24</b>	Prefixes including super, anti and auto <b>3W27</b>	

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Year 4	<p><i>Myths and legends</i></p> <p><b>Roman Myths</b></p> <p>Romulus and Remus</p>	<p><b>4R6</b></p> <p><b>4R7</b></p> <p><b>4R9</b></p> <p><b>4R10</b></p>	<p>Setting descriptions</p> <p>Diary entries</p> <p>Balanced argument – fact or fiction</p> <p><b>4W13</b></p> <p><b>4W14</b></p> <p><b>4W15</b></p>	<p><b>3W31</b></p> <p>Secure use of paragraphs</p> <p><b>3W34</b></p> <p>Secure use of speech marks</p>	<p>Revise <b>3W1 to 3W12</b> re-teaching where necessary over first half of term.</p> <p>Link to writing</p>	<p>determiner pronoun, possessive pronoun, adverbial . Cohesion</p>
	<p><i>ENABLING ENTERPRISE UNIT DETAILS TO FOLLOW</i></p>	TBC	<p>TBC</p> <p>Non fiction</p> <p>Reports</p> <p>Persuasion</p> <p>Instructions</p>	TBC	<p><b>4W1</b></p> <p>Teach prefixes on or two at a time – ensure children understand rule about why to use which one</p>	
	<p><b>Lost or Stolen</b></p> <p><i>(RWINC)</i></p> <p><i>Contemporary fiction with a dilemma</i></p>	<p><b>4R11</b></p> <p><b>4R12</b></p> <p><b>4R13</b></p>	<p>Innovating a chapter/new episode</p> <p><b>4W14</b></p> <p><b>4W15</b></p> <p><b>4W17</b></p>	<p><b>4W24</b></p> <p>Correct form of verbs – we were not we was</p> <p><b>4W25</b> using adjectives for description</p>	<p>Suffixes –ation and –ous</p> <p><b>4W2</b></p> <p>Understanding that these create nouns and adjectives</p> <p><b>4W3</b></p> <p>Endings which sound like –shun -tion, -sion, ssion, -cian</p> <p>Establish rules for when to use each one</p>	

	<p><b>The Ice Palace</b> <i>Fantasy Quest Story</i></p>	<p><b>4R7</b> <b>4R10</b> <b>4R14</b></p>	<p>Own chapter Analysis of use of imagery in theme and character Descriptive writing <b>4W13</b> <b>4W14</b> <b>4W19</b></p>	<p><b>4W26</b> Adverb phrases eg later that day <b>4W31</b> Using a comma after a fronted adverbial <b>4W28</b> Use of pronouns</p>	<p>4W3 continued – embed in writing  <b>4W6</b> Complex words that are often misspelt (ongoing)</p>	
	<p><b>The Pied Piper</b> <i>Narrative Poetry Poem and short film</i></p>	<p><b>4R8</b> <b>4R10</b> <b>4R14</b></p>	<p>Written comprehension questions  Prepare poems and play scripts to read aloud and perform, showing basic understanding through intonation, tone, volume and action  Shared writing of class verse using poem structure <b>4W14</b> <b>4W19</b> <b>4W22</b></p>	<p><b>4W11</b> <b>4W12</b> Handwriting – publishing shared or class poems</p>	<p><b>4W5</b> Spelling of various homophones Identifying rhyming words and spelling them correctly in poem</p>	

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<b>Year 5</b>	<b>Dragon Slayer</b> Myths and legends/adventure story (RWInc)	<b>5R3</b> <b>5R10</b> <b>5R12</b>	Innovating own adventure <b>5W14</b> <b>5W13</b> <b>5W16</b>	Revise <b>4W8</b> Apostrophes  <b>5W30</b> Relative clauses	Revise year 4 spelling rules  <b>4W1 - 7</b>	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash. Cohesion, ambiguity
	<b>Field Guide for Ogre watchers</b>	<b>5R2</b> <b>5R8</b> <b>5R14</b>	Non-chronological report <b>5W15</b> <b>5W17</b> <b>5W20</b>	<b>5W15</b> (recap A .?! , ' ) Brackets to be taught separately	<b>5W28</b> Change nouns and adjectives to verbs using suffixes -ate and -ise	
	<b>Beowulf</b> <i>Myths and legends</i>	<b>5R3</b> <b>5R8</b> <b>5R9</b>	Descriptive writing <b>5W14</b> <b>5W16</b> <b>5W19</b>	<b>5W30</b>  Relative clauses and omitting pronouns	<b>5W28</b> cont – also – ify <b>5W29</b> Range of verb prefixes	
	<b>Comedy of Errors</b> <i>Shakespeare play</i>	<b>5R7</b> <b>5R8</b> <b>5R12</b>	Diary entries in role Writing from different characters' points of view Review of theatre performance	<b>5W31</b> adverbs and modal verbs	<b>5W3</b>	
	<b>The Highwayman</b> <i>Classic poetry</i>	<b>5R2</b> <b>5R7</b> <b>5R9</b>	Poems using poetic form and features – eg narrative verse <b>Prepare poems and play scripts to read aloud and perform, showing basic understanding</b>		<b>5W4</b>	

			through intonation, tone, volume			
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<b>Year 6</b>	<b>Gone Away</b> <i>Contemporary fiction with a flashback (RWInc)</i>	<b>6R2</b> <b>6R4</b> <b>6R7</b>	Innovating own chapter <b>6W11</b> <b>6W12</b> <b>6W13</b>	<b>6W15</b> <b>6W26</b>	<b>Revise 5W1-9 and spelling rules form previous year groups if these are not sufficiently well embedded.</b>	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
	<b>Norse Myths and Legends</b> <i>(including creation myth and comparison with other cultures)</i>	<b>6R3</b> <b>6R8</b> <b>6R9</b>	Own myth. Using features identified from text Non-chronological report on different gods and goddesses/comparing different versions of myths. <b>6W14</b> <b>6W15</b> <b>6W16</b>	<b>6W27</b> <b>6W28</b> <b>6W29</b>	<b>6W1</b>	
	<b>Rose Blanche</b> <i>Picture book</i>	<b>6R2</b> <b>6R4</b> <b>6R5</b>	Writing from different characters' points of view. <b>6W10</b> <b>6W12</b> <b>6W19</b>	<b>6W15</b> <b>6W26</b>	<b>6W2</b>	
	<b>Goodnight Mr Tom</b> <i>Classic historical novel</i>	<b>6R4</b> <b>6R8</b> <b>6R11</b>	Descriptive writing Character studies Writing in role Diary entries		<b>6W5 (ongoing)</b>	



			<b>6W9</b> <b>6W11</b> <b>6W12</b>			
	<b>Non-fiction</b> <b>Balanced</b> <b>argument</b> <i>Range of examples of balanced arguments</i>	<b>6R2</b> <b>6R7</b> <b>6R10</b>  Also range of source materials on evacuation – letters, diaries, non-fiction books, interviews, websites, photos etc	Rehearse using subjects closer to children’s experience and work towards piece on pros and cons of evacuation 6W10	<b>6W25</b> <b>6W27</b> <b>6W28</b> <b>6W29</b>		

SPRING TERM 2015 Long term English with grammar

SPRING 2015	Text	Text Type	Writing Outcomes	Grammar Links	Spelling	Terminology
Year 1	Traction Man	Contemporary Fiction	Fiction - innovating own adventure for Traction Man	Capital letters used appropriately Full stops and exclamation marks Separate words with spaces Join clauses using and	<b>Set 1,2,and 3 sounds</b> <b>Use of prefix un-</b> Untie, unkind, undo <b>Suffixes added to words where root word doesn't change</b> Eg help, helping helped, helper	letter, capital letter, word, singular, plural,sentence, punctuation, full stop, question mark, exclamation mark.
	Katie in London  Katie at the Museum	Fiction about the real world	Information leaflet  Fiction about a painting coming to life	Capital letters used appropriately Full stops and exclamation marks Separate words with spaces Join clauses using and	<b>Common exception words</b> 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,	
Year 2	Snail and The Whale	Fiction set in the real world Rhyming text	Retelling in role in order to secure clarity of sentence structure and develop descriptive writing	<b>Verbs - past tense</b> Regular and irregular forms <b>Adverbs</b> Using adverbs as sentence openers <b>Use -ly to turn adjectives into adverbs</b> <b>Noun phrases</b>	<b>Homophones</b> <b>Spell by distinguishing homophones and near homophones</b> (link to rhyming text) Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a	

					root word ending in -y with a consonant before it	
	Dear Greenpeace	Fiction	Explanation texts	Use suffixes -er and -est in adjectives. Commas to separate items in a list	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	
Year 3	Fly Eagle Fly	Stories from other cultures	Retelling a narrative in order to develop descriptive writing and use past tense consistently	<b>Noun phrases</b> <b>Express time and place</b> using <b>Conjunctions,</b> When, before, after <b>Adverbs,</b> then, next, soon <b>Use prepositions correctly</b> and understand how they change meaning. <i>Eg looked towards, looked after, looked out, looked over, overlooked</i>	<b>Identify word families based on common root words</b> - e.g .solve, insoluble, solution  Prefixes – un, - mis, -dis, -re, -pre	

	The Enchantress of the Sands	Stories from other cultures	Innovating own quest story	Perfect past tense <b>Revise using a or an</b> Use of inverted commas for speech		
Year 4	The Ice Palace (4 weeks)	Quest fiction	Narrative fiction  Explanation text	<b>Fronted adverbials</b> Eg later that day <b>Use of inverted commas and other punctuation to indicate direct speech</b> <b>Paragraphs to organise ideas around a theme</b>	<b>The ending sounds like /ʒən/,</b> is spelt as –sion. Eg: division, invasion, confusion, decision.	
	Pied Piper of Hamelin	Narrative Poetry	Rhyming poem to show understanding of rhyme and rhythm structure		<b>Homophones and near-homophones</b>  EG /except, affect/effect, ball/bawl, berry/bury,  (link to rhyming words)	
Year 5	Not just another Fairy Story	Traditional tale (comic version)	Innovating own episode of a comic fairy tale	<b>Parentheses</b> brackets, dashes, commas		

				<b>Clauses and sub-clauses</b> <b>Adverbial phrases</b>		
	The Highwayman	Narrative Poetry	Rhyming poem to show understanding of rhyme, rhythm and poetic effect	Homophones		
Year 6	Exemplification materials	Non-chron reports				
	Exemplification materials	Balanced argument				
	The Day the Sun Came Out	Science Fiction				