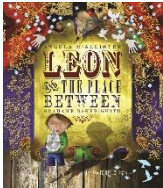
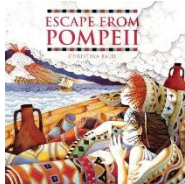

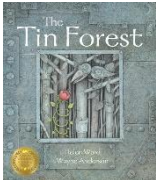
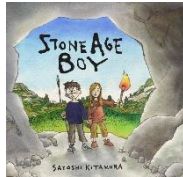

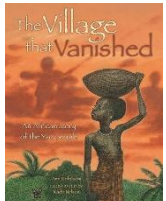
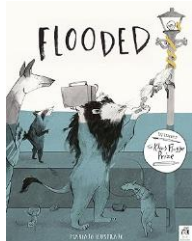
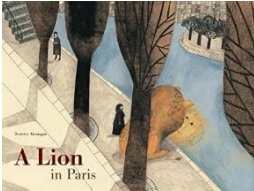


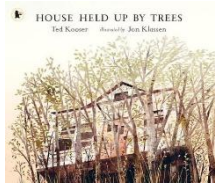


YEAR 3&4 YEAR A					
<u>Daily explicit teaching outside of the teaching sequence</u>		<u>Teach in the writing sequence</u>		<u>Lesson Design</u>	
Handwriting Spell words using phonics and NC spellings Spell contractions and singular possession using the apostrophe Dictation of sentences for fluency		Write for a range of purposes Describe setting and character Draft sentences with a range of subordinating conjunctions Teach organisational devices and paragraphing using boxing up Teach headings and subheadings in non-fiction		Orally rehearse to secure tense accuracy particularly progressive form and perfect tense Orally rehearse sentences with a wider range of subordinating conjunctions Dictate sentences to secure sentence fluency Compose sentences orally before writing Compose sentences where tense changes are accurately managed e.g. dialogue in a story Teach the rules of writing speech/dialogue	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Leon and the Place Between</b> Angela McAllister/Graham Baker-Smith 	<b>Escape from Pompeii</b> Christina Balit 	<b>Marcy and the Riddle of The Sphinx</b> Joe Todd-Stanton 	<b>The Tin Forest</b> Helen Ward 	<b>Stone Age Boy</b> Satoshi Kitamura 	<b>Dum Spiro</b> Literacy Shed animation 

Fiction Unit: Narrative retell	Fiction Unit: Narrative retell	Fiction Unit: Narrative retell (innovate)	Fiction Unit: Narrative retell (redesign the forest)	Fiction Unit: Narrative retell (innovate)	Fiction Unit: Narrative (alternative ending)
<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Use inverted commas for dialogue with additional punctuation</li> <li>2. Use expanded noun phrases with adverbs using commas to list</li> <li>3. Use compound sentences <b>but/and/so</b></li> </ol>	<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Use fronted adverbials for <b>time</b> with commas Y3: adverbials</li> <li>2. Use inverted commas for dialogue with additional punctuation</li> <li>3. Use expanded noun phrases with prepositions using commas to list</li> </ol>	<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Use fronted adverbials for <b>manner</b> with commas Y3: adverbials</li> <li>2. Use inverted commas for dialogue with additional punctuation</li> <li>3. Organise writing into paragraphs</li> </ol>	<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Link ideas within paragraphs (commas, pronoun chains)</li> <li>2. Use inverted commas for dialogue with additional punctuation</li> <li>3 Use <b>whilst/while</b> as a subordinating conjunction</li> </ol>	<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Use fronted adverbials for <b>place</b> with commas</li> <li>2. Use expanded noun phrases with prepositions and/or adverbs</li> <li>3. Apply a variety of complex sentences</li> </ol>	<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Link ideas within paragraphs (adverbials, commas, pronoun chains)</li> <li>2. Apply subordination to sentences</li> <li>3. Maintain the correct tense</li> </ol>
Faction Unit: Non-Chronological report about the circus	Faction Unit: Diary	Faction Unit: Review of favourite gods from Marcy's PoV	Faction Unit: Non-Chron on either of the forests	Faction Unit: Instructions – How to Hunt	Faction Unit: Letter – from Caesar explaining how he wants to get rid of 'useless' Dum Spiro
<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Use <b>although, even though</b> for subordination</li> <li>2. Use adverbs of <b>time, manner</b> and <b>place</b></li> </ol>	<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Use perfect tense</li> <li>2. Use expanded noun phrases with modifying adverbs or precise nouns for NCR</li> </ol>	<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Organise writing into paragraphs</li> <li>2. Commas to list (precise nouns)</li> </ol>	<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Use <b>whilst/while</b> as a subordinating conjunction</li> <li>2. Use present perfect tense</li> </ol>	<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Use appropriate verb forms</li> <li>2. Commas to list precise nouns</li> </ol>	<p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Use fronted adverbials (manner)</li> <li>2. Apply subordination to sentences</li> </ol>

YEAR 3&4 YEAR B					
<u>Daily explicit teaching outside of the teaching sequence</u>		<u>Teach in the writing sequence</u>		<u>Lesson Design</u>	
Handwriting Spell words using phonics and NC spellings Spell contractions and singular possession using the apostrophe Dictation of sentences for fluency		Write for a range of purposes Describe setting and character Draft sentences with a range of subordinating conjunctions Teach organisational devices and paragraphing using boxing up Teach headings and subheadings in non-fiction		Orally rehearse to secure tense accuracy particularly progressive form and perfect tense Orally rehearse sentences with a wider range of subordinating conjunctions Dictate sentences to secure sentence fluency Compose sentences orally before writing Compose sentences where tense changes are accurately managed e.g. dialogue in a story Teach the rules of writing speech/dialogue	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Village that Vanished Ann Grifalconi 	Flooded Mariajo Ilustrajo 	A Lion in Paris Beatrice Alemagna 	The Barnabus Project The Fan Brothers 	Dracula's Whitby Literacy Shed animation 	The House Help Up By Trees Ted Kooser 

<b>Fiction Unit:</b> Narrative retell	<b>Fiction Unit:</b> Narrative innovate	<b>Fiction Unit:</b> Narrative innovate – A Lion in Bristol	<b>Fiction Unit:</b> Narrative retell of the escape	<b>Fiction Unit:</b> First person recount of the walk	<b>Fiction Unit:</b> Narrative retell from different PoV
Grammar: 1. Use inverted commas for dialogue with additional punctuation  2. Use expanded noun phrases with adverbs using commas to list  3. Use compound sentences <b>but/and/so</b>	Grammar: 1. Use fronted adverbials for <b>time</b> with commas Y3: adverbials  2. Use inverted commas for dialogue with additional punctuation  3. Use expanded noun phrases with prepositions using commas to list	Grammar: 1. Use fronted adverbials for <b>manner</b> with commas Y3: adverbials  2. Use inverted commas for dialogue with additional punctuation  3. Organise writing into paragraphs	Grammar: 1. Link ideas within paragraphs (commas, pronoun chains)  2. Use inverted commas for dialogue with additional punctuation  3 Use <b>whilst/while</b> as a subordinating conjunction	Grammar: 1. Use fronted adverbials for <b>place</b> with commas  2. Use expanded noun phrases with prepositions and/or adverbs  3. Apply a variety of complex sentences	Grammar: 1. Link ideas within paragraphs (adverbials, commas, pronoun chains)  2. Apply subordination to sentences  3. Maintain the correct tense
<b>Faction Unit:</b> Instructions – how to take the village apart	<b>Faction Unit:</b> Non-Chronological report on animals	<b>Faction Unit:</b> Letter of thanks	<b>Faction Unit:</b> Non-Chronological report	<b>Faction Unit:</b> Persuasion – advert to visit the abbey	<b>Faction Unit:</b> Persuasion – house brochure
Grammar: 1. Use <b>although, even though</b> for subordination  2. Use adverbs of <b>time,</b> manner and place	Grammar: 1. Use perfect tense  2. Use expanded noun phrases with modifying adverbs or precise nouns for NCR	Grammar: 1. Organise writing into paragraphs  2. Commas to list (precise nouns)	Grammar: 1. Use <b>whilst/while</b> as a subordinating conjunction  2. Use present perfect tense	Grammar: 1. Use appropriate verb forms  2. Commas to list precise nouns	Grammar: 1. Use fronted adverbials (manner)  2. Apply subordination to sentences