

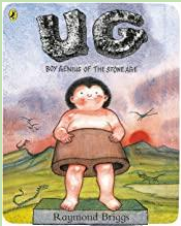
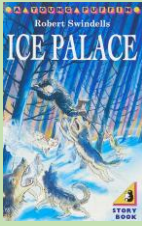
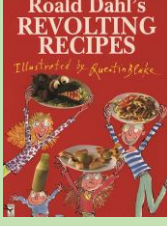
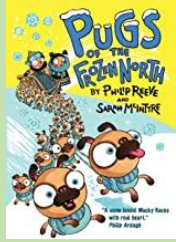
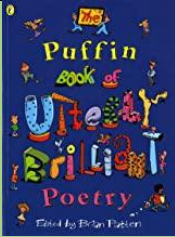
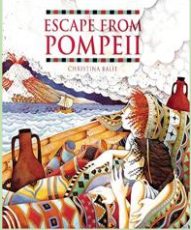
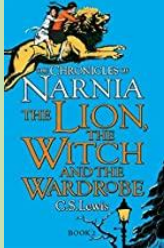
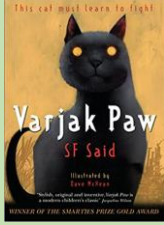
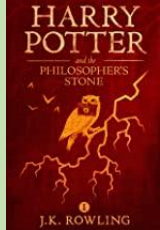
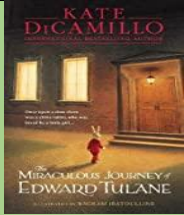
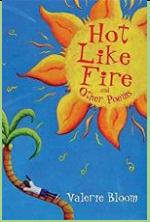
# Whiteheath Junior School

## Writing Curriculum

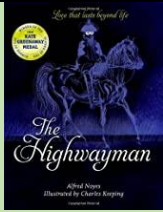
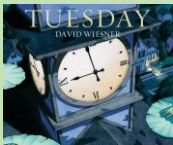
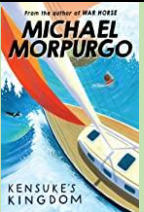
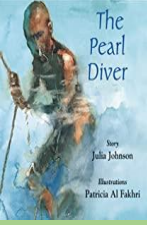
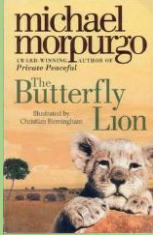
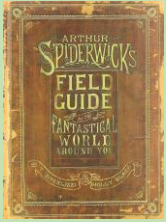
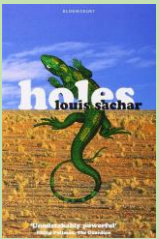
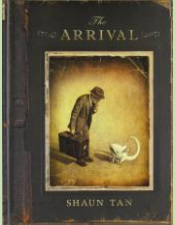
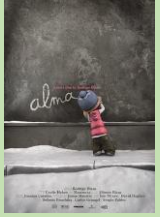
### 2026-2027

|                                       |    |
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# English Overview - Years 3 and 4

|                         | Autumn 1                                                                                   | Autumn 2                                                                               | Spring 1                                                                                                                    | Spring 2                                                                                         | Summer 1                                                                                                         | Summer 2                                                                                                   |
|-------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Writing Genres</b>   | <b>Writing to Inform</b><br>Letter Writing<br><br><b>Writing to Entertain</b><br>Narrative | <b>Writing to inform</b><br>Diary Writing<br><br><b>Writing to Entertain</b><br>Poetry | <b>Writing to Entertain</b><br>Narrative<br><b>Writing to Persuade</b><br>Advert<br><br><b>Writing to Inform</b><br>Recount | <b>Writing to Persuade</b><br>Letter Writing<br><br><b>Writing to Inform</b><br>Explanation Text | <b>Writing to Entertain</b><br>Setting Description<br><br><b>Writing to Entertain/ Inform</b><br>Informal Letter | <b>Writing to Inform</b><br>Report Writing<br>Recount Writing<br><br><b>Writing to Entertain</b><br>Poetry |
| <b>Core Texts</b>       |           |       |                                            |                |                               |                         |
| <b>Additional Texts</b> |                                                                                            |                                                                                        |                                          |                                                                                                  |                                                                                                                  |                       |
| <b>Writing Genres</b>   | <b>Writing to Inform</b>                                                                   | <b>Writing to Entertain</b><br><b>Writing to Persuade</b><br><b>Writing to Inform</b>  | <b>Writing to Entertain</b><br><b>Writing to Persuade</b><br><b>Writing to Inform</b>                                       | <b>Writing to Entertain</b><br><br><b>Writing to Inform</b>                                      | <b>Writing to Persuade</b><br><br><b>Writing to Inform</b>                                                       | <b>Writing to Entertain</b>                                                                                |
| <b>Core Texts</b>       |         |     |                                          |              |                             |                       |
| <b>Additional Texts</b> |                                                                                            |     |                                                                                                                             |                                                                                                  |                                                                                                                  |                       |

# English Overview - Years 5 and 6

|        |                  | Autumn 1                                                                                                                                                                   | Autumn 2                                                                                                                                                                   | Spring 1                                                                                                                                                                   | Spring 2                                                                             | Summer 1                                                                              | Summer 2                                                                              |
|--------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|        |                  | <b>Writing to Entertain</b>                                                                                                                                                | <b>Writing to Entertain</b><br><b>Writing to inform</b>                                                                                                                    | <b>Writing to Discuss</b><br><b>Writing to Entertain</b>                                                                                                                   | <b>Writing to inform</b><br><b>Writing to Entertain</b>                              | <b>Writing to persuade</b><br><b>Writing to Entertain</b>                             | <b>Writing to persuade</b><br><br><b>Writing to Entertain</b>                         |
| Year 5 | Writing Genres   |                                                                                                                                                                            |                                                                                                                                                                            |                                                                                                                                                                            |                                                                                      |                                                                                       |                                                                                       |
|        | Core Texts       |                                                                                           |                                                                                           |                                                                                                                                                                            |    | Persuasive leaflet for attraction                                                     |    |
| Year 6 | Additional Texts |                                                                                                                                                                            |                                                                                          |                                                                                          |   | Video for setting description                                                         |                                                                                       |
|        | Writing Genres   | <b>Writing to Persuade</b><br><b>Writing to Entertain</b>                                                                                                                  | <b>Writing to Inform</b><br><b>Writing to Entertain</b>                                                                                                                    | <b>Writing to Entertain</b><br><b>Writing to Inform</b>                                                                                                                    | <b>Writing to persuade</b><br><b>Writing to entertain</b>                            | <b>Writing to discuss</b><br><b>Writing to Entertain</b>                              | <b>Writing to Entertain</b>                                                           |
| Year 6 | Core Texts       | <br> | <br> | <br> |  |  |  |

|  |                  |                              |                                                                                  |                            |  |                        |  |
|--|------------------|------------------------------|----------------------------------------------------------------------------------|----------------------------|--|------------------------|--|
|  | Additional Texts | Various letters of complaint |  | Various Newspaper articles |  | Various argument texts |  |
|--|------------------|------------------------------|----------------------------------------------------------------------------------|----------------------------|--|------------------------|--|

# Overview of Writing Purposes

| Year | Term | Writing to Entertain                                           | Writing to Inform                         | Writing to Persuade        | Writing to Discuss       |
|------|------|----------------------------------------------------------------|-------------------------------------------|----------------------------|--------------------------|
| 3    | Au 1 | <b>Diary</b>                                                   | <b>Letter writing</b>                     |                            |                          |
|      | Au 2 | <b>Poetry</b>                                                  | <b>Description/<br/>Narrative</b>         |                            |                          |
|      | Sp 1 | <b>Narrative</b>                                               | <b>Recount</b>                            | <b>Advert</b>              |                          |
|      | Sp 2 | <b>Poetry</b>                                                  | <b>Explanation</b>                        | <b>Letter Writing</b>      |                          |
|      | Su 1 | <b>Description</b>                                             | <b>Letter</b>                             |                            |                          |
|      | Su 2 | <b>Poetry</b>                                                  | <b>Explanation /Recount</b>               |                            |                          |
| 4    | Au 1 | <b>Description</b>                                             | <b>Travel Guide<br/>Recount</b>           |                            |                          |
|      | Au 2 |                                                                | <b>Newspaper Report<br/>Diary</b>         | <b>Letter Writing</b>      |                          |
|      | Sp 1 | <b>Description</b>                                             | <b>Newspaper Report</b>                   | <b>Letter Writing</b>      |                          |
|      | Sp 2 | <b>Poetry<br/>Description</b>                                  | <b>Letter writing</b>                     |                            |                          |
|      | Su 1 |                                                                | <b>Instructions<br/>Explanation</b>       | <b>Advertisement</b>       |                          |
|      | Su 2 | <b>Description<br/>Narrative<br/>Poetry</b>                    |                                           |                            |                          |
| 5    | Au 1 |                                                                | <b>Diary<br/>Letter</b>                   |                            |                          |
|      | Au 2 | <b>Narrative<br/>Narrative with<br/>dialogue</b>               |                                           |                            |                          |
|      | Sp 1 | <b>Poetry</b>                                                  |                                           |                            | <b>Balanced Argument</b> |
|      | Sp 2 | <b>Setting description</b>                                     |                                           |                            |                          |
|      | Su 1 |                                                                |                                           | <b>Persuasive leaflet</b>  |                          |
|      | Su 2 |                                                                | <b>Survival Guide<br/>Newspaper</b>       |                            |                          |
| 6    | Au 1 | <b>Narrative</b>                                               |                                           | <b>Letter of complaint</b> |                          |
|      | Au 2 |                                                                | <b>Letter to a relative<br/>Biography</b> |                            |                          |
|      | Sp 1 |                                                                | <b>Diary<br/>News report</b>              |                            |                          |
|      | Sp 2 | <b>Descriptive monologue<br/>Description and<br/>narrative</b> | <b>Letter</b>                             | <b>Letter writing</b>      |                          |
|      | Su 1 | <b>Narrative</b>                                               | <b>Non-chronological<br/>report</b>       |                            |                          |
|      | Su 2 | <b>Narrative</b>                                               |                                           |                            | <b>Balanced argument</b> |

# Year 3 Medium Term Planning Autumn Term

| Week          | Topic                                                                                                                                      | Curriculum Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weeks 1 and 2 | <b>Non-fiction</b><br><b>Diary writing</b><br>Based on Ug Boy Genius of the Stone Age<br><b>2 weeks</b>                                    | <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:               <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></li> <li>organising paragraphs around a theme</li> </ul> </li> <li>evaluate and edit by:               <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Grammar:</p> <p>Determiners; conjunctions;</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> </ul>                      |
| 3             | <b>Non-fiction</b><br><b>Letter to the future</b><br>Based on Ug Boy Genius of the Stone Age<br><b>Writing to Inform</b><br><b>2 weeks</b> | <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:               <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by:               <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Grammar:</p> <p>Conjunctions; adverbs; nouns;</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:               <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> </ul> </li> </ul> |
| 4             |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|--------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |                                                                                                                      | <ul style="list-style-type: none"> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using, adverbs to express time and cause</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Week 5 | <b>Sentence Construction</b><br>Based on 'At The Beach' by Roland Harvey.<br>Writing in clear sentences              | plan their writing by: <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <ul style="list-style-type: none"> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear<br><br>Grammar: <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>○ using conjunctions and adverbs to express time and cause</li> </ul> </li> </ul>                                                                                                                                                                             |
| Week 6 |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Week 5 | <b>Letter writing</b><br>based on Into the Forest<br><b>Writing to Inform</b><br><b>2 weeks</b>                      | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>○ organising paragraphs around a theme</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear<br><br>Grammar: <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ use prepositions (e.g. before, after, during, in, because of)</li> </ul> </li> </ul> |
| Week 6 |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Week 7 | <b>Narrative</b> Descriptive writing<br>based on The Tin Forest<br><b>Writing to Entertain</b><br><b>2 - 3 weeks</b> | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Week 8 |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|        |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                 |                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 9          |                                                                                                               | <ul style="list-style-type: none"> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ organise writing to form paragraphs</li> </ul> </li> </ul> |
| Week 10         | <b>Assessment week</b>                                                                                        | En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Week 11         | <b>Poetry</b><br>writing based on The Magic Box by Kit Wright<br><b>Writing to Entertain</b><br><b>1 week</b> | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency,</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>                                                                                                          |
| SPaG Weeks 1-12 | <b>Explicit Coverage from Appendix 2</b>                                                                      | Determiners<br>Conjunctions<br>Adverbs<br>Nouns<br>Prepositions<br>Speech<br>Tenses<br>Nouns<br>Paragraphs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Year 3 Medium Term Planning Spring Term

| Week | Topic            | Curriculum Objective   |
|------|------------------|------------------------|
|      | <b>Narrative</b> | plan their writing by: |

|        |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Week 1 | Based on Superkid by Claire Freedman and Sarah McIntyre<br>Writing to Entertain<br>2 weeks  | <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul> <p>using and punctuating direct speech</p>                                                                                                                |
| Week 2 |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Week 3 | <b>Esio Trot</b><br><b>Advert/ Persuasive text</b><br><b>Writing to Persuade</b><br>2 weeks | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>choosing nouns appropriately</li> <li>Write sentences expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</li> </ul> </li> </ul> |
| Week 4 |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| Week 5 | <b>Animals</b><br><b>Writing to Inform</b><br><b>Recount (Visit to virtual Zoo)</b><br><b>2 weeks</b>         | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u></li> <li>organising paragraphs around a theme</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],</li> </ul> </li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> <li>Use paragraphs to group related material</li> </ul> |
| Week 6 |                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week 7 | <b>Instruction Text</b><br><b>How to make a revolting roll.</b><br><b>Writing to Inform</b><br><b>2 Weeks</b> | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u></li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Week 8 |                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                |                                                        | <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>using adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Week 9<br/>Week 10</p>      | <p>Narrative<br/><b>Something Fishy</b><br/>2 week</p> | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u></li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Grammar: Introduction to inverted commas to <b>punctuate</b> direct speech</p> |
| <p>Week 11</p>                 | <p><b>Assessment Week</b></p>                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Week 12</p>                 |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>SPaG<br/>Weeks<br/>1-12</p> | <p><b>Explicit Coverage from<br/>Appendix 2</b></p>    | <p>Determiners<br/>Conjunctions<br/>Adverbs<br/>Nouns<br/>Prepositions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|--|--|-----------------------------------------|
|  |  | Speech<br>Tenses<br>Nouns<br>Paragraphs |
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## Year 3 Medium Term Planning Summer Term

| Week   | Topic                                                                                                                  | Curriculum Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Week 1 | Based on Pugs of the Frozen North<br><b>Writing to Entertain</b><br>Setting description<br><br>1 of 5 weeks            | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u></li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time, place and cause</li> </ul> </li> <li>indicate grammatical and other features by: using and punctuating direct speech</li> </ul> |
| Week 2 | Based on Pugs of the Frozen North<br><b>Writing to Entertain</b><br>Character description<br>2 of 5 weeks              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Week 3 | Based on Pugs of the Frozen North<br><b>Writing to Entertain</b><br>Narrative description (Kraken)<br><br>3 of 5 weeks |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Week 4 | Based on Pugs of the Frozen North<br><b>Writing to Entertain</b>                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Week 5 | Writing in the style of an author (chapter of Pugs of the Frozen North)<br><br>Weeks 4 and 5                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|              |                                                                                                                                                                                                                                     | <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Grammar specific for this unit:</p> <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>○ using prepositions to express time and cause</li> <li>○ adverbs to express time and cause</li> <li>○ Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> <li>○ Expressing time, place and cause using <b>conjunctions</b></li> <li>○ Introduction to inverted commas to punctuate direct speech</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Week 6 and 7 | <p><b>Writing to Entertain</b><br/> <b>2 weeks</b><br/> <b>At the Beach</b><br/> <b>Sentence Structure</b></p>                                                                                                                      | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 8       | <p>Persuasive writing –<br/> <b>Based on real life scenario – Egyptian Travel Brochure</b><br/> <b>Writing to Persuade</b><br/> <b>1 of 3 weeks</b><br/> <b>2 weeks – summer camp</b></p>                                           | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>○ organising paragraphs around a theme</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of</li> </ul> </li> </ul> |
| Week 9       | <p>Persuasive writing –<br/> <b>Based on real life scenario – Egyptian Travel Brochure</b><br/> <b>Writing to Persuade</b><br/> <b>1 of 3 weeks</b></p>                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Week 10      | <p>Persuasive writing –<br/> <b>Based on real life scenario – Egyptian Travel Brochure</b><br/> <b>Writing to Persuade</b><br/> <b>1 of 3 weeks</b></p> <p><b>Assessment Week (completing Travel Brochure during this week)</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                 |                                                                                          | <p>conjunctions, including: when, if, because, although</p> <ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Week 11         | Archaic Text: Secret Garden<br><b>Writing to inform - Recount</b><br><b>1 of 2 weeks</b> | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Week 12         | Archaic Text: Secret Garden<br><b>Writing to inform - Recount</b><br><b>2 of 2 weeks</b> | <ul style="list-style-type: none"> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul> </li> </ul> |
| SPaG Weeks 1-12 | <b>Explicit Coverage from Appendix 2</b>                                                 | <p>Determiners<br/>Conjunctions<br/>Adverbs<br/>Nouns<br/>Prepositions<br/>Speech<br/>Tenses<br/>Nouns</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|  | Paragraphs<br>Consolidation of Year 3 Work |
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## Year 4 Medium Term Planning Autumn Term

| Week   | Topic                                                                                                                                                           | Curriculum Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Week 1 | Grammar Focus                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Week 2 | Grammar Focus                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Week 3 | <b>Writing to Inform</b><br><b>Information text</b><br>Travel guide based on Escape from Pompeii to provide information about Pompeii<br><br><b>Week 1 of 2</b> | <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:               <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by:               <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by:               <ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul> </li> <li>indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using fronted adverbials</li> </ul> </li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> </ul> |
| Week 4 | <b>Writing to Inform</b><br><b>Information text</b><br>Travel guide based on Escape from Pompeii to provide information about Pompeii<br><br><b>Week 2 of 2</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Week 5 | <b>Writing to entertain</b><br><b>Description</b>                                                                                                               | <ul style="list-style-type: none"> <li>plan their writing by:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|        | <p>Eruption of Mount Vesuvius from Tranio/Livia's point of view</p> <p><b>Week 1 of 1</b></p>                         | <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u></li> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> </ul> </li> </ul> <p>using and punctuating direct speech</p> <p><b>Grammar for this unit:</b></p> <ul style="list-style-type: none"> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using fronted adverbials</li> <li>○ using commas after fronted adverbials</li> </ul> |
| Week 6 | <p><b>Writing to Inform</b></p> <p><b>Newspaper</b> report based on Escape from Pompeii</p> <p><b>Week 1 of 2</b></p> | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u></li> <li>○ organising paragraphs around a theme</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Week 7 | <p><b>Writing to Inform</b></p> <p><b>Newspaper</b> report based on Escape from Pompeii</p> <p><b>Week 2 of 2</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|        |                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> <li>○ using and punctuating direct speech</li> </ul> </li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>○ using fronted adverbials</li> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using commas after fronted adverbials</li> </ul> |
| Week 8 | <p>Until I Met Dudley</p> <p><b>Non-fiction</b></p> <p><b>Writing to Explain</b><br/>Writing an imaginative explanation of how an appliance works based on 'Until I Met Dudley'.</p> <p><b>Week 1 of 2</b></p> | <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u></li> <li>○ organising paragraphs around a theme</li> <li>○ in non-narrative material, using simple organisational devices</li> </ul> <ul style="list-style-type: none"> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Week 9 | <p>Until I Met Dudley</p> <p><b>Non-fiction</b></p> <p><b>Writing to Explain</b><br/>Writing an imaginative explanation of how an appliance works based on 'Until I Met Dudley'.</p> <p><b>Week 2 of 2</b></p> | <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u></li> <li>○ organising paragraphs around a theme</li> <li>○ in non-narrative material, using simple organisational devices</li> </ul> <ul style="list-style-type: none"> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                 |                                                                                                                                                                                           | <p>Grammar:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by:</li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>using fronted adverbials - [for example, Later that day, I heard the bad news.]</li> <li>using commas after fronted adverbials</li> </ul> </li> </ul> <p>organising paragraphs around a theme</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week 10         | <p>The Day the Crayons Quit</p> <p><b>Non-fiction</b></p> <p><b>Writing to Persuade</b></p> <p>Write a persuasive argument to explain why your crayon is the best.</p> <p>Week 1 of 3</p> | <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in non-narrative material, using simple organisational devices</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> |
| Week 11         | <p>The Day the Crayons Quit</p> <p><b>Non-fiction</b></p> <p><b>Writing to Persuade</b></p> <p>Write a persuasive argument to explain why your crayon is the best.</p> <p>Week 2 of 3</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week 12         | Assessment week                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week 13         | <p>The Day the Crayons Quit</p> <p><b>Non-fiction</b></p> <p><b>Writing to Persuade</b></p> <p>Write a persuasive argument to explain why your crayon is the best.</p> <p>Week 3 of 3</p> | <p>indicate grammatical and other features by:</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>The grammatical difference between plural and possessive –s</p> <p>Apostrophes to mark plural possession</p> <p>using fronted adverbials - [for example, Later that day, I heard the bad news.]</p> <p>using commas after fronted adverbials</p> <p>organising paragraphs around a theme</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| SPaG Weeks 2-14 |                                                                                                                                                                                           | <p>Consolidation/ revision of year 3 work conjunctions</p> <p>Consolidation/ revision of year 3 work - prepositions</p> <p>Pronouns choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Fronted Adverbials</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|  |  | Using a comma after fronted adverbials<br>Apostrophe indicating possession by using the possessive apostrophe with plural nouns<br>using and punctuating direct speech<br>noun phrases expanded by modifying adjectives, nouns and preposition phrases<br>Standard English verb inflections instead of local spoken forms |
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## Year 4 Medium Term Planning Spring Term

| Week   | Topic                                                        | Curriculum Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Week 1 | <b>Narrative</b><br>Based on Edward Tulane<br><b>3 weeks</b> | <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:               <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u></li> <li>in narratives, creating settings, characters and plot</li> </ul> </li> <li>evaluate and edit by:               <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by:</li> <li>indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>The grammatical difference between plural and possessive –s</li> </ul> </li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>using fronted adverbials - [for example, Later that day, I heard the bad news.]</li> <li>using commas after fronted adverbials</li> <li>organising paragraphs around a theme</li> </ul> |
| Week 2 |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Week 3 |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|        | <b>Poetry – Treasures of the Sea</b>                         | <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                             |                                                                                                                                      | <ul style="list-style-type: none"> <li>o discussing and recording ideas</li> <li>• draft and write by: <ul style="list-style-type: none"> <li>o progressively building a varied and rich vocabulary</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Week 4</p> <p>Week 5</p> | <p><b>Writing to Persuade</b></p> <p><b>Letter writing</b> -Informal letter writing based on Edward Tulane</p> <p><b>2 weeks</b></p> | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>o discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>o organising paragraphs around a theme</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using fronted adverbials[for example, Later that day, I heard the bad news.]</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> </ul> </li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>• Using apostrophes to mark plural possession</li> </ul> |

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| <p>Week 6<br/>Week 7</p> | <p><b>Writing to Entertain</b><br/><b>Narrative</b> – Description of toy shop based on Edward Tulane.</p> <p><b>2 Weeks</b></p> | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by:</li> </ul> <p>Using standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Using paragraphs to organise ideas around a theme</p> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>Expanding noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Standard English forms of verbs instead of spoken forms e.g. <i>we were</i> instead of <i>we was</i></li> </ul> |
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| Week 8<br>Week 9      | Hot Like Fire Poetry<br><br><b>Poetry</b><br><br><b>Writing to Entertain</b><br><br><b>Week 1 of 2</b> | <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:</li> <li>progressively building a varied and rich vocabulary</li> <li>evaluate and edit by:               <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors               <ul style="list-style-type: none"> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> </li> </ul> <p>Grammar: (to be taught discreetly as does not fit in with poetry)</p> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Use of inverted commas and other <b>punctuation</b> to indicate direct speech</li> </ul> |
| Week 10               | <b>Assessment Week</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Week 11               |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Week 12               |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| SPaG<br>Weeks<br>1-12 |                                                                                                        | Consolidation/ revision of year 3 work<br>Pronouns<br>Fronted Adverbials<br>Apostrophes<br>Speech<br>Noun phrases<br>Standard English<br>Paragraphs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Year 4 Medium Term Planning Summer Term

| Week   | Topic                                                                                                                                      | Curriculum Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Week 1 | <b>Writing to Entertain</b><br><b>Description</b><br>Character description from The Lion the Witch and the wardrobe.<br><b>Week 1 of 2</b> | <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:               <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a</li> </ul> </li> </ul> |

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| Week 2 | <b>Writing to Entertain</b><br><b>Description</b><br>Character description from The Lion the Witch and the wardrobe.<br><b>Week 2 of 2</b> | <ul style="list-style-type: none"> <li>varied and rich vocabulary and an increasing range of sentence structures             <ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating characters</li> </ul> </li> <li>evaluate and edit by:             <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by:             <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> </ul> </li> <li>indicate grammatical and other features by:             <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul> </li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Fronted Adverbials punctuated correctly with commas</li> </ul> |
| Week 3 | <b>Writing to Persuade</b><br><b>Discussion</b><br>Is Edmund a bad person?<br><b>3 weeks</b>                                               | <ul style="list-style-type: none"> <li>plan their writing by:             <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:             <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by:             <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Week 4 | <b>Writing to Persuade</b><br><b>Discussion</b><br>Is Edmund a bad person?<br><b>3 weeks</b>                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Week 5 | <b>Writing to Persuade</b><br><b>Discussion</b><br>Is Edmund a bad person?<br><b>3 weeks</b>                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|            |                                                                                                                                                    | <ul style="list-style-type: none"> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>o extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>o using the present perfect form of verbs in contrast to the past tense</li> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in [English appendix 2]</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> </ul> </li> </ul> <p>Grammar specific to this unit:</p> <ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Standard English forms for verb inflections instead of local spoken forms <ul style="list-style-type: none"> <li>o <b>Apostrophes</b> to mark <b>plural</b> possession</li> </ul> </li> </ul> |
| Week 6 and |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Week 8     | Assessment Week                                                                                                                                    | Assessment Week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Week 9     | <p>Harry Potter and the Philosopher's Stone</p> <p>Character description</p> <p>Writing to Entertain</p> <p>2 weeks</p>                            | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>o discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating characters</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>                                                                                                                                                                                                                                                                                                                                                                                                       |
| Week 9     | <p>Assessment Week and</p> <p>Harry Potter and the Philosopher's Stone</p> <p>Character description</p> <p>Writing to Entertain</p> <p>2 weeks</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|        |                                                                                                                                              | <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in [English appendix 2]</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul> </li> </ul> <p>Grammar specific to this unit:</p> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Apostrophes to mark plural possession</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |
| Week 8 | <p>Harry Potter and the Philosophers Stone</p> <p>Non-chronological report on a magical creature</p> <p>Writing to Inform</p> <p>2 weeks</p> | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> </ul> </li> </ul> |
| Week 9 | <p>Harry Potter and the Philosophers Stone</p> <p>Non-chronological report on a magical creature</p> <p>Writing to Inform</p> <p>2 weeks</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                       |  | <ul style="list-style-type: none"> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> <li>○ using fronted adverbials</li> <li>● indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas after fronted adverbials</li> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> </ul> </li> </ul> <p>Grammar specific to this unit:</p> <ul style="list-style-type: none"> <li>● Noun Phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>● Fronted Adverbials punctuated correctly with commas</li> </ul> |
| SPag<br>Weeks<br>1-11 |  | <p>Consolidation/ revision of year 3 work</p> <p>Pronouns</p> <p>Fronted Adverbials</p> <p>Apostrophes</p> <p>Speech</p> <p>Noun phrases</p> <p>Standard English</p> <p>Paragraphs</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Year 5 Medium Term Planning Autumn Term

| Week   | Topic                                                                           | Curriculum Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Week 1 | <b>The Highwayman-<br/>Writing to Entertain –<br/>Narrative<br/>Week 1 of 3</b> | <ul style="list-style-type: none"> <li>● plan their writing by: <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>● draft and write by: <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>● proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>● develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> </ul> </li> <li>● indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> </ul> </li> </ul> |
| Week 2 | <b>The Highwayman-<br/>Writing to Entertain –<br/>Narrative<br/>Week 2 of 3</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Week 3 | <b>The Highwayman-<br/>Writing to Entertain –<br/>Narrative<br/>Week 3 of 3</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|        |                                               | <ul style="list-style-type: none"> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>○ using relative clauses beginning with who, which, where, when, whose, that</li> <li>○ noun phrases and fronted adverbials revision from year 4</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 4 | A new unit - TBC                              | <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>• draft and write by:               <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by:               <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:               <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> </ul> </li> <li>• indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> </ul> </li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• using adverbs to indicate possibility</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul> |
| Week 5 | A new unit - TBC                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Week 6 | A new unit - TBC                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Week 7 | <b>'Tuesday' by David Wiesner week 1 of 3</b> | <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Week 8 | <b>'Tuesday' by David Wiesner week 2 of 3</b> | <ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Week 9 | <b>'Tuesday' by David Wiesner week 3 of 3</b> | <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|         |                                                                                      | <ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></p> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Week 10 | <b>Loteria de Navidad<br/>Writing to entertain –<br/>Diary entry<br/>Week 1 of 2</b> | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> </ul> </li> </ul> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> </ul> |
| Week 11 | <b>Loteria de Navidad<br/>Writing to entertain –<br/>Diary entry<br/>Week 2 of 2</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                       |  | <ul style="list-style-type: none"> <li>○ Linking ideas across paragraphs using adverbials of time</li> <li>○ Use devices to build cohesion within a paragraph</li> </ul> |
| Week 12               |  |                                                                                                                                                                          |
| SPaG<br>Weeks<br>1-12 |  | Semi colons<br>Colons<br>Reported speech<br>Relative clauses<br>Embedded clauses<br>Metaphors<br>Parenthesis<br>Adjectives                                               |

## Year 5 Medium Term Planning Spring Term

| Week   | Topic            | Curriculum Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Week 1 | A new unit - TBC | <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by:               <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>• evaluate and edit by:               <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the</li> </ul> </li> </ul> |
| Week 2 | A new unit - TBC |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| Week 3 | A new unit - TBC                                                                                                             | <p>language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> <li>• proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> </ul> </li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> </ul> <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul> |
| Week 4 | <b>The Pearl Diver</b><br>Write a job Description for the job of Pearl Diver<br><b>Writing to persuade</b><br><b>3 Weeks</b> | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ précising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Week 5 |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Week 6 |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|        |                                                                                                                  | <p>to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <ul style="list-style-type: none"> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul> </li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>○ using modal verbs or adverbs to indicate degrees of possibility [for example, might, should, will, must]</li> <li>○ Using relative clauses</li> <li>○ recognising vocabulary and structures that are appropriate for formal speech</li> </ul> |
| Week 7 | <b>The Matchbox Diary (3 weeks)</b><br><b>Narrative</b><br>To write narrative about a memory including dialogue. | <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Week 8 |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| Week 9  |                        | <ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> <p>Pupils should be taught to:<br/>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> </ul> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br/>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> |
| Week 10 | <b>Assessment Week</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Week 11 |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Year 5 Medium Term Planning Summer Term

| Week   | Topic                                                                                            | Curriculum Objective                                                                                                                                                                                                                                                                                                          |
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| Week 1 | <b>The Butterfly Lion</b><br><b>Diary Entry</b><br><b>Writing to Entertain</b><br><b>2 weeks</b> | <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> |

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| Week 2 |                                                                                                       | <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <ul style="list-style-type: none"> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></p> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> <p>Grammar for this unit:</p> <ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> </ul> <p>using a wide range of devices to build cohesion within and across paragraphs</p> |
| Week 3 | <b>The Butterfly Lion</b><br><b>Persuasive letter</b><br><b>Writing to Persuade</b><br><b>2 weeks</b> | <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 4 |                                                                                                       | <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  |                                                                                                  | <ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> <p>Pupils should be taught to:<br/>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a><br/>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>Grammar for this unit:<br/>Brackets, dashes or commas to indicate parenthesis<br/>Use of commas to clarify meaning or avoid ambiguity</p> |
|  | <b>Kensuke's Kingdom</b><br><b>Introduction to the text – short writing tasks</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <b>Kensuke's Kingdom</b><br><b>Writing to inform – News report week 1 of 3</b>                   | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>                                                                                                                                                                                                                                                                                                                                                                                                          |
|  | <b>Kensuke's Kingdom</b><br><b>Writing to inform – News report – week 2 of 3</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <b>Kensuke's Kingdom</b><br><b>News report</b><br><b>Writing to Inform</b><br><b>Week 3 of 3</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|        |                                                                                                             | <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> </ul> </li> </ul> <p>using brackets, dashes or commas to indicate parenthesis</p>                                                                                                                                                                                                                                   |
|        | RESIDENTIAL                                                                                                 | RESIDENTIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|        | <p>Kensuke's Kingdom</p> <p><b>Instruction text</b><br/><b>Writing to inform</b><br/><b>Week 1 of 3</b></p> | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|        | <p>Kensuke's Kingdom</p> <p><b>Instruction text</b><br/><b>Writing to inform</b><br/><b>Week 2 of 3</b></p> | <ul style="list-style-type: none"> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|        | <p>Kensuke's Kingdom</p> <p><b>Instruction text</b><br/><b>Writing to inform</b><br/><b>Week 3 of 3</b></p> | <ul style="list-style-type: none"> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> </ul> </li> </ul> <p>using brackets, dashes or commas to indicate parenthesis</p> |
| Week 9 | <p><b>Letter to year 2</b><br/><b>Writing to inform</b><br/><b>1 week</b></p>                               | <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                 |  | <ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>Pupils should be taught to:<br/>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a><br/>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br/>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> |
| Week 10         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 11         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 12         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Spag Weeks 1-12 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Year 6 Medium Term Planning Autumn Term

| Week   | Topic                                                                                                                                                         | Curriculum Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Week 1 | <p>The Three Brothers film/The Clocktower (Literacy shed)</p> <p><b>Writing to Entertain Narrative</b> based on the film story.</p> <p><b>Week 1 of 3</b></p> | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by:</li> </ul> |

|        |                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Week 2 | <p>The Three Brothers film/The Clocktower (Literacy shed)</p> <p><b>Writing to Entertain Narrative</b> based on the film story.</p> <p><b>Week 2 of 3</b></p> | <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <ul style="list-style-type: none"> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> |
| Week 3 | <p>The Three Brothers film/The Clocktower (Literacy shed)</p> <p><b>Writing to Entertain Narrative</b> based on the film story.</p> <p><b>Week 3 of 3</b></p> | <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul>                                                                                                                                                                                                                                         |
| Week 4 | <p>Letters of complaint</p> <p><b>Writing to Persuade</b></p> <p>Week 1 of 2</p>                                                                              | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |
| Week 5 | <p>Letters of complaint</p> <p><b>Writing to Persuade</b></p> <p>Week 2 of 2</p>                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|        |                                                                                                                                      | <ul style="list-style-type: none"> <li>o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>o ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>o recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>o using passive verbs to affect the presentation of information in a sentence</li> <li>o using the perfect form of verbs to mark relationships of time and cause</li> <li>o using expanded noun phrases to convey complicated information concisely</li> <li>o using modal verbs or adverbs to indicate degrees of possibility</li> <li>o using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas to clarify meaning or avoid ambiguity in writing</li> <li>o using hyphens to avoid ambiguity</li> <li>o using brackets, dashes or commas to indicate parenthesis</li> <li>o using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul> |
| Week 6 | <b>Field Guide of a Mythical Creature</b><br>Based on Arthur Spiderwick's Field Guide<br><br><b>Writing to inform</b><br>Field Guide | plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> draft and write by: <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Week 7 | <b>Field Guide of a Mythical Creature</b><br>Based on Arthur Spiderwick's Field Guide<br><br><b>Writing to inform</b><br>Field Guide | evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|        |                                                                          | <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> <p>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a> indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</li> </ul>                                                                                                                                                                        |
| Week 8 | Holes<br><br><b>Writing to Inform (letter)</b><br><br><b>Week 1 of 4</b> | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> |
| Week 9 | Holes<br><br><b>Writing to Inform - letter</b><br><br><b>Week 2 of 4</b> | <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|         |                                                                                                                    | <ul style="list-style-type: none"> <li>○ using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Week 10 | Testing week                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Week 11 | Holes<br><br><b>Writing to Inform</b><br><br><b>Narrative writing to create suspense</b><br><br><b>Week 3 of 4</b> | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> </ul> </li> </ul> |
| Week 12 | Holes<br><br><b>Writing to Inform</b><br><br><b>Narrative writing to create suspense</b><br><br><b>Week 4 of 4</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                 |                                                                                                                           | <ul style="list-style-type: none"> <li>○ using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Week 13         | <b>Edgar the Excitable</b><br><br><b>Blog writing</b><br><br><b>Writing to inform/entertain</b><br><br><b>Week 1 of 2</b> | plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> draft and write by: <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• précisising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Week 24         | <b>Edgar the Excitable</b><br><br><b>Blog writing</b><br><br><b>Writing to inform/entertain</b><br><br><b>Week 2 of 2</b> | evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> Pupils should be taught to:<br>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> |
| SPAG Weeks 1-12 | <b>Explicit Coverage from Appendix 2</b>                                                                                  | Relative Clauses<br>Fronted Adverbials<br>The difference between plural & possessive 's'<br>Using and punctuating direct speech<br>Semi colons and colons<br>SPAG.com Test 1<br>Synonyms and antonyms<br>To use colons to mark boundaries<br>Using commas to clarify meaning or avoid ambiguity in writing<br>Determiners<br>Semi-colon, colon and dash to mark the boundary between independent clauses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

# Year 6 Medium Term Planning Spring Term

| Week   | Topic                                                                                                                                                         | Curriculum Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Week 1 | <p>The Blitz</p> <p><b>Writing to Inform</b></p> <p><b>Newspaper reports</b></p> <p><b>Week 1 of 3</b></p>                                                    | <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Week 2 | <p>The Blitz</p> <p><b>Writing to Inform</b></p> <p><b>Newspaper reports</b></p> <p><b>Week 2 of 3</b></p>                                                    | <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Week 3 | <p>The Blitz</p> <p><b>Writing to Inform</b></p> <p><b>Newspaper reports</b></p> <p><b>Week 3 of 3</b></p>                                                    | <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></p> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> |
| Week 3 | <p>The Arrival</p> <p><b>Writing to Entertain</b></p> <p>Descriptive monologue from the point of view of one of the characters.</p> <p><b>Week 1 of 3</b></p> | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Week 4 | The Arrival                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|        | <b>Writing to Entertain</b><br><br>Descriptive monologue from the point of view of one of the characters.<br><br><b>Week 2 of 3</b>                    | <ul style="list-style-type: none"> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>• evaluate and edit by:             <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Week 5 | The Arrival<br><br><b>Writing to Entertain</b><br><br>Descriptive monologue from the point of view of one of the characters.<br><br><b>Week 3 of 3</b> | perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear<br><br><ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by:             <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> </li> <li>• indicate grammatical and other features by:             <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul> |
| Week 9 | The Arrival<br><br><b>Writing to inform and persuade</b><br><br>Writing a letter from the man to his wife and child.<br><br><b>Week 1 of 3</b>         | <ul style="list-style-type: none"> <li>• plan their writing by:             <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>• draft and write by:             <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|        | The Arrival                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| Week 10 | <p><b>Writing to inform and persuade</b></p> <p>Writing a letter from the man to his wife and child.</p> <p><b>Week 2 of 3</b></p>                    | <ul style="list-style-type: none"> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Week 11 | <p>The Arrival</p> <p><b>Writing to inform and persuade</b></p> <p>Writing a letter from the man to his wife and child.</p> <p><b>Week 3 of 3</b></p> | <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul> |
| Week 12 | <p><b>Writing to entertain</b></p> <p><b>Description</b></p> <p><b>Once in a Lifetime short film</b></p>                                              | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                           |

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|                       |                                              | <ul style="list-style-type: none"> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul> |
| SPAG<br>Weeks<br>1-12 | <b>Explicit Coverage<br/>from Appendix 2</b> | Phrases and clauses<br>Conjunctions<br>Active and Passive sentences<br>SPAG Revision<br>Dialect Vs Standard English<br>Past Tense<br>Determiners<br>Parenthesis<br>Apostrophes<br>CGP revision books daily                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Year 6 Medium Term Planning Summer Term

| Week | Topic | Curriculum Objective |
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| Week 1 | The Lighthouse (Lit Shed)<br><br><b>Writing to Entertain Narrative</b><br>To write a story<br><b>1 of 3 weeks</b> | <ul style="list-style-type: none"> <li>plan their writing by:             <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Week 2 | The Lighthouse (Lit Shed)<br><br><b>Writing to Entertain Narrative</b><br>To write a story<br><b>2 of 3 weeks</b> | <ul style="list-style-type: none"> <li>draft and write by:             <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Week 3 | The Lighthouse (Lit Shed)<br><br><b>Writing to Entertain Narrative</b><br>To write a story<br><b>3 of 3 weeks</b> | <ul style="list-style-type: none"> <li>evaluate and edit by:             <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by:             <ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> </li> <li>indicate grammatical and other features by:             <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul> |
| Week 4 | <b>SATS WEEK</b>                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|        | <b>Writing to inform</b>                                                                                          | <ul style="list-style-type: none"> <li>plan their writing by:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| Week 5 | <b>Non-chronological report – mythical creature</b><br><br><b>Week 1 of 2</b>                                 | <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ précising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Week 6 | <b>Writing to inform</b><br><br><b>Non-chronological report – mythical creature</b><br><br><b>Week 2 of 2</b> | <ul style="list-style-type: none"> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> </ul> </li> </ul> |

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| Week 7 | <p>Is graffiti art?</p> <p><b>Writing to Discuss Argument</b> account for and against graffiti</p> <p><b>Week 1 of 3</b></p> | <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> |
|        | <p>Is graffiti art?</p> <p><b>Writing to Discuss Argument</b> account for and against graffiti</p> <p><b>Week 2 of 3</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|        | <p>Is graffiti art?</p> <p><b>Writing to Discuss Argument</b> account for and against graffiti</p> <p><b>Week 3 of 3</b></p> | <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                    |
|        | The River                                                                                                                    | <ul style="list-style-type: none"> <li>plan their writing by:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| Week 8  | <b>Writing to Entertain Narrative</b><br>1 <sup>st</sup> person narrative of a river journey<br><b>Week 1 of 3</b>              | <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Week 9  | The River<br><b>Writing to Entertain Narrative</b><br>1 <sup>st</sup> person narrative of a river journey<br><b>Week 2 of 3</b> | <ul style="list-style-type: none"> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> </ul> |
| Week 10 | The River<br><b>Writing to Entertain Narrative</b><br>1 <sup>st</sup> person narrative of a river journey<br><b>Week 3 of 3</b> | <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul>       |
| Week 11 | IOW                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| Week 12         | School play rehearsal/performances |                          |
| SPAG Weeks 1-12 | Explicit Coverage from Appendix 2  | CGP revision books daily |