

	Autumn Term	Spring Term	Summer Term
<b>Topic theme</b>	Adventurers	Health	Ancient Greece
<b>Key writing genres to be covered</b>	<p><b>Auto-Biography</b> – Kensuke</p> <p><b>Stories</b> – Adventure</p> <p><b>Stories</b> - Mystery</p> <p><b>Newspaper report</b> – Discovery Expedition</p> <p><b>Poetry</b> - Sonnet</p>	<p><b>Persuasive</b> – persuade young people to eat healthy food</p> <p><b>Recount</b> – Letter to MP</p> <p><b>Discussion Text</b> – Should junk food be banned?</p> <p><b>Instructions</b> – recipes (Linked to DT)</p> <p><b>Poetry</b> - Acrostic</p>	<p><b>Explanation</b> – impact of Ancient Greece on modern Western Civilisation</p> <p><b>Story</b> – historical fiction</p> <p><b>Story</b> – legends and myths</p> <p><b>Recount</b> – Diary of an Ancient Greek child</p> <p><b>Poetry</b> – List poems</p>
<b>SPaG to be covered</b>	<p>Y3</p> <p>T1: use noun phrases to add detail</p> <p>T2: use inverted commas for speech</p> <p>T3: use a range of adverbs and prepositions to express time, place and cause</p> <p>T4: use a mixture of simple and compound sentences</p> <p>T5: use apostrophes for contraction and possession</p> <p>T6: use commas in lists</p> <p>T7: write complex sentences by using a range of conjunctions</p> <p>Spelling</p> <p>Year 2 review of suffixes: -ed, -ing, -er, -est,</p> <p>Year 2 review of suffixes (-ness, -ment, -ful, -less).</p> <p>'i' sound spelt 'y'.</p> <p>'u' sound spelt 'ou'.</p> <p>'ai' sound spelt 'ei', 'eigh' or 'ey'.</p> <p>un- prefix.</p> <p>dis- prefix.</p> <p>mis- prefix.</p> <p>re- prefix.</p> <p>word families.</p>	<p>Y3</p> <p>T8: Use past tense, present tense, continuous accurately and begin to use perfect forms</p> <p>T9: Use paragraphs to group related ideas in fiction and non-fiction writing</p> <p>T10: use organisational features for fiction and non-fiction genres.</p> <p>T11: describe characters and settings by using expanded noun phrases, prepositional phrases, power of three, interesting and appropriate word choices, alliteration and similes.</p> <p>Spellings</p> <p>super- prefix.</p> <p>anti- and sub- prefixes.</p> <p>auto- prefix and review work on prefixes.</p> <p>-ly suffix (change the 'y' to an 'i').</p> <p>-ly suffix (-le changed to -ly).</p> <p>-ally suffix.</p> <p>-ation suffix.</p> <p>double consonants.</p> <p>split digraphs - long vowel sounds.</p>	<p>Recall, deepen understanding of taught concepts</p> <p>Spellings</p> <p>-ly suffix and spelling review.</p> <p>-in prefix</p> <p>il- and im- prefixes.</p> <p>-ir prefix</p> <p>Inter- prefix</p> <p>Homophones and near homophones</p> <p>Suffixes (Vowel letters)</p> <p>-sion and -tion endings</p> <p>Words from across the curriculum</p>
	<p>Y4</p> <p>T1: use noun phrases expanded with prepositional phrases</p> <p>T2: use inverted commas for speech with</p>	<p>Y4</p> <p>T8: Use cohesive devices: paragraphing, nouns and pronoun chains, adverbial phrases, prepositional phrases</p>	<p>Recall, deepen understanding of taught concepts</p> <p>Spelling</p> <p>'sh' spelt like 'ch'</p>

	<p>the appropriate punctuation</p> <p>T3: use fronted adverbial followed by a comma</p> <p>T4: use a mixture of simple, compound and complex sentences</p> <p>T5: use apostrophes for contraction and possession</p> <p>T6: write complex sentences with a range of conjunctions</p> <p>T7: Use past tense, present tense, continuous and perfect forms accurately throughout a piece of writing</p> <p>Spelling</p> <p>Year 3 review</p> <p>Suffixes (Vowel letters)</p> <p>Apostrophes for missing letters</p> <p>-sion and -tion endings</p> <p>-ssion endings</p> <p>-ation suffix</p> <p>-cian ending</p>	<p>T9: use organisational features for fiction and non-fiction genres.</p> <p>T10: Describe characters and settings using including expanded noun-phrases, figurative language, prepositional phrases, adverbial phrases.</p> <p>Spelling</p> <p>Plurals</p> <p>Possisive aphostrophes</p> <p>-ous endings</p> <p>-sure and -ture ending</p> <p>'k' sound spelt 'ch'</p> <p>'s' sound spelt 'c'</p> <p>'ough' words</p> <p>Unstressed vowels</p>	<p>-que ending</p> <p>-que endings</p> <p>'s' spelt like 'sc'</p> <p>Homophones and near homophones</p> <p>un-, dis-, mis- and re- words.</p> <p>Words from across the curriculum</p>
<b>Key authors to be studied</b>	K Milwood	Kate Scott	Maz Evans

Long term writing plans:

Year B

	Autumn Term	Spring Term	Summer Term
<b>Topic theme</b>	Save our Planet	Romans	Stone Age and Young Entrepreneurs
<b>Key writing genres to be covered</b>	<p><b>Story</b> - traditional tales</p> <p><b>Recount</b> - Diary entry about trip.</p> <p><b>Discussion Text</b> - Should we stop producing plastic objects?</p> <p><b>Persuasive writing</b> - Save endangered animals.</p> <p><b>Instructions</b> - How to create a bug house.</p>	<p><b>Stories</b> - Horror</p> <p><b>Reports</b> - Romans and impact on Britain</p> <p><b>Auto-Biography</b> - Character from Romans on a Rampage</p> <p><b>Diary</b> - Life as a Roman Warrior</p> <p><b>Poetry</b> - Haikus</p>	<p><b>Newspaper report</b> - Successful entrepreneur</p> <p><b>Stories</b> - science fiction</p> <p><b>Persuasive</b>- Linked to DT</p> <p><b>Poetry</b> - Narrative</p>
<b>SPaG to be covered</b>	<p>Y3</p> <p>T1: use noun phrases to add detail</p> <p>T2: use inverted commas for speech</p> <p>T3: use a range of adverbs and prepositions to express time, place and cause</p> <p>T4: use a mixture of simple and compound sentences</p> <p>T5: use apostrophes for contraction and possession</p> <p>T6: use commas in lists</p> <p>T7: write complex sentences by using a range of conjunctions</p> <p>Spelling</p> <p>Year 2 review of suffixes: -ed, -ing, -er, -est,</p> <p>Year 2 review of suffixes (-ness, -ment, -ful, -less).</p> <p>'i' sound spelt 'y'.</p> <p>'u' sound spelt 'ou'.</p> <p>'ai' sound spelt 'ei', 'eigh' or 'ey'.</p> <p>un- prefix.</p> <p>dis- prefix.</p> <p>mis- prefix.</p> <p>re- prefix.</p> <p>word families.</p>	<p>Y3</p> <p>T8: Use past tense, present tense, continuous accurately and begin to use perfect forms</p> <p>T9: Use paragraphs to group related ideas in fiction and non-fiction writing</p> <p>T10: use organisational features for fiction and non-fiction genres.</p> <p>T11: describe characters and settings by using expanded noun phrases, prepositional phrases, power of three, interesting and appropriate word choices, alliteration and similes.</p> <p>Spellings</p> <p>super- prefix.</p> <p>anti- and sub- prefixes.</p> <p>auto- prefix and review work on prefixes.</p> <p>-ly suffix (change the 'y' to an 'i').</p> <p>-ly suffix (-le changed to -ly).</p> <p>-ally suffix.</p> <p>-ation suffix.</p> <p>double consonants.</p> <p>split digraphs - long vowel sounds.</p>	<p>Recall, deepen understanding of taught concepts</p> <p>Spellings</p> <p>-ly suffix and spelling review.</p> <p>-in prefix</p> <p>il- and im- prefixes.</p> <p>-ir prefix</p> <p>Inter- prefix</p> <p>Homophones and near homophones</p> <p>Suffixes (Vowel letters)</p> <p>-sion and -tion endings</p> <p>Words from across the curriculum</p>
	<p>Y4</p> <p>T1: use noun phrases expanded with prepositional phrases</p> <p>T2: use inverted commas for speech with</p>	<p>Y4</p> <p>T8: Use cohesive devices: paragraphing, nouns and pronoun chains, adverbial phrases, prepositional phrases</p>	<p>Recall, deepen understanding of taught concepts</p> <p>Spelling</p> <p>'sh' spelt like 'ch'</p>

	<p>the appropriate punctuation</p> <p>T3: use fronted adverbial followed by a comma</p> <p>T4: use a mixture of simple, compound and complex sentences</p> <p>T5: use apostrophes for contraction and possession</p> <p>T6: write complex sentences with a range of conjunctions</p> <p>T7: Use past tense, present tense, continuous and perfect forms accurately throughout a piece of writing</p> <p>Spelling</p> <p>Year 3 review</p> <p>Suffixes (Vowel letters)</p> <p>Apostrophes for missing letters</p> <p>-sion and -tion endings</p> <p>-ssion endings</p> <p>-ation suffix</p> <p>-cian ending</p>	<p>T9: use organisational features for fiction and non-fiction genres.</p> <p>T10: Describe characters and settings using including expanded noun-phrases, figurative language, prepositional phrases, adverbial phrases.</p> <p>Spelling</p> <p>Plurals</p> <p>Possisive aphostrophes</p> <p>-ous endings</p> <p>-sure and -ture ending</p> <p>'k' sound spelt 'ch'</p> <p>'s' sound spelt 'c'</p> <p>'ough' words</p> <p>Unstressed vowels</p>	<p>-gue ending</p> <p>-que endings</p> <p>'s' spelt like 'sc'</p> <p>Homophones and near homophones</p> <p>un-, dis-, mis- and re- words.</p> <p>Words from across the curriculum</p>
<p><b>Key authors to be studied</b></p>	<p>M.G. Leonard</p>	<p>Jeremy Strong</p>	<p><i>Brian Selznick</i></p>