

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read, and write fluently and confidently are effectively disenfranchised.

The EYFS Profile

Communication and Language Listening, Attention and Understanding ELG aims to ensure that children will have the experience to:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- ♣ Communication and Language Speaking ELG aims to ensure that the children will have the experience to:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- A Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- * Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Physical Development Fine Motor Skills ELG aims to ensure that children will have the experience to:

♣ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.



Literacy Writing ELG aims to ensure that children will have the experience to:

- * Write recognisable letters, most of which are correctly formed.
- A Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- ♣ Write simple phrases and sentences that can be read by others.

Aims of the National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- A Read easily, fluently and with good understanding.
- A Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- * Write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.
- ♣ Use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially, and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share, and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six



years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- A Transcription (spelling and handwriting).
- A Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise, and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating, and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.



| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | |
|-----------------------------------|--------------------------------|--|-----------------------------------|-----------------------------------|-------------------------------------|--|--|--|
| | | Vehi | cle Texts | | | | | |
| The Last Wolf | The Secret of Black Rock | Where the Wild Things Are | Juniper Jupiter | The Extraordinary Gardener | The Storm Whale | | | |
| Writing Outcome & Writing Purpose | | | | | | | | |
| Narrative: A Hunting Story | Narrative: A Return Story | Narrative: A Portal Story | Narrative: A Superhero Theme | Narrative: A Plant Growing | Narrative: A Seaside Theme | | | |
| , | , | , | | Theme | | | | |
| Purpose: To narrate | Purpose: To narrate | Purpose: To narrate | Purpose: To tell and write | Purpose: To tell and write | Purpose: To tell and write | | | |
| · | | · | sentences around the theme | sentences around the theme | sentences around the theme | | | |
| Instructions: Recipes | Recount: Postcards | Information: Wild Things | Information: A letter wanting to | Instructions: How to grow a | Poems: Sea creature poems | | | |
| · | | | be a sidekick | garden plant / vegetable | | | | |
| Purpose: To instruct | Purpose: To recount | Purpose: To inform | Purpose: To inform | Purpose: To instruct | Purpose: To describe | | | |
| Curriculum objectives | Curriculum objectives | Curriculum objectives | Curriculum objectives | Curriculum objectives | Curriculum objectives | | | |
| EYFS - Fine Motor Skills Hold a | EYFS - Fine Motor Skills Hold | EYFS - Fine Motor Skills Hold a | EYFS - Fine Motor Skills Hold a | EYFS - Fine Motor Skills Hold a | EYFS - Fine Motor Skills | | | |
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| for fluent writing – using the | preparation for fluent writing | fluent writing – using the tripod grip | for fluent writing – using the | for fluent writing – using the | preparation for fluent writing – | | | |
| tripod grip in almost all cases. | - using the tripod grip in | in almost all cases. | tripod grip in almost all cases. | tripod grip in almost all cases. | using the tripod grip in almost all | | | |
| EYFS – Writing | almost all cases. | EYFS – Writing | EYFS – Writing | EYFS – Writing | cases. | | | |
| Write recognisable letters, most | EYFS – Writing | Write recognisable letters, most of | Write recognisable letters, most | Write recognisable letters, most | EYFS – Writing | | | |
| of which are correctly formed; | Write recognisable letters, | which are correctly formed; | of which are correctly formed; | of which are correctly formed; | Write recognisable letters, most | | | |
| Spell words by identifying | most of which are correctly | Spell words by identifying sounds in | Spell words by identifying sounds | Spell words by identifying sounds | of which are correctly formed; | | | |
| sounds in them and | formed; | them and representing the sounds | in them and representing the | in them and representing the | Spell words by identifying sounds | | | |
| representing the sounds with a | Spell words by identifying | with a letter or letters. Write simple | sounds with a letter or letters. | sounds with a letter or letters. | in them and representing the | | | |
| letter or letters. Write simple | sounds in them and | phrases and sentences that can be | Write simple phrases and | Write simple phrases and | sounds with a letter or letters. | | | |
| phrases and sentences that can | representing the sounds with | read by others. | sentences that can be read by | sentences that can be read by | Write simple phrases and | | | |
| be read by others. | a letter or letters. Write | | others. | others. | sentences that can be read by | | | |
| | simple phrases and sentences | | | | others. | | | |
| | that can be read by others. | | | | | | | |
| | | | nar: Word | | | | | |
| Reception objectives | Reception objectives | Reception objectives | Reception objectives | Reception objectives | Reception objectives | | | |
| Represent words in print | Represent words in print | Represent words in print | Represent words in print | Represent words in print | Represent words in print | | | |
| segmenting using growing | segmenting using growing | segmenting using growing number | segmenting using growing | segmenting using growing | segmenting using growing | | | |
| number GPCs to make | number GPCs to make | GPCs to make phonemically | number GPCs to make | number GPCs to make | number GPCs to make | | | |
| phonemically plausible | phonemically plausible | plausible attempts at spelling | phonemically plausible attempts | phonemically plausible attempts | phonemically plausible attempts | | | |
| attempts at spelling. | attempts at spelling. | *Secure previous unit high | at spelling *Secure previous unit | at spelling *Secure previous unit | at spelling *Secure previous unit | | | |
| | | frequency words and teach | high frequency words and teach | high frequency words and teach | high frequency words and teach | | | |
| Year 1 objectives | Year 1 objectives | Common Exception Words; is, I, the, | Common Exception Words; is, I, | Common Exception Words; is, I, | Common Exception Words; is, I, | | | |



| Plural noun suffix -s/-es Add | gnik |
|-------------------------------|------|
| the suffixes -ing and -ed to | |
| verbs | |
| | |

Adding the suffixes -er and -est to adjectives

Plural noun suffix -s/-es Adding the suffixes -er and est to adjectives Adding the suffixes -ing and ed to verbs How the prefix un- changes the meaning of verbs and adjectives to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are

Year 1 objectives

Adding the suffixes -ing, -ed and -er to verbs

Adding the suffixes -er and -est to adjectives.

How the prefix un- changes the meaning of verbs and adjectives

the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are

Year 1 objectives

Reinforce plural noun suffix -s/-es

Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives

the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some

Year 1 objectives

Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed

to verbs
Reinforce how the prefix unchanges the meaning of verbs
and adjectives

the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come

Year 1 objectives

Adding the suffixes -ing, -ed and - er to verbs

Adding the suffixes -er and -est to adjectives

How the prefix un- changes the meaning of verbs and adjectives

Reception objectives

- •Write: Combining words to make labels, captions, lists, phrases and short sentences.
- •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check

Year 1 objectives

Combining words to make sentences Joining words and clauses using 'and'

Reception objectives

•Write: Combining words to make labels, captions, lists, phrases and short sentences.
•Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct

use of the Sentence Accuracy

Year 1 objectives

Check

Combining words to make sentences Joining words and clauses using 'and'

Reception objectives

- •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.
- Write: Combining words to make labels, captions, lists, phrases and short sentences.
- Joining words using and, joining words and clauses using 'and'
- •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check

Year 1 objectives

Combining words to make sentences Joining words and clauses using 'and'

Reception objectives

Grammar: Sentence

- •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.
- •Write: Combining words to make labels, captions, lists, phrases and short sentences.
- •Joining words using and, joining words and clauses using 'and'
- •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check

Year 1 objectives

Combining words to make sentences Joining words and clauses using 'and'

Reception objectives

- •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.
- •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check

Year 1 objectives

Combining words to make sentences Joining words and clauses using 'and'

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Year 1 objectives

Combining words to make sentences Joining words and clauses using 'and'



| Reception objectives Listen to and talk about stories to build familiarity and understanding und | | | Gram | mar: Text | | |
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| Question mark Exclamation mark Capital Letters for names and personal pronoun - I Terminology for Pupils Exclamation mark Exclamation mark Exclamation mark Capital Letters for names and personal pronoun - I Exclamation mark Capital Letters for names and personal pronoun - I Exclamation mark Capital Letters for names and personal pronoun - I Exclamation mark Capital Letters for names and personal pronoun - I Exclamation mark Exclamation mark Capital Letters for names and personal pronoun - I Exclamation mark Exclamation mark Capital Letters for names and personal pronoun - I Terminology for Pupils | 1 . | • | • | • | | · · · · · · · · · · · · · · · · · · · |
| mark Capital Letters for names and personal pronoun - I Personal pronoun - I Capital Letters for names and personal pronoun - I Persona | · · · · · · · · · · · · · · · · · · · | - | | | 1 . | |
| personal pronoun - I personal pronoun - I personal pronoun - I Exclamation mark Capital Letters for names and personal pronoun - I personal pronoun - I Terminology for Pupils Exclamation mark Capital Letters for names and personal pronoun - I personal pronoun - I | | | | | • | · · · · · · · · · · · · · · · · · · · |
| Capital Letters for names and personal pronoun - I Terminology for Pupils Capital Letters for names and personal pronoun - I personal pronoun - I | IIIaik | ' | • | • | | |
| personal pronoun - I personal pronoun - I Terminology for Pupils personal pronoun - I | | personal pronount - 1 | personal pronoun - 1 | personal pronoun - 1 | | |
| Terminology for Pupils | | | | | 1 . | · · |
| • • • | | | Terminolo | pgy for Pupils | personal pronoun | personal pronount |
| | | Letter capital | | • | tion, plural, singular, | |



Cycle B – EYFS/Year 1

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| | | Vehicl | e Texts | | |
| The Something | Star in a Jar | Old Bear | Hermelin | Rapunzel | Little Red |
| | | Writing Outcome | & Writing Purpose | | |
| Narrative: A Friendship & Animal Theme | Narrative: A Star Theme | Narrative: Finding Narrative | Narrative: A Detective | Narrative: A Traditional | Narrative: A Traditional Tale Theme |
| Purpose: To tell and write sentences around the theme | Purpose: To tell and write sentences around the theme | Purpose: To retell a story | Story Purpose: To narrate | Tale Purpose: To narrate | Purpose: To tell and write sentences around the theme |
| Recount: Animal Information | Information: Poster to find a lost star | Recount: Messages | Recount: Letters | Instructions: How to catch a witch | Instructions: How to trap an animal |
| Purpose: To inform | Purpose: To inform (and describe) | Purpose: To inform and explain events that have happened | Purpose: To recount | Purpose: To instruct | Purpose: To instruct |
| Curriculum objectives |
| EYFS - Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. EYFS – Writing Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. | EYFS - Fine Motor Skills Hold a pencil effectively in preparation for fluent writing — using the tripod grip in almost all cases. EYFS — Writing Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. | EYFS - Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. EYFS – Writing Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. | EYFS - Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. EYFS – Writing Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. | EYFS - Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. EYFS – Writing Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. | EYFS - Fine Motor Skills Hold a pencil effectively in preparation for fluent writing — using the tripod grip in almost all cases. EYFS — Writing Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. |



| Grammar: Word | | | | | |
|--------------------------|--|--|--|--|--|
| Reception objectives | | | | | |
| Represent words in print | | | | | |
| segmenting using growing | | | | | |
| number GPCs to make | | | | | |
| phonemically plausible | | | | | |
| attempts at spelling. | | | | | |

Year 1 objectives

Plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and est to adjectives

Reception objectives

Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling.

Year 1 objectives

Plural noun suffix -s/-es
Adding the suffixes -er and est to adjectives
Adding the suffixes -ing and
-ed to verbs
How the prefix un- changes
the meaning of verbs and
adjectives

Reception objectives

Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are

Year 1 objectives

Adding the suffixes -ing, -ed and -er to verbs
Adding the suffixes -er and -est to adjectives.
How the prefix un- changes the meaning of verbs and adjectives

Reception objectives

Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are

Year 1 objectives

Reinforce plural noun suffix s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives

Reception objectives

Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some

Year 1 objectives

Reinforce plural noun suffix - s/-es
Adding the suffixes -er and - est to adjectives
Adding the suffixes -ing and -ed to verbs
Reinforce how the prefix unchanges the meaning of verbs and adjectives

Reception objectives

Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come

Year 1 objectives

Adding the suffixes -ing, -ed and -er to verbs
Adding the suffixes -er and -est to adjectives
How the prefix un- changes the meaning of verbs and adjectives

Reception objectives

- •Write: Combining words to make labels, captions, lists, phrases and short sentences.
- •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check

Year 1 objectives

Reception objectives

- •Write: Combining words to make labels, captions, lists, phrases and short sentences.
- Joining words using and, joining words and clauses using 'and' Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check

Year 1 objectives

Reception objectives

- •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.
- •Write: Combining words to make labels, captions, lists, phrases and short sentences.
- •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage

Grammar: Sentence

•Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.

Reception objectives

- •Write: Combining words to make labels, captions, lists, phrases and short sentences.
- •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage

Reception objectives

•Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.
•Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and

Reception objectives

•Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.
•Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short

sentences. •Joining words

using and, joining words and



| Combining words to make sentences Joining words and clauses using 'and' | Combining words to make sentences Joining words and clauses using 'and' | independence in the correct use of the Sentence Accuracy Check Year 1 objectives Combining words to make sentences Joining words and clauses using 'and' | independence in the correct use of the Sentence Accuracy Check Year 1 objectives Combining words to make sentences Joining words and clauses using 'and' | clauses using connectives (e.g. but, because, and). • Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check Year 1 objectives | clauses using connectives (e.g. but, because, and). • Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check Year 1 objectives |
|---|---|--|--|--|--|
| | | | | Combining words to make sentences Joining words and | Combining words to make sentences Joining words and |
| | | | | clauses using 'and' | clauses using 'and' |
| | | | ar: Text | | |
| Reception objectives Listen to and talk about stories to build familiarity and understanding Learn new vocabulary from texts Year 1 objectives Build on previous units & focus on: Sequencing sentences to form short narratives | Reception objectives Listen to and talk about stories to build familiarity and understanding Learn new vocabulary from texts Year 1 objectives Build on previous units & focus on: Sequencing sentences to form short narratives | Reception objectives Listen to and talk about stories to build familiarity and understanding Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up, problem and ending Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. Sequence sentences to form short narratives. Year 1 objectives Build on previous units & focus on: Sequencing sentences to form short narratives | Reception objectives Listen to and talk about stories to build familiarity and understanding Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up, problem and ending Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. Sequence sentences to form short narratives. Year 1 objectives Build on previous units & focus on: Sequencing sentences to form short narratives | Reception objectives Listen to and talk about stories to build familiarity and understanding Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up, problem and ending Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. Sequence sentences to form short narratives. Year 1 objectives Build on previous units & focus on: Sequencing sentences to form short narratives | Reception objectives Listen to and talk about stories to build familiarity and understanding Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up, problem and ending Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. Sequence sentences to form short narratives. Year 1 objectives Build on previous units & focus on: Sequencing sentences to form short narratives |



| Reception objectives | Reception objectives | Reception objectives | Reception objectives | Reception objectives | Reception objectives |
|---------------------------|-----------------------------|---------------------------|---------------------------|-------------------------------|--------------------------------|
| Letter formation | Letter formation Separation | Letter formation | Letter formation | Letter formation Separation | Letter formation |
| Separation of words with | of words with spaces | Separation of words with | Separation of words with | of words with spaces | Separation of words with |
| spaces | | spaces Capital letters | spaces | Capital letters | spaces |
| | Year 1 objectives | | Capital letters | Personal pronoun - I, he Full | Capital letters |
| Year 1 objectives | Separation of words with | Year 1 objectives | | Stops | Personal pronoun - I, he, she |
| Separation of words with | spaces | Separation of words with | Year 1 objectives | | Full Stops Capital Letters for |
| spaces | Capital letters | spaces Capital letters | Separation of words with | Year 1 objectives | names |
| Capital letters | Full Stops | Full Stops | spaces | Separation of words with | |
| Full Stops | Question mark Exclamation | Question mark | Capital letters | spaces Capital letters | Year 1 objectives |
| Question mark Exclamation | mark | Exclamation mark | Full Stops | Full Stops | Separation of words with |
| mark | Capital Letters for names | Capital Letters for names | Question mark | Question mark | spaces Capital letters |
| | and personal pronoun - I | and personal pronoun - I | Exclamation mark | Exclamation mark | Full Stops |
| | | | Capital Letters for names | Capital Letters for names | Question mark |
| | | | and personal pronoun - I | and personal pronoun - I | Exclamation mark |
| | | | | | Capital Letters for names |
| | | | | | and personal pronoun - I |

Letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, plural, singular,



Cycle A – Years 2/3

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|--|
| | | Vehicl | e Texts | | |
| The King Who Banned the Dark | Escape from Pompeii | A River | Into the Forest | Jeremy Button | Rhythm of the Rain |
| | | Writing Outcome | & Writing Purpose | | |
| Non-Fiction: Persuasive letter | Narrative: Return narrative | Narrative: Circular narrative | Narrative: Lost Narrative Purpose: To narrate | Narrative: Return narrative | Narrative: Setting narrative |
| Purpose: To persuade | Purpose: To narrate | Purpose: To narrate | | Purpose: To narrate | Purpose: To narrate |
| Narrative: Banning narrative | Non-Fiction: Non- chronological report | Recount: Letter | Recount: Newspaper report | Information: Letters | Recount: River information leaflet |
| Purpose: To narrate | Purpose: To inform | Purpose: To inform | Purpose: To recount | Purpose: To recount | Purpose: To inform |
| Grammar: Word | | | | | |
| Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives |
| Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, – less Use of the suffix –ly to turn adjectives into adverbs | Formation of nouns using suffixes e.g. —ness, —er Formation of adjectives using suffixes e.g. —ful, — less Use of the suffix —ly to turn adjectives into adverbs | Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es | Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es | Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es | Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, – less Use of the suffix –ly to turn adjectives into adverbs |
| Year 3 objectives Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning | Year 3 objectives Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning | Year 3 objectives Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) | Year 3 objectives Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) | Year 3 objectives Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning | Year 3 objectives Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning |



| | | Grammar | : Sentence | | |
|---------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|----------------------------|
| Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives |
| Expanded noun phrases | Subordination (using | Subordination (using | Subordination (using | Learn that the | Learn that the |
| for description and | when, if, that, because) | when, if, that, because) | when, if, that, because) | grammatical patterns in a | grammatical patterns in a |
| specification. | Co-ordination (or, and, | Co-ordination (or, and, | Co-ordination (or, and, | sentence indicate its | sentence indicate its |
| Subordination (using | but). | but). | but). | function as a question or | function as a question or |
| when, if, that, because) | | Expanded Noun Phrases | | command. | command. |
| Co-ordination (or, and, | Year 3 objectives | for description and | Year 3 objectives | | |
| but). | Expressing time, place | specification. | Expressing time, place | Year 3 objectives | Year 3 objectives |
| How the grammatical | and cause using adverbs | Learn that the | and cause using adverbs | Expressing time, place | Noun phrases expanded |
| patterns in a sentence | e.g. (then, next, soon, | grammatical patterns in a | e.g. then, next, soon, | and cause using | by the addition of |
| indicates its function as | therefore). | sentence indicate its | therefore. | prepositions e.g. before, | modifying adjectives, |
| question and a | Expressing time, place | function as a question or | Expressing time, place | after, during, in, because, | nouns, and prepositions. |
| statement. | and cause using | command. | and cause using | of. | Fronted adverbials |
| | prepositions e.g. (before, | | prepositions e.g. before, | Expressing time, place | Developing the range of |
| Year 3 objectives | after, during, in, because | Year 3 objectives | after, during, in, because | and cause using adverbs | sentences with more |
| Use a wider range of | of). | Use a wider range of | of. | e.g. then, next, soon, | than one clause by using |
| conjunctions, e.g. when, | | conjunctions, e.g. when, | | therefore. | a wider range of |
| if, because, although. | | if, because, although. | | Use a wider range of | conjunctions including |
| | | | | conjunctions, e.g. when, | when, if, because, |
| | | | | if, because, although. | although, before, after, |
| | | | | | while, so'. |
| Grammar: Text | | | | | |
| Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives |
| Correct choice and | Correct choice and | Correct choice and | Correct choice and | Correct choice and | Correct choice and |
| consistent use of past | consistent use of past | consistent use of past and | consistent use of past and | consistent use of past and | consistent use of past and |
| and present tense | and present tense | present tense throughout | present tense throughout | present tense throughout | present tense throughout |
| throughout writing. | throughout writing. | writing. | writing including | writing including | writing including |
| | | | progressive forms of | progressive forms of | progressive forms of |
| Year 3 objectives | | | verbs. | verbs. | verbs. |
| Present perfect form of | Year 3 objectives | Year 3 objectives | | | |
| verbs | Headings and sub- | Headings and sub- | Year 3 objectives | Year 3 objectives | Year 3 objectives |
| | headings to aid | headings to aid | Present perfect form of | Present perfect form of | Introduction to |
| | presentation. | presentation. | verbs | verbs in contrast to the | paragraphs as a way to |
| | | | Introduction to | simple past. | group related material. |
| | | | paragraphs as a way to | | |
| | | | group related material. | | |



| | | | Headings and sub- | | Present perfect form of |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| | | | headings to aid | | verbs in contrast to the |
| | | | presentation. | | simple past. |
| | | | | | |
| | | | | | |
| | | Grammar: I | Punctuation | | |
| Year 2 objectives |
| Use of capital letters, full |
| stops, question marks | stops, question marks | stops, and question | stops, and question | stops, and question | stops, and question |
| and exclamation marks to | and exclamation marks to | marks to demarcate | marks to demarcate | marks to demarcate | marks to demarcate |
| demarcate sentences. | demarcate sentences. | sentences. | sentences. | sentences. | sentences. |
| Apostrophes to mark | Apostrophes to mark | Use apostrophes to mark | | | Commas to separate |
| where letters are missing | where letters are missing | singular possession in | Year 3 objectives | Year 3 objectives | items in a list. |
| in spellings. | in spellings. | nouns. | Inverted commas to | Inverted commas to | |
| Commas to separate | Commas to separate | | punctuate direct speech. | punctuate direct speech. | Year 3 objectives |
| items in a list. | items in a list. | Year 3 objectives | | | Apostrophes to mark |
| | | Apostrophes to mark | | | singular possession in |
| Year 3 objectives | | singular possession in | | | nouns. |
| Learn how to use | Year 3 objectives | nouns. | | | Learn how to use |
| commas to separate | Inverted commas to | | | | commas to separate |
| items in a list. | punctuate direct speech. | | | | items in a list. |
| | | | | | |

Terminology for Pupils

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas



Cycle B – Years 2/3

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|--|
| | | Vehicle | e Texts | | |
| Grandad's Island | Fox | The Bog Baby | Rosie Revere | The Night Gardener | The Iron Man |
| | | Writing Outcome | & Writing Purpose | | |
| Narrative: Return Narrative | Narrative: Fable Narrative Purpose: To narrate | Narrative: Finding Narrative | Narrative: Invention Narrative | Narrative: Setting Narrative | Narrative: Approach Threat Narrative |
| Purpose: To narrate | | Purpose: To narrate | Purpose: To narrate | Purpose: To narrate | Purpose: To narrate |
| Information: Jungle Animals | Information: Foxes Information Report | Instructions: How to build a habitat | Explanation: How a machine works | Recount: Diary | Explanation: Trap Explanation |
| Purpose: To inform | Purpose: To inform | Purpose: To instruct | Purpose: To explain | Purpose: To recount | Purpose: To explain |
| Grammar: Word | | | | | |
| Year 2 objectives Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Year 3 objectives Adverbs ending in -ly | Year 2 objectives Use of the suffix –ly to turn adjectives into adverbs Year 3 objectives Formation of nouns using a range of prefixes e.g. auto- super- anti- undis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly | Year 2 objectives Formation of adjectives using suffixes e.g. —ful, — less Use of the suffix —ly to turn adjectives into adverbs Year 3 objectives Adverbs ending in -ly | Year 2 objectives Formation of nouns by compounding Use of the Suffixes —er & —est in adjectives Use of the suffix —ly to turn adjectives into adverbs Year 3 objectives Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an' | Year 2 objectives Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less Year 3 objectives Adverbs ending in -ly | Year 2 objectives Form adjectives using suffixes -ful and -less Year 3 objectives Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an' |



| | | Grammar | : Sentence | | |
|--------------------------|----------------------------|-----------------------------|----------------------------|----------------------------|----------------------------|
| Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives |
| Learn that the | Subordination (using | Subordination (using | Subordination (using | Co-ordination (or, and, | Expanded Noun Phrases |
| grammatical patterns in | when, if, that, because) | when, if, that, because) | when, if, that, because) | but, so) Sentence | for description and |
| sentence indicates its | Co-ordination (or, and, | Co-ordination (or, and, | Co-ordination (or, and, | indicates its function as | specification. |
| function as a question | but). | but). | but). | an exclamation or a | |
| and an exclamation. | | Expanded noun phrases | Sentence indicates its | question. | Year 3 objectives |
| Expanded Noun Phrases | Year 3 objectives | for description and | function as an | Expanded Noun Phrases | Expressing time, place |
| for description and | Expressing time, place | specification. | exclamation. | for description and | and cause using |
| specification. | and cause using | How the grammatical | Expanded Noun Phrases | specification. | conjunctions e.g. (when, |
| | prepositions, e.g. before, | patterns in a sentence | for description and | | before, after, while, so, |
| Year 3 objectives | after, during, in. | indicates its function as a | specification. | Year 3 objectives | because, if, although). |
| Noun phrases expanded | Use a wider range of | question and command. | | Use a wider range of | Learn how to use |
| by the addition of | conjunctions, e.g. when, | | Year 3 objectives | conjunctions, e.g. when, | subordination. |
| modifying adjectives, | if, because, although. | Year 3 objectives | Use a wider range of | if, because, although. | Expressing time, place |
| nouns, and prepositions. | | Expressing time, place | conjunctions, e.g. when, | | and cause using adverbs |
| Fronted adverbials | | and cause using | if, because, although. | | e.g. then, there, soon, |
| Developing the range of | | prepositions, e.g. before, | | | after. |
| sentences with more | | after, during, in. | | | Expressing time, place |
| than one clause by using | | Use a wider range of | | | and cause using |
| a wider range of | | conjunctions, e.g. when, | | | prepositions e.g. before, |
| conjunctions including | | if, because, although. | | | during, after, in. Use |
| when, if, because, | | | | | expanded noun phrases |
| although, before, after, | | | | | for description and |
| while, so'. | | | | | specification. |
| | | | ar: Text | | |
| Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives | Year 2 objectives |
| Correct choice and | Correct choice and | Correct choice and | Correct choice and | Correct choice and | Correct choice and |
| consistent use of past | consistent use of past | consistent use of past and | consistent use of past and | consistent use of past and | consistent use of past and |
| and present tense | and present tense | present tense throughout | present tense throughout | present tense throughout | present tense throughout |
| throughout writing | throughout writing. | writing. | writing. | writing. | writing. |
| including progressive | | | | | |
| forms of verbs. | Year 3 objectives | Year 3 objectives | Year 3 objectives | Year 3 objectives | Year 3 objectives |
| Year 3 objectives | Present perfect form of | Headings and sub- | Headings and sub- | Present perfect form of | Present perfect form of |
| Headings and sub- | verbs in contrast to the | headings to aid | headings to aid | verbs in contrast to the | verbs in contrast to the |
| headings to aid | simple past. | presentation. | presentation. | simple past. | simple past. |
| presentation. | | | | | |



| Grammar: Punctuation | | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Year 2 objectives |
| Use of capital letters, full |
| stops, question marks | stops, question marks | stops and question marks | stops and question marks | stops, question marks | stops, question marks |
| and exclamation marks to | and exclamation marks to | to demarcate sentences. | to demarcate sentences. | and exclamation marks to | and exclamation marks to |
| demarcate sentences. | demarcate sentences. | Commas to separate | Apostrophes to mark | demarcate sentences. | demarcate sentences. |
| Apostrophes to mark | Apostrophes to mark | items in a list. | singular possession in | Apostrophes to mark | Apostrophes to mark |
| singular possession in | singular possession in | Apostrophes to mark | nouns. | where letters are missing | singular possession in |
| nouns. | nouns. | where letters are missing | Commas to separate | in spelling (contractions). | nouns. |
| | | in spelling (contractions). | items in a list. | Apostrophes to mark | |
| Year 3 objectives | Year 3 objectives | | | singular possession in | Year 3 objectives |
| Commas to separate | Commas to separate | Year 3 objectives | Year 3 objectives | nouns. | Use of capital letters, full |
| items in a list. | items in a list. | Commas to separate | Commas to separate | Commas to separate | stops, question marks |
| Apostrophes to mark | Apostrophes to mark | items in a list. | items in a list. | items in a list. | and exclamation marks to |
| singular possession in | singular possession in | | | | demarcate sentences. |
| nouns. | nouns. | | | Year 3 objectives | Apostrophes to mark |
| Inverted commas to | Inverted commas to | | | Apostrophes to mark | where letters are missing |
| punctuate direct speech. | punctuate direct speech. | | | singular possession in | in spelling and to mark |
| | | | | nouns. | singular possession in |
| | | | | | nouns. |
| | | | | | Use commas to separate |
| | | | | | items in a list. |

Terminology for Pupils

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas



Cycle A – Years 4/5/6

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | |
|-------------------------------|---------------------------------|-------------------------|--------------------------|--------------------------|---------------------------|--|--|
| Vehicle Texts | | | | | | | |
| The Journey | Hansel & Gretel | The Lost Book of | When We Walked on the | The Lost Happy Endings | Origins of the Species | | |
| | | Adventures | Moon | | | | |
| | | Writing Outcome & W | riting Purpose | | | | |
| Narrative: Refugee Narrative | Narrative: Dual Narrative | Narrative: Survival | Narrative: Exploration | Narrative: Twisted | Narrative: Discovery | | |
| | | Narrative | Narrative | Narrative | Narrative | | |
| Purpose: To narrate | Purpose: To narrate | | | | | | |
| | | Purpose: To narrate | Purpose: To narrate | Purpose: To narrate | Purpose: To narrate | | |
| Recount: Diary | Persuasion: Letter | Explanation: Survival | Recount: Formal Mission | Persuasion: Letter | Explanation: Adaptation | | |
| | | Guide | Log | | | | |
| | | | | | Purpose: To explain | | |
| Purpose: To recount | Purpose: To persuade | Purpose: To explain | Purpose: To recount | Purpose: To persuade | | | |
| Grammar: Word | | | | | | | |
| Year 4 objectives | Year 4 objectives | Year 5 objectives | Year 5 objectives | Year 4 objectives | Year 6 objectives | | |
| Develop understanding of | Develop understanding of | Verb prefixes mis, over | Develop a further | Grammatical difference | Understand how words | | |
| standard English forms for | standard English forms for verb | and de. | understanding of the use | between plural and | are related by meaning as | | |
| verb inflections (we were | inflections (we were instead of | Converting nouns or | of verb prefixes. | possessive -s. | synonyms and antonyms. | | |
| instead of we was). | we was). | adjectives into verbs | | Develop understanding of | The difference between | | |
| Grammatical difference | Grammatical difference | using suffixes. | | standard English forms | vocabulary of informal | | |
| between plural and possessive | between plural and possessive - | | | for verb inflections (we | speech and vocabulary | | |
| -S. | S. | | | were instead of we was). | appropriate to formal | | |
| | | | | | speech and writing. | | |
| Year 5 objectives | Year 5 objectives | | | | | | |
| The difference between | The difference between | | | | | | |
| vocabulary of informal speech | vocabulary of informal speech | | | | | | |
| and vocabulary appropriate to | and vocabulary appropriate to | | | | | | |
| formal speech and writing – | formal speech and writing – | | | | | | |
| formal tone. | formal tone. | | | | | | |
| Year 6 objectives | Year 6 objectives | | | | | | |
| The difference between | Understand how words are | | | | | | |
| vocabulary of informal speech | related by meaning as | | | | | | |
| and vocabulary appropriate to | synonyms and antonyms. | | | | | | |



| famoral and a shand white = | The difference between | 1 | 1 | | T |
|--|---------------------------------|---------------------------|--------------------------|--------------------------|---------------------------|
| formal speech and writing – formal tone. | | | | | |
| formal tone. | vocabulary of informal speech | | | | |
| | and vocabulary appropriate to | | | | |
| | formal speech and writing – | | | | |
| | formal tone. | | | | |
| | | Grammar: Sent | | | |
| Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 4 objectives |
| Noun phrases expanded by | Noun phrases expanded by the | Fronted adverbials. | Noun phrases expanded | Noun phrases expanded | Noun phrases expanded |
| the addition of modifying | addition of modifying | | by the addition of | by the addition of | by the addition of |
| adjectives, nouns, and | adjectives, nouns, and | Year 5 objectives | modifying adjectives, | modifying adjectives, | modifying adjectives, |
| prepositions. | prepositions. | Indicate degrees of | nouns, and prepositions. | nouns, and prepositions. | nouns, and prepositions. |
| Fronted adverbials. | Fronted adverbials. | possibility using adverbs | Fronted adverbials. | Fronted adverbials. | Fronted adverbials. |
| | | and modal verbs. | | | |
| Year 5 objectives | Year 5 objectives | Relative clauses | Year 5 objectives | Year 5 objectives | Year 5 objectives |
| Expanded noun phrases to | Expanded noun phrases to | beginning with who, | Indicate degrees of | Expanded noun phrases | Expanded noun phrases |
| convey complicated | convey complicated | which, where, when, | possibility using modal | to convey complicated | to convey complicated |
| information concisely. | information concisely. | whose, that or an | verbs. | information concisely. | information concisely. |
| Use fronted adverbials. | Use fronted adverbials. | omitted relative pronoun. | Expanded noun phrases | Use fronted adverbials. | - Use fronted adverbials. |
| | | | to convey complicated | | |
| Year 6 objectives | Year 6 objectives | | information concisely. | Year 6 objectives | Year 6 objectives |
| Using expanded noun phrases | The difference between | | Develop understanding of | Using expanded noun | The difference between |
| to convey complicated | structures typical of informal | | relative clauses. | phrases to convey | structures typical of |
| information concisely. | speech and structures | | | complicated information | informal speech and |
| | appropriate to formal speech in | | Year 6 objectives | concisely. | structures appropriate to |
| | writing. | | Using expanded noun | | formal. |
| | Use of the subjunctive form in | | phrases to convey | | Using expanded noun |
| | some very formal speech and | | complicated information | | phrases to convey |
| | writing. | | concisely. | | complicated information |
| | | | | | concisely. |
| | | | | | Use the subjunctive |
| | | | | | forms in some very |
| | | | | | formal writing and |
| | | | | | speech. |
| | | | | | • |
| | | | | | |
| | | | | | |
| | | | | | |



| | | Grammar: Te | ext | | |
|--------------------------------|---------------------------------|---------------------------|---------------------------|----------------------------|---------------------------|
| Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 4 objectives |
| Nouns or pronouns to aid | Use adverbials and | Nouns or pronouns to aid | Use adverbials and | Use adverbials and | Nouns or pronouns to aid |
| cohesion and avoid repetition. | conjunctions for cohesion. | cohesion and avoid | conjunctions for | conjunctions for | cohesion and avoid |
| | | repetition. | cohesion. | cohesion. | repetition. |
| Year 5 objectives | Year 5 objectives | | | | |
| Develop understanding in | Develop understanding in using | Year 5 objectives | Year 5 objectives | Year 5 objectives | Year 5 objectives |
| using devices to build | devices to build cohesion | Use of a range of | Use of a range of | Develop understanding in | Use of a range of |
| cohesion within a paragraph. | within a paragraph. | sentence types for impact | sentence types for impact | using devices to build | sentence types for impact |
| | | and cohesion. | and cohesion. | cohesion within a | and cohesion. |
| Year 6 objectives | Year 6 objectives | | | paragraph. | |
| Use headings and sub- | Linking ideas within and across | | Year 6 objectives | | Year 6 objectives |
| headings to structure | paragraphs using a wider range | Year 6 objectives | Linking ideas within and | Year 6 objectives | Use headings and sub- |
| information. | of cohesive devices. | Use headings and sub- | across paragraphs using a | Use headings and sub- | headings to structure |
| | | headings to structure | wider range of cohesive | headings to structure | information. |
| | | information. | devices. | information. | |
| | | Grammar: Punct | | | |
| Year 4 objectives | Year 6 objectives | Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 6 objectives |
| Inverted commas and other | Use semi-colons, colons, and | Use commas after | Use commas after | Inverted commas and | Use dashes, colons, and |
| punctuation to indicate direct | dashes to mark the boundary | fronted adverbials | fronted adverbials | other punctuation to | semi-colons to mark the |
| speech Apostrophes for | between independent clauses. | | | indicate direct speech | boundary between |
| possession (plural nouns). | Use hyphens to avoid | Year 5 objectives | Year 5 objectives | Apostrophes for | independent clauses. |
| Use commas after fronted | ambiguity. | Indicate parenthesis | Indicate parenthesis | possession (plural nouns). | Use colons to introduce a |
| adverbials | | using brackets. | using dashes and | Use commas after | list. |
| | | Commas for clarity. | brackets. | fronted adverbials. | |
| Year 5 objectives | | | Commas after fronted | | |
| Commas after fronted | | Year 6 objectives | adverbials. | Year 5 objectives | |
| adverbials. | | Use commas to clarify | Inverted commas to | Commas after fronted | |
| | | meaning and avoid | indicate direct speech. | adverbials. | |
| Year 6 objectives | | ambiguity. | | | |
| Use commas to clarify | | | | Year 6 objectives | |
| meaning and avoid ambiguity. | | | | Use commas to clarify | |
| | | | | meaning and avoid | |
| | | Taumin along for | | ambiguity. | |

Terminology for Pupils

determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points



Cycle B – Years 4/5/6

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | |
|---|---|---------------------------------------|---|--------------------------------|---------------------------------|--|--|--|
| | | Vehic | e Texts | | | | | |
| Arthur and the Golden Rope | The Whale | Rose Blanche | The Hound of the Baskervilles | Shackleton's Journey | King Kong | | | |
| | Writing Outcome & Writing Purpose | | | | | | | |
| Narrative: Myth Narrative | Narrative: Setting Narrative | Recount: Diary | Narrative: Cliff hanger Narrative | Narrative: Endurance Narrative | Narrative: Dilemma Narrative | | | |
| Purpose: To narrate | Purpose: To narrate | | | Purpose: To narrate | | | | |
| | | Purpose: To recount | Purpose: To narrate | | Purpose: To narrate | | | |
| Information: Defeating a Viking monster | Recount: Newspaper Report | Recount: Bravery Speech Award | Recount: Formal Report | Recount: Biography | Discussion: Balanced Argument | | | |
| | Purpose: To recount | | Purpose: To inform | | | | | |
| Purpose: To inform | | Purpose: To recount & inform (hybrid) | | Purpose: To recount | Purpose: To discuss | | | |
| | | | ar: Word | | | | | |
| Year 4 objectives | Year 4 objectives | Year 6 objectives | Year 4 objectives | Year 6 objectives | Year 5 objectives | | | |
| Grammatical difference | Develop understanding of | Understand how words are | Develop understanding of | Develop understanding of how | Further understanding of | | | |
| between plural and | standard English forms for | related by meaning as | standard English forms for | words are related by meaning | converting nouns or | | | |
| possessive -s. | verb inflections (we were | synonyms and antonyms. | verb inflections (we were | as synonyms and antonyms. | adjectives into verbs using | | | |
| | instead of we was). | The difference between | instead of we was). | The difference between | suffixes. | | | |
| | | vocabulary of informal | | vocabulary of informal speech | | | | |
| | Year 5 objectives | speech and vocabulary | Year 5 objectives | and vocabulary appropriate to | | | | |
| | The difference between | appropriate to formal | The difference between | formal speech and writing. | | | | |
| | vocabulary of informal speech | speech and writing – | vocabulary of informal | | | | | |
| | and vocabulary appropriate to | formal and informal | speech and vocabulary | | | | | |
| | formal speech and writing – | vocabulary choices. | appropriate to formal | | | | | |
| | formal tone. | | speech and writing – | | | | | |
| | Develop understanding and | | formal tone. | | | | | |
| | use of verb prefixes. | | Develop understanding and use of verb prefixes. | | | | | |
| | Converting nouns or adjectives into verbs using | | and use of verb prefixes. | | | | | |
| | suffixes. | | | | | | | |



| | Year 6 objectives | | Converting nouns or | | |
|---------------------------|-------------------------------|----------------------------|-----------------------------|----------------------------------|----------------------------|
| | The difference between | | adjectives into verbs using | | |
| | vocabulary of informal speech | | suffixes. | | |
| | and vocabulary appropriate to | | | | |
| | formal speech and writing. | | Year 6 objectives | | |
| | | | The difference between | | |
| | | | vocabulary of informal | | |
| | | | speech and vocabulary | | |
| | | | appropriate to formal | | |
| | | | speech and writing – | | |
| | | | formal tone. | | |
| | | Grammaı | r: Sentence | | |
| Year 4 objectives | Year 4 objectives | Year 6 objectives | Year 5 objectives | Year 4 objectives | Year 4 objectives |
| Noun phrases expanded by | Noun phrases expanded by | The difference between | Relative clauses beginning | Noun phrases expanded by the | Noun phrases expanded by |
| the addition of modifying | the addition of modifying | structures typical of | with who, which, where, | addition of modifying | the addition of modifying |
| adjectives, nouns, and | adjectives, nouns, and | informal speech and | when, whose, that or an | adjectives, nouns, and | adjectives, nouns, and |
| prepositions. | prepositions. | structures appropriate to | omitted relative pronoun. | prepositions. | prepositions. |
| Fronted adverbials. | Fronted adverbials. | formal - use of question | | Fronted adverbials. | Fronted adverbials. |
| | | tags in informal speech. | | | |
| Year 5 objectives | Year 5 objectives | Develop understanding of | | Year 5 objectives | Year 5 objectives |
| Expanded noun phrases to | Expanded noun phrases to | the passive to affect the | | Expanded noun phrases to | Develop understanding and |
| convey complicated | convey complicated | presentation of | | convey complicated information | use of relative clauses |
| information concisely. | information concisely. | information in a sentence. | | concisely. | beginning with who, which, |
| Use fronted adverbials. | Use fronted adverbials. | | | Use fronted adverbials. | where, when, whose, that, |
| | | | | | or an omitted relative |
| Year 6 objectives | Year 6 objectives | | | Year 6 objectives | pronoun. |
| Using expanded noun | Using expanded noun phrases | | | Using expanded noun phrases | Develop understanding of |
| phrases to convey | to convey complicated | | | to convey complicated | expanded noun phrases to |
| complicated information | information concisely. | | | information concisely. | convey complicated |
| concisely. | | | | Understand the difference | information concisely. |
| | | | | between structures typical of | Indicate degrees of |
| | | | | informal speech and structures | possibility using modal |
| | | | | appropriate to formal. | verbs. |
| | | | | Develop understanding of the | |
| | | | | passive to affect the | |
| | | | | presentation of information in a | |
| | | | | sentence. | |



| | Grammar: Text | | | | | | |
|---|---|--------------------------------------|--|--|--|--|--|
| Year 4 objectives | Year 4 objectives | Year 6 objectives | Year 4 objectives | Year 4 objectives | Year 4 objectives | | |
| Nouns or pronouns to aid | Nouns or pronouns to aid | Using a wider range of | Paragraphs to organise | Paragraphs to organise ideas | Paragraphs to organise ideas | | |
| cohesion and avoid | cohesion and avoid repetition. | cohesive devices – | ideas around a theme, | around a theme, with headings | around a theme, with | | |
| repetition. | Develop understanding using | adverbials. | with headings and sub | and sub headings. | headings and sub headings. | | |
| Paragraphs to organise ideas | the present perfect forms of | | headings. | | | | |
| around a theme, with | verbs. | | | Year 5 objectives | Year 5 objectives | | |
| headings and sub headings. | | | Year 5 objectives | Develop understanding in using | Develop understanding in | | |
| | Year 6 objectives | | Develop understanding in | devices to build cohesion within | using devices to build | | |
| Year 5 objectives | Using headings and sub- | | using devices to build | a paragraph. | cohesion within a | | |
| Develop understanding in | headings to organise | | cohesion within a | | paragraph. | | |
| using devices to build | information. | | paragraph. | Year 6 objectives | | | |
| cohesion within a | | | | Using headings and sub- | Year 6 objectives | | |
| paragraph. | | | Year 6 objectives | headings to organise | Using headings and sub- | | |
| | | | Using headings and sub- | information. | headings to organise | | |
| Year 6 objectives | | | headings to organise | | information. | | |
| Using headings and sub- | | | information. | | | | |
| headings to organise | | | | | | | |
| information. | | 6 | Down at worth and | | | | |
| Voor 4 objectives | Year Ashisatives | | Punctuation | Voca A phinatium | Year E chicatives | | |
| Year 4 objectives | Year 4 objectives Inverted commas and other | Year 6 objectives Semi-colons within | Year 4 objectives Use commas after fronted | Year 4 objectives Use commas after fronted | Year 5 objectives | | |
| Apostrophes for possession | punctuation to indicate direct | detailed lists. | adverbials. | adverbials. | Use commas for clarity and to avoid ambiguity. | | |
| (plural nouns). Use commas after fronted | speech Use commas after | Indicate grammatical | auverbiais. | auverbiais. | Use of a comma after the | | |
| adverbials. | fronted adverbials. | features using the semi- | Year 5 objectives | Year 6 objectives | reporting clause and use of | | |
| auverbiais. | Tronted adverbials. | colon to mark the | Commas for parenthesis. | Use semi-colons, and dashes to | end punctuation within | | |
| Year 5 objectives | Year 5 objectives | boundary between | Use commas to clarify | mark the boundary between | inverted commas. | | |
| Commas after fronted | Commas after fronted | independent clauses. | meaning and avoid | independent clauses. | - Indicate parenthesis using | | |
| adverbials. | adverbials. | Dashes and commas to | ambiguity. | Use commas to clarify meaning | brackets. | | |
| | | indicate parenthesis. | | and avoid ambiguity. | | | |
| Year 6 objectives | Year 6 objectives | | | , | | | |
| Use commas to clarify | Use commas to clarify | | | | | | |
| meaning and avoid | meaning and avoid ambiguity. | | | | | | |
| ambiguity. | | | | | | | |
| - <i>'</i> | | | ov for Dunile | • | • | | |

Terminology for Pupils

determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points



Cycle C – Years 4/5/6

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | |
|---|--|---|---|---|---|--|--|--|
| Vehicle Texts | | | | | | | | |
| Leaf | Manfish | FaRther | A Story Like the Wind | The Ways of the Wolf | The Promise | | | |
| | | Writing Outcome & Wri | ting Purpose | | | | | |
| Narrative: Outsider Narrative | Narrative: Invention Narrative Purpose: To narrate | Narrative: Setting Narrative | Narrative: Flashback Narrative | Recount: Documentary Narrative | Narrative: Character Narrative | | | |
| Purpose: To narrate | | Purpose: To narrate | Purpose: To narrate | Purpose: To narrate | Purpose: To narrate | | | |
| Information: Information Report | Recount: Jacques Cousteau Biography | Recount: Letter | Recount: Newspaper Report | Discussion: Balanced Argument | Persuasion: Bargain Letter | | | |
| Purpose: To inform | Purpose: To recount | Purpose: To recount | Purpose: To recount | Purpose: To discuss | Purpose: To persuade | | | |
| | | Grammar: Wo | ord | | | | | |
| Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 6 objectives | Year 5 objectives | Year 5 objectives | | | |
| Grammatical difference between plural and possessive -s. Develop understanding of standard English forms for verb inflections (we were instead of we was). Year 5 objectives The difference between vocabulary of informal | Verb inflections (we were instead of we was). | Verb inflections (we were instead of we was). Year 5 objectives The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone. Use verb prefixes (un-, de-, | Understand how words are related by meaning as synonyms and antonyms. Converting nouns into verbs using suffixes. The difference between vocabulary of informal speech and vocabulary appropriate to formal | The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone. Develop understanding and use of verb prefixes. Converting nouns or adjectives into verbs using suffixes. | Develop understanding and use of verb prefixes. | | | |
| speech and vocabulary appropriate to formal speech and writing – formal tone. Develop understanding and use of verb prefixes. | | re-, over-, dis-, mis-). | speech and writing - informality of direct quote contrasting with formality of vocabulary choices. | Year 6 objectives The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing. | | | | |



| Converting nouns or adjectives into verbs using suffixes. Year 6 objectives The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing. | | Grammar: Sent | | Year 6 objectives Develop understanding of how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing. | |
|---|---------------------------------------|---|---|--|--|
| Year 4 objectives Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases. Expressing time and place and cause using prepositions [for example, before, after, during, in, because of]. Fronted adverbials. | Year 4 objectives Fronted adverbials. | Year 4 objectives Fronted adverbials. Year 5 objectives Indicate degrees of possibility using modal verbs. Expanded noun phrases to convey complicated information concisely Use fronted adverbials. | Year 6 objectives The difference between structures typical of informal speech and structures appropriate to formal. Using expanded noun phrases to convey complicated information concisely. | Year 6 objectives Using expanded noun phrases to convey complicated information concisely. Understand the difference between structures typical of informal speech and structures appropriate to formal. Develop understanding of the passive to affect the presentation of information in a sentence. Use the subjunctive forms in some very formal writing and speech. | Year 5 objectives Indicate degrees of possibility using modal verbs and adverbs. |



| | | Grammar: Te | ext | | |
|-----------------------------|--------------------------------|--------------------------|------------------------|---------------------------|--------------------------|
| Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 6 objectives | Year 4 objectives |
| Appropriate choice of | Nouns or pronouns to aid | Nouns or pronouns to aid | Paragraphs to organise | Using cohesive devices, | Nouns or pronouns to aid |
| pronoun or noun within and | cohesion and avoid repetition. | cohesion and avoid | ideas around a theme, | e.g. synonyms Accurate | cohesion and avoid |
| across sentences to aid | Paragraphs to organise ideas | repetition. | with headings and sub | tense choices throughout | repetition. |
| cohesion and avoid | around a theme. | Paragraphs to organise | headings. | the writing. | Paragraphs to organise |
| repetition. | | ideas around a theme. | | | ideas around a theme. |
| | Year 5 objectives | | Year 5 objectives | | |
| Year 5 objectives | Develop understanding in | Year 5 objectives | Develop | | Year 5 objectives |
| Develop understanding in | using devices to build | Develop understanding in | understanding in using | | Develop understanding in |
| using devices to build | cohesion within a paragraph. | using devices to build | devices to build | | using devices to build |
| cohesion within a | | cohesion within a | cohesion within a | | cohesion within a |
| paragraph. | | paragraph. | paragraph. | | paragraph. |
| Year 6 objectives | | | Year 6 objectives | | |
| Use headings, sub-headings, | | | Use headings, sub- | | |
| columns, and captions to | | | headings, columns, | | |
| structure information. | | | and captions to | | |
| | | | structure information. | | |
| | | Grammar: Punct | uation | | |
| Year 4 objectives | Year 4 objectives | Year 4 objectives | Year 6 objectives | Year 6 objectives | Year 5 objectives |
| Apostrophes for possession | Inverted commas and other | Inverted commas and | Use hyphens to join | Use semi-colons, colons, | Commas for parenthesis. |
| (plural nouns). | punctuation to indicate direct | other punctuation to | words and avoid | and dashes to mark the | |
| Use commas after fronted | speech Use commas after | indicate direct speech | ambiguity. | boundary between | |
| adverbials. | fronted adverbials. | Use commas after fronted | Use range of | independent clauses. | |
| | | adverbials. | punctuation taught at | Use hyphens to avoid | |
| Year 5 objectives | Year 5 objectives | | KS2 (Speech | ambiguity. | |
| Commas after fronted | Commas after fronted | Year 5 objectives | punctuation). | Use colons to introduce a | |
| adverbials. | adverbials. | Commas, brackets, and | Use the semi-colon as | list. | |
| | | dashes for parenthesis. | the boundary | Use semi-colons within | |
| Year 6 objectives | Year 6 objectives | Use commas after fronted | between independent | lists. | |
| Use commas to clarify | Use commas to clarify | adverbials. | clauses. | | |
| meaning and avoid | meaning and avoid ambiguity. | | | | |
| ambiguity. | | Year 6 objectives | | | |
| | | Use commas to clarify | | | |
| | | meaning and avoid | | | |
| | | ambiguity. | | | |



Terminology for Pupils

determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points