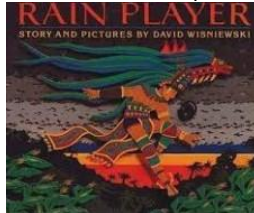
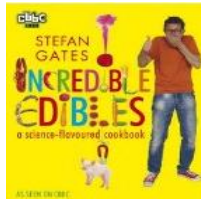

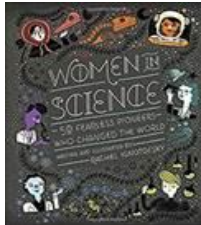

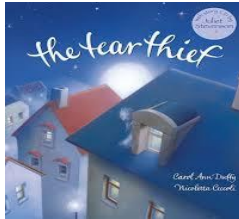

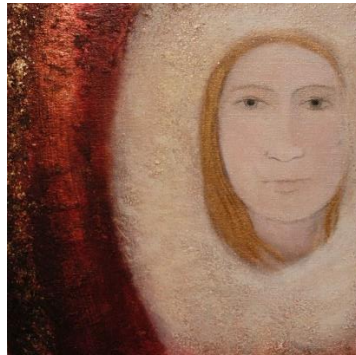
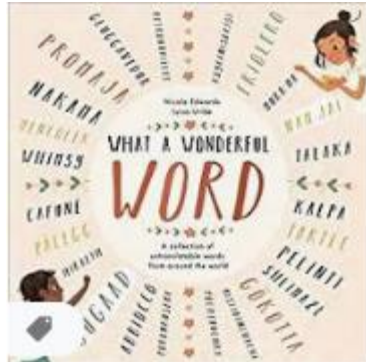
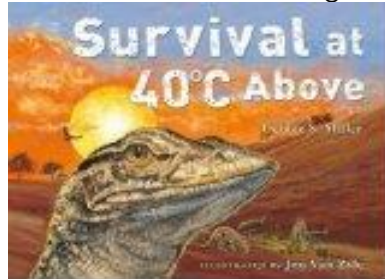



Term	Autumn 1		Autumn 2	
Topic	The Mayans			
Key Text	<p>The Rain Player</p> 	<p>Incredible Edibles</p> 	<p>Unicorn Faction</p> 	<p>Women in Science</p> 
Independent, purposeful writing outcome	<p>Narrative</p> <p>Focus: Develop character. Class to decide on plot together.</p>	<p>Set of instructions for a primary age child to make a bum sandwich</p>	<p>Create a guide for a mythical creature</p>	<p>Biography</p> <p>Children to research an inspirational person of their choice and write a short biography</p>
Key grammar and punctuation skills	<p>Use adjectives to expand before the noun</p> <p>Use of coordinating conjunctions to link ideas</p> <p>Use of adverbials to give additional detail</p> <p>Use of comma after fronted adverbials</p> <p>Use of speech punctuation</p>	<p>Add detail using adverbials (secure commas after fronted adverbials YR4)</p> <p>Indicate parenthesis using brackets</p> <p>Use modals and adverbs to indicate possibility.</p> <p>Use organisational and presentational devices to guide the reader – sub-headings – numbered steps</p> <p>Precise verbs</p>	<p>Use of paragraphs to group related material</p> <p>Use of adjectives before the noun</p> <p>Use of prepositions after the noun</p> <p>Use of subordinating conjunctions to express time and place (when, before, after, while).</p> <p>Expand noun phrases using relative clauses (who, which, where, when, whose, that)</p> <p>Indicate parenthesis using commas</p> <p>Formal tone</p>	<p>Use of capital letters for names and places</p> <p>Secure use of pronouns and nouns within and across sentences to avoid repetition.</p> <p>Post modification of nouns, including relative clauses.</p> <p>Indicate parenthesis using commas</p> <p>Use of paragraphs around a theme</p> <p>Link ideas across paragraphs using adverbials of time and place</p>

Term	Spring 1		Spring 2	
Topic	Greeks			
Key Text	<div>Inside the Villains</div> 	<div>The Tear Thief</div> 	<div>Animalium</div> 	
Independent, purposeful writing outcome	Three linked outcomes to written up and presented as a small booklet Outcome 1: Personal introduction Outcome 2: About me fact-file Outcome 3: Traditional Tale including chosen character	Narrative To write a story about feelings focused on character	Information text - Create a class book about a group of animals/plants	
Key grammar and punctuation skills	Use of informal/character voice Use of first person and capital letters for personal pronoun I Use dashes to show interruption Use of modal verbs to show possibility (must, will, should) Vocabulary to create atmosphere Use of organisational devices – headings and subheadings Use of third person Consistent use of past tense Use of paragraphs to move story on and paragraphs using adverbs of time and place and repetition of phrases Use of speech to advance action Expand before and after the noun (including use of prepositions and relative clauses). Commas to show parenthesis	Commas to list (revise from KS1) Capital letters for names (Secure from KS1) Commas after fronted adverbials Prepositional phrases Pre and post modification of nouns, including relative clauses Indicate parenthesis using brackets, dashes or commas Use of multiclaue sentences – relative clause, subordinate clause Link paragraphs using adverbs of time and place Sentence starters	Group related material using paragraphs Use of topic sentence Precise noun phrases (lots of information learnt in few words) Use of dashes, brackets and commas for extra information Use of multiclaue sentences – experiment with order of clauses	

Term	Summer 1			Summer 2	
Topic	The Americas				
Key Text	<p>The Princess' Blankets</p> 	<p>What a wonderful Word</p> 	<p>Survival at 40 Degrees</p> 	<p>Wizard School</p> 	
Independent, purposeful writing outcome	Narrative: retell a traditional tale with a spin/twist	A guide to unusual words	Non Chronological Report about a real or imagined environment.	Design your own magic school and write a persuasive text to advertise it	
Key grammar and punctuation skills	Post modification of nouns, using prepositions and relative clauses to modify the noun Use of dialogue to convey character Speech punctuation Commas for clarity Sentence starters	Noun phrases, expanded with pre-modification and post-modification – using prepositional phrases and relative clauses Brackets for parenthesis Commas for clarity Focus on vocabulary and richness of language	Use of capital letters for names and places Use of subordinating conjunctions to express time and place (when, before, after, while). Link paragraphs - Use adverbials of time, place and number to order the text. Pre and post modification of nouns, including relative clauses and prepositions. Indicate parenthesis using brackets, dashes or commas.	Select appropriate vocabulary – be persuasive! Pre and post modification of nouns Multiclaue sentences – relative clauses and subordinate clauses to give extra detail Use commas for parenthesis Use modal verbs	
Skills to taught throughout the year					
Spell correctly words that have been previously taught, including: common exception words from KS1; Year 3/4 statutory words; previously taught homophones Use and spell correctly many words from the year 5 / year 6 spelling list Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use) Edit writing to meet the purpose/desired impact for reader					
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. <ul style="list-style-type: none">- 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.