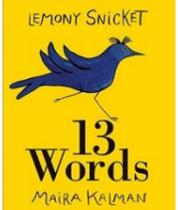
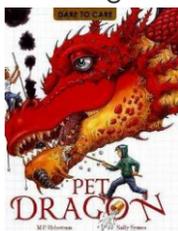
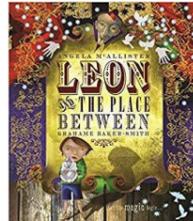
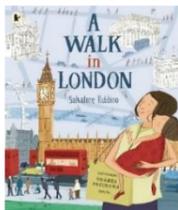
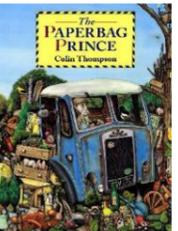
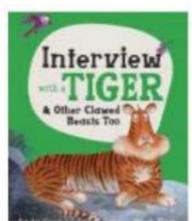
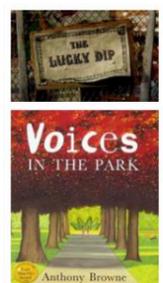
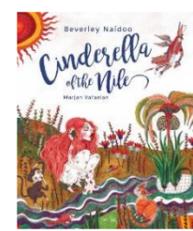
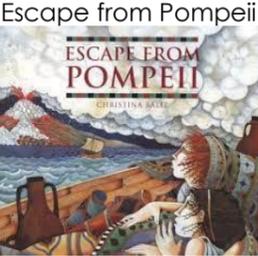
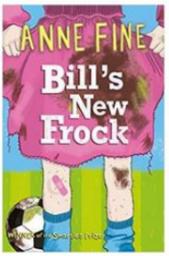
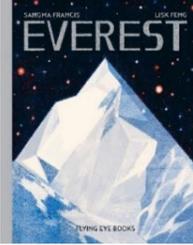


Term	Autumn 1		Autumn 2	
Topic	Romans			
Key Text	<p>13 words</p> 	<p>Pet Dragon</p> 	<p>Leon and the Place Inbetween</p> 	<p>A Walk in London</p> 
Independent, purposeful writing outcome	<p><b>Narrative</b></p> <p>Build a narrative around chosen words.</p>	<p><b>Information Text</b></p> <p>Information text on how to look after their own creature. Curriculum link: Art project where children create their own creature to feature in their writing</p>	<p><b>Narrative</b></p> <p>Focus on setting description</p>	<p><b>Recount</b></p>
Key grammar and punctuation skills	<p>Expand before the noun using adjectives</p> <p>Use of end punctuation</p> <p>Understand that a complete sentence must have a noun and a verb</p> <p>Use of adverbials to give detail</p> <p>Expand after the noun using prepositions (commas to list when using multiple adjectives)</p>	<p>Apostrophes for contraction</p> <p>Apostrophes to show possession</p> <p>Use of coordinating conjunctions to link ideas</p> <p>Use of subordinate conjunctions to extend ideas</p> <p>Use of headings and subheadings to organise information</p> <p>Paragraphs to group related material</p> <p>Pronouns to aid cohesion</p>	<p>Use of fronted adverbials</p> <p>Expand before and after the noun</p> <p>Use of commas after fronted adverbials</p> <p>Use of prepositions</p> <p>Commas to list</p> <p>Consistent use of past tense</p>	<p>Capital letters for personal pronoun /</p> <p>Use of speech marks around spoken language</p> <p>Use of subordinate clauses to create complex sentences</p> <p>Use of fronted adverbials including use of prepositions</p> <p>Use of commas after fronted adverbials</p>

Term	Spring 1		Spring 2	
Topic	Settlers and Invaders			
Key Text	<p>The Paperbag Prince</p> 	<p>An Interview with a Tiger</p> 	<p>Voices in the park</p> 	<p>Cinderella of the Nile</p> 
Independent, purposeful writing outcome	<p><b>Narrative</b></p> <p>Focus: Setting description and <i>some control of plot</i></p>	<p><b>Interview</b></p> <p>Outcome: Interview with an Anglo Saxon/Viking or animal Hot seating could be used here to give an experience for the children to write about.</p>	<p><b>Narrative</b></p> <p>Outcome - Tell the story from a point of view of one of the characters</p>	<p><b>Narrative</b></p> <p>Outcome - Retelling of traditional tale with use of paragraphs</p>
Key grammar and punctuation skills	<p>Consistent use of past tense</p> <p>Use of apostrophes for possession and contraction</p> <p>Expand before and after the noun</p> <p>Fronted adverbials with correct punctuation</p> <p>Multiclaue sentences</p>	<p>Prepositional phrases as part of an expanded noun phrase and adverbial</p> <p>Pronouns to aid cohesion</p> <p>Speaking and listening: ask relevant questions</p>	<p>Apostrophes for contraction</p> <p>Develop the use of speech marks including punctuation inside inverted commas</p> <p>Expand before and after the noun</p>	<p>Consistent use of past tense</p> <p>Adverbials of time</p> <p>Prepositional phrases as adverbials</p> <p>Use of paragraphs to change scene/move the story</p>

Term	Summer 1		Summer 2	
Topic	Disasters			
Key Text				
Independent, purposeful writing outcome	<p><b>Chronological Report</b></p> <p>Focus: Write a sequence of events in chronological order as an autobiography</p> <p>Children will have time to research subject of their writing.</p>	<p><b>Narrative</b></p> <p>Retell a disastrous event using paragraphs and speech to teach about character (link to topic)</p>	<p><b>Narrative</b></p> <p>Outcome: To describe a day in the life of your character who has woken as a different gender and describe how different people respond now that you are the opposite sex.</p>	<p><b>Information Text:</b></p> <p>Outcome: Information text about a natural disaster</p>
Key grammar and punctuation skills	<p>Capital letter for personal pronoun I</p> <p>Adverbials of time</p> <p>Use of paragraphs around a theme/to link related material</p> <p>Expand before and after the noun</p> <p>Similes</p>	<p>Capital letters for names/places</p> <p>Use of speech punctuation</p> <p>Paragraphs to move the story on</p> <p>Use of subordinate conjunctions to extend idea</p> <p>Use of emotive language</p> <p>ENP and adverbials to describe</p>	<p>Use of speech punctuation</p> <p>Use of coordinating conjunctions</p> <p>Use of subordinating conjunctions</p> <p>Capital letter for personal pronoun I</p> <p>Participate in debates</p> <p>Articulate a justify opinions</p>	<p>Capital letters for names/places</p> <p>Organisation features – sub-headings and heads, paragraphs around a theme</p> <p>Use of pronouns to aid cohesion</p> <p>Adverbials of time and place</p> <p>Use of prepositions</p> <p>Multiclaue sentences</p> <p>Topic vocabulary</p>

**Skills to be secured/revised from KS1**

Compose sentences orally and in writing – understand structure of simple sentence  
 Use capital letters for names and personal pronoun 'I'  
 Use past and present tense correctly and consistently  
 Use coordination to join sentences (compound sentences)  
 Use commas in a list  
 Apostrophes for contraction and possession  
 Demarcate end punctuation and capital letters

**Skills to be taught throughout the year**

Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing  
 Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2)  
 Spell correctly words that have been previously taught, including: common exception words from KS1; previously taught homophones; those with known prefixes and suffixes  
 Use and spell correctly most words from the Year 3 / Year 4 spelling list  
 Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words  
 Use joined up writing consistently, independently and fluently  
 Evaluate the effectiveness of writing and suggest improvements  
 Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below)

**Opportunities for GDS**

Where children do not need particular features modelling, they will be given the opportunity to write independently. This will be planned where appropriate.

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

*Additional Core Texts will be selected by the class teacher to match the needs and interests of the children.*