



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Autumn</b>	<b>Hunningley's Fundamentals Unit</b>  <b>Intention 1:</b> Common nouns <b>Intention 2:</b> Proper nouns <b>Intention 3:</b> Common or proper noun? <b>Intention 4:</b> Nouns review <b>Intention 5:</b> Noun review <b>Intention 6:</b> Being verbs <b>Intention 7:</b> Being verbs <b>Intention 8:</b> Regular action verbs <b>Intention 9:</b> Irregular action verbs <b>Intention 10:</b> Action verb or being verb? <b>Intention 11:</b> Verbs review <b>Intention 12:</b> What is a subject? <b>Intention 13:</b> Stage 1: Building single-clause sentences <b>Intention 14:</b> Stage 1: Building single-clause sentences (pronouns) <b>Intention 15:</b> Stage 2: Building single-clause sentences <b>Intention 16:</b> Stage 2: Building single-clause sentences <b>Intention 17:</b> Stage 2: Building single-clause sentences (pronouns) <b>Intention 18:</b> Application <b>Intention 19:</b> Application <b>Intention 20:</b> Application				<b>Writing to Inform: NC Report</b> <b>Core Text:</b> Science Texts about Plants <ul style="list-style-type: none"> <li>• To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020).</li> <li>• To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020).</li> <li>• To write simple phrases and sentences that can be read by others (ELG: Writing, 2020).</li> <li>• To leave spaces between words (Y1).</li> <li>• To use capital letter for names of people and for the personal pronoun 'I' (Y1).</li> <li>• To punctuate sentences with a capital letter and full stop.</li> <li>• To use capital letters for names of places.</li> <li>• To join words and clauses using 'and'.</li> </ul>			<b>Writing to Entertain: Retelling Narrative</b> <b>Core Text:</b> The Lonely Beast by Chris Judge <ul style="list-style-type: none"> <li>• To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020).</li> <li>• To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020).</li> <li>• To write simple phrases and sentences that can be read by others (ELG: Writing, 2020).</li> <li>• To use capital letters for names of people.</li> <li>• To punctuate sentences with a capital letter and a full stop.</li> <li>• To leave spaces between words.</li> <li>• To use a capital letter for the personal pronoun 'I'.</li> </ul>			<b>Writing to Entertain: Developing Description or Character and Plot</b> <b>Core Text:</b> Lost in the Toy Museum by David Lucas <ul style="list-style-type: none"> <li>• To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020)</li> <li>• To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020)</li> <li>• To write simple phrases and sentences that can be read by others (ELG: Writing, 2020)</li> <li>• To punctuate sentences with a capital letter and full stop</li> <li>• To use capital letters for names of people</li> <li>• To leave spaces between words</li> <li>• To use the spelling rule for adding -s or -es as the plural marker for nouns</li> <li>• To recognise nouns</li> <li>• To recognise adjectives</li> </ul>		

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<b>Spring</b>	<p><b>Writing to Entertain: Developing Narrative Structure</b>  <b>Core Text:</b> Stanley's Stick by John Hegley</p> <ul style="list-style-type: none"> <li>• To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020)</li> <li>• To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020)</li> <li>• To write simple phrases and sentences that can be read by others (ELG: Writing, 2020)</li> <li>• To recognise nouns and adjectives (Y1)</li> <li>• To punctuate sentences with a capital letter and full stop</li> <li>• To leave spaces between words</li> <li>• To use capital letters for the names of people, places and for the personal pronoun 'I'</li> <li>• To use a capital letter for days of the week</li> <li>• To recognise verbs</li> </ul>	<p><b>Writing to Inform: Fact Files</b>  <b>Core Text:</b> Look Up! by Nathan Byron</p> <ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for names of people and places and for the personal pronoun 'I' (Y1)</li> <li>• To punctuate sentences using a capital letter and a full stop or question mark</li> <li>• To join words and clauses using 'and'</li> <li>• To recognise, nouns, verbs and adjectives</li> </ul>	<p><b>Writing to Entertain: Fairy Tales</b>  <b>Core Text:</b> Mixed Up Fairy Tales by Hilary Robinson and Nick Sharratt</p> <ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for names of people (Y1)</li> <li>• To recognise nouns, verbs and adjectives (Y1)</li> <li>• To use the prefix un-</li> <li>• To punctuate sentences with a capital letter and full stop or exclamation mark</li> <li>• To join words and clauses using 'and'</li> <li>• To use the word 'but' to show a contrast</li> </ul>	<p><b>Writing to Persuade: Posters</b>  <b>Core Text:</b> Here We Are by Oliver Jeffers</p> <ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for people and places (Y1)</li> <li>• To join words and clauses using 'and' (Y1)</li> <li>• To use the word 'but' to show a contrast (Y1)</li> <li>• To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• To understand the term 'conjunction'</li> <li>• To use the word 'because' to give reasons</li> </ul>
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<b>Summer</b>	<p><b>Writing to Entertain: Recounts – Real and Imaginary Experiences</b>  <b>Core Text:</b> On the Way Home by Jill Murphy</p> <ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for names of people and places and days of the week (Y1)</li> <li>• To recognise verbs (Y1)</li> <li>• To join words and clauses using 'and' (Y1)</li> <li>• To use the word 'but' to show a contrast (Y1)</li> <li>• To use the word 'because' to give reasons (Y1)</li> <li>• To use the suffix -ed, where no change is needed in the spelling of root words</li> <li>• To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• To use a capital letter for personal pronoun 'I'</li> </ul>	<p><b>Writing to Inform: Letters</b>  <b>Core Text:</b> Where the Wild Things Are by Maurice Sendak</p> <ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for names of people, places and days of the week (Y1)</li> <li>• To use a capital letter for personal pronoun 'I' (Y1)</li> <li>• To understand the term conjunction (Y1)</li> <li>• To join words and clauses using 'and' (Y1)</li> <li>• To use the word 'but' to show a contrast (Y1)</li> <li>• To use the word 'because' to give reasons (Y1)</li> <li>• To recognise nouns, verbs and adjectives (Y1)</li> <li>• To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• To use the suffixes -ed, -ing, -er and -est where no change is needed in the spelling of root words</li> </ul>	<p><b>Writing to Inform: Instructional Writing</b>  <b>Core Text:</b> The Cook and the King by Julia Donaldson</p> <ul style="list-style-type: none"> <li>• To recognise verbs (Y1)</li> <li>• To leave spaces between words (Y1)</li> <li>• To understand the term conjunction (Y1)</li> <li>• To punctuate sentences using a capital letter and a full stop</li> <li>• To join words and clauses using 'and'</li> <li>• To use the word 'but' to show a contrast</li> <li>• To use the word 'because' to give reasons</li> </ul>	<p>Transition unit to be confirmed...</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	<b>Hunningley's Fundamentals Unit</b>  <b>Intention 1:</b> Common nouns <b>Intention 2:</b> Proper nouns <b>Intention 3:</b> Common or proper noun? <b>Intention 4:</b> Nouns review <b>Intention 5:</b> Being verbs <b>Intention 6:</b> Regular action verbs <b>Intention 7:</b> Action verb or being verb? <b>Intention 8:</b> Irregular action verbs & verb phrases <b>Intention 9:</b> Verbs review <b>Intention 10:</b> What is a subject? <b>Intention 11:</b> Stage 1: Building single-clause sentences <b>Intention 12:</b> Stage 1: Building single-clause sentences (pronouns) <b>Intention 13:</b> Stage 2: Building single-clause sentences <b>Intention 14:</b> Stage 2: Building single-clause sentences (pronouns) <b>Intention 15:</b> Stage 3: Building single-clause sentences <b>Intention 16:</b> Stage 3: Building single-clause sentences (pronouns) <b>Intention 17:</b> Application <b>Intention 18:</b> Application <b>Intention 19:</b> Co-ordinating conjunctions to join clauses <b>Intention 20:</b> Co-ordinating conjunctions to join clauses and compound subjects				<b>Writing to Inform: Instructions</b> <b>Core Text:</b> The Disgusting Sandwich by Gareth Edwards <ul style="list-style-type: none"> <li>• To leave spaces between words (Y1).</li> <li>• To recognise, use and know the functions of nouns, verbs and adjectives (Y2).</li> <li>• To use commas for lists.</li> <li>• To use expanded noun phrases to describe and specify.</li> <li>• To use sentences with different forms – commands.</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly.</li> <li>• To use the simple present tense correctly and consistently</li> </ul>			<b>Writing to Entertain: Creating Narratives</b> <b>Core Text:</b> Lubna and Pebble by Wendy Meddour <ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</li> <li>• To understand the term 'conjunction' (Y1)</li> <li>• To recognise, use and know the functions of nouns, verbs and adjectives (Y2)</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• To use the suffix -ed, where no change is needed in the spelling of root words (Y1)</li> <li>• To understand the term 'clause'</li> <li>• To use co-ordination (using or, and, but)</li> <li>• To use the simple past tense correctly and consistently</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly</li> <li>• To use expanded noun phrases to describe and specify</li> <li>• To use commas for lists</li> </ul>			<b>Writing to Inform: Letters</b> <b>Core Text:</b> Paddington's Post by Michael Bond <ul style="list-style-type: none"> <li>• To use the suffix -ed where no change is needed in the spelling of the root word (Y1)</li> <li>• To use co-ordination (using or, and, but) (Y2)</li> <li>• To use an apostrophe for contracted forms (Y2)</li> <li>• To spell words with contracted forms (Y2)</li> <li>• To use the simple present and progressive present tense correctly and consistently</li> <li>• To use the simple past and progressive past tense correctly and consistently</li> <li>• To use sentences with different forms: statements, questions, commands and exclamations</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly</li> </ul>		

<b>Spring</b>	<p><b>Writing to Persuade: Adverts, Posters and Letters</b>  <b>Core Text:</b> The King Who Banned the Dark by Emily Haworth Booth</p> <ul style="list-style-type: none"> <li>• To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• To use apostrophes for contraction (Y2)</li> <li>• To use sentences with different forms: statement, question, exclamation, command (Y2)</li> <li>• To use co-ordination (using or, and, but) (Y2)</li> <li>• To understand the term 'clause' (Y2)</li> <li>• To use an apostrophe for singular possession</li> <li>• To use the simple present tense and the progressive present tense correctly and consistently</li> <li>• To use subordination (using when, if, that, because)</li> </ul>	<p><b>Writing to Entertain: Descriptive Writing</b>  <b>Core Text:</b> The Dragon Machine by Helen Ward</p> <ul style="list-style-type: none"> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• To use an apostrophe for singular possession (Y2)</li> <li>• To use commas for lists (Y2)</li> <li>• To recognise, use, and know the functions of verbs, nouns and adjectives</li> <li>• To form adjectives using the suffixes -ful and -less</li> <li>• To recognise, use and know the functions of adverbs</li> <li>• To use expanded noun phrases to describe and specify</li> </ul>	<p><b>Writing to Inform: Real Life fact Files</b>  <b>Core Text:</b> The Great Fire of London</p> <ul style="list-style-type: none"> <li>• To use full stops, capital letters, exclamation marks, question marks (Y2)</li> <li>• To use commas for lists (Y2)</li> <li>• To use apostrophes for contraction (Y2)</li> <li>• To use apostrophes for singular possession (Y2)</li> <li>• To use the simple present tense correctly and consistently (Y2)</li> <li>• To use sentences with different forms: questions, statements, exclamations and commands</li> <li>• To use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join ideas</li> <li>• To use expanded noun phrases to describe and specify.</li> <li>• To use sentences with different forms – commands.</li> </ul>	<p><b>Writing to Entertain: Inventing Narratives</b>  <b>Core Text:</b> The Night Gardener by The Fan Brothers</p> <ul style="list-style-type: none"> <li>• To recognise, use and know the functions of nouns and adjectives (Y2)</li> <li>• To use commas for lists (Y2)</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• To use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join ideas (Y2)</li> <li>• To use an apostrophe for singular possession (Y2)</li> <li>• To use expanded noun phrases to describe and specify</li> <li>• To use the simple past tense and the progressive past tense correctly and consistently</li> <li>• To recognise, use and know the functions of verbs and adverbs</li> <li>• To use the suffix -ly to turn adjectives into adverbs</li> </ul>
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<b>Summer</b>	<b>Writing to Entertain: Narrative – Developing Description</b> <b>Core Text:</b> The Tunnel by Anthony Browne <ul style="list-style-type: none"> <li>• To recognise, use, and know the functions of verbs, nouns, adjectives and adverbs (Y2)</li> <li>• To use commas for lists (Y2)</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• To use expanded noun phrases to describe and specify</li> <li>• To form nouns using the suffixes-ness and -ment</li> </ul>			<b>Writing to Inform: Recounts</b> <b>Core Text:</b> Augustus and His Smile by Catherine Rayner <ul style="list-style-type: none"> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• To recognise, use, and know the functions of verbs, nouns and adjectives (Y2)</li> <li>• To use commas for lists (Y2)</li> <li>• To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</li> <li>• To use the suffix -ed, where no change is needed in the spelling of root words (Y1)</li> <li>• To use the simple past tense and the progressive past tense correctly and consistently</li> <li>• To use expanded noun phrases to describe and specify</li> <li>• To use subordination (using when, if, that, or because) and co-ordination (using or, and or but) to join ideas</li> </ul>			<b>Writing to Entertain: Narrative</b> <b>Core Text:</b> The Midnight Fair by Gideon Sterer <ul style="list-style-type: none"> <li>• Select any learning intentions from the Teacher Assessment Framework that may require more evidence in order to achieve the working towards the expected standard.</li> <li>• Select any learning intentions from the Teacher Assessment Framework that may require more evidence in order to achieve the working at the expected standard.</li> </ul>			Transition unit to be confirmed...		



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<b>Autumn</b>	<b>Hunningley's Fundamentals Unit</b>  <b>Intention 1:</b> Common and proper nouns <b>Intention 2:</b> Collective/partitive nouns <b>Intention 3:</b> Collective/partitive nouns <b>Intention 4:</b> Nouns review <b>Intention 5:</b> Being verbs + 'to have' <b>Intention 6:</b> Regular action verbs & verb phrases <b>Intention 7:</b> Regular action verbs (doubling the consonant) & verb phrases <b>Intention 8:</b> Irregular action verbs & verb phrases <b>Intention 9:</b> Verbs review <b>Intention 10:</b> What is a subject? <b>Intention 11:</b> Stage 1: Building single-clause sentences <b>Intention 12:</b> Stage 1: Building single-clause sentences (pronouns) <b>Intention 13:</b> Stage 2: Building single-clause sentences <b>Intention 14:</b> Stage 2: Building single-clause sentences (pronouns) <b>Intention 15:</b> Stage 3: Building single-clause sentences <b>Intention 16:</b> Stage 3: Building single-clause sentences (pronouns) <b>Intention 17:</b> Application <b>Intention 18:</b> Application <b>Intention 19:</b> Co-ordinating conjunctions to join clauses <b>Intention 20:</b> Co-ordinating conjunctions to join clauses and compound subjects				<b>Writing to Inform: NC Report</b> <b>Core Text:</b> Day of the Dinosaurs <ul style="list-style-type: none"> <li>• Use the past or present tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something is or was in progress (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Use prepositions to add detail about time and place (Y3)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic)</li> <li>• Understand how to use simple devices to organise material and aid presentation</li> <li>• Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about</li> </ul>			<b>Writing to Entertain: Personal Recounts</b> <b>Core Text:</b> Stone Age Boy <ul style="list-style-type: none"> <li>• Make correct and consistent use of the past tense, including progressive and perfect forms (Y2)</li> <li>• Write sentences with different forms (Y2)</li> <li>• Use apostrophes to mark missing letters and singular and plural possession (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Separate items in a list with commas (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Show an understanding of the differences between Standard English and non-Standard English</li> <li>• Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience</li> </ul>			<b>Writing to Entertain: Narrative – Developing Dialogue</b> <b>Core Text:</b> Stone Age Boy <ul style="list-style-type: none"> <li>• Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (Y2)</li> <li>• Write sentences with different forms (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Add detail by expressing time and place (Y3)</li> <li>• Make choices about vocabulary that shows an understanding of purpose and audience (e.g. by evoking specific responses in the reader) (Y3)</li> <li>• Understand the uses and purposes of dialogue in narrative writing</li> <li>• Use inverted commas around words being spoken to punctuate direct speech</li> </ul>		

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Spring	<p><b>Writing to Entertain: Narrative – Setting Description</b>  <b>Core Text:</b> Ocean Meets Sky by Eric Fan</p> <ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use apostrophes to mark missing letters and singular possession (Y2)</li> <li>• Separate items in a list with commas (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (Y2)</li> <li>• Understand the term 'preposition', recognising examples of their use</li> <li>• Use prepositions to add detail about time and place</li> <li>• Correctly use a or an according to whether the next word begins with a consonant or vowel</li> <li>• Make choices about vocabulary that shows an understanding of purpose and audience (e.g. by choosing words that make the reader feel a specific way about a character)</li> </ul>	<p><b>Writing to Entertain and Inform: Letter Writing for Different Purposes and Audiences</b>  <b>Core Text:</b> The Day the Crayons Quit by Drew Daywalt</p> <ul style="list-style-type: none"> <li>• Write sentences with different forms (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3)</li> <li>• Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions</li> <li>• Make choices about vocabulary, grammar and structure that show an understanding of purpose and audience (e.g. by adapting language and grammar according to the recipient of the letter)</li> </ul>	<p><b>Writing to Inform: Instructional Writing</b>  <b>Core Text:</b> Various instructions</p> <ul style="list-style-type: none"> <li>• Use the present tense consistently throughout, sometimes using progressive verb forms to show something in progress (Y2)</li> <li>• Correctly use a or an according to whether the next word begins with a consonant or vowel (Y3)</li> <li>• Use capital letters, full stops, question marks, exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Write sentences with different forms (Y2)</li> <li>• Separate items in a list with commas (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Write sentences with more than one clause using subordinating and co-ordinating conjunctions (Y2)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences.</li> <li>• Make choices about vocabulary and grammar that shows an understanding of purpose and audience</li> <li>• Use adverbs and prepositions to add detail about time and place</li> </ul>	<p><b>Writing to Inform: Fact Files</b>  <b>Core Text:</b> This is How We Do It by Matthew Lamothe</p> <ul style="list-style-type: none"> <li>• Make correct and consistent use of the present tense, including progressive form (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Use capital letters for names and the personal pronoun 'I' (Y1)</li> <li>• Use apostrophes to mark missing letters and singular possession (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic)</li> <li>• Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about</li> <li>• Understand how to use the present perfect verb form</li> <li>• Use prepositions to add detail about time and place</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (e.g. as, although, while, whereas, yet, though)</li> </ul>							
	<p><b>Week 1</b></p>	<p><b>Week 2</b></p>	<p><b>Week 3</b></p>	<p><b>Week 4</b></p>	<p><b>Week 5</b></p>	<p><b>Week 6</b></p>	<p><b>Week 7</b></p>	<p><b>Week 8</b></p>	<p><b>Week 9</b></p>	<p><b>Week 10</b></p>	<p><b>Week 11</b></p>

<b>Summer</b>	<p><b>Writing to Entertain: Narrative - Creating Atmosphere</b>  <b>Core Text:</b> Escape from Pompeii by Cristina Balit</p> <ul style="list-style-type: none"> <li>• <b>Make correct and consistent use of the present tense, including progressive forms (Y2)</b></li> <li>• <b>Use expanded noun phrases to describe and specify (Y2)</b></li> <li>• <b>Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</b></li> <li>• <b>Use apostrophes to mark missing letters and singular possession (Y2)</b></li> <li>• <b>Write sentences with different forms (Y2)</b></li> <li>• <b>Make choices about vocabulary, grammar, structure and tone that show an understanding of purpose and audience</b></li> <li>• <b>Express time, place and cause using conjunctions, adverbs and prepositions</b></li> <li>• <b>Understand how to use the past perfect verb form</b></li> <li>• <b>Use inverted commas around words being spoken to punctuate direct speech</b></li> <li>• <b>Group related ideas into paragraphs</b></li> </ul>	<p><b>Writing to Inform: Reporting – Newsround Broadcast</b>  <b>Core Text:</b> Various news broadcasts</p> <ul style="list-style-type: none"> <li>• <b>Write sentences with different forms (Y2)</b></li> <li>• <b>Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</b></li> <li>• <b>Make correct and consistent use of the past and present tense, including progressive forms (Y2)</b></li> <li>• <b>Use expanded noun phrases to describe and specify (Y2)</b></li> <li>• <b>Group related ideas into paragraphs (e.g. every sentence in each paragraph should be about the same topic)</b></li> <li>• <b>Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about</b></li> <li>• <b>Sometimes use the present perfect verb form (e.g. he has gone)</b></li> <li>• <b>Make choices about vocabulary and grammar that shows an understanding of purpose and audience</b></li> <li>• <b>Express time, place and cause using conjunctions, adverbs and prepositions</b></li> <li>• <b>Use a wide range of conjunctions to create multi-clause sentences (e.g. as, so, if, because, although)</b></li> </ul>	<p><b>Writing to Persuade: Adverts and Reviews</b>  <b>Core Text:</b> Various adverts/reviews</p> <ul style="list-style-type: none"> <li>• <b>Write sentences with different forms (Y2)</b></li> <li>• <b>Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</b></li> <li>• <b>Use expanded noun phrases to describe and specify (Y2)</b></li> <li>• <b>Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</b></li> <li>• <b>Make correct and consistent use of the present tense, including progressive and perfect forms (Y2/3)</b></li> <li>• <b>Use apostrophes to mark missing letters (Y2)</b></li> <li>• <b>Make choices about vocabulary, grammar and structure that show an understanding of purpose and audience (e.g. applying the features of persuasive writing)</b></li> </ul>	<p>Transition unit to be confirmed...</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Autumn</b>	<b>Hunningley's Fundamentals Unit</b>  <b>Intention 1:</b> Common and proper nouns <b>Intention 2:</b> Collective/partitive nouns <b>Intention 3:</b> Collective/partitive nouns <b>Intention 4:</b> Nouns review <b>Intention 5:</b> Being verbs + 'to have' <b>Intention 6:</b> Regular action verbs & verb phrases <b>Intention 7:</b> Regular action verbs (doubling the consonant) & verb phrases <b>Intention 8:</b> Irregular action verbs & verb phrases <b>Intention 9:</b> Verbs review <b>Intention 10:</b> What is a subject? <b>Intention 11:</b> Stage 1: Building single-clause sentences <b>Intention 12:</b> Stage 1: Building single-clause sentences (pronouns) <b>Intention 13:</b> Stage 2: Building single-clause sentences <b>Intention 14:</b> Stage 2: Building single-clause sentences (pronouns) <b>Intention 15:</b> Stage 3: Building single-clause sentences <b>Intention 16:</b> Stage 3: Building single-clause sentences (pronouns) <b>Intention 17:</b> Application <b>Intention 18:</b> Application <b>Intention 19:</b> Co-ordinating conjunctions to join clauses <b>Intention 20:</b> Co-ordinating conjunctions to join clauses and compound subjects				<b>Writing to Inform: NC Report</b> <b>Core Text:</b> Dragonology <ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3)</li> <li>• Use simple devices to organise material and aid presentation (Y3)</li> <li>• Use apostrophes to mark missing letters and singular possession (Y2)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>• Understand how authors make choices about vocabulary and grammar according to their purpose and audience</li> </ul>			<b>Writing to Entertain: Developing Description</b> <b>Core Text:</b> The Land of Roar <ul style="list-style-type: none"> <li>• Make correct and consistent use of past or present tense, including progressive and perfect forms (Y2/3)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Use fronted adverbials to give the reader detail and to add variety to the start of sentences (Y4)</li> <li>• Use commas after fronted adverbials (Y4)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Use a range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Group related ideas into paragraphs (Y3)</li> <li>• Write stories with creative characters, settings and plots</li> <li>• Make choices about vocabulary and grammar that shows an understanding of purpose and audience</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul>			<b>Writing to Inform: Instructions – How to...</b> <b>Core Text:</b> Chop, Sizzle, Wow <ul style="list-style-type: none"> <li>• Express time, place using adverbs and prepositions (Y3)</li> <li>• Correctly use a or an according to whether the next word begins with a consonant or vowel (Y3)</li> <li>• Make correct and consistent use of the present tense, including progressive and perfect forms (Y2/3)</li> <li>• Write sentences with different forms (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Separate items in a list with commas (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Use simple devices to organise material and aid presentation (Y3)</li> <li>• Understand the term 'adverbial', recognising examples of their use</li> <li>• Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences</li> <li>• Use commas after fronted adverbials</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> </ul>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Spring</b>	<b>Writing to Entertain: Traditional Tales</b> <b>Core Text:</b> Usborne Arabian Nights <ul style="list-style-type: none"> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) (Y3)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3)</li> <li>• Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>• Use commas after fronted adverbials (Y4)</li> <li>• Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters)</li> <li>• Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul>			<b>Writing to Entertain and Inform: Dual Purpose – Documentary Voice Over</b> <b>Core Text:</b> David Attenborough Documentaries <ul style="list-style-type: none"> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Use fronted adverbials to give the reader detail and to add variety to the start of sentences (Y4)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Make correct and consistent use of the present tense, including progressive and perfect forms (Y2/3)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Make choices about vocabulary and grammar that shows an understanding of purpose and audience</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>• Show an understanding of some of the differences between Standard English and non-standard English when writing dialogue</li> </ul>			<b>Writing to Entertain: Narrative</b> <b>Core Text:</b> The Great Kapok Tree by Lynn Cherry <ul style="list-style-type: none"> <li>• Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3)</li> <li>• Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Organise ideas into paragraphs around a theme in narrative (e.g. new paragraphs for a change in time or place)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>• Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul>			<b>Writing to Persuade: Excursion Brochure</b> <b>Core Text:</b> Various brochures <ul style="list-style-type: none"> <li>• Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use apostrophes to mark missing letters and singular possession (Y2)</li> <li>• Make choices about vocabulary, structure and grammar that show an understanding of purpose and audience</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>• Use apostrophes to mark plural possession</li> </ul>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	<b>Writing to Entertain: Personal Recounts</b> <b>Core Text:</b> Linked to mining disaster <ul style="list-style-type: none"> <li>• Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3)</li> <li>• Write sentences with different forms (Y2)</li> <li>• Use apostrophes to mark missing letters and singular and plural possession (Y2/4)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and preposition phrases (Y4)</li> <li>• Show an understanding of the differences between Standard English and non-Standard English</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> <li>• Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience</li> </ul>			<b>Writing to Inform: Biographies</b> <b>Core Text:</b> Women who led the Way by Mick Manning <ul style="list-style-type: none"> <li>• Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3)</li> <li>• Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3)</li> <li>• Use apostrophes to mark missing letters and singular and plural possession (Y2/4)</li> <li>• Use simple devices to organise material and aid presentation (Y3)</li> <li>• Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>• Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3)</li> </ul>			<b>Writing to Inform: Letters</b> <b>Core Text:</b> Various texts by Nicola Davies <ul style="list-style-type: none"> <li>• Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3)</li> <li>• Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Use conjunctions to create multi-clause sentences (Y3)</li> <li>• Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3)</li> <li>• Use fronted adverbials with commas to give the reader detail and to add variety to the start of sentences (Y4)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Write stories with creative characters, settings and plots</li> <li>• Organise ideas into paragraphs around a theme)</li> <li>• Make choices about punctuation, vocabulary and grammar that show an understanding of purpose and audience</li> </ul>			<b>Transition unit to be confirmed...</b>  <b>Possible News Broadcast to inform</b>		



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Autumn</b>	<b>Hunningley's Fundamentals Unit</b>  <b>Intention 1:</b> Common and proper nouns <b>Intention 2:</b> Collective/partitive nouns <b>Intention 3:</b> Abstract nouns <b>Intention 4:</b> Nouns review <b>Intention 5:</b> Being verbs + 'to have' <b>Intention 6:</b> Regular action verbs & verb phrases <b>Intention 7:</b> Regular action verbs (doubling the consonant) & verb phrases <b>Intention 8:</b> Irregular action verbs & verb phrases <b>Intention 9:</b> Phrasal verbs <b>Intention 10:</b> Verbs review <b>Intention 11:</b> What is a subject? <b>Intention 12:</b> Stage 1: Building single-clause sentences <b>Intention 13:</b> Stage 1: Building single-clause sentences (pronouns) <b>Intention 14:</b> Stage 2: Building single-clause sentences <b>Intention 15:</b> Stage 3: Building single-clause sentences <b>Intention 16:</b> Application <b>Intention 17:</b> Co-ordinating conjunctions to join clauses <b>Intention 18:</b> Compound subjects and dummy subjects <b>Intention 19:</b> Gerunds <b>Intention 20:</b> Application				<b>Writing to Inform: NC Report</b> <b>Core Text:</b> What's the Difference <ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) (Y4)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Use simple devices to organise material and aid presentation (Y3)</li> <li>• Use adverbs (e.g. perhaps, surely) and modal verbs (e.g. should, might, will) to show how likely something is</li> <li>• Understand the term 'parenthesis' recognising examples of its use</li> <li>• Use brackets to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> <li>• Build cohesion within and across paragraphs</li> </ul>			<b>Writing to Entertain: Creating a New Chapter</b> <b>Core Text:</b> A Gladiator who stole my Lunchbox <ul style="list-style-type: none"> <li>• Use verb tenses consistently and correctly throughout (Y5)</li> <li>• Build cohesion within and across paragraphs (Y5)</li> <li>• Use brackets to add additional information, explanation or afterthought to a sentence</li> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use commas in lists, to mark fronted adverbials, to separate clauses when used with a conjunction (Y2/4)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Use dialogue as a tool to convey character and advance the action</li> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader</li> <li>• Use commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> </ul>			<b>Writing to Inform: Instructions – How to...</b> <b>Core Text:</b> Various Instructions <ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Make careful choices in vocabulary, grammar and structure to enhance meaning and effect on the reader</li> <li>• Build cohesion within and across paragraphs</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> <li>• Use a range of organizational and presentational devices to structure a text and guide the reader</li> </ul>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring	<b>Writing to Inform: Diary Recounts</b> <b>Core Text:</b> Shackleton's Journey <ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing</li> <li>• Understand the term 'relative pronoun' and their function</li> <li>• Use relative pronouns to add an additional clause about a noun</li> <li>• Use commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> <li>• Build cohesion within and across paragraphs</li> </ul>			<b>Writing to Entertain: Narrative – Creating Pace and Tension</b> <b>Core Text:</b> Turtle Moon by Hannah Gold <ul style="list-style-type: none"> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader</li> <li>• Use dialogue as a tool to convey character (i.e. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying)</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader.</li> </ul>			<b>Writing to Entertain: Narrative Poetry or Prose</b> <b>Core Text:</b> Cloud Busting by Malorie Blackman <ul style="list-style-type: none"> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Use dialogue as a tool to convey character (Y5)</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;)</li> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use commas to clarify meaning or avoid ambiguity (e.g. 'let's eat Grandma' vs 'let's eat, Grandma')</li> </ul>			<b>Writing to Inform: Explanations – The Journey of a Water Droplet in River Formation</b> <b>Core Text:</b> Various Explanations <ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Make careful choices in vocabulary, grammar and structure to enhance meaning and effect on the reader</li> <li>• Build cohesion within and across paragraphs</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> <li>• Use a range of organisational and presentational devices to structure a text and guide the reader</li> </ul>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Summer</b>	<b>Writing to Entertain: Mystery Narrative</b> <b>Core Text:</b> Varmints by Helen Ward <ul style="list-style-type: none"> <li>• Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech (Y4)</li> <li>• Show an understanding of the differences between Standard English and non-standard English (Y4)</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis)</li> <li>• Describe settings, characters and atmosphere (in sufficient detail to create a vivid picture for the reader)</li> <li>• Use dialogue as a tool to convey character (e.g. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying)</li> </ul>			<b>Writing to Inform: Eyewitness Journal</b> <b>Core Text:</b> Real-life Mysteries by Susan Martineau <ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use simple devices to organise material and aid presentation (Y3)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>• Use relative pronouns to add an additional clause about a noun (Y5)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5)</li> <li>• Understand how authors select appropriate grammar and vocabulary in line with their purpose and audience</li> <li>• Use a range of organisational and presentational devices to structure a text and guide the reader</li> <li>• Make links within and across paragraphs</li> </ul>			<b>Writing to Persuade: Space Travel Attraction</b> <b>Core Text:</b> Various Persuasive Leaflets <ul style="list-style-type: none"> <li>• Select any learning intentions from the Teacher Assessment Framework that may require more evidence in order to achieve the working towards the expected standard.</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. repeating particular words for emphasis; using emotive language to persuade)</li> <li>• Use a range of organisational and presentational devices to structure a text and guide the reader</li> </ul>			<b>Transition unit to be confirmed...</b>		



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Autumn</b>	<b>Hunningley's Fundamentals Unit</b>  <b>Intention 1:</b> Common and proper nouns <b>Intention 2:</b> Collective/partitive nouns <b>Intention 3:</b> Abstract nouns <b>Intention 4:</b> Nouns review <b>Intention 5:</b> Being verbs + 'to have' <b>Intention 6:</b> Regular action verbs & verb phrases <b>Intention 7:</b> Regular action verbs (doubling the consonant) & verb phrases <b>Intention 8:</b> Irregular action verbs & verb phrases <b>Intention 9:</b> Phrasal verbs <b>Intention 10:</b> Verbs review <b>Intention 11:</b> What is a subject? <b>Intention 12:</b> Stage 1: Building single-clause sentences <b>Intention 13:</b> Stage 1: Building single-clause sentences (pronouns) <b>Intention 14:</b> Stage 2: Building single-clause sentences <b>Intention 15:</b> Stage 3: Building single-clause sentences <b>Intention 16:</b> Application <b>Intention 17:</b> Co-ordinating conjunctions to join clauses <b>Intention 18:</b> Compound subjects and dummy subjects <b>Intention 19:</b> Gerunds <b>Intention 20:</b> Application				<b>Writing to Inform: NC Report</b> <b>Core Text:</b> Fantastic Beasts <ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use apostrophes to mark missing letters and singular and plural possession (Y2/4)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and preposition phrases (Y4)</li> <li>• Use relative pronouns to add an additional clause about a noun (Y5)</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5)</li> <li>• Use modal verbs to show how likely something is (Y5)</li> <li>• Use verb tenses consistently and correctly throughout (Y5)</li> <li>• Build cohesion within and across paragraphs (Y5)</li> <li>• Use hyphens and commas to clarify meaning and avoid ambiguity</li> <li>• Use semi-colons to mark the boundary between independent clauses</li> <li>• Understand the differences between vocabulary typical of informal speech, and vocabulary appropriate for formal speech and writing</li> <li>• Recognise very informal and very formal speech and writing structures (e.g. the use of subjunctive forms)</li> </ul>			<b>Writing to Entertain: Creating a New Chapter</b> <b>Core Text:</b> Boy in the Tower <ul style="list-style-type: none"> <li>• Describe settings, characters and atmosphere to create a vivid picture for the reader (Y5)</li> <li>• Use inverted commas and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Use dialogue to convey character and advance action (Y5)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Express time, place and cause using conjunctions, adverbs, prepositions, adverbials (Y3/4)</li> <li>• Use relative pronouns to add an additional clause (Y5)</li> <li>• Use brackets, dashes, commas to add additional information, explanation or afterthought (Y5)</li> <li>• Use verb tenses consistently and correctly throughout (Y5)</li> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Make connections within and across paragraphs using a wide range of cohesive devices</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> </ul>			<b>Writing to Inform and Entertain: Dual Purpose</b> <b>Core Text:</b> Darwin's Dragons <ul style="list-style-type: none"> <li>• Select learning intentions from the previous two units that the pupils may still need to master and refine.</li> <li>• Use hyphens and commas to clarify meaning and avoid ambiguity</li> <li>• Use semi-colons to mark the boundary between independent clauses</li> <li>• Understand the differences between vocabulary typical of informal speech, and vocabulary appropriate for formal speech and writing</li> <li>• Recognise very informal and very formal speech and writing structures (e.g. the use of subjunctive forms)</li> <li>• Make connections within and across paragraphs using a wide range of cohesive devices</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> </ul>		

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Spring	<p><b>Writing to Entertain: Multi-Text Story Telling - Narrative</b>  <b>Core Text:</b> Letters from the Lighthouse</p> <ul style="list-style-type: none"> <li>• Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked) (Y6)</li> <li>• Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references such as 'these', 'the old man'; adverbials such as 'a short time later', 'on the other hand') (Y6)</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (Y5)</li> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader (Y5)</li> <li>• Use language that reflects a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose</li> </ul>			<p><b>Writing to Inform: Multi-Text Story Telling – Diaries and Letters</b>  <b>Core Text:</b> Letters from the Lighthouse</p> <ul style="list-style-type: none"> <li>• Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked) (Y6)</li> <li>• Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references such as 'these', 'the old man'; adverbials such as 'a short time later', 'on the other hand') (Y6)</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (Y5)</li> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader (Y5)</li> <li>• Use language that reflects a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose</li> </ul>			<p><b>Writing to Entertain: Modern Retelling</b>  <b>Core Text:</b> Macbeth by Andrew Matthews and Tony Ross</p> <ul style="list-style-type: none"> <li>• Write sentences with different forms (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and preposition phrases (Y4)</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Describe settings, characters and atmosphere (in sufficient detail to create a vivid picture for the reader)</li> <li>• Use dialogue as a tool to convey character (e.g. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying)</li> <li>• To understand the differences between informal and formal speech and writing</li> </ul>			<p><b>Writing to Inform and Entertain: Journalistic Writing</b>  <b>Core Text:</b> Various Newspaper Reports</p> <ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use expanded noun phrases to convey complicated information concisely (Y5)</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> <li>• Make connections within and across paragraphs using a wide range of cohesive devices (Y6)</li> <li>• Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (person, place or thing) (Y5)</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Use a range of different layout devices to structure writing (e.g. columns, bullets, tables, headings) (Y6)</li> <li>• Develop critical literacy skills</li> <li>• Use language and structures that reflect a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> <li>• Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked).</li> </ul>		

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Summer	<p><b>Writing to Persuade: Visitor Attraction</b>  <b>Core Text:</b> Various Persuasive Leaflets</p> <ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use a range of organisational and presentational devices to structure a text and guide the reader (Y5)</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> <li>• Identify the subject, verb and object of a sentence</li> <li>• Understand how the use of the active or passive voice can present information to the reader in a different way</li> <li>• Show an understanding of nuances of language in vocabulary choices</li> </ul>			<p><b>Writing to Express Opinion: Complaint Letters</b>  <b>Core Text:</b> Various Complaint Letters</p> <ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use expanded noun phrases to convey complicated information concisely (Y5)</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> <li>• Make connections within and across paragraphs using a wide range of cohesive devices (Y6)</li> <li>• Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (person, place or thing) (Y5)</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Use a range of different layout devices to structure writing (e.g. columns, bullets, tables, headings) (Y6)</li> <li>• Develop critical literacy skills</li> <li>• Use language and structures that reflect a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> <li>• Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked).</li> </ul>			<p><b>Writing to Entertain: Traditional Tales</b>  <b>Core Text:</b> Grimm Tales for Old and Young by Philip Pullman</p> <ul style="list-style-type: none"> <li>• Select any learning intentions from the Teacher Assessment Framework that may require more evidence in order to achieve the working towards the expected standard.</li> <li>• Select any learning intentions from the Teacher Assessment Framework that may require more evidence in order to achieve the working at the expected standard.</li> </ul>			<p><b>Writing to Inform: Explanation of The Journey of a Red Blood Cell</b>  <b>Core Text:</b> Various Explanation Texts</p> <ul style="list-style-type: none"> <li>• Select any learning intentions from the Teacher Assessment Framework that may require more evidence in order to achieve the working towards the expected standard.</li> <li>• Select any learning intentions from the Teacher Assessment Framework that may require more evidence in order to achieve the working at the expected standard.</li> </ul>		