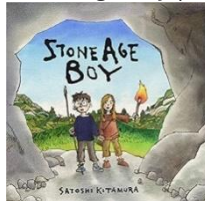
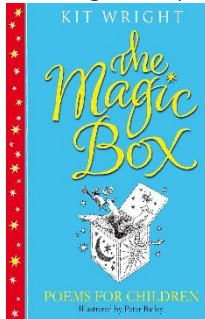
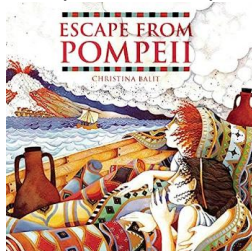
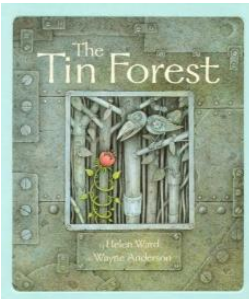
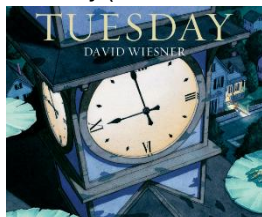
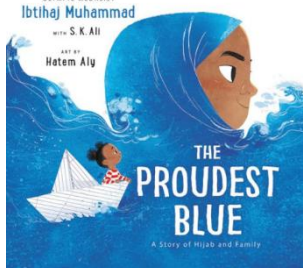
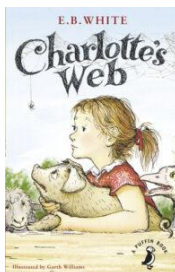


	Autumn Term Non- negotiables: <ul style="list-style-type: none">Correctly punctuate every sentence.Correctly form and size every letter.Use expanded noun phrases for description.Use a or an according to whether the next word begins with a consonant or a vowel.		Spring Term Non-negotiables from Term 1. All these aspects will be corrected by adults: <ul style="list-style-type: none">Correctly punctuate every sentence.Correctly form and size every letter.Use expanded noun phrases for description.Use a or an according to whether the next word begins with a consonant or a vowel.Use paragraphs to group related material.Use headings and sub-headings to aid presentation.		Summer Term Non-negotiables from Term 1 and 2. All these aspects will be corrected by adults: <ul style="list-style-type: none">Correctly punctuate every sentence.Correctly form and size every letter.Use expanded noun phrases for description.Use a or an according to whether the next word begins with a consonant or a vowel.Use paragraphs to group related material.Use headings and sub-headings to aid presentation.Use present perfect verb forms (He/She has, they have).Use inverted commas to punctuate direct speech.Use neat, legible joined handwriting.										
NC Terminology for pupils	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas														
Overview	<p>Autumn 1</p> <p>Stone Age Boy (Satoshi Kitamura)</p>  <p>Narrative Outcomes:</p> <ol style="list-style-type: none">Setting descriptionPortal story <hr/> <p>The Magic Box (Kit Wright)</p>  <p>Poetry Outcomes:</p> <p>Free verse poem</p>		<p>Autumn 2</p> <p>Escape from Pompeii (Christina Balit)</p>  <p>Recount Outcomes:</p> <p>Diary entry</p> <hr/> <p>Discussion Outcomes:</p> <p>Why do people live near volcanoes?</p>		<p>Spring 1</p> <p>Instructions Outcomes:</p> <p>Write a guide for how to make a Pneumatic toy (Autumn 2 DT)</p> <hr/> <p>The Tin Forest (Helen Ward)</p>  <p>Narrative Outcomes:</p> <ol style="list-style-type: none">Character descriptionSetting description <p>(Choose most suitable for cohort)</p>		<p>Spring 2</p> <p>The Secret of Black Rock (Joe Todd-Stanton)</p>  <p>Narrative Outcomes:</p> <p>Mystery/suspense story</p> <hr/> <p>Tuesday (David Wiesner)</p>  <p>Recount Outcomes:</p> <p>Newspaper report</p>		<p>Summer 1</p> <p>Write about a real event</p> <p>Explanation Outcomes:</p> <p>Scientific explanation text eg How are shadows formed? How is light reflected? (Spring 2)</p> <hr/> <p>Discussion Outcomes:</p> <p>Persuasive letter to Mrs Pask requesting a real-life event</p>		<p>Summer 2</p> <p>The Proudest Blue (Ibtihaj Muhammad)</p>  <p>TBC</p> <hr/> <p>Charlotte’s Web (E.B White)</p>  <p>Narrative Outcomes:</p> <p>Story with familiar setting</p>				
CIT 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 an 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 an extended piece of writing drawing on modelling and real-life examples	7. Edit the writing based on previous learning and feedback	8. Publish a final piece
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Week 1	GPS Capital letters and full stops	GPS Prepositions	GPS Co-ordinating conjunctions	GPS Subordinate clauses	GPS Apostrophes for contraction	GPS ‘de-’, ‘dis-’ and ‘mis-’ prefixes									

	<p>Transcription Children to write grammatically correct sentences with accurate punctuation.</p> <p>Composition Genre/purpose/audience/register Unpick model text (setting description). Explore vocabulary.</p>	<p>Transcription Use prepositions in correctly punctuated sentences. Write in first person.</p> <p>Composition Genre/purpose/audience/register Unpick model text (diary entry). Explore vocabulary.</p>	<p>Transcription Use co-ordinating conjunctions in correctly punctuated sentences.</p> <p>Composition Genre/purpose/audience/register Unpick model text (instructions). Explore vocabulary. Identify organisational features.</p>	<p>Transcription Use subordinate clause in correctly punctuated sentences.</p> <p>Composition Genre/purpose/audience/register Unpick model text (suspense narrative). Explore vocabulary.</p>	<p>Transcription Use apostrophes for contraction in correctly punctuated sentences.</p> <p>Composition Genre/purpose/audience/register Unpick model text (explanation text). Explore vocabulary. Identify organisational features.</p>	<p>Transcription Use 'de-', 'dis-' and 'mis-' prefixes in correctly punctuated sentences.</p> <p>Composition Genre/purpose/audience/register Unpick model text. Explore vocabulary.</p>
Week 2	<p>GPS A or an</p> <p>Transcription Children to use a or an in expanded noun phrases.</p> <p>Composition Shared plan, shared write and shared edit a setting description.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Shared plan, shared write and shared edit a diary entry.</p>	<p>GPS Subordinating conjunctions</p> <p>Transcription Use subordinating conjunctions in correctly punctuated sentences.</p> <p>Composition Shared plan, shared write and shared edit instructions.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Shared plan, shared draft and shared edit suspense narrative.</p>	<p>GPS Inverted commas</p> <p>Transcription Use inverted commas to punctuate direct speech.</p> <p>Composition Shared plan, shared draft and shared edit explanation text.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Shared plan, shared draft and shared edit.</p>
Week 3	<p>GPS Conjunctions</p> <p>Transcription Children to use conjunctions in sentences.</p> <p>Composition Plan, write and edit own setting description. Publish final draft.</p>	<p>GPS Inverted commas</p> <p>Transcription Use inverted commas to punctuate direct speech.</p> <p>Composition Plan, write and edit own diary entry. Publish final draft.</p>	<p>GPS Prepositions</p> <p>Transcription Use prepositions in correctly punctuated sentences.</p> <p>Composition Plan, write and edit own instructions. Publish final draft.</p>	<p>GPS Main clauses</p> <p>Transcription Write sentences with main and subordinate clauses.</p> <p>Composition Plan, draft, edit and publish own suspense narrative.</p>	<p>GPS Past perfect</p> <p>Transcription Use past perfect in correctly punctuated sentences.</p> <p>Composition Plan, draft, edit and publish own explanation text.</p>	<p>GPS Adjectives to adverbs</p> <p>Transcription Change adjectives to adverbs in correctly punctuated sentences.</p> <p>Composition Plan, draft, edit and publish own text.</p>
Week 4	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Genre/purpose/audience/register Unpick model text (portal story) Explore vocabulary. Shared plan/write/edit portal story.</p>	<p>GPS Conjunctions</p> <p>Transcription</p> <p>Composition Genre/purpose/audience/register Unpick model text (discussion text) Explore vocabulary.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Genre/purpose/audience/register Unpick model text (character or setting description) Explore vocabulary.</p>	<p>GPS Main or subordinate clause?</p> <p>Transcription Use subordinate clause at the start of a sentence.</p> <p>Composition Genre/purpose/audience/register Unpick model text (newspaper report). Explore vocabulary. Identify organisational features. Identify 5Ws.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Genre/purpose/audience/register Unpick model text (persuasive letter). Explore vocabulary. Identify organisational features.</p>	<p>GPS Adding prefixes il-, im-, in and ir-</p> <p>Transcription Use prefixes il-, im-, in and ir- in correctly punctuated sentences.</p> <p>Composition Genre/purpose/audience/register Unpick model text (story with familiar setting). Explore vocabulary.</p>
Week 5	<p>GPS Simple past</p> <p>Transcription Expanded noun phrases in correctly punctuated sentences.</p> <p>Composition Plan/write/edit portal story. Publish final draft.</p>	<p>GPS Simple past or present perfect?</p> <p>Transcription Use conjunctions in a correctly punctuated sentence.</p> <p>Composition Shared plan, shared write and shared edit a discussion text.</p>	<p>GPS Adverbs</p> <p>Transcription Use adverbs in correctly punctuated sentences.</p> <p>Composition Shared plan, shared draft and shared edit character/setting description.</p>	<p>GPS Apostrophe for possession</p> <p>Transcription Use apostrophes for possession in correctly punctuated sentences.</p> <p>Composition Shared plan, shared draft and shared edit newspaper report.</p>	<p>GPS Word families</p> <p>Transcription Use word families in own sentences.</p> <p>Composition Shared plan, shared write and shared edit persuasive letter.</p>	<p>GPS Simple past or present perfect?</p> <p>Transcription Use simple past and present perfect within own correctly punctuated sentences.</p> <p>Composition Shared plan, shared write and shared edit story with familiar setting.</p>

Week 6	GPS Present perfect Transcription Use simple past and present perfect in correctly punctuated sentences. Composition Unpick model poem. Shared plan/write poem. Write own poem. Publish poem.	GPS Mixed skills (previous 3 weeks) Transcription Use all taught GPS skills in writing. Composition Plan, write and edit own discussion text. Publish final draft.	GPS Word class Transcription Write sentences including specified word class. Composition Plan, draft, edit and publish own character or setting description.	GPS Mixed skills (previous 3 weeks) Transcription Use all taught GPS skills in writing. Composition Plan, draft, edit and publish own newspaper report.	GPS Word class Transcription Use specified word class in correctly punctuated sentences. Composition Plan, draft, edit and publish own persuasive letter. Deliver letters to Mrs Pask.	GPS Mixed skills (previous 3 weeks) Transcription Use all taught GPS skills in writing. Composition Plan, draft, edit and publish own story with familiar setting.
Assessment	GATEKEEPER ASSESSMENT Do children know how to: - Correctly punctuate sentences. - Write in standard English. - Write expanded noun phrases. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use inverted commas. - Group sentences together in paragraphs. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use co-ordinating conjunctions to join two clauses. - Use subordinating conjunctions to join two clauses. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use apostrophes for possession. - Use paragraphs accurately. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use apostrophes for contraction. - Use paragraphs accurately. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use simple past - Use present perfect - Write in paragraphs - Use inverted commas - Punctuate every sentence correctly
Spelling Week 1	Words with the long /ai/ sound spelt with ei eight eighth eighty weight neighbour vein veil beige sleigh freight	Creating adverbs using the suffix -ly (no change to root word) kindly quickly safely rudely sweetly strongly bravely secretly finally usually	Words with short /i/ sound spelt with 'y' myth gym Egypt pyramid mystery hymn system symbol lyric typical	Homophones & near homophones grate great grown groan plain plane peace piece rain reign	Words ending in -ary library February dictionary boundary salary summary primary secondary ordinary necessary	Words ending in the suffix -al natural occasional actual accidental medical national capital vocal sensational personal
Spelling Week 2	Words with the long /ai/ sound spelt with ey hey they obey grey prey whey survey convey disobey purvey	Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) happily angrily lazily easily busily greedily messily wearily cheekily clumsily	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) gardener gardening limited limiting offering offered benefited benefiting focused focusing	Homophones & near homophones scent sent vain vein rode road steel steal waist waste	Words with a short /u/ sound spelt with 'o' woman wonder month govern brother another shovel above Monday discover	Words ending with an /zhuh/ sound spelt with 'sure' treasure measure pleasure enclosure closure leisure exposure pressure composure fissure
Spelling Week 3	Words with the long /ai/ sound spelt with ai straight campaign contain brain	Creating adverbs using the suffix -ly (root word ends in 'le') gently simply humbly nobly	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final consonant) forgetting forgotten	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') bicycle biplane bisect	Words with a short /u/ sound spelt with 'ou' enough young touch double	Words ending with a /chuh/ sound spelt with 'ture' creature picture nature furniture

	faint waist claim praise complaint afraid	horribly terribly possibly incredibly comfortably probably	beginning beginner preferred preferring occurred occurring forbidden committed	bilingual biannual reappear redecorate reapply repay rebuild	trouble country courage rough tough cousin	capture culture moisture future gesture structure
Spelling Week 4	Words with /ur/ sound spelt with ear earth early learn heard earn pearl search unearth earl rehearse	Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') basically frantically dramatically magically tragically comically actually accidentally occasionally eventually	Creating negative meanings using prefix mis- misspell mislead mistreat misbehave mistrust misprint misuse misplace misheard misread	Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' league plague rogue vague fatigue unique antique mosque cheque technique	Word families based on common words, showing how words are related in form and meaning. instruct structure construction instruction instructor unit union united universe university	Words ending with a /chuh/ sound spelt as 'ture' lecture literature fracture miniature mixture puncture sculpture signature temperature texture
Spelling Week 5	Homophones & near homophones here hear heel heal main mane mail male knot not	Creating adverbs using the suffix -ly (exceptions to the rules) truly duly wholly fully daily publicly dryly slyly shyly coily	Creating negative meanings using prefix dis- dislike disobey discolour discover disappear dishonest disallow disbelieve disapprove discontinue	Words with a /sh/ sound spelt with 'ch' chef chalet machine brochure crochet ricochet parachute moustache champagne chute	Word families based on common words, showing how words are related in form and meaning scope telescope microscope horoscope periscope inspect spectator respect perspective spectacles	Silent Letters Revision island answer write wrapper knife knock thumb doubt half calm
Spelling Week 6	Homophones & near homophones berry bury brake break meet meat ball bawl fair fare	Statutory Spelling Challenge Words believe appear often group breath continue arrive women describe height	Words with a /k/ sound spelt with 'ch' scheme chorus echo character ache chaos stomach chemistry orchestra technology	Statutory Spellings Challenge Words address busy business heart fruit breathe strange complete extreme forwards	Word families based on common words, showing how words are related in form and meaning press suppress express compress impress prevent invent venture adventure eventful	Silent Letters Revision build guide guard wheat whale honest whirl gnome gnaw surprise
Handwriting	Handwriting to be taught daily using spellings, HFW and dictation.					