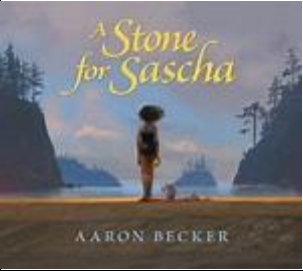
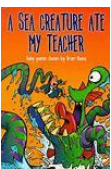
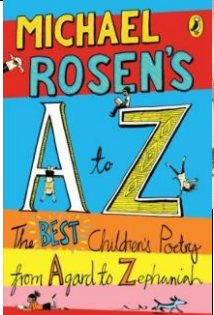
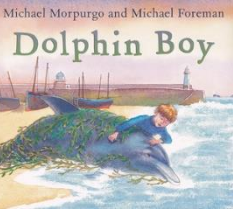
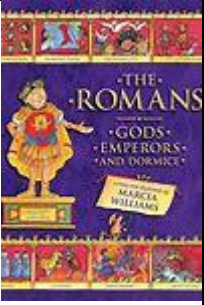
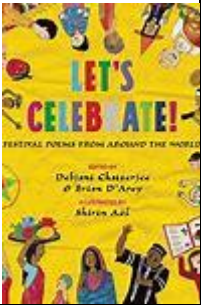


Handwriting	WTS] Form lower-case letters and digits of the correct size, orientation and relationship to one another in some of their writing Use spacing between words [EXS] Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters [GDS] Use the diagonal and horizontal strokes needed to join some letters
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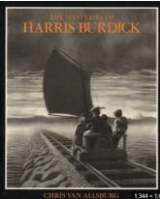
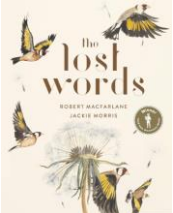
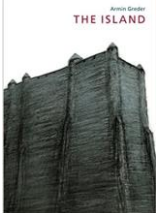
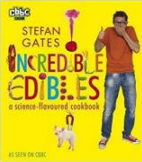
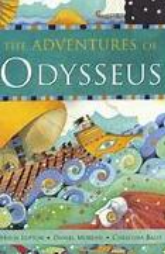
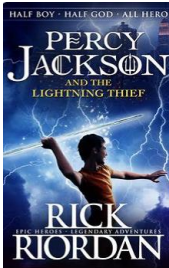
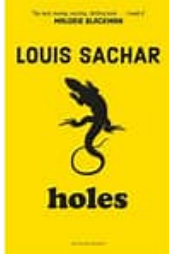
YEAR 3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
			 Variety of Humorous Poems	 The Hodgeheg by David Almond Gameshow and quizzes instructions and explanations.								
Progression of Core Texts	A Stone for Sascha – whole school text (Narrative)	Jack and the Beanstalk (Recount)	At the end of school assembly – Simon Pitt Where teachers keep their pets – P Cookson A sea creature ate our teacher- Brian Moses (Poetry – humorous)	Stig of the Dump – (Narrative with an historical setting) The Hodgeheg (Modern Fiction Adventure story) Gameshow and quizzes instructions and explanations.	Fantastic Mr Fox – Roald Dahl (Classic fiction/fantasy)	Michael Rosen's A to Z	Dolphin Boy and The Sandman and the Turtles – Michael Morpurgo (Fiction – Stories on a theme)	Video Games (Non-fiction – non-chronological report)	The world's laziest Duck and other amazing records – (Non-fiction – records)	The Romans: Gods, Emperors and dormice – Marcia Williams (Fiction- Myths and legends)	Let's celebrate! Festival poems from around the world – (Poetry – poems on a theme)	The Roman record – Paul Dowsell (Non-fiction – recount)
Links to wider curriculum	Stone Age Map reading				Local Geography Study Local History Study				Roman Empire Comparison of UK and Italy			
Independent purposeful writing outcomes	Narrative Retell Recount a traditional tale		Write and perform a funny poem Non-fiction newspaper report Write a new animal adventure story		Write an exciting story in the style of Fantastic Mr Fox Write an anecdote poem which includes emotion		Write a story based on one read – using paragraphs		Blog about the class' amazing records Write and perform a myth		Create a festive shape poem Extended writing – a researched newspaper recount report	

Grammar and Punctuation	Expanded noun phrases	Verbs for impact	Punctuating dialogue	Identifying word classes	Simple past and present perfect	Revise word classes, nouns, adjectives, verbs and adverbs
	Consistent use of full stops, capital letters and finger spaces	Adverbs for time manner and place Prepositions for time place and cause Write in paragraphs and provide structural devices such as headings and introductory statements Extend sentences with conjunctions Use inverted commas for quotes Chose nouns and pronouns appropriately for clarity and cohesion Fronted adverbials with correct use of comma Punctuating direct speech	Present perfect form Simple past form and present perfect form Generate and punctuate dialogue	Writing dialogue – including reporting clauses and alternatives to said	Identify, insert and use conjunctions Punctuation for writing speech Conjunctions to extend sentences expressing time and cause	Prepositions for time, place and cause Ver tense – perfect form and role play Adverbs expressing time and place Newspaper structure and language
Spelling	Twinkl Phonics Twinkl Spelling Programme Spell correctly words that have been previously taught, including... - Common exception words from KS1 - Previously taught homophones - Those with known prefixes and suffixes Use and spell correctly many of the words from the Year 3/4 spelling list Use and spell correctly many of the words from the Year 3/4 spelling list Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly					
Handwriting	Write legibly Use joined up writing consistently, independently and fluently					

YEAR 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

[illegible]

YEAR 5												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Crime and Punishment (Non-fiction) Progression of Core Texts												
Links to wider curriculum	Romans Anglo-Saxons and Vikings Space				Extreme Environments Living Things Properties of Materials Crime and Punishment				Local History Study Living Things Geographical study of Columbia and UK			
Independent purposeful writing outcomes	To retell a narrative. To write poetry.		To write an alternative ending for a narrative. To write an argument. To write a biography.		To write a narrative from a different perspective. To write instructions.		To write a first person diary. To write an historical narrative.		To write a letter to a character. To write a descriptive narrative.		To write a possible ending to a narrative. To write a non-chronological report.	
Grammar and Punctuation	Use relative clauses using a relative pronoun. Use adverbials of time, place and number. Use and understand the grammatical terminology when discussing their writing (e.g. modal verb, relative pronoun, parenthesis etc.) Indicating degrees of possibility using adverbs.		Use a thesaurus. Use punctuation for parenthesis. Use of commas to clarify meaning or avoid ambiguity. Using expanded noun phrases to convey complicate information concisely. Proof reading for errors.		Use devices to build cohesion within and across paragraphs. In narrative, consider how authors have developed characters and settings. Use dictionaries to check the spelling and meaning of words. Ensure correct tense.		Indicate degrees of possibility using modal verbs. Integrate dialogue to convey character and advance the action. Use further presentational and organisational devices to structure text layout. Choose appropriate register.		Identify the audience and purpose for writing. Precising longer passages. Assess the effectiveness of their own and others' writing. Ensure correct tense. Proof reading for errors.		Select appropriate grammar and vocabulary and propose changes. Choose appropriate register. Perform their own compositions using appropriate intonation, volume and movement.	
Spelling	Twinkl Spelling Programme Spell correctly words that have been previously taught, including... - Common exception words from KS1 - Previously taught homophones - Those with known prefixes and suffixes Use and spell correctly most words from the Year 3/4 spelling list Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words											
Handwriting	Write legibly Use joined up writing consistently, independently and fluently											

YEAR 6												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
												
Progression of Core Texts	A Stone for Sascha – whole school text (Narrative)	Animalium (Non-fiction) Link with Science	The Mysteries of Harris Burdick	The Lost Words (poetry)	The Arrival	The Island	The Explorer	Incredible Edibles			Percy Jackson and the Lightning Thief	Holes
Links to wider curriculum	Ancient Mayans Local Geography Study				World War II Rainforests				Ancient Greece			
Independent purposeful writing outcomes	To retell a narrative To write a Non-fiction report to inform an audience		To write poetry To write an alternative ending		To write a diary entry To write a letter to a character		Creative writing linked to survival Linked to Science - Non-Chronological report		To write an historical narrative. Writing to instruct and inform.		To write an argument To write a possible ending to a narrative.	
Grammar and Punctuation	Use relative clauses beginning with who, which, where, when, whose, that Linking ideas across paragraphs using adverbials of time, place and number. Use brackets, dashes and commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Describe settings, characters and atmosphere. Use a thesaurus and dictionary. Use and understand the grammatical terminology when discussing their writing (e.g. cohesion, ambiguity, parenthesis etc.)		In narrative, consider how authors have developed characters and settings. Integrate dialogue to convey character and move the action on. Use further presentational and organisational devices to structure text layout. Ensure the correct tense throughout writing. Proof reading for spelling and punctuation errors. Using expanded noun phrases to convey complicated information concisely.		Identify the audience and purpose for writing. Assessing the effectiveness of their own and others' writing. Indicate degrees of possibility using adverbs or modal verbs. Use the full range of punctuation taught at KS2. Choose appropriate register.		Continue to use devices to build cohesion within and across paragraphs. Using expanded noun phrases to convey complicated information concisely. Use the full range of punctuation taught at KS2.		Use further presentational and organisational devices to structure text layout. Wide range of cohesive devices including repetition. Select appropriate grammar and vocabulary and propose changes.		Perform their own compositions using appropriate intonation, volume and movement. Wide range of cohesive devices including repetition. Ensure the correct tense throughout writing. Precising longer passages.	
Spelling	Twinkl Spelling Programme [WTS] Spell correctly most words from the Year 3/4 spelling list, and some words from the Year 5/6 spelling list [EXS] Spell correctly most words from the Year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary											
Handwriting	Write legibly Use joined up writing consistently, independently and fluently											