

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Purpose	TO ENTERTAIN	TO ENTERTAIN	TO ENTERTAIN	TO INFORM/ TO ENTERTAIN	TO ENTERTAIN	TO INFORM	TO INFORM	TO INFORM/ PERSUADE/ ENTERTAIN	TO INFORM	TO INFORM	TO ENTERTAIN	TO ENTERTAIN
Text	The Twits	The Journey Cats Can (Poetry) (1 week)	The Crow's Tale	Stimulus: Visit to NCM. Magical Morning. Text: The Matchbox Diary	Stone Age Boy	Stone Age Boy	Big Cats	Pete's Place	Boudicca c25-61ad	Boudicca by Emma Fischel. Boudicca Strikes Back by Natalie Grice	Horrid Henry	My Treasures
Text type	Story Retell	Fantasy story Setting description. Poems to create an image.	Narrative: historical Native American myth.	Journey recount.	Setting Description Story with historical setting.	Historical Report Procedural text	Non- Chronological report.	Letter to persuade. Posters	Boudicca biography.	News Report.	Narrative: humorous story in character.	Poems to perform
Short burst writing	Character description, fact files, setting description, posters, recount, instructions, letters, news articles											

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Authorial Intent</p>	<p>To write a narrative with a clear structure, setting, characters and plot.</p> <p>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and increasing range of sentence structures.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p>	<p>To write a narrative with a clear structure, setting, characters and plot.</p> <p>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and increasing range of sentence structures.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p>	<p>To write a narrative with a clear structure, setting, characters and plot.</p> <p>To write a non-narrative using simple organisational devices such as headings and subheadings.</p> <p>Organise paragraphs around a theme.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p>	<p>To write a non-narrative using simple organisational devices such as headings and subheadings.</p> <p>Organise paragraphs around a theme.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p>	<p>To write a non-narrative using simple organisational devices such as headings and subheadings.</p> <p>Organise paragraphs around a theme.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p>	<p>To write a narrative with a clear structure, setting, characters and plot.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sentence level</p>	<p>Describe settings and characters using expanded noun phrases (yr2)</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).</p>	<p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>).</p> <p>Describe settings and characters using expanded noun phrases. (yr2)</p> <p>Spell most words correctly,</p>	<p>Describe settings and characters using expanded noun phrases. (Yr2)</p> <p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in,</i></p>	<p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>)</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).</p>	<p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>).</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Spell most words correctly, adding prefixes and suffixes</p>	<p>Describe settings and characters using expanded noun phrases.</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).</p> <p>Expressing time, place and cause using conjunctions (e.g. <i>when,</i></p>

		adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).	<i>because of</i> . Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).		appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).	<i>before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>). Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).
Punctuation and grammar	Introduction to inverted commas to punctuate direct speech. Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.	Begin to use inverted commas to punctuate direct speech. Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly. Formation of nouns using a range of prefixes re-, dis-	Introduction to inverted commas to punctuate direct speech. Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.	Revise the use of possessive apostrophe. (yr2) Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly. Use of the present perfect form of verbs instead of the simple past.	Introduction to inverted commas to punctuate direct speech. Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly. Introduction to paragraphs as a way to group related material.	Introduction to inverted commas to punctuate direct speech. Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly. Possessive apostrophes. (Yr2)

		Use of the forms a or an according to whether the next word begins with a consonant or a vowel . Spell further homophones.		Introduction to paragraphs to group related material. Headings and sub-headings to aid presentation. Formation of nouns using a range of prefixes super-, sub-	Headings and sub-headings to aid presentation. Word families based on common words , showing how words are related in form and meaning	
Non-Negotiables	<ul style="list-style-type: none"> ▪ Use phonic knowledge to write words with increasing accuracy. ▪ Write some irregular common words. ▪ Capital letters, finger spaces and full stops. ▪ Capital Letters for names and the personal pronoun I. ▪ Letters on the line with appropriate ascenders and descenders and beginning to join using diagonal and horizontal strokes. ▪ To know which letters are left unjoined. 					
Terminology for pupils Adverb, preposition, conjunction, word family, prefix, clause, subordinate, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)						