

	Autumn Term - Invaders and Settlers	Spring Term - To infinity and Beyond	Summer Term - Fighting Fit
Topic theme	Anglo-Saxon and Scots	Space	Local History - Edward Jenner
Key writing genres to be covered	<p>Instructions - How to Invade</p> <p>Stories - Adventure, Legend (King Arthur)</p> <p>Report - Anglo-Saxon Gods</p> <p>Newspaper report - The Anglo-Saxons are coming!</p> <p>Explanation - How to build an Anglo-Saxon house</p> <p>Poetry - War poetry (Flanders Fields By John McCrae)</p>	<p>Biography - Neil Armstrong</p> <p>Story - Fantasy/Mystery/Sci-fi</p> <p>Persuasive - Visit space station/Space travel</p> <p>Poetry - Cinquains (Nights by William Blake, Stars by The Bronte Sisters)</p>	<p>Explanation - How did Edward Jenner make his discovery?</p> <p>Story - historical fiction, fantasy,</p> <p>Recount - Diary (Edward Jenner)</p> <p>Instructions - For a game</p> <p>Poetry - Kennings (Roger Stevens 'Where do I play? Who am I?')</p>
SPag to be covered	<p>Y5</p> <p>T1: use modal verbs with expanded noun phrases</p> <p>T2: Use inverted commas and supporting punctuation for direct and reported</p> <p>T3: use adverbs to show possibility</p> <p>T4: use embedded clauses</p> <p>T5: use main and subordinate clauses in different positions in a sentence</p> <p>T6: Ensure the consistent and appropriate use of tense throughout a piece of writing that suits the level of formality required</p> <p>T7: use a range of cohesive devices within paragraphs</p> <p>Spellings</p> <p>Year 4 spellings revision</p> <p>-ough letter strings</p> <p>-cious endings</p> <p>-tious endings</p> <p>-cial endings</p> <p>-tial endings</p> <p>Homophones (Nouns and Verbs)</p> <p>double consonants</p> <p>unstressed vowels and consonants</p>	<p>Y5</p> <p>T8: use a range of devices to link paragraphs.</p> <p>T9: Use a range of expanded noun-phrases to add detail across a piece of writing.</p> <p>T10: use and modify a range of organisational features for fiction and non-fiction genres.</p> <p>Spellings</p> <p>able words</p> <p>ably words</p> <p>ibly and ible words</p> <p>homophones and near homophones</p> <p>silent letters</p> <p>scientific vocabulary</p> <p>'I' sound spelt 'y'</p>	<p>Recall, deepen understanding of taught concepts</p> <p>Spelling</p> <p>-ate, -ise, -ify and -en words</p> <p>Verb prefixes</p> <p>Homophones and near homophones</p> <p>Homophones and words that are often confused</p> <p>-ant,-ance, -ancy endings</p> <p>-ent, -ence/-ency, -ant, -ance/-ancy endings</p> <p>Suffixes (Vowel letters)</p>
	Y6	Y6	Recall, deepen understanding of taught concepts

	<p>T1: Add detail using expanded noun phrases, prepositional phrases and adverbial phrases</p> <p>T2: Use commas for clauses and inverted commas for direct speech, reported speech and quotations</p> <p>T3: Use modal verbs in formal and informal writing</p> <p>T4: use cohesive devices within paragraphs</p> <p>T5: use cohesive devices across paragraphs</p> <p>T6: Use colons to introduce a list and semi-colons, colons, dashes and brackets to separate clauses/ parenthesis</p> <p>Spellings</p> <p>-ant, -ance, -ancy endings</p> <p>-ent, -ence/-ency, -ant, -ance/-ancy endings</p> <p>Hyphens</p> <p>Suffixes (Vowel letters)</p> <p>Scientific vocabulary</p> <p>Curriculum words</p> <p>'c' makes the 's' sound</p> <p>Suffixes and prefixes</p>	<p>T7: Use a range of sentence types to add detail such as: simple, compound, complex, multiple</p> <p>T8: use a variety of verb forms</p> <p>T9: Use hyphens to avoid ambiguity</p> <p>T10: use passive voice deliberately.</p> <p>T11: use formal language structures</p> <p>T12: deliberately select vocabulary and precise word choices to develop: character, setting, atmosphere, integrated dialogue, advance the action etc.</p> <p>Spellings</p> <p>I before e rule</p> <p>Homophones and near homophones</p> <p>-ous endings</p> <p>prefixes: super-, anti-, sub-</p> <p>prefixes: re-, il-, im-</p> <p>prefixes auto-, un-, dis-</p> <p>'u' sound spelt 'ou'</p> <p>'y' makes the 'i' sound</p>	<p>Spellings</p> <p>'ei', 'eigh' and 'ey' words</p> <p>-tial and -cial endings</p> <p>-ation, -sion, -ssion and -tion endings</p> <p>-ough words</p> <p>-ly suffix</p> <p>'que' and 'sc' words</p> <p>-tious and -cious endings</p> <p>'ch' and 'gue' words</p> <p>-sure and -ture endings</p> <p>Unstressed vowels</p>
Key authors to be studied	Michael Morpurgo	Shaun Tan	Emma Carroll
Books to be read	Beowulf by Michael Morpurgo Tell me a Dragon by Jackie Morris	Time Travelling with a Hamster by Ross Welford The Viewer by Shaun Tan	Secrets of the Sun King by Emma Carroll How to Live Forever by Colin Thompson

Long term writing plans:

Year B

	Autumn Term - World War 2 - The Home Front	Spring Term - Rainforest Explorers	Summer Term - Traders and Raiders
Topic theme	WW2	Rainforest	Anglo-Saxons and Vikings

<p>Key writing genres to be covered</p>	<p>Story - Historical, mystery Recount - Letter from the front, letter to a soldier, diary of character from 'Letters from the Lighthouse.' Discussion Text - Should children have been evacuated? Instructions - recipes (Linked to DT) Poetry - List poem ('Bleezer's Ice Cream by Jack Prelutsky and 'Sick' by Shel Silverstein)</p>	<p>Auto-Biographies - Write as character from 'The Explorer' Explanation - Link to Science Persuasive writing - Save the rainforest, endangered animals Stories - fables, traditional tales, Poetry - Haikus (poems by Basho, Issa, Busont and Shili)</p>	<p>Newspaper report - The Vikings are coming! Stories - legend/ play writing Reports - Vikings and their impact on Britain Poetry - Narrative poetry (The Highway man By Alfred Noyes) Explanation - How to be a Warrior</p>
<p>SPag to be covered</p>	<p>Y5 T1: use modal verbs with expanded noun phrases T2: Use inverted commas and supporting punctuation for direct and reported T3: use adverbs to show possibility T4: use embedded clauses T5: use main and subordinate clauses in different positions in a sentence T6: Ensure the consistent and appropriate use of tense throughout a piece of writing that suits the level of formality required T7: use a range of cohesive devices within paragraphs Spellings Year 4 spellings revision -ough letter strings -cious endings -tious endings -cial endings -tial endings Homophones (Nouns and Verbs) double consonants unstressed vowels and consonants</p>	<p>Y5 T8: use a range of devices to link paragraphs. T9: Use a range of expanded noun-phrases to add detail across a piece of writing. T10: use and modify a range of organisational features for fiction and non-fiction genres. Spellings able words ably words ibly and ible words homophones and near homophones silent letters scientific vocabulary 'I' sound spelt 'y'</p>	<p>Recall, deepen understanding of taught concepts</p> <p>Spelling -ate, -ise, -ify and -en words Verb prefixes Homophones and near homophones Homophones and words that are often confused -ant,-ance, -ancy endings -ent, -ence/-ency, -ant, -ance/-ancy endings Suffixes (Vowel letters)</p>
	<p>Y6 T1: Add detail using expanded noun phrases, prepositional phrases and adverbial phrases</p>	<p>Y6 T7: Use a range of sentence types to add detail such as: simple, compound, complex, multiple</p>	<p>Recall, deepen understanding of taught concepts</p>

	<p>T2: Use commas for clauses and inverted commas for direct speech, reported speech and quotations</p> <p>T3: Use modal verbs in formal and informal writing</p> <p>T4: use cohesive devices within paragraphs</p> <p>T5: use cohesive devices across paragraphs</p> <p>T6: Use colons to introduce a list and semi-colons, colons, dashes and brackets to separate clauses/ parenthesis</p> <p>Spellings</p> <p>-ant, -ance, -ancy endings</p> <p>-ent, -ence/-ency, -ant, -ance/-ancy endings</p> <p>Hyphens</p> <p>Suffixes (Vowel letters)</p> <p>Scientific vocabulary</p> <p>Curriculum words</p> <p>'c' makes the 's' sound</p> <p>Suffixes and prefixes</p>	<p>T8: use a variety of verb forms</p> <p>T9: Use hyphens to avoid ambiguity</p> <p>T10: use passive voice deliberately.</p> <p>T11: use formal language structures</p> <p>T12: deliberately select vocabulary and precise word choices to develop: character, setting, atmosphere, integrated dialogue, advance the action etc.</p> <p>Spellings</p> <p>I before e rule</p> <p>Homophones and near homophones</p> <p>-ous endings</p> <p>prefixes: super-, anti-, sub-</p> <p>prefixes: re-, il-, im-</p> <p>prefixes auto-, un-, dis-</p> <p>'u' sound spelt 'ou'</p> <p>'y' makes the 'i' sound</p>	<p>Spellings</p> <p>'ei', 'eigh' and 'ey' words</p> <p>-tial and -cial endings</p> <p>-ation, -sion, -ssion and -tion endings</p> <p>-ough words</p> <p>-ly suffix</p> <p>'que' and 'sc' words</p> <p>-tious and -cious endings</p> <p>'ch' and 'gue' words</p> <p>-sure and -ture endings</p> <p>Unstressed vowels</p>
Key authors to be studied	Michelle Magorian	Katherine Rundell	Peter Bunzl/Joan Aiken
Books to be read	Letters from the Lighthouse by Emma Carroll Rose Blanche by Ian McEwan	The Explorer by Katherine Rundell Firebird by Saviour Pirotta	Cogheart by Peter Bunzl Tuesday by David Wiesner The Highwayman by Alfred Noyes