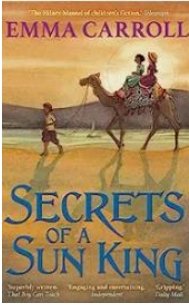
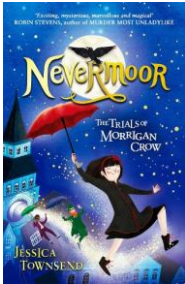
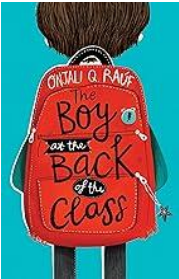
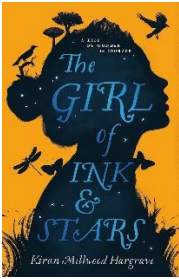
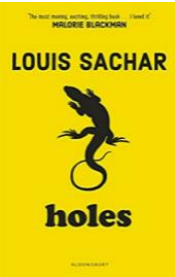
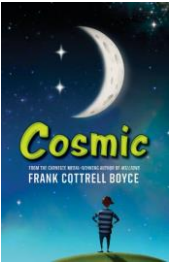

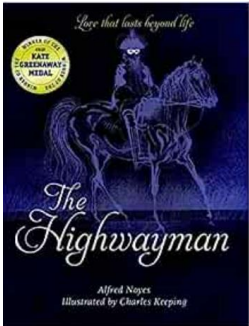


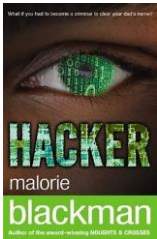
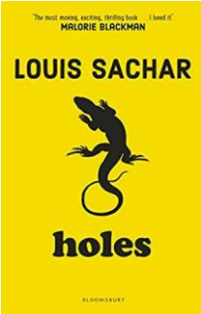
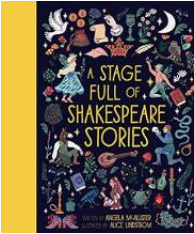
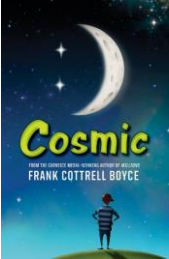




		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	History Geography Science	Ancient Egyptians Properties and changes of materials	The Northern Hemisphere	Ancient Greeks Forces	North America – Earthquakes and Volcanoes Earth and Space	Mayan Study Animals including humans	North American Trade Living things and their habitats
Whole Class Reading Texts		Secrets of a Sun King  Shorter texts to rehearse reading domains	Nevermoor  Shorter texts to rehearse reading domains			The boy at the back of the class  Shorter texts to rehearse reading domains	
Reading for Pleasure – class novel		The Girl of Ink and Stars  		Holes  			Cosmic 
Key texts/writing stimulus		Marcy and the Riddle of the Sphinx  	The Highwayman  	Leo and the Gorgon's curse  	The Dreadful Menace (film unit)  Hacker  	Holes  	Macbeth  Cosmic 

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Writing outcomes	Fiction Non Fiction Poetry	Narrative (adventure story) - Marcy and the riddle of the sphynx Recount - Diary entry (1 st person) Explanation text - mummification	Newsfeed – discovery of Tutan Kahmun’s tomb Biography – Howard Carter Narrative Poetry - Highwayman	Narrative (Short myth and legends) - Leo and the Gorgon's curse Balanced argument – Athens or Sparta? Persuasive tourist leaflet Assassin's Creed Odyssey: A Tour of Athens Biography (Quick write) - Children to choose influential musician?	Poetry – The Dreadful Menace (Literacy Shed clip) Newsfeed – Earthquake or volcano Narrative – internal monologue (Hacker)	Narrative (prequel/sequel/missing chapter) - Holes Non-chronological report Yellow spotted lizard - Holes Explanation text Year 6 - How to prepare for SATs Year 5 – How to prepare for the MTC	Balanced argument - Macbeth Narrative - Cosmic Formal Letter to Downing Street - courageous advocacy								
	Stages of Writing	<table><tr><td>1. Engage with a stimulus</td><td>2. Examine real life and model texts of that genre</td><td>3. Learn the features of and language type of the genre</td><td>4. Practice the composite aspects of the text (such as intro, middle, conclusion)</td><td>5. Plan effectively</td><td>6. Complete and extended piece of writing drawing on modelling and real-life examples</td><td>7. Edit the writing based on previous learning and feedback</td><td>8. Publish a final piece</td></tr></table>							1. Engage with a stimulus	2. Examine real life and model texts of that genre	3. Learn the features of and language type of the genre	4. Practice the composite aspects of the text (such as intro, middle, conclusion)	5. Plan effectively	6. Complete and extended piece of writing drawing on modelling and real-life examples	7. Edit the writing based on previous learning and feedback
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Ongoing writing objectives throughout year	Year 5	Ongoing objectives across the year: Plan writing: <ul style="list-style-type: none">identifying the audience and purpose of the writing, selecting appropriate form and use other similar writing as models for their own (consider levels of formality where appropriate)noting and developing initial ideas using chosen planning frames, and drawing on reading and research Draft and write: <ul style="list-style-type: none">selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit: <ul style="list-style-type: none">including proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningProof-read for spelling and punctuation errors													
	Year 6	Ongoing objectives across the year: Plan writing: <ul style="list-style-type: none">identifying the audience and purpose of the writing, selecting appropriate form and use other similar writing as models for their ownnoting and developing initial ideas using chosen planning frames, and drawing on reading and research Draft and write: <ul style="list-style-type: none">selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit: <ul style="list-style-type: none">proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningdistinguishing between the language of speech and writing and choosing the appropriate registerProof-read for spelling and punctuation errors													
Composition	Year 5	Composition: <ul style="list-style-type: none">(Y4) Revisit use of paragraphs to organise ideas around a theme(Y4) Linking ideas within paragraphs using known cohesive devices (conjunctions, adverbs, pronouns)	Composition: <ul style="list-style-type: none">In narratives, begin to describe and develop atmosphereUse paragraphs to organise ideas around a theme for narrative and non-narrative compositions	Composition: <ul style="list-style-type: none">In narratives, continue to develop descriptive settings and charactersIntroduce how to link ideas across paragraphs using adverbials of time and numberContinue to develop use of paragraphs to organise ideas using a	Composition: <ul style="list-style-type: none">In narratives, develop character and atmosphereSelect appropriate vocabulary, understanding how choices change & enhance meaningSelect appropriate presentational devices	Composition: <ul style="list-style-type: none">In narratives, continue to develop descriptive settings and charactersIn narratives, continue to describe atmosphereIn narratives, develop the use of dialogue to convey character and/ or advance the action	Composition: <ul style="list-style-type: none">In narratives, convey character and advance the action through dialogueIn narratives, maintain a balance of narration and dialogue and/ or monologue								

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	<ul style="list-style-type: none"> In narratives, begin to convey character through dialogue maintaining a balance of speech and description In narratives, considering how authors have developed characters in what pupils have read, listened to or seen visually Proof read for correct application of known punctuation from KS1/LKS2 (Y4) Continue to evaluate the effectiveness of writing and develop with reference to planning 	<ul style="list-style-type: none"> Further develop devices to build cohesion within paragraphs Convey character through dialogue maintaining a balance of speech and description Use further organisational and presentational devices to structure text and to guide the reader Assess the effectiveness of own and others' writing with reference to success criteria and audience Continue to proof read for correct application of known punctuation from KS1/LKS2 	<p>variety of known known sentence structures and sentence lengths (simple, compound, complex)</p> <ul style="list-style-type: none"> Revisit and develop subject and verb agreement when using singular and plural Assess the effectiveness of own writing with reference to planning and agreed success criteria to achieve impact Proof read for correct application of known punctuation from KS1/LKS2 	<p>to structure text and to guide the reader</p> <ul style="list-style-type: none"> Develop how to link ideas across paragraphs using adverbials of time and place Further develop the structure of paragraphs with a variety of sentence structures Continue to assess the effectiveness of own and others' writing reference to plan Continue to develop correct subject/ verb agreement when using singular and plural Read aloud their own writing, to a group or the whole class, controlling the tone and volume so the meaning is clear Proof read for correct application of known punctuation and spelling 	<ul style="list-style-type: none"> Evaluate the effectiveness of own writing with reference to agreed success criteria Continue to develop selecting appropriate organisational devices to structure text Continue to develop the structure of paragraphs by using a variety of sentence structures Further develop devices to build cohesion within and across paragraphs Begin to precise longer passages Continue to develop the structure of paragraphs by using a variety of sentence suitable for informal register Read aloud their own writing, to a group or the whole class, controlling the tone and volume so the meaning is clear 	<ul style="list-style-type: none"> Continue to embed a range of devices to build cohesion within and across paragraphs, including by changing tense Proofread for correct application of known punctuation Continue to develop how to evaluate the effectiveness of others' writing with reference to agreed success criteria Continue to develop selecting appropriate organisational and presentational devices to structure text Continue to precise longer passages
Year 6	<p>Composition:</p> <ul style="list-style-type: none"> In narratives, describe settings and characters (Y3/4/5) Revisit devices to build cohesion within a paragraph (Y3/4/5) Use paragraphs to organise ideas (Y5) Revisit linking ideas across paragraphs using adverbials Further develop vocabulary choices by understanding how words are related by meanings of synonyms and antonyms Further develop vocabulary choices to convey specific information 	<p>Composition:</p> <ul style="list-style-type: none"> In narratives, build atmosphere (Y5) Revisit integrating dialogue to convey character Select cohesive devices to link paragraphs Use ellipsis to link ideas across paragraphs -for effect Precise longer passages Select verb forms appropriate to text conventions including passive to affect the presentation of information in a sentence Ensuring correct subject and verb agreement when using singular and plural, distinguishing between 	<p>Composition:</p> <ul style="list-style-type: none"> In narratives, continue to integrate description of settings and characters In narrative, focus on how to build atmosphere Distinguishing between the language of speech and writing and choosing the appropriate register for selected text form Choose organisational and presentational devices to structure text and to guide the reader/ speaker Continue to ensure correct subject and verb agreement when using singular and plural Select appropriate cohesive devices to link ideas across paragraphs including ellipsis and 	<p>Composition:</p> <ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Select similar writing as models for their own Continue to integrate dialogue to convey character and advance the action Continue to understand the difference between registers of informal speech and writing Select between different structures for informal speech and structures appropriate for narrative writing Select appropriate cohesive devices to link ideas across paragraphs, including use of ellipsis to link ideas across paragraphs -for effect 	<p>Composition:</p> <ul style="list-style-type: none"> Make independent choices about how to engage the reader and demonstrate appropriate text conventions Further develop narratives, integrate description of settings and characters and build atmosphere Further integrate dialogue to convey character and advance the action Develop independent writing through peer and individual evaluation Make appropriate edits based on evaluation for effect Draw on reading and research to inform content and layout of composition(s) 	<p>Composition:</p> <ul style="list-style-type: none"> Make independent choices about content, organisation and layout in order to demonstrate awareness of reader Draw on similar writing as models for non-narrative structure and organisation Select appropriate features and conventions for instructional text Use researched information to provide the core content Continue to select appropriate cohesive devices to

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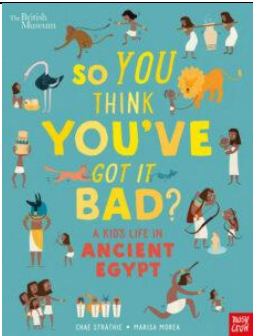
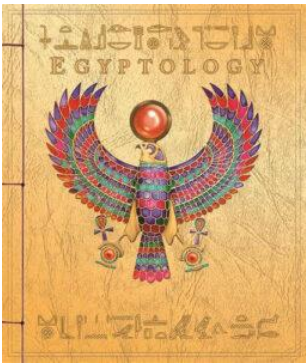
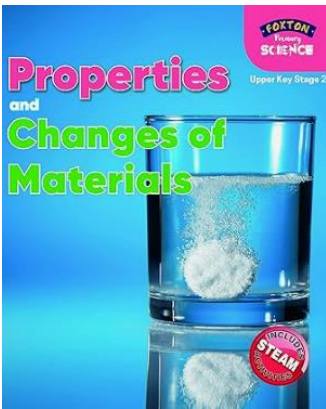
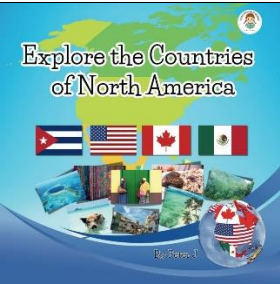
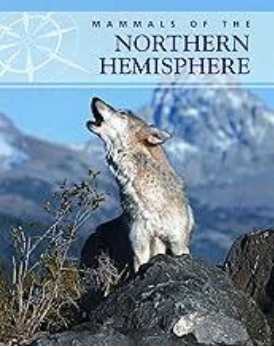
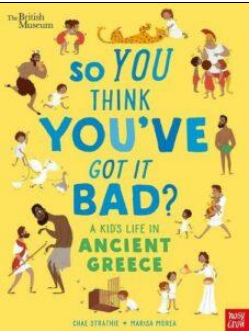
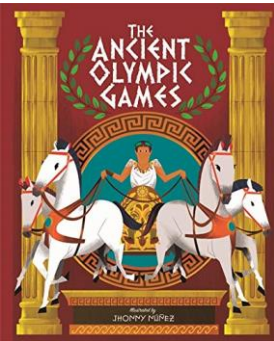

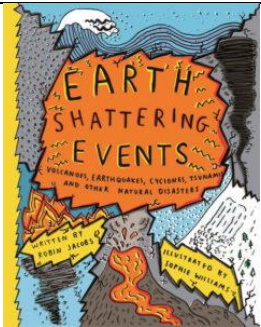
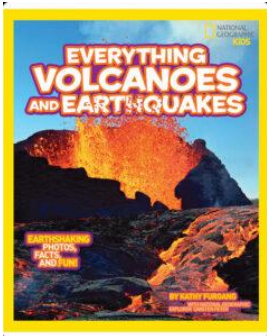
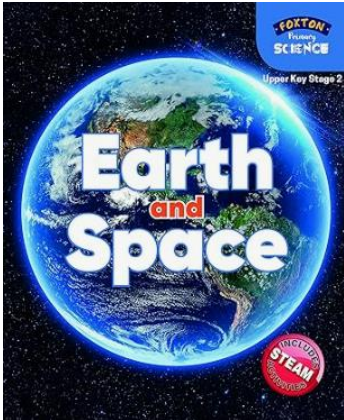
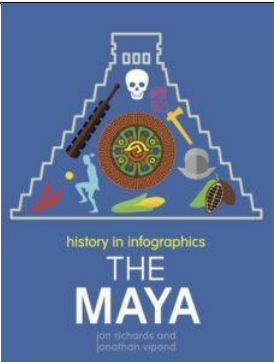
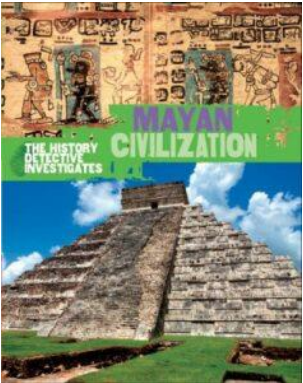
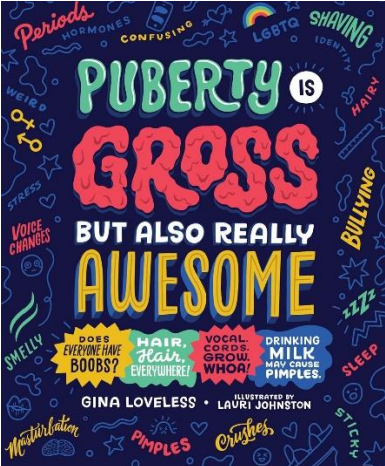
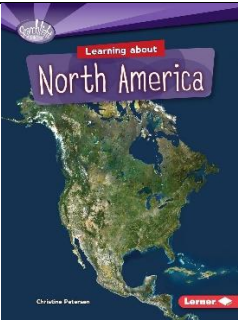
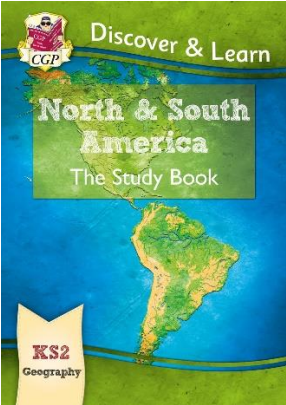
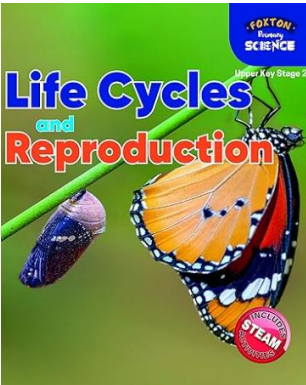


		<ul style="list-style-type: none"> Choose organisational and presentational devices to structure text and to guide the reader (for example, bullet points) 	<p>the language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> Continue to develop vocabulary choices by understanding how words are related by meanings of synonyms Understand the difference between structures typical of informal speech and appropriate for formal speech and writing Choose organisational and presentational devices to structure text and to guide the reader (for example, bullet points) 	<p>referencing back to previous points</p> <ul style="list-style-type: none"> Ensure consistency of selected tense(s) is maintained Assess the effectiveness of own and others' writing reference to plan 	<ul style="list-style-type: none"> Draw on reading and research for individual compositions Choose further organisational and presentational devices to structure text and to guide the reader through the information (e.g. headings, bullet points, underlining) Ensure consistency of selected tense(s) is maintained Further develop assessing the effectiveness of own and others' writing reference to plan 	<ul style="list-style-type: none"> Choose organisational and devices to guide the reader through the composition Select appropriate cohesive devices to link ideas within and across paragraphs 	<p>link ideas within and across paragraphs</p> <ul style="list-style-type: none"> Make appropriate edits based on evaluation for impact on reader Make independent choices about content, organisation and layout in order to demonstrate awareness of reader Develop narrative recount through first-person monologue, and inclusion of setting and character and atmosphere, as appropriate to the composition
Grammar and punctuation	<p>Year 5</p> <p>New learning</p> <p>Recap/refine</p>	<p>Grammar & punctuation:</p> <ul style="list-style-type: none"> (Y4) Use of inverted commas and other punctuation to indicate direct speech (Y4) Use past and present tenses correctly, and include a wider range of known verb forms (ie simple, progressive & perfect) (Y4) Vary the range of sentence structures used within individual paragraphs, including subordinating and co-ordinating conjunctions (Y4) Expanded noun phrases Begin to develop use of figurative language (similes, metaphors) 	<p>Grammar & punctuation:</p> <ul style="list-style-type: none"> Introduce brackets to indicate parenthesis (Y4) Revisit use of fronted adverbials Revisit use of commas to demarcate fronted adverbials and separate clauses where required (Y4) Use of inverted commas and other punctuation to indicate direct speech (Y4) Use past and present tenses correctly, and include a wider range of known verb forms (ie simple, progressive & perfect) Introduce commas to indicate parenthesis and compare with use of brackets Revisit use of commas to separate items in a list and separate clauses Continue to use expanded sentences with conjunctions and fronted adverbials 	<p>Grammar & punctuation:</p> <ul style="list-style-type: none"> Introduce dashes to indicate parenthesis and contrast with the use of brackets Continue to vary and extend sentence structure including the use of fronted adverbials and subordinate clauses Introduce relative clauses beginning with who, which, where, when, whose, that, to add extra detail as a form of subordination Introduce how to link ideas across paragraphs using adverbials of time Begin to advance action through dialogue, maintaining balance of speech & description (Y4) Use past and present tenses correctly, and include a wider range of known verb forms (simple, progressive & perfect) 	<p>Grammar & punctuation:</p> <ul style="list-style-type: none"> Integrate dialogue in narratives Develop and use relative clauses beginning with who, which, where, when, whose, that, to add extra detail as a form of subordination Introduce commas to indicate parenthesis and contrast with use of brackets & dashes Develop how to link ideas across paragraphs using adverbials of time and place Introduce how to link ideas across paragraphs using adverbials of number Further develop devices to build cohesion within paragraphs Select and apply appropriate verb tenses consistently and correctly 	<p>Grammar & punctuation:</p> <ul style="list-style-type: none"> Introduce modal verbs to indicate degrees of possibility Introduce beginning relative clauses with an omitted relative pronoun Develop use of relative clauses beginning with <i>who, which, where, when, whose, that</i>, to add extra detail as a form of subordination Indicate parenthesis by selecting the use of brackets, dashes or commas Begin to identify where to use commas to clarify meaning or avoid ambiguity Introduce converting nouns or adjectives into verbs using suffixes Ensure consistent and correct use of tense throughout 	<p>Grammar & punctuation:</p> <ul style="list-style-type: none"> Refine use of commas to clarify meaning or avoid ambiguity Vary sentence structure including extending sentences using grammar knowledge from LKS2 and Y5: the use of fronted adverbials, relative clauses and subordination Select modal verbs and adverbs to indicate degrees of possibility Ensure consistent and correct use of tense throughout Select organisational and presentational devices to structure text and to guide the reader Select appropriate punctuation to mark extended clause structure

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							within sentences including commas for clarity and brackets, commas or dashes for parenthesis
Year 6 New learning Recap/refine	Grammar & punctuation: <ul style="list-style-type: none">(Y3/4/5) Use a range of sentence structures including complex sentences built from subordination(Y5) Revisit use of commas to clarify meaning or avoid ambiguity(Y5) Revisit parenthesis by selecting the use of brackets, dashes or commas(Y5) Revisit selecting modal verbs and adverbs to indicate degrees of possibility	Grammar & punctuation: <ul style="list-style-type: none">Continue to use a range of sentence structures to achieve desired effectUse of commas to clarify meaningIntroduce ellipsis to link ideas across paragraphsIntroduce colon to introduce a list and use of semi-colons within listsSelect punctuation to mark parenthesis depending on formality of writingUse of the colon to introduce a list and use of semi-colons within listsDevelop sentence structures to achieve desired effectSelect verb forms appropriate to narrative and ensure consistencyIntroduce the use of passive verbs to affect the presentation of information(Y3/4/5) Continue to use a variety of sentence structures including complex sentences built from subordination	Grammar & punctuation: <ul style="list-style-type: none">Introduce use of passive to affect the presentation of information in a sentenceIntroduce use of the semi-colon, colon and dash to mark the boundary between independent clausesIntroduce how hyphens can be used to avoid ambiguityContinue to select the most appropriate punctuation to mark parenthesis depending on writing form(Y5) Revisit using commas to clarify meaning or avoid ambiguityContinue to select a range of sentence structures to achieve desired effect(Y5) Revisit using the perfect form of verbs	Grammar & punctuation: <ul style="list-style-type: none">Choose appropriate punctuation from KS2 to support coherence of text(Y5) Revisit using relative clauses with a relative pronoun or implied relative pronounSelect modal verbs and adverbs to indicate degrees of possibilityFurther develop selection and use a range of sentence structures (to achieve desired effect, including to build tension(Y3/4/5) Continue to use a variety of sentence structures including complex sentences built from subordination(Y5) Revisit integrating dialogue to advance the actionSelect the most appropriate punctuation to mark parenthesis (brackets, dashes, commas)	Grammar & punctuation: <ul style="list-style-type: none">Vary verb formsIntroduce use of the subjunctive formSelect grammar and vocabulary to convey meaning and reflect what the writing requires for the defined formality and register (link to purpose and audience)Ensure consistency of selected tense(s) is maintainedSelect varied verb forms, including use of perfect form, subjunctive form, passive and modalsSelect punctuation from KS2 to support coherence and demarcate multiclaue sentence structures, including use of semi-colons, colons and punctuation to mark parenthesis	Grammar & punctuation: <ul style="list-style-type: none">Select own grammar and vocabulary choices based on learning from across KS2Select grammar, including tense, appropriate for level of formality and readerSelect punctuation to support coherence and demarcate multiclaue sentence structuresVary sentence structures and select range of structures developed across KS2Ensure tense is consistently maintained across whole composition	
		Ancient Egyptians	The Northern Hemisphere	Ancient Greeks	North America – Earthquakes and Volcanoes	Mayan Study	North American Trade
Wider Curriculum							

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