

Year A						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Healthy Humans	Light at the end of the tunnel	Tomb Raiders	Eco Warriors	Stone Age to Iron Age	Romans
Quality Text (F, N, P)	George's Marvellous Medicine Instructions	Into the forest The night before Christmas	The Gold in the grave	The Tin Forest Green poems for a blue planet	Stig of the dump Ug genius of the stone age - GR	Escape from Pompeii Newspaper reports Diary
Writing inc Grammar	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>extending the range of</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>extending the range of</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>choosing nouns and pronouns appropriately to</p>	<p>using fronted adverbials. using commas after fronted adverbials</p> <p>using and punctuating direct speech discussing and recording ideas</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p>	<p>using and punctuating direct speech discussing and recording ideas</p> <p>organising paragraphs around a theme</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>composing and</p>	<p>add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p>

	<p>sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p>	<p>sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using and punctuating direct speech discussing and recording ideas</p> <p>describe nouns in careful detail when I need to write about a complex object</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>enhance my writing.</p> <p>using fronted adverbials. using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>use 'a' or 'an' depending on what the next word begins with.</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p>	<p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>use the present perfect form of verbs which contrast to the past tense in my writing</p> <p>using conjunctions, adverbs and</p>	<p>rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>describe nouns in careful detail when I need to write about a complex object.</p> <p>using and punctuating direct speech discussing and recording ideas</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p>	
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		using conjunctions, adverbs and prepositions to express time and cause		prepositions to express time and cause	using conjunctions, adverbs and prepositions to express time and cause	
Editing	<p>evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <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>					
Reading	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS

Reading bjectives taught through writing	use a dictionary to check the meaning of words I think about what I read to make sure that I understand it and that it makes sense I can take turns when discussing books I have read or had read to me and listen to what others have to say. I can use non-fiction books to find out about things. I can tell what the main ideas in a book are from reading a number of paragraphs. I am able to choose from a range of books that are set out differently but give me the information I require. I can show you I have understood the increasingly wide range of texts I have read. I can identify different themes and conventions in a wide range of books I read.					
Assessment opportunity	Recount - baseline Instructions – How to trap a... Explanation text - digestive system	Narrative - story with familiar setting Poetry - narrative poem	Newspaper Narrative	Narrative - Descriptive writing Letter writing - environment Poetry -Themed poetry environment	Adventure story	Newspaper report Diary

Year B						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	To the UK and Beyond	Snap, Crackle and Pop	The Circus is Coming to Town	Victorians	Flower Power	Flower Power
Quality Text (F, N, P)	The Village that Vanished - stories from another culture Autumn Poetry - shape poems	The Iron Man Explanation	Leon and the Place Between	Street Child Playground poems	Varmints	Robin Hood King Arthur
Writing inc Grammar	discussing writing similar to that which they are	composing and rehearsing sentences orally	organising paragraphs around a theme	read their own writing aloud to a group or the	in narratives, creating settings,	composing and rehearsing sentences orally

	<p>planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>in narratives, creating settings, characters and plot</p> <p>using and punctuating direct speech discussing and recording ideas</p>	<p>(including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>organising paragraphs around a theme</p> <p>using fronted adverbials. using commas after fronted adverbials</p>	<p>using fronted adverbials. using commas after fronted adverbials</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p>	<p>characters and plot</p> <p>organising paragraphs around a theme</p> <p>using fronted adverbials. using commas after fronted adverbials</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p>	<p>(including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>in narratives, creating settings, characters and plot</p> <p>organising paragraphs around a theme</p> <p>using fronted adverbials. using commas after fronted adverbials</p>
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		in non-narrative material, using simple organisational devices [for example, headings and sub-headings]				
Editing	<p>evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <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>					
Reading	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS
Reading Objectives taught through English	<p>use a dictionary to check the meaning of words</p> <p>I think about what I read to make sure that I understand it and that it makes sense</p> <p>I can take turns when discussing books I have read or had read to me and listen to what others have to say.</p> <p>I can use non-fiction books to find out about things.</p> <p>I can tell what the main ideas in a book are from reading a number of paragraphs.</p> <p>I am able to choose from a range of books that are set out differently but give me the information I require.</p> <p>I can show you I have understood the increasingly wide range of texts I have read.</p> <p>I can identify different themes and conventions in a wide range of books I read.</p>					

Assessment opportunity	<p>Children's write their own ending for the Village that Vanished.</p> <p>Children write their own shape poem.</p>	<p>A letter of apology to the Iron Man.</p> <p>Explanation of water cycle.</p>	<p>A letter to Professor Elfick explaining what we have learned during this topic</p> <p>Description of children's own Place Between</p>	<p>NW24 moderation piece</p> <p>Children write their own diary entries as character from Street Child.</p>	Explanation and Retelling	<p>Children write their own legend.</p> <p>Newspaper report about Sports' Day.</p>
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