Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

Class 1:

Week	Learning Objective	Teacher Notes
Aut 1 1	Foundational: • Dots • Baseline • Baseline • Baseline	
2	Foundational: • Straight lines and crosses • Baseline • Baseline • Baseline	
3	Foundational: • Circles • Phonics Assessment • Phonics Assessment • Phonics Assessment	
4	Foundational: • Waves • Core Skills • Core skills • Core Skills	
5	Foundational: • Loops and Bridges • RWI single letter sounds • To listen to stories, retell them and what I liked. **The Tiger Who Came to Tea** • To write about a character • To write a setting	
6	Foundational: • Joined straight lines • RWI single letter sounds • To listen to stories, retell them and what I liked. **Three Billy Goats Gruff** • To write about a character • To write a setting	

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7	Foundational: • Angled Patterns • RWI single letter sounds • To listen to stories, retell them and what I liked. **Trapdoor Breakfast** • To write about a character • To write a setting • To write an adventure	

Week	**Learning Objective**	**Teacher Notes**
Aut 2 1	Foundational: • Eights • RWI single letter sounds • To listen to stories, retell them and what I liked. **A Dark, Dark Tale** • To write about a character • To write a setting • To write an adventure	
2	Foundational: • Spirals • RWI single letter sounds • To listen to stories, retell them and what I liked. **Hansel and Gretel** • To write about a character • To write a setting • To write an adventure	
3	Foundational: • Left to right orientation • RWI single letter sounds • To listen to stories, retell them and what I liked. **Captain Pugwash Monster Ahoy** • To write about a character • To write a setting • To write an adventure	
4	Foundational: • Mix of patterns • RWI single letter sounds • To listen to stories, retell them and what I liked. **Not Now Bernard** • To write about a character • To write a setting • To write an adventure	
5	Foundational: • Review of patterns • RWI single letter sounds • To listen to stories, retell them and what I liked.	

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	Goldilocks • To write about a character • To write a setting • To write an adventure	
6	Foundational: • Review of patterns • Phonics Assessment • Phonics Assessment	
	• Phonics assessment	

Week	**Learning Objective**	**Teacher Notes**
Spr 1 1	Foundational: • Introducing long legged giraffe letters l • RWI digraphs (set 2) • To decode words and increase my fluency.	***Recount of World Book Day****
	Dear Zoo • To write about a character • To write a setting • To write an adventure • To write an adventure	
2	Foundational: • Practising long-legged giraffe letters l, i • RWI digraphs (set 2) • To decode words and increase my fluency.	
	Wacky Races • To write about a character • To write a setting • To write an adventure • To write an adventure	
3	Foundational: • Practising long-legged giraffe letters u, t • RWI digraphs (set 2) • To decode words and increase my fluency.	
	Roadrunner • To write about a character • To write a setting • To write an adventure • To write an adventure	
4	Foundational: • Practising long-legged giraffe letters j, y • RWI diagraphs (set 2) • To decode words and increase my fluency.	
	Would you Rather? • To write about a character • To write a setting • To write an adventure	

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	• To write an adventure	
5	Foundational: • Practising all long-legged giraffe letters • RWI digraphs (set2) • To decode words and increase my fluency. **Pirate Pete** • To write about a character • To write a setting • To write an adventure • To write an adventure	
6	Foundational: • Practicing all long-legged giraffe letters • RWI digraphs (set 2) • To decode words and increase my fluency. **Where the Wild Things Are** • To write about a character • To write a setting • To write an adventure • To write an adventure	

Week	**Learning Objective**	**Teacher Notes**
Spr 2 1	Foundational: • Introducing one-armed robot letters r • RWI digraphs (set 3) • To decode words and increase my fluency. **What's in the Witch's Kitchen?** • To write about a character • To write a setting • To write an adventure • To write an adventure	***Recount of Trip****
2	Foundational: • Practising one-armed robot letters b, n • RWI digraphs (set 3) • To decode words and increase my fluency. **Jack and the Beanstalk** • To write about a character • To write a setting • To write an adventure • To write an adventure	
3	Foundational: • Practising one-armed robot letters h, m • RWI digraphs (set 3) • To decode words and increase my fluency.	

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	Popeye • To write about a character • To write a setting • To write an adventure • To write an adventure	
4	Foundational: • Practising one-armed robot letters k, p • RWI digraphs (set 3) • To decode words and increase my fluency. **Farmer Duck** • To write about a character • To write a setting • To write an adventure • To write an adventure	

Week	**Learning Objective**	**Teacher Notes**
Sum 1 1	Foundational: • Introducing curly caterpillar letters c • RWI Red Words • To identify the main character and the setting of a story **Penguin** • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure	
2	Foundational: • Practising curly caterpillar letters a, d • RWI Red Words • To identify the main character and the setting of a story **Three Little Pigs** • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure • To write an adventure	
3	Foundational: • Practising curly caterpillar letters o, s • RWI Red Words	

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	• To identify the main character and the setting of a story **Mr Benn Zoo Keeper** • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure • To write an adventure	
4	Foundational: • Practising curly caterpillar letters g, q • RWI Red Words • To identify the main character and the setting of a story **We're Going on a Bear Hunt** • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure	
5	Foundational: • Practising curly caterpillar letters e, f • RWI Red Words • To identify the main character and the setting of a story **White Hen and the Fox** • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure	
6	Foundational: • Practising all curly caterpillar letters • RWI Red Words • To identify the main character and the setting of a story **Bat Fink The Short Circuit Case** • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure	
7	Foundational:	

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	• Practising all curly caterpillar, long-legged giraffe and one-armed robot letters • RWI Red Words • To identify the main character and the setting of a story	
	Je M'habille et Je Te Croque • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure	

Week	Learning Objective	Teacher Notes
Sum 2 1	Foundational: • Introducing zig-zag monster letters z • RWI Red Words • To identify the main character and the setting of a story	*PSC*
	The Giant Jam Sandwich • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure	
2	Foundational: • Practising zig-zag monster letters v, w, x • RWI Red Words • To identify the main character and the setting of a story	
	Little Red Hen • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure	
3	Foundational: • Practising zig-zag monster letters z, v, w, x • RWI Red Words • To identify the main character and the setting of a story	

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	Willo' the Wisp The Thoughts of Moog • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure	
4	Foundational: • Practising all letters • RWI Red Words • To identify the main character and the setting of a story	
	The Hairy Toe • To write about a character • To write a setting • To write an adventure • To write an adventure • To write an adventure	

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Class 3:

Week	Learning Objective	Teacher Notes
Aut 1 1	Foundational: • Practising long legged giraffe letters • RWI plus common exception words batch 1 • To say what I like and dislike about a story	
	Speaking and Listening (Oak) • To listen to and answer questions about myself – 1 • To give and follow instructions – 2 • To speak in full sentences when retelling a story – 3 **A Superhero Like You (Oak)** • To understand and predict from the information on a front cover – 1	
2	Foundational: • Writing words with ll • RWI plus common exception words batch 2 • To recognise key story language	
	• To listen and respond to a story – 2 • To discuss the characters and settings in a story – 3 • To identify different nouns in the environment (including where names need capital letters) • To use my knowledge of nouns to write captions – 4	
3	Foundational: • Introducing capitals for long legged giraffe letters • RWI plus common exception words batch 3 • To identify the characters in a story	
	• To use adjectives to describe people – 5 • To write a sentence using finger spaces – 6 • To use adjective in my writing – 7 • To write and read my sentences aloud for sense - 8	
4	Foundational: • Practising one-armed robot letters • RWI plus common exception words batch 3 • To identify the key events in a story	
	Stories with a familiar setting (Hamilton) • To identify characters in a story (Hu1d1) • To sequence a story (Hu1d2) • To retell the main events in a story (Hu1d3) • To predict what might happen next in a story (Hu2d1)	
5	Foundational: • Practising long legged giraffe letters and one-armed robot letters • RWI plus common exception words batch 4 • To be able to sequence the key events of a story	

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	• To read using expression (Hu2d2) • To orally rehearse and then write sentences (Hu2d3) • To use finger spaces to write sentences (Hu3d1) • To use capital letters and full stops to write a sentence (Hu3d2) • To retell a story using a story map (Hu3d3)	
6	Foundational: • Introducing capitals for one-armed robot letters • RWI plus common exception words batch 4 • To recognise rhyming language in a story • To plan a story using a story map (Hu4d1) • To use finger spaces and simple punctuation to write the beginning of a story (Hu4d2) • To use and to extend my sentences (Hu2d3) • To use finger spaces and simple punctuation to write the end of a story (Hu4d4)	
7	Foundational: • Practising curly caterpillar letters • RWI plus common exception words revision batch 1-4 • To recognise patterned language in poems and rhymes **Nursery Rhymes: Reading Poetry (Oak)** • To understand that a nursery rhyme is a traditional song or poem – 1 • To listen to and learn a poem – 2 • To identify similarities with poems – 3 • To give my opinion of poems shared - 4 • To perform a nursery rhyme I have learnt as part of a group - 5	

Week	**Learning Objective**	**Teacher Notes**
Aut 2 **1**	Foundational: • Writing words with a double ff • RWI plus First Hundred Sight words batch 1 • To understand the question words "who" and "where" **Labels, Lists and Signs (Hamilton)** • To read and understand what labels are (hu1d1) • To recall information and write a list (hu1d2) • To share ideas and write descriptive sentences (Hu1d3) • To use neat, fluent handwriting to record ideas (Hu1d4)	
2	Foundational: • Writing words with a double ss • RWI plus First Hundred Sight words batch 2 • To understand the question words "when", "who" and "where" • To sequence words in a sentence (Hu2d1) • To write a command using CL and finger spaces (Hu2d2) • To orally compose and improve sentences before writing (Hu2d3)	

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	• To make predictions and use because to explain my ideas (hu3d1)	
3	Foundational: • Introducing capitals for the curly caterpillars • RWI plus First Hundred Sight words batch 3 • To understand the question words "what" and "why" • To sequence the main events of a story (Hu3d2) • To use correct punctuation to write a sentence (Hu3d3) • To extend my label using because (Hu3d4) • To use capital letters to write names (Hu4d1/2)	
4	Foundational: • Writing numbers 0-9 • RWI plus First Hundred Sight words batch 4 • To consolidate the question words "what" and "why" • To write and edit a sentence for CL (Hu4d3) • To orally prepare and then write a descriptive list (Hu5d1) • To compose a sentence orally before writing a label (Hu5d2) • To write, read aloud and edit a sign (Hu5d3)	
5	Foundational: • Assessment • RWI plus First Hundred Sight words batch 5 • To retrieve facts using the 5 "Ws" from images **Traditional Tales: The Three Billy Goats Gruff (Oak)** • To listen to and discuss a traditional tale – 1 • To identify the features of a traditional tale – 2 • To develop my understanding of the characters – 3 • To sequence the main events in a story – 4 • To use adjectives to add description – 5	
6	Foundational: • Class intervention from assessment • RWI plus First Hundred Sight words batch 6 • To retrieve facts using the 5 Ws from text • To use a range of adjectives to add description considering the character's personality – 6 • To apply my knowledge of sentence structure to write the beginning of a traditional tale – 7 • To apply my knowledge of the features of traditional tales to write an ending – 8 • To edit and improve my writing – considering CL, finger spaces and spelling (of identified words)	

Week	Learning Objective	Teacher Notes
Spr 1 1	Foundational: • Practising long legged giraffe letters, curly caterpillars and one-armed robot letters	***Recount of World Book Day****

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	• Ph and wh spelling • To infer a character's feelings from action **Poetry – rhyming and pattern** • To read, share and give opinions on traditional rhymes (hu1d1) • To apply my knowledge of phonic sounds to create rhyming words (hu1d2) • To learn about rhythm and use it to recite poems (hu1d3) • To apply my knowledge of rhythm and rhyme to my own poem (hu1d4) • To demonstrate an understanding of the poem by reading and extending it (hu2d1)	
2	Foundational: • Practising zig zag monster letters • V sound at the end of words • To infer a character's feelings from images • To begin to understand what a verb is (hu2d2) • To learn about past and present verbs through suffixes -ing and -ed (hu2d3) • To recite a poem by heart (Hu3d1) • To discuss and evaluate rhyme (Hu3d2) • To perform a rhyme with actions (Hu3d3)	
3	Foundational: • Writing words with zz • Trigraphs ear and are • To infer character feelings from text • To discuss and understand a poem through comprehension (hu3d4) • To begin to punctuate sentences with a question mark (hu4d1) • To punctuate sentences with full stops and question marks (hu4d2) • To begin to understand the use of an exclamation mark (hu4d3)	
4	Foundational: • Mixing all the letter families • Digraph er • To give my opinions about a character • To show an understanding of a poem, and its features (hu5d1) • To use my knowledge of rhyme to plan (hu5d2) • To plan and write my own verse of a poem (hu5d3) • To edit and share my verse (Hu5d4)	
5	Foundational: • Practising all the capital letters • Digraph ea both sounds • To make predictions from an image **Fairy Tales: Jack and the Beanstalk (Oak)** • To name and identify the features of traditional tales – 1 • To use two adjectives when describing a character – 2 • To join ideas using and – 3	

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	• To deepen my understanding of a fairy tale by exploring different perspectives – 4 • To give opinions for character actions – 5	
6	Foundational: • Practicing all the numbers 0-9 • Digraph ie both sounds • To make predictions from a text	
	• To retell a story, including story language, using a plan – 6 • To use adjectives and and to write a story opening – 7 • To use powerful verbs to describe character's movements – 8 • To use exclamation marks to show surprise when writing the ending - 9	

Week	**Learning Objective**	**Teacher Notes**
Spr 2 1	Foundational: • Writing words with ck and qu • Sound "oa" spelt oa, ow and oe • To know the difference between a story book and an information book	***Recount of Trip****
	Information Texts: Night Time Animals • To develop my ability to find information in a non-fiction text (hu1d1) • To read a text with fluency and confidence, using my phonics for unfamiliar words (Hu1d2) • To use a non-fiction book to find information about nocturnal animals (hu1d4) • To punctuate questions accurately using a question mark (hu2d2)	
2	Foundational: • Practising long vowel phonemes: ai, igh, oo • Division of words into syllables • To retrieve facts from a non-fiction text using sub headings	
	• To identify question and exclamation sentences (hu2d3) • To use non-fiction texts to research facts (hu3d1) • To write a coherent sentence - using CL, finger spaces and final punctuation (hu3d2) • To edit and improve my writing (hu3d3) • To work collaboratively to share facts about animals (hu3d4) – ***Day 3 and 4 could be one lesson***	
3	Foundational: • Practising vowels with adjacent consonants: ee, oa, oo • Adding the prefix un • To use the context to make informed guesses about the meaning of unfamiliar words	

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	• To read and understand sentences (hu4d1) • To extend sentences using and (hu4d2) • To orally prepare, and write, sentences that include two main ideas (hu4d3) • To orally convert notes about owls into sentences (hu5d1)	
4	Foundational: • Assessment • Words ending y • To retrieve facts from a non-fiction book	
	• To use the correct punctuation when writing sentences – start (hu5d2) • To use the correct punctuation when writing sentences – middle (hu5d3) • To use the correct punctuation when writing sentences – end (hu5d4) • To understand what a glossary is and which words would go in one (hu5d5)	

Week	**Learning Objective**	**Teacher Notes**
Sum 1 1	Foundational: • Numbers 10-20: spacing • Adding s and es to nouns • To find the title, author and illustrator of the book	
	Repeating Patterns: African Setting • To work cooperatively to sequence a story (hu1d1) • To read with fluency (hu1d2) • To use sequencing words to form a short narrative (hu1d3) • To use descriptive words and phrases (hu1d4) • To correctly punctuate statements (hu2d1)	
2	Foundational: • Practising ch unjoined • Adding s and es to verbs • To sequence the main events of a story	
	• To correctly punctuate questions (hu2d2) • To correctly punctuate questions and sentences (hu2d3) • To read and sequence a story (hu3d1) • To use my knowledge of the characters to write predictions (hu3d2) • To justify opinions on stories we have read (hu3d3)	
3	Foundational: • Introducing diagonal join to an ascender: ch • Adding ing, ed and er • To retrieve facts from a story	

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	• To use descriptive language to build a sentence (hu4d1) • To write sentences to compare (hu4d2): could include d3 in this lesson • To sequence a story (hu5d1) • To use my knowledge from stories read to plan my own (hu5d2) • To write in well-structured sentences, including CL, finger spaces and final punctuation (hu5d3) • To edit and share my writing (hu5d4)	
4	Foundational: • Practise ai unjoined • Compound words 1 • To identify story language **Instructions: Pigeon Books by Mo Willems** • To orally compose a command, and write with correct punctuation (Hu1d1) • To use because to justify my answer (Hu1d2) • To use capital letters accurately, including personal pronoun I (Hu1d3) • To orally rehearse and edit commands (Hu1d4)	
5	Foundational: • Introducing diagonal join, no ascender: ai • Revision (teacher decision) plus First Hundred Sight words batch 7 • To infer a character's feelings • To collaboratively rehearse and compose commands (hu2d1) • To listen carefully and follow a set of instructions (hu2d2) • To write and punctuate instructions (hu2d3) • To read with fluency and give an opinion (Hu3d1)	
6	Foundational: • Practise wh unjoined • Revision (teacher decision) plus First Hundred Sight words batch 8 • To make predictions from a story • To evaluate written instructions (hu3d2) • To correctly sequence a set of instructions (hu3d3) • To re-read my writing to make sure it makes sense (hu3d4) • To extend sentences using because (Hu4d2)	
7	Foundational: • Introducing joins to s: as, es, is, os, ws, na, ds, ls, ts, ks • Revision (teacher decision) plus First Hundred Sight words batch 9 • Word meaning • To compose and explain instructions (hu4d3) • To draft ideas for a story on commands (hu5d1&2) • To write in well-punctuated sentences (hu5d2&3) • To share my writing with my friends (hu5d4)	

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Week	Learning Objective	Teacher Notes
Sum 2 1	Foundational: • Introducing horizontal join to an ascender: wh • Revision (teacher decision) plus First Hundred Sight words batch 10 • To retrieve facts from a non-fiction text **Modern Fiction: Ed Vere Stories** • To predict the ending of a text (hu1d1) • To share ideas to compose sentences (hu1d2) • To use because to give an opinion (hu1d3) • To use descriptive language for a character (hu1d4)	*PSC*
2	Foundational: • Practise ow unjoined • Days of the week • To sequence the events of a story • To join words and phrases using and (hu2d1) • To apply my knowledge of and to edit writing (hu2d2) • To use and to join two main clauses (hu2d3) • To identify and retrieve information from a story (hu3d1) • To sequence a familiar story (hu3d2)	
3	Foundational: • Introducing horizontal join, no ascender: ow • HFW/Common words • To retrieve facts using true or false • To develop fluency reading and understanding different stories (hu3d3) • To apply my knowledge of the story structure to my own writing (hu3d4) • To write descriptive words and phrases (hu4d1) • To use descriptive words to describe a place (hu4d2) • To sequence sentences to write a story (hu4d3)	
4	Foundational: • Assessment • HFW/Common words • To know some poems and rhymes by heart • To take ideas from my reading and apply it to ideas to discuss my own story (hu5d1) • To plan a story (hu5d2) • To orally rehearse sentences, use correct punctuation and edit my writing – opening (hu5d3) • To orally rehearse sentences, use correct punctuation and edit my writing – middle (hu5d4) • To orally rehearse sentences, use correct punctuation and edit my writing – ending (hu5d5).	

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Class 4:

EGPS to cover

Objectives to cover throughout the year where you have the additional lesson spare for your class. It is up to the teacher when these are covered:

1. Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
2. Formation of adjectives using suffixes such as –ful, –less
3. Commas to separate items in a list
4. Apostrophes to mark where letters are missing in spelling
5. Apostrophes to mark singular possession in nouns [for example, the girl's name]

Week	Learning Objective	Teacher Notes
Aut 1 1	Foundational: • Practising diagonal join to ascender: th, ch • Division of words into syllables • To retell stories with the key events in the correct sequence **Spoken Language: Sharing Your Opinion (Oak)** • To share an opinion by speaking clearly - 1 • To explain and give reason for my opinion – 2 • To try and convince an audience – 3 • To write in well-organised sentences – using a CL, finger spaces and full stops. • To begin to understand how to edit	
2	Foundational: • Practising diagonal join, n ascender: ai, ay • Ea both ways • To recognise the use of patterned repeated language in stories **Traditional Tale – Wizard of Oz** • To express my opinion about a story (Wizard of Oz) • To demonstrate an understanding of the text by answering fact retrieval questions • To infer character feelings from their actions • To sequence the main parts of the story • To explore the language used in a traditional tale	
3	Foundational: • Practising diagonal join, no ascender: ir, er • Ie both ways • To understand the question words "who", "where" and "when" • To identify and understand co-ordinating conjunctions. • To use conjunctions (and, or, but) to extend sentences • To identify and understand subordinate conjunctions • To use subordinate conjunctions to extend sentences • To edit and improve my writing – focus on CL and full stops. • To use the structure of the text to create my own plan	

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4	Foundational: • Practising horizontal join to ascender: wh, oh • Spelling the n sound kn/gn • To understand the question words "what" and "why" • To identify and plan noun phrases • To orally rehearse a traditional tale • To write the first part of a traditional tale • To share and edit the opening of a traditional tale • To write the end of a traditional tale • To share and edit the ending of a traditional tale	
5	Foundational: • Practising horizontal join, no ascender: ow, ou • R sound wr • To retrieve facts from a story using the 5 Ws **Information Texts: Pets** • To listen to and respond to a text, identifying descriptive language (hu1d1) • To know how fiction and non-fiction books are different (hu1d2) • To identify the features of information texts (hu1d3) • To develop a fluency in reading (hu2d1) • To infer how a character might feel based on their actions (hu2d2)	
6	Foundational: • Introducing diagonal join to e: ie, ue • S sound spelt c before e, I and y • To make inferences from action and images • To use interesting adjectives to build an expanded noun phrase (hu3d1) • To write descriptive sentences using expanded noun phrases (hu3d2) • To begin to understand when to use a full stops, exclamation and question mark (hu4d1) • To edit final punctuation (hu4d2) • To apply my knowledge of final punctuation to my own writing (hu4d3)	
7	Foundational: • Introducing horizontal join to e: oe, ve • J sound spelt j or g • To infer a character's feelings from the text • To identify and record key information from the text (hu5d1) • To apply my knowledge of the features of an information text to a plan (hu5d2) • To write in well-oragnised, descriptive sentences (hu5d3) • To write in well-oragnised, descriptive sentences (hu5d3) • To revise and edit my writing (hu5d4)	

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Week	Learning Objective	Teacher Notes
Aut 2 1	Foundational: • Class specific revision • J sound spelt ge and dge • To know that non-fiction books are organised differently from fiction texts	
	Instructions: Monster Pizza (oak) • To identify the features of instructions – 1 • To listen to and follow a set of instructions • To identify and generate nouns and adjectives – 2 • To apply knowledge of the features to plan a set of instructions – 3 • To apply knowledge of the features to write the title, introduction and ingredients – 4	
2	Foundational: • Introducing ee • Common exception words 1 • To know how to find information in a non-fiction text	
	• To identify and understand adverbs • To apply my knowledge of adverbs to instructions – 5 • To edit and improve my instructions – 6 • To listen to and evaluate a set of instructions	
3	Foundational: • Practising diagonal join, no ascender: le • L sound le • To sequence the main events in a story	
	Classic Poems: Edward Lear • To learn and recite lines from a poem (hu1d1) • To sequence and summarise key events in a poem (hu1d2) • To demonstrate an understanding of the text by planning new lines (hu1d3) • To apply my understanding of the text by writing new lines (hu1d4) • To revise my knowledge of adjectives and nouns (hu2d1)	
4	Foundational: • Writing numbers 1-100 • L sound el • To understand the meaning of words in a story	
	• To deepen my understanding of nouns and adjectives (hu2d2) • To identify prepositional phrases (hu2d3) • To sequence events in a poem (hu3d1) • To make notes and generate ideas in a plan (hu3d2) • To use adjectives and prepositions to draft the opening of a poem (hu3d3)	

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Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

5	Foundational: • Assessment • L sound al • To retrieve facts from a story • To use CL and full stops to finish a poem (hu3d4) • To discuss and understand the patterns in a limerick (hu4d1) • To further develop my understanding of expanded noun phrases (hu4d2) • To explain what expanded noun phrases and prepositional phrases are (hu4d3)	
6	Foundational: • Class intervention from assessment • Words ending il • To make predictions from a text • To recite a limerick (hu5d1) • To plan rhyming words for a limerick (hu5d2) • To write a limerick using rhyming words (hu5d3) • To proofread and edit poems (hu5d4) • To recite my own poetry	

Week	**Learning Objective**	**Teacher Notes**
Spr 1 1	Foundational: • Introducing diagonal join to anticlockwise letters: ea • Common exception words 2 • To know that word choices affect meaning **Familiar Settings: imaginary creatures** • To fluently read and understand a story (hu1d1) • To use descriptive language to plan a new character (hu1d2) • To speak clearly when performing a role play (hu1d3) • To give an opinion on stories I have read (hu1d4) • To identify and explain nouns and verbs (hu2d1) • To learn about qualifying adverbs (hu2d2)	
2	Foundational: • Practising diagonal join to anticlockwise letters: igh • Compound words 2 • To retrieve facts from a fiction text • To apply me knowledge of nouns, adjectives and adverbs to my writing (hu2d3) • To sequence and orally retell a story (hu3d1) • To demonstrate an understand of stories I have read (hu3d2) • To apply my knowledge of stories I have read to a plan (hu3d3) • To use expression when orally telling a story (hu3d4) • To identify verbs in the past and present tense (hu4d1)	
3	Foundational: • Practising diagonal join to anticlockwise letters: dg, ng	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• I sound spelt y • To infer a character's feelings from their actions or words --- • To use past tense verbs – simple and progressive (hu4d2) • To use present tense verbs – simple and progressive (hu4d3) • To demonstrate an understand of stories I have listened to (hu5d1) • To apply my knowledge of expanded noun phrases to describe a character (hu5d2) • To use jottings to create a plan (hu5d3) • To write a story in the past tense (hu5d4) • To edit and share my work (hu5d5)	
4	Foundational: • Introducing horizontal join to anticlockwise letters: oo, oa • Ies to words ending y • To retrieve facts from a non-fiction text --- **Recounts** • To use time connectives to recount the main events (hu1d1) • To predict what might happen at the end of a recount (hu1d2) • To use the main events to plan a recount (hu1d3) • To use time connectives to write a recount (hu1d4) • To identify individual clauses and use co-ordinating conjunctions to join them (hu2d1) • To understand dependent clauses and subordinate conjunctions (hu2d2)	
5	Foundational: • Practising horizontal join to anticlockwise letters: wa, wo • Adding ed, ing, er and est to words ending y • To order main event of a story --- • To apply my knowledge of conjunctions to writing (hu2d3) • To sequence events (hu3d1) • To identify favourite words and phrases in a recount (hu3d2) • To develop reading fluency alongside an understanding of the text (hu3d3) • To plan ideas based on the sequencing and features learned (hu3d4) • To identify past and present progressive verbs (hu4d1)	
6	Foundational: • Introducing mixed joins for three letters: air, ear • Adding ed, ing, er and est to words ending e • To make simple predictions --- • To apply my knowledge of the present progressive to written sentences (hu4d2)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To apply my knowledge of the past progressive to written sentences (hu4d3) • To plan and record ideas (hu5d1) • To orally rehearse my sentences (hu5d2) • To write well-structured sentences with a range of conjunctions (hu5d3) • To redraft and present my writing (hu5d4)	

Week	Learning Objective	Teacher Notes
Spr 2 1	Foundational: • Practising mixed joins for three letters: oor, our • Adding ed, ing, er and est to words: short vowel sound • To find the setting or time in books	
	Non-Chronological Report: The Great Fire of London • To identify the features of a non-chronological report – 1 • To demonstrate an understanding of the text by retrieving key facts – 2 • To identify the language features used in a non-chronological report – 3 • To plan the introduction of a non-chronological report – 4 • To use questions to engage the reader – 5	
2	Foundational: • Practising mixed joins for three letters: ing • Common exception words 3 • To make predictions about how characters might behave	
	• To use notes to plan a section of a non-chronological report – 6 • To write in well-organised sentences using linguistic features of non-chronological reports – 7 • To use notes to plan a section of a non-chronological report – 8 • To write in well-organised sentences using linguistic features of non-chronological reports – 9 • To edit and share my work	
3	Foundational: • Size and spacing • U spelt o • To infer character feelings	
	Persuasive Writing: Bedtime arguments and adverts • To express my opinions and make notes (hu1d1) • To begin to understand a different viewpoint (hu1d2) • To articulate and justify answers, arguments and opinions (hu1d3) • To listen and respond to counter arguments (hu1d4) • To write an argument using the correct punctuation (hu1d5)	
4	Foundational:	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• Assessment • Ee spelt ey • To answer retrieval questions for 5 Ws	
	• To identify strong language in an advert (hu3d1) • To develop persuasive language verbally (hu3d2) • To plan strong language to persuade (hu3d3) • To write in the present tense using strong language (hu3d4) • To edit and present my advert.	

Week	Learning Objective	Teacher Notes
Sum 1 1	Foundational: • Building on diagonal join to ascender: ck, al, el, at, il, ill • O spelt a after w or qu • To explain why a writer has chosen a word	
	Poetry – Acrostic (Monster Poem Hamilton) • To listen to and respond to contemporary poetry • To identify the key features of poetry • To give opinions on poems • To identify and write questions and statements • To identify and write exclamations	
2	Foundational: • Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip • Ur spelt or after w or qu • To learn a poem by heart	
	• To identify and write commands • To use questions, statements, exclamations and commands in poetry • To demonstrate understanding of a poem • To deepen my understanding of the features of a poem • To identify expanded noun phrase: adjectives and adverbs	
3	Foundational: • Building on horizontal join to ascender: ok, ot, ob, ol • Or spelt ar after w or qu • To retrieve information from a non-fiction text	
	• To understand and use prepositions and prepositional phrases • To apply descriptive language to a poem • To plan my own poem • To write my own poem • To revise and edit my poem • To orally recite poetry by heart.	
4	Foundational: • Building on horizontal join, no ascender: oi, oy, on, op, ov	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• Zh sound spelt s • To order the main events in a story	
	Fantasy: Just Imagine • To discuss and understand a character in the story (hu1d1) • To identify questions, statements and exclamations (hu1d2) • To listen to and express opinions about a story (hu1d3) • To add details to a basic story outline and retell it (hu1d4) • To extend sentences using co-ordinating conjunctions (hu2d1)	
5	Foundational: • Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag • Or spelt a before l and ll • To retrieve facts from a text	
	• To extend sentences using subordinating conjunctions (hu2d2) • To use a range of conjunctions in my own writing (hu2d3) • To predict what might happen next (hu3d1) • To orally compose and then write sentences (hu3d2)	
6	Foundational: • Building on horizontal join to anticlockwise letter: oc, og, ad, va, vo • Suffixes less and ly • To retrieve facts using true or false	
	• To deepen my understanding of the text through comprehension (hu3d3) • To identify verbs in a sentence (hu4d1) • To identify if a verb is past or present (hu4d2) • To change verbs from past to present and vice versa (hu4d3) • To apply my knowledge of tense to written sentences (hu4d4)	
7	Foundational: • Introducing joins to s: as, es, is, os, ws, na, ds, ls, ts, ks • Words ending tion • To predict how a character might behave	
	• To discuss ideas for key characters in their own story (hu5d1) • To plan the main events of a story (hu5d2) • To write a story using extended sentences (hu5d3) • To edit and read my story aloud (hu5d4)	

Week	**Learning Objective**	**Teacher Notes**
Sum 2 1	Foundational: • Practising joining ed and ing • Common exception words 4 • To know that non-fiction books are organised differently	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	Narrative – extended stories (The Magic Faraway Tree) • To share reading of different stories (different chapters and lands from MFT) • To offer my opinion and identify similarities and differences between stories • To identify the main ideas in a text • To sequence the main events in an extended story • To use a range of conjunctions to extend sentences	
2	Foundational: • Capital Letters • Common exception words 5 • To offer my opinion on a text	
	• To understand and use apostrophes for singular possession • To identify the main characters and understand their characteristics • To plan new characters for a story • To use the main events to plan my own story opening • To orally rehearse the opening of a story • To write the opening of a story	
3	Foundational: • Assessment • Homophones • To learn a poem by heart	
	• To share and edit the opening of a story • To plan the problem and resolution of a story • To orally rehearse the problem and resolution of a story • To write and edit the problem and resolution of a story	
4	Foundational: • Class specific revision • Homophones and near homophones • To infer a character's feelings	•
	• To plan and orally rehearse the ending of the story • To write and edit the story • To publish a story	

Sharing Our Opinions: Agreeing and Disagreeing

- To explain why you agree with an opinion - 1
- To politely and respectfully share why you disagree with an opinion – 2
- I can take turns speaking and listening - 3

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

Class 5:

EGPS to cover

Objectives to cover throughout the year where you have the additional lesson spare for your class. It is up to the teacher when these are covered:

- Formation of nouns using a range of prefixes [for example super–, anti–, auto–]
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] – **covered once**
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] – **covered in spelling**
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] – **covered once**

Week	Learning Objective	Teacher Notes
Aut 1 **1**	Foundational: • Practising joining through a word in stages: no ascenders or descenders • Ay sound spelt ei • To answer fact retrieval questions to improve their understanding of a text	
	Instructions (Keeping Healthy Yr3/4 Aut Set A) • To identify the features of instructions (Hu1d1) • To identify how structure and presentation contribute to meaning (Hu1d2) • To use instructional language to give instructions (Hu1d3) • To give well-structured descriptions and explanations (Hu1d4) • To use the features of instructions to present them clearly (Hu1d5)	
2	Foundational: • Practising joining through a word in stages: parallel ascenders • Ay sound spelt ey • To identify key words to look for when scanning a text to find information	
	• To understand the use paragraphs and subheadings in instructions (Hu2d1) • To use subheadings and instructions in my writing (Hu2d2) • To identify and use possessive apostrophes (Hu3d1) • To use commas in a list (Hu3d2) • To apply my knowledge of apostrophes and commas to my writing (Hu3d3)	
3	Foundational: • Introducing joining from s to ascender • Homophones and near-homophones 1 • To apply my knowledge of scanning for key words to find information from a text	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To listen carefully and evaluate instructions (Hu4d1) • To use precise and clear language to write instructions (Hu4d2) • To use my knowledge of subheadings and paragraphs to plan (Hu4d3) • To use subheadings and paragraphs to write (Hu4d4) • To edit and improve my writing (Hu4d5)	
4	Foundational: • Introducing joining from s no ascender • Homophones and near-homophones 2 • To know that non-fiction books are structured in different ways	
	Traditional Tales and Fables: Tales from India • To draw inferences such as feelings and thoughts from character actions (Hu1d1) • To orally re-tell a known story (Hu1d2) • To develop vocabulary from stories (Hu1d3) • To prepare and perform a story (Hu1d4) • To identify prepositions (Hu2d1)	
5	Foundational: • Introducing joining from s to an anticlockwise letter • The s sound spelt c before e, I and y • To use the features of non-fiction texts to retrieve information	
	• To apply my knowledge of prepositions to sentences (Hu2d2) • To increase familiarity with a wide range of books (Hu3d1) • To deepen my understanding of characters from a story (Hu3d2) • To improvise a performance (Hu3d3) • To sequence the main events in a story (Hu3d4)	
6	Foundational: • Introducing joining from r to an ascender • Double consonants • To find effective words and language that writers have used to create an effect	
	• To distinguish between clauses and phrases (Hu4d1) • To create multi-clause sentences using conjunctions (Hu4d2) • To apply my knowledge of multi-clause sentences to writing (Hu4d3) • To develop my understanding of adverbs (Hu5d1) • To apply my knowledge of adverbs (Hu5d2)	
7	Foundational: • Introducing joining from r, no ascender • Year 3-4 wordlist/commonly misspelt words/HFW (teacher choice/class dependent) • To infer a character's feelings from their actions and words	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To sequence the main event of a story (Hu6d1) • To use descriptive language in my writing (Hu6d2) • To develop characters in my writing (Hu6d3) • To edit and improve my writing when redrafting (Hu6d4)	

Week	Learning Objective	Teacher Notes
Aut 2 1	Foundational: • Introducing joining from r to an anticlockwise letter • Suffix ly • To order the main events in a narrative	
	Poetry – Shape Poems • To listen to and discuss a wide range of poetry (Hu1d1) • To identify and use the key features of calligrams (Hu1d2) • To recognise and discuss different forms of poetry (Hu1d3) • I can use interest language to write a poem (Hu1d4) • To revise present and simple past tense (Hu2d1) • To understand progressive past tense (Hu2d2)	
2	Foundational: • Class specific revision • Suffix ly where root word ends in y • To identify the plot in a narrative	
	• To use the perfect forms of the past tense (Hu2d3) • To apply my knowledge of the perfect form to writing (Hu2d4) • To identify the key features of a shape poem (Hu3d1) • To analyse a shape poem focussing on the impact on the reader (Hu3d2) • To begin to identify and understand imagery in a poem (Hu3d3)	
3	Foundational: • Introducing joining from r to e • Adverbs with suffix ly where root ends le • To retrieve facts from a text	
	• To share opinions, based on features, on shape poems (Hu3d4) • To identify and use conjunctions that express time, cause and place (Hu4d1) • To identify and use prepositions that express time, cause and place (Hu4d2) • To apply my knowledge of prepositions and conjunctions to my writing (Hu4d3) • Recap of features and give opinion on Shape Poems (Hu5d1)	
4	Foundational: • Introducing break letters • Adverbs with suffix ly where root ends ic • To infer a character's feelings from their actions and words	
	• To apply my knowledge of shape poems to a plan (Hu5d2) • To develop the vocabulary for a shape poem (Hu5d3)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To edit and redraft a shape poem (Hu5d4) **Non-Chronological Reports – King Tut (Oak Unit 18)** • To identify features of a non-chronological report – 1 • To deepen my understanding of the structure of a non-fiction book • To use Headings and Sub-headings to quickly retrieve facts from a non-chronological report	
5	Foundational: • Assessment • Adverbs with suffix ly exceptions and consolidation • To make predictions on how characters might behave • To understand what paragraphs are • To know when to use a or an • To recall facts about King Tut - 2 • To write an introduction of a non-chronological report • To plan the paragraph about the life of King Tut • To write the paragraph about the life of King Tut	
6	Foundational: • Class intervention from assessment • Year 3-4 wordlist/commonly misspelt words/HFW (teacher choice/class dependent) • To retrieve and record information from non-fiction texts • To peer edit and improve my writing. • To plan the paragraph about the death of King Tut • To write the paragraph about the death of King Tut • To independently edit and improve my writing. • To present a non-chronological report	

Week	**Learning Objective**	**Teacher Notes**
Spr 1 **1**	Foundational: • Introducing joining to f • Prefix dis- • To discuss the meaning of words identified **Narrative – Fantastic Mr Fox (Hamilton)** • To understand and describe the characters in a story (Hu1d1) • To understand and identify suspense/tension in a text (Hu1d2) • To understand characters from different perspectives (Hu1d3) • To identify and understand speech punctuation (Hu2d1) • To apply my knowledge of speech punctuation (Hu2d2) • To create my own sentences with correctly punctuated speech (Hu2d3)	
2	Foundational: • Introducing joining from f to an ascender • Prefix mis-	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To understand that writers choose words to have an affect on the reader • To identify how characters, setting and plot are built (Hu3d1) • To identify how language and structure are used to contribute to meaning (Hu3d2) • To infer character feelings, thoughts and motives from their actions (Hu3d3) • To identify tension in the story (Hu3d4) • To revise present and simple past verb forms (Hu4d1)	
3	Foundational: • Introducing joining from f, no ascender • Prefix re- • To use key words to retrieve facts • To use the present perfect form (Hu4d2) • To plan a story using a story map (Hu5d1) • To apply my knowledge of speech punctuation to a story opening (Hu5d2) • To apply my knowledge of the past tense to the middle of a story (Hu5d3) • To apply my knowledge of the perfect form of the past tense to write an ending (Hu5d4)	
4	Foundational: • Introducing joining from f to an anticlockwise letter • Adding suffixes beginning with vowel letters to words with more than one syllable • To identify and record the main events of a story **Playscript (oak 28)** • To identify the features of a playscript • To read and respond to a playscript - 1 • To perform in front of an audience - 2 • To consider movements when performing a script - 3 • To use my knowledge of performing to create an improvisation -4	
5	Foundational: • Introducing ff • Split digraph i-e with a short and long vowel sound • To use dictionaries to check the meaning of words • To apply my knowledge of scripts to plan a playscript • To understand and plan to use adverbs • To identify and use brackets • To revise expanded noun phrases • To apply the features of a playscript to my writing	
6	Foundational: • Introducing rr • N sound spelt kn/gn • To use clues from the text to predict what might happen next	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To edit and improve my writing so it is clear for the actors • To speak and act in role (intertwined with next lesson) • To evaluate performances (intertwined with previous lesson)	

Week	Learning Objective	Teacher Notes
Spr 2 1	Foundational: • Introducing ss • K sound spelt ch • To infer a character's feelings	
	Newspaper Report – Based on Oak Little Red Riding Hood but with Three Little Pigs • To identify the main events of the story – 1 • To analyse the features of a journalistic report – 2 • To generate vocabulary for a journalistic report – 3 • To write an opening using a factual, formal tone – 4 • To apply my knowledge of chronological order to a plan – 5	
2	Foundational: • Introducing qu • Sh sound spelt ch • To use evidence from the text to support an inference	
	• To apply my knowledge of paragraphs to write a recount – 6 • To plan and revise punctuation for direct speech (quotes) – 7 • To apply my knowledge of speech punctuation to quotes – 8 • To write a journalistic close – 9 • To present my newspaper report - 10	
3	Foundational: • Revising parallel ascenders and descenders • Words ending g and k spelt gue and que • To sequence the main events in a text	
	Poetry – understanding form (OAK unit 23) • To read and respond to poetry – 1 • To understand what a Haiku is and how to write one – 2 • To understand what a Kenning poem is and how to write one – 3 • To plan a poem about a big object	
4	Foundational: • Assessment • S sound spelt sc • To answer fact retrieval questions to deepen understanding of the text	
	• To write a free verse poem • To plan a poem about a small object • To write a free verse poem • To perform your own poem	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

Week	Learning Objective	Teacher Notes
Sum 1 1	Foundational: • Revising joins: letter spacing • I sound spelt y • To summarise the main ideas in a paragraph **Explanation Text (How Bees make honey – oak)** • To identify the features of an explanation text (oak 1) • To retrieve facts accurately from a non-fiction text • To understand and sequence how bees make honey (oak 2) • To identify and check the meaning of subject specific vocabulary (oak 3 ish) • To summarise the main idea of a paragraph to create subheadings/titles	
2	Foundational: • Revising joins: spacing between words • U sound spelt ou • To discuss the meaning of words identified • To identify and use statements, questions and exclamations • To explore a range of conjunctions • To plan and write the introduction of an explanation text • To learn how to take effective notes • To plan the first section of an explanation text (oak 5)	
3	Foundational: • Revising joins: consistency of size • Ough • To check the meaning of any unfamiliar words through questions, discussion or dictionaries • To write the first section of an explanation text (oak 6) • To plan the first section of an explanation text (oak 7) • To write the first section of an explanation text (oak 8) • To edit and improve my writing	
4	Foundational: • Revising joins: fluency • Days of the week and seasons • To use clues from the text to predict **Persuasive Writing – leaflet/advert (HAMILTON ish)** • To understand what an advert is (combination of Hamilton Unit 1 exploring different adverts as appropriate) • To understand the features of an advert (Unit 3 day 1) • To identify effective persuasive features and techniques (unit 3 day 2) • To understanding what exaggeration is (oak lesson 3)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

5	Foundational: • Revising joins: parallel ascenders • Months of the year • To discuss the meaning of words and language in a poem • To explore the use of conjunctions in persuasive writing (Hamilton unit 2) • To compose sentences (may be orally or written) using conjunctions (H u2) • To learn to build expanded noun phrases (H u4) • To use expanded noun phrases to persuade (H u4)	
6	Foundational: • Revising joins: parallel ascenders and descenders • Word family sol • To prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action • To summarise ideas and make effective notes (research healthy lifestyle Hu5) • To plan the structure of a persuasive leaflet/advert • To use persuasive language (everything from grammar phase) to orally rehearse sentence • To write the opening paragraphs of a persuasive leaflet/advert	
7	Foundational: • Revising horizontal joins from r to an anticlockwise letter • Word families dec, cent, milli and micro • To perform poem, showing understanding through intonation, tone, volume and action • To write the closing paragraphs of a persuasive leaflet/advert • To edit and improve their work for impact (create a persuasive leaflet/advert from previous two days writing)	

Week	**Learning Objective**	**Teacher Notes**
Sum 2 1	Foundational: • Revising break letters • Year 3-4 wordlist/commonly misspelt words/HFW (teacher choice/class dependent) • To summarise and order the main events of a story **Narrative – Myths and Legends** • To read and discuss a range of Greek Myths (Hu1d1) • To infer character feelings, thoughts and motives from their actions (Hu1d2) • To identify and summarise the main ideas in a text (Hu1d3) • To punctuate speech accurately (Hu2d1)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To create dialogue and accurately punctuate speech (Hu2d2/3)	
2	Foundational: • Revising capital letters • Year 3-4 wordlist/commonly misspelt words/HFW (teacher choice/class dependent) • To retrieve facts from non-fiction and fiction	
	• To identify and discuss the meaning of the powerful vocabulary used in a Greek Myth (Hu3d1) • To deepen my understanding of Greek Myths by comparing and contrasting texts (Hu3d2) • To plan the main events and powerful vocabulary for a myth • To use powerful vocabulary to retell a Greek Myth (Hu3d3) • To join and extend sentences with conjunctions (Hu4d1)	
3	Foundational: • Assessment • Year 3-4 wordlist/commonly misspelt words/HFW (teacher choice/class dependent) • To infer character feelings	
	• To explore the position of clauses when using conjunctions (Hu4d2/3) • To plan using the structure of a Greek Myth (Hu5d1) • To use powerful vocabulary to write the opening of a Greek Myth (Hu5d2) • To use dialogue to create tension (Hu5d3)	
4	Foundational: • Class specific revision • Year 3-4 wordlist/commonly misspelt words/HFW (teacher choice/class dependent) • To perform poems	
	• To write the ending of a Greek Myth (Hu5d4) • To edit and improve my writing, explaining my vocabulary choices • To publish a Greek Myth and share it with the class verbally	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

Class 6:

EGPS to cover

Objectives to cover throughout the year where you have the additional lesson spare for your class. It is up to the teacher when these are covered:

Year 3:

- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] – **covered once**
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] – **covered in spelling**
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Year 4:

- The grammatical difference between plural and possessive –s
- Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

Week	Learning Objective	Teacher Notes
Aut 1 1	Foundational: • Practising joining through a word in stages: no ascenders or descenders • Ay sound spelt ei • To answer fact retrieval questions to improve their understanding of a text	
	Narrative – Iron Man (oak) • To find effective words and language that writers use to create an effect/atmosphere *(Oak lesson 1 engage with the first chapter)* • To understand why a character responded or felt a certain way (*Oak lesson 2 humanities response to the Iron Man – chapter 2)* • To infer character feelings and responses (*Oak lesson 3 characterisation in the Iron Man – chapter 3)* • To identify the main events in a paragraph *(Chapter 4)* • To identify the main themes in the text *(Chapter 5 Oak lesson 4 looking at the character arc)*	
2	Foundational: • Practising joining through a word in stages: parallel ascenders • Ay sound spelt ey • To identify key words to look for when scanning a text to find information	
	• To explore key themes in a text (*Oak lesson 5)* • To sequence and retell the story of the Iron Man (*Oak lesson 1 writing unit)* • To learn how to use expanded noun phrases to build description (Opening of the story) • To learn how to use fronted adverbials (again opening focus)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To apply my knowledge of expanded noun phrases and fronted adverbials to plan an opening (*Oak lesson 2)*	
3	Foundational: • Introducing joining from s to ascender • Homophones and near-homophones • Soft c • To skim to find specific information from the text	
	• To write an engaging opening *(Oak lesson 3)* • To plan to use descriptive language to show the reader emotion *(show, don't tell oak lesson 4)* • To use pronouns and nouns for cohesion *(in the build up phase)* • To understand the purpose of different sentence lengths? • To apply my knowledge of fronted adverbials and pronouns for cohesion to my writing *(write build up – Oak lesson 5 and 6) *edit*	
4	Foundational: • Introducing joining from s no ascender • Double consonants • To know that non-fiction books are structured in different ways	
	• To plan the climax of the Iron Man (*Oak lesson 7)* • To learn to punctuate speech accurately - against Y3 and Y4 expectations • To use speech in my writing (*write climax: oak lesson 8) *edit* • To develop a range of language (synonyms and similes) to plan a resolution (*Oak lesson 9)* • To apply my knowledge of synonyms and similes to write a resolution *(Oak lesson 10) *edit*	
5	Foundational: • Introducing joining from s to an anticlockwise letter • Suffix ly • To use the features of non-fiction texts to retrieve information	
	Diary – Into the forest (oak) • To retrieve facts to improve my understanding of the text. • To summarise the key events in the story • To use the plot to plan the sequence of events in the story (*key to grammar and depth of learning as a writer)* • To identify the features of a diary (*Oak lesson 2)*	
6	Foundational: • Introducing joining from r to an ascender • Suffix ly words ending y • To find effective words and language that writers have used to create an effect	
	• To identify the simple past and past progressive verbs (*our EGPS)*	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To use relative pronouns (who/which) to add more detail about the noun (*ideas from oak lesson 6)* • To change from past to present tense *(links to oak lesson 7)* • To generate rich language in a plan (*Oak lesson 3 – might take two lessons given the content of hyperbole and metaphors*)	
7	Foundational: • Introducing joining from r, no ascender • Suffix ly words ending le • To infer a character's feelings from their actions and words	
	• To apply my knowledge of contractions to write the opening of a diary (*Oak lesson 4)* • To plan paragraphs for a diary entry *(oak 5&7)* • To apply the grammatical features to a diary entry (*oak 6&8)* • To edit my writing – punctuation and spelling • To revise my writing – focus on vocabulary and grammatical devices taught in the unit	

Week	**Learning Objective**	**Teacher Notes**
Aut 2 1	Foundational: • Introducing joining from r to an anticlockwise letter • Suffix ly words ending ic • To order the main events in a narrative	
	Poetry – 11 oak year 4 • To learn about the poet and poems of John Lyons – 1 • To read and respond to poems – 2 • To compare and contrast poems – 3 • To identify features and analyse a poem – 4	
2	Foundational: • Class specific revision • K sound spelt ch • To retrieve facts from a text	
	• To perform a poem – 5 • To generate vocabulary for a poem – 6 • To write a free verse poem – 7 • To edit and improve my poem – 8	
3	Foundational: • Introducing joining from r to e • Sh sound spelt ch • To find words and language in reading that writers have used to show atmosphere, mood or feelings	
	• To analyse a poem – 9 • To generate ideas and vocabulary – 9 • To write a free verse poem – 10 • To perform my poetry	

Autumn 2 is one week short to account for assessment and Xmas
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Sum 2 2 days - assessment

4	Foundational: • Introducing break letters • Words ending g and k spelt gue and que • To infer a character's feelings from their actions and words **Non-Chronological Reports – King Tut unit but about stone age (Oak Unit 18)** • To identify features of a non-chronological report – 1 • To deepen my understanding of the structure of a non-fiction book • To use Headings and Sub-headings to quickly retrieve facts from a non-chronological report • To understand what paragraphs are • To know when to use a or an •	
5	Foundational: • Assessment • S sound spelt sc • To make predictions based on the text and knowledge from other stories • To recall facts about the stone age - 2 • To write an introduction of a non-chronological report • To plan the paragraph about stone age life (houses and tools) • To write the paragraph about stone age life	
6	Foundational: • Class intervention from assessment • I sound spelt y • To retrieve and record information from non-fiction texts • To peer edit and improve my writing. • To plan the paragraph about stone age food • To write the paragraph about stone age food • To independently edit and improve my writing. • To present a non-chronological report	

Week	**Learning Objective**	**Teacher Notes**
Spr 1 1	Foundational: • Introducing joining to f • U sound spelt ou • To identify words and language in reading that writers have used to show atmosphere, mood or feelings **Narrative – the Borrowers (oak)** • To summarise the main ideas in a paragraph • To sequence the main events of the Borrowers – 1 • To understand the setting and character in the Borrowers – 2 • To use my knowledge of prepositions to describe a setting – 3	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

2	Foundational: • Introducing joining from f to an ascender • Ough • To explain how the words and language used shows atmosphere, mood or feeling • To demonstrate an understanding of the text by investigating themes – 4 • To plan to build up tension in a story opening – 5 • To use subordinate conjunctions to write an opening – 6 • To edit and improve my writing – 7	
3	Foundational: • Introducing joining from f, no ascender • Days of the week and months of the year • To make predictions based on the text and from knowledge from other books • To identify the change in atmosphere and emotion in the text – 8 • To plan to use ambitious show and tell language – 9 • To use fronted adverbials to write a section of a narrative – 10 • To present my narrative with expression and tone – 11	
4	Foundational: • Introducing joining from f to an anticlockwise letter • Word family sol (end of Y3) • Infer meaning using evidence from events, description and dialogue **Explanation Text (Yr 3/4 mix Hamilton Modern Technology)** • To identify the features of the text (Hu1d1) • To ask questions to improve their understanding of the text (Hu1d2) • To identify how language, structure and presentation contribute to meaning (Hu1d3) • To present ideas verbally using clear, precise language (Hu1d4) • To apply my knowledge of paragraphs to an explanation text (Hu1d5)	
5	Foundational: • Introducing ff • Prefix in • To skim to find specific information on a page or in a paragraph • To use a range of conjunctions to extend sentences (Hu2d1) • To apply my knowledge of conjunctions to writing (Hu2d2) • To understand and use pronouns to avoid repetition (Hu3d1) • To be able to use dictionaries to define technical language (Hu3d2)	
6	Foundational: • Introducing rr • Prefix im	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To scan the page for a key word to retrieve information	
	• To apply my knowledge of pronouns and precise language in explanations (Hu3d3) • To verbally discuss ideas (Hu4d1) • To apply my knowledge of conjunctions to the beginning of an explanation (Hu4d2) • To use concise language to write the end of an explanation (Hu4d3) • To apply my editing skills to create an explanation page, using all its features (Hu4d4)	

Week	Learning Objective	Teacher Notes
Spr 2 1	Foundational: • Introducing ss • Prefix il and ir • To identify the main ideas in paragraphs	
	Newspaper Report – Little Red Riding Hood (Oak) • To identify the main events of the story – 1 • To analyse the features of a journalistic report – 2 • To generate vocabulary for a journalistic report – 3 • To write an opening using a factual, formal tone – 4 • To apply my knowledge of chronological order to a plan – 5	
2	Foundational: • Introducing qu • Prefix sub and super • To explain the effect of patterned language in poems and why a poet might use it	
	• To apply my knowledge of paragraphs to write a recount – 6 • To plan and revise punctuation for direct speech (quotes) – 7 • To apply my knowledge of speech punctuation to quotes – 8 • To write a journalistic close – 9 • To present my newspaper report - 10	
3	Foundational: • Revising parallel ascenders and descenders • Prefix inter • To identify that intonation, tone, volume and action can be used to enhance meaning	
	Poetry – Hamilton Trust Adam Wharton (Yr3/4) • To listen to and discuss a wide range of poetry (Hu1d1) • To identify poetic devices (Hu1d2) • To identify how language and structure contribute to meaning (Hu1d3) • To compare poems and give opinions (Hu1d4) • To read poetry aloud (Hu1d5)	
4	Foundational:	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• Assessment • Prefix anti and auto • To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	
	• To act in role (Hu2d1) • To punctuate direct speech (Hu2d2) • To identify and use fronted adverbials (Hu3d1) • To apply my knowledge of fronted adverbials to writing (Hu3d2) • To use the structure of a poem to plan a draft (Hu4d1) • To edit and improve a poem (Hu4d2)	

Week	Learning Objective	Teacher Notes
Sum 1 1	Foundational: • Introducing diagonal join from p and b to ascender: ph, pl • Words ending ation • To retrieve facts from non-fiction texts	
	Persuasive Writing – article/blog (animals in captivity Hamilton ish) • To demonstrate an understanding of the text (issues in zoos) (Hu1d1) • To understand and explore different view points (language) (Hu1d2/3) • To understand the structure of a persuasive text (Hu4d2) • To explore the language used to have an impact on the reader (Hu4d1)	
2	Foundational: • Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe • Words ending sure • To retrieve facts from fiction texts	
	• To identify adverbials in persuasive writing (Hu2d1) • To apply my knowledge of adverbials to convey a view point (Hu2d2/3) • To understand noun phrase and expanded noun phrases (Hu3d1) • To build expanded noun phrases considering the impact on the reader (Hu3d2) • To write using expanded noun phrases (Hu3d3)	
3	Foundational: • Introducing diagonal join from p and be to an anticlockwise letter: pa, po, ps, ba, bo, bs • Words ending ture	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To use evidence from the text to infer character feelings • To research and plan ideas for a persuasive article • To plan for persuasive organisation and devices • To write the opening paragraphs of a persuasive article • To write the closing paragraphs of a persuasive article • To edit and publish a persuasive article	
4	Foundational: • Revising parallel ascenders and descenders: bb, pp • Words ending sion • To use evidence from the text to make predicitons Playscripts • To identify the features of a playscript • To read and respond to a playscript - 1 • To perform in front of an audience - 2 • To consider movements when performing a script - 3 • To use my knowledge of performing to create an improvisation -4	
5	Foundational: • Break letters: x, z • Ssion • To summarise the key ideas in a paragraph • To apply my knowledge of scripts to plan a playscript • To apply the features of a playscript to my writing • To edit and improve my writing so it is clear for the actors • To speak and act in role (intertwined with next lesson) • To evaluate performances (intertwined with previous lesson)	
6	Foundational: • Spacing in common exception words • Tion • To sequence the main ideas in a text **Narrative – fantasy story Alice** • To discuss different fantasy stories and identify the common themes • To identify the features of a fantasy story • To understand and sequence the main events for the opening of a fantasy • To infer character feelings, thoughts and motives from their actions	
7	Foundational: • Consistent size of letters • Cian • To make comparisons within a text – the feelings of two characters to the same event • To summarise and sequence the events of the story so far • To learn to use adverbs and adverbial phrases • To use expanded noun phrases for description	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To plan the opening paragraphs of a fantasy story	

Week	Learning Objective	Teacher Notes
Sum 2 1	Foundational: • Relative size of capitals • Ous no root • To make comparisons within a text – feelings at the start and end of the story	
	• To write the opening paragraphs of a fantasy story • To edit and explain writing choices with a partner • To summarise and sequence events in a story • To explain how the words and language used show atmosphere, mood or feelings	
2	Foundational: • Speed and fluency • Ous where our becomes or before ous added • To skim a text to find information	
	• To build cohesion within and across paragraphs • To punctuate speech accurately • To plan the middle and end paragraphs of a fantasy story • To write the middle and end paragraphs of a fantasy story • To edit and publish my own fantasy story	
3	Foundational: • Assessment • Ous y becomes i • To use evidence to support inferences	
	Speeches (Oak 25) • To understand what a speech is and their importance – 1 • To identify the features of a successful speech – 2 • To add structure to a speech – 3 • To use my knowledge of language choices and the audience to provoke an emotional response – 4	
4	Foundational: • Class specific revision • Ous root ending e • To use evidence to support predictions	
	• To apply my knowledge of structure and language to write a speech – 5 • To speak clearly with intonation – 6 (6&7 together) • To evaluate the effectiveness of speeches -7 (6&7 together)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

Class 7:

EGPS to cover

Objectives to cover throughout the year where you have the additional lesson spare for your class. It is up to the teacher when these are covered:

Year 4:

6. The grammatical difference between plural and possessive –s
7. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
8. Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

Year 5:

9. Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
10. Verb prefixes [for example, dis–, de–, mis–, over– and re–]
11. Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] – **covered once**
12. Brackets, dashes or commas to indicate parenthesis – **parenthesis covered but not dashes**
13. Use of commas to clarify meaning or avoid ambiguity

Week	Learning Objective	Teacher Notes
Aut 1 1	Foundational: • Introducing diagonal join from p and b to ascender: ph, pl • Prefix in • To retrieve facts from the text using both skimming and scanning techniques	
	Diary and Narrative – How to train your dragon (oak) • To develop an understanding of the context of a story – Reading unit 1 • To demonstrate an understanding of the character, setting and plot – 2 • To deepen my understanding of the text by finding evidence to answer comprehension questions – 3 • To understand a character from their actions – 4 • To reflect on key themes of the story – 5	
2	Foundational: • Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe • Prefix im • To retrieve facts from the text using both skimming and scanning techniques	
	• To gain a deeper understanding of the text – writing unit 1 • To plan ambitious vocabulary for a setting – 2 • To use a range of sentence types to write a setting description – 3	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To plan the opening of a narrative – 4 • To use a range of sentence types to write a cohesive opening – 5	
3	Foundational: • Introducing diagonal join from p and be to an anticlockwise letter: pa, po, ps, ba, bo, bs • Prefix il and ir • To summarise the key information in sentences	
	• To edit and improve my writing – 6 • To identify and analyse layout and linguistic features of a diary entry – 7 • To plan the opening of a diary – 8 • To write using an informal tone – 9 • To plan part of the main body using fronted adverbials – 10	
4	Foundational: • Revising parallel ascenders and descenders: bb, pp • Prefix sub and super • To retrieve key information from non-fiction texts	
	• **might have to move MTC lesson to pm this week: 6 English lessons not 5* • To apply my knowledge of adverbials to the main body – 11 • To plan part of the main body using my knowledge of the past tense – 12 • To apply my knowledge of the past tense to my writing – 13 • To edit and improve my writing – 14 • To plan the closing of a diary – 15 • To write and edit the closing of a diary - 16	
5	Foundational: • Break letters: x, z • Prefix inter • To draw inferences such as inferring character's feelings, thoughts and motives from their actions	
	Explanation Text – Hamilton trust (yr4/5) Earth Shattering Events • To retrieve and record information from non-fiction texts (Hu1d1) • To use technical vocabulary to create clear instructions (Hu1d2) • To identify the key features of an instructional text (Hu1d3) • To apply my knowledge of the features to a set of instructions (Hu1d4) • To edit and present a set of instructions (Hu1d5)	
6	Foundational: • Spacing in common exception words • Prefix anti and auto • To identify evidence that supports a given inference	
	• To use conjunctions to express time and cause (Hu2d1) • To use adverbs and prepositions to extend sentences (Hu2d2) • To apply grammatical features to my writing (Hu2d3)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To identify and punctuate parenthesis in a sentence (Hu3d1) • To use brackets to indicate parenthesis (Hu3d2)	
7	Foundational: • Consistent size of letters • Words ending sure • To use a dictionary to check or find the meaning of an unfamiliar word • To retrieve and record information from a non-fiction text (Hu4d1) • To explore the meaning of words in context (Hu4d2) • To identify and explain the features of a non-chronological report (Hu4d3) • To apply my knowledge of technical language to a report (Hu4d4) • To edit and present my report (Hu4d5)	

Week	**Learning Objective**	**Teacher Notes**
Aut 2 **1**	Foundational: • Relative size of capitals • Words ending ture • To know that non-fiction texts are structured to guide the reader to information **Poetry – AF Harold (Yr 4/5)** • To identify the features in a poem (hu1d1) • To compare and contrast the language in poems (hu1d2) • To identify how language, structure and presentation contribute to meaning (hu1d3) • To identify phrases that capture the reader's interest (hu1d4) • To compose and rehearse lines orally (hu1d5)	
2	Foundational: • Speed and fluency • Words ending sion • Explain how the words and language create a specific effect • To choose the correct noun or pronoun for cohesion (hu2d1) • To apply my knowledge of nouns and pronouns to writing (hu2d2) • To begin to build relative clauses to describe nouns (hu3d1) • To use relative clauses to describe nouns (hu3d2) • To apply my knowledge of relative clauses to write my own poem (hu3d3)	
3	Foundational: • Assessment • Words ending ssion • To use meaning-seeking strategies to explore the meaning of words in context	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To discuss and share ideas about poems (hu4d1) • To plana a story using notes (hu4d2) • To apply my knowledge of relative clauses to the beginning of a poem (hu4d3) • To use vivid language to complete a poem (hu4d4) • To edit and improve my writing (hu4d5)	
4	Foundational: • Class intervention from assessment • Words ending tion • To draw inferences such as inferring character's feelings, thoughts and motives from their actions **Newspaper Report (From Oak unit on Journalistic Reports Yr5 – switch focus away from Titanic but use structure)** • To identify the purpose and linguistic features of a journalistic report – 1 • To develop my ability to take notes and record facts – 2 • To apply my knowledge of the features of the text to plan an opening – 3 • To write an engaging opening – 4	***One spare lesson in each week in case additional EGPS needed for relative clauses or speech punctuation****
5	Foundational: • Class intervention from assessment • Words ending cian • To make predictions from evidence in the text • To plan recount paragraphs including opportunities to use relative clauses – 5 • To write the first recount paragraph including parenthesis - 6 • To edit and improve my work, including language choices to impact the reader – 7 • To plan the second recount paragraph, using a range of sentence types – 8	
6	Foundational: • Class intervention from assessment • Words ending ous no change to the root word • To use skimming and scanning to find information in the text • To write the second recount paragraph, using a range of sentence types – 9 • To plan and write the quotes paragraph – 10 • To plan the closing of a journalistic report – 11 • To write and edit the closing of a journalistic report - 12	

Week	**Learning Objective**	**Teacher Notes**
Spr 1 1	Foundational: • Revising parallel ascenders • Words ending ous no root • To sequence key ideas in a text	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	<u>Spr 1</u> **Poetry – AF Harold (Yr 4/5)** • To understand the context of the Highwayman – 1 • To analyse and understand the first two stanzas of the Highwayman – 2 • To plan an atmospheric setting and character description -3 • To apply my knowledge of figurative language to a character and setting description – 4 • To analyse and understand stanza three and four of the Highwayman – 5	
2	Foundational: • Revising parallel ascenders and break letters • Words ending ous where our become or before ous • To identify facts and opinions in a text • To plan a cohesive, descriptive build up – 6 • To apply my knowledge of different sentence types to a story build up – 7 • To plan and write the second part of the build-up – 8 • To edit and improve my writing – 9	
3	Foundational: • Relative sizes of letters • Words ending ous words ending y become i • To discuss and evaluate how authors use language including figurative language, considering the impact • To analyse and understand the events in stanza 5 and 6 – 10 • To deepen my understanding of the characters through drama – 11 • To revise punctuation of speech – 12 • To apply my knowledge of speech punctuation to a plan – 13	
4	Foundational: • Proportion of letters • Words ending ous root words end e (end of year 4) • To use meaning-seeking strategies to explore the meaning of words in context • To add additional information to the reporting clause -14 • To edit and improve my punctuation of speech – 15 • To learn and recite a poem – 16 • To learn and recite a poem – 17	
5	Foundational: • Spacing between letters • Silent letters • To justify inferences with evidence from the text **Poetry – Cloud Busting (Hamilton Yr4/5)** • To make predictions about a narrative (hu1d1) • To identify the features and main ideas in a poem (hu1d2)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To identify how language, structure and presentation contribute to meaning (hu1d3) • To use rich vocabulary and figurative language to create images (hu1d4) • To infer character feelings from feelings, thoughts and motives (hu1d5)	
6	Foundational: • Spacing between words • Ant into ance/ation • To summarise the main ideas drawn from a text • To explore and develop ideas through role play (hu2d1) • To apply my knowledge of speech punctuation (hu2d2) • To begin to use relative clauses in a poem (hu3d1) • To punctuate relative clauses in a poem (hu3d2) • To apply my knowledge of relative clauses to my own poem (hu3d3)	

Week	**Learning Objective**	**Teacher Notes**
Spr 2 1	Foundational: • Writing at speed • Ent into ence/ency • To present an oral overview or summary of a text • To develop ideas and vocabulary in a plan (hu4d1) • To write a description poem with rich vocabulary and relative clauses (hu4d2) • To listen and respond appropriately while discussing ideas (hu4d3) • To plan a narrative poem using dialogue (hu4d4) • To apply my knowledge of stanzas and lines to a narrative poem (hu4d5)	
2	Foundational: • Improving fluency • Able • To make predictions from evidence found **Narrative – The Happy Prince (Oak Y4)** • To summarise the main events of a text – 1 • To understand the morals and characters in a story – 2 • To plant the opening - 3 • To write the opening -4 • To plan the build up - 5	
3	Foundational: • Speed and fluency • Able and eable • To make predictions from evidence implied • To write the build up - 6 • To plan the climax and resolution - 7 • To write the climax - 8	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To write the climax - 9 • To edit and publish a piece of writing - 10	
4	Foundational: • Assessment • Ible • Explain the similarities and differences between different versions of texts Playscripts • To identify the features of a playscript • To read and respond to a playscript - 1 • To perform in front of an audience - 2 • To consider movements when performing a script - 3 • To use my knowledge of performing to create an improvisation - 4	

Week	**Learning Objective**	**Teacher Notes**
Sum 1 **1**	Foundational: • Introducing sloped writing in letter families • Ibly • To skim and scan to retrieve information **Persuasive Letter (uniform)** • To identify the features of a persuasive letter (oak 1) • To understand that a writer uses different sentence structures and techniques to create effects. • To find and explain words and language to create a precise effect • To understand the difference between fact and opinion and how to use these to persuade • To develop fluency with fronted adverbials (our EGPS)	
2	Foundational: • Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st • Ie • To summarise key information • To identify and understand the use of modal verbs (our EGPS) • To be able to justify an opinion (intro to debate oak 1) • To generate ideas and opinions about uniform • To plan an introduction to a persuasive letter • To write an introduction to a persuasive letter • To plan the first argument of a persuasive letter	
3	Foundational:	

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Sum 2 2 days - assessment

	• Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ir, en • Ie or ei after c (and exceptions) • To understand that a writer uses different sentence structures and techniques to create effects	
	• To write the first argument • To plan the second argument • To write the second argument • To edit and revise the main body of the argument • To plan and write a conclusion • To read aloud a persuasive letter	
4	Foundational: • Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho • C making s sound • To draw inferences such as inferring character's feelings, thoughts and motives from their actions	
	Biography (Tubman oak unit but change focus of person) • To identify the features of a biography (oak 1) • To accurately retrieve facts from a biography • To summarise the main ideas of the text • To use adverbials of time, manner and place • To make effective notes to research an important figure (tie to curriculum?) • To plan and write the introduction to a biography (oak 3)	
5	Foundational: • Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob • Hyphens to join prefix ending in a vowel to a root word beginning with a vowel • To justify inferences using evidence from the text	
	• To plan and write the "early life" section. • To peer edit the first section • To plan the other main sections • To write the other main sections • To edit and revise my work (grammatical devices) • To plan and write a conclusion for a biography.	
6	Foundational: • Practising sloped writing: horizontal join, no ascender: ou, oi, ou, op, ve • Adding suffixes beginning with vowels to words ending fer • To explain the writer's viewpoint with evidence from the text	
	Narrative – fantasy story LWW • To discuss different fantasy stories and identify the common themes	

Autumn 2 is one week short to account for assessment and Xmas
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Sum 2 2 days - assessment

	• To identify the features of a fantasy story • To understand and sequence the main events for the opening of a fantasy • To infer character feelings, thoughts and motives from their actions • To investigate different ways to open a fantasy story	
7	Foundational: • Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo • Cial • To summarise and order the main events	
	• To learn how to punctuate speech accurately • To learn to use adverbs and adverbial phrases • To use expanded noun phrases and relative clauses for description • To plan the opening paragraphs of a fantasy story	

Week	**Learning Objective**	**Teacher Notes**
Sum 2 1	Foundational: • Practising sloped writing: joining from an r: ra, re, ri, ro, ru • Tial • To understand the difference between fact and opinion	
	• To write the opening paragraphs of a fantasy story • To edit and explain writing choices with a partner • To summarise and sequence events in a story • To find and explain words and language used to create a precise effect	
2	Foundational: • Practising sloped writing: joining from an s: sh, su, sc, sl, sw, sp • Ough • To use skimming and scanning to find information	
	• To build cohesion within and across paragraphs • To plan the middle and end paragraphs of a fantasy story • To write the middle and end paragraphs of a fantasy story • To edit and publish my own fantasy story	
3	Foundational: • Assessment • Ce/se • To infer using evidence	
	Speeches (Oak 25) • To understand what a speech is and their importance – 1 • To identify the features of a successful speech – 2	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To add structure to a speech – 3 • To use my knowledge of language choices and the audience to provoke an emotional response – 4	
4	Foundational: • Class specific revision • Homophones • Word meaning	
	• To apply my knowledge of structure and language to write a speech – 5 • To speak clearly with intonation – 6 (6&7 together) • To evaluate the effectiveness of speeches -7 (6&7 together)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

Class 8:

EGPS to cover

Objectives to cover throughout the year where you have the additional lesson spare for your class. It is up to the teacher when these are covered:

- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
- Verb prefixes [for example, dis–, de–, mis–, over– and re–]
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] – **covered once**

Week	Learning Objective	Teacher Notes
Aut 1 1	Foundational: • Introducing sloped writing in letter families • Words ending cious • To retrieve facts from the text using both skimming and scanning techniques	
	Spooky Short Stories (Hamilton Y5Spr) • To make comparisons within books (Hu1d1) • To continue to read and discuss a wide range of books (Hu1d2) • To give well-structured narratives and descriptions for different purposes (Hu1d4) • To deepen my understanding of adverbials (Hu2d1) • To apply my knowledge of adverbials of time (Hu2d2) • To apply my knowledge of adverbials for cohesion (Hu2d3)	
2	Foundational: • Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st • Words ending tious or ious • To retrieve facts from the text using both skimming and scanning techniques	
	• To use evidence in the text to make inferences (Hu3d1) • To use evidence in the text to make predictions (Hu3d2) • To develop characters and settings in a story (Hu3d3) • To edit and improve my writing considering the impact on the reader (Hu3d4) • To identify the past and present tense (Hu4d1)	
3	Foundational: • Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ir, en • I sound spelt y • To summarise the key information in sentences	
	• To understand and identify the perfect form (Hu4d2) • To apply my knowledge of the perfect form to my writing (Hu4d3) • To participate in discussions analysing stories (Hu5d1) • To develop ideas in a plan (Hu5d2)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To write in cohesive paragraphs (Hu5d3) • To assess the effectiveness of writing (Hu5d4)	
4	Foundational: • Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho • Words starting with con • To retrieve key information from non-fiction texts	
	Journalistic Writing (Titanic Oak) • To identify the purpose and linguistic features of a journalistic report – 1 • To effectively summarise the main ideas in a text. • To develop my ability to take notes and record facts – 2 • To apply my knowledge of the features of the text to plan an opening – 3 • To write an engaging opening – 4	
5	Foundational: • Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob • Words ending tion • To draw inferences such as inferring character's feelings, thoughts and motives from their actions	
	• To revise my knowledge of relative clauses by identifying them. • To revise my knowledge of relative clauses using brackets, commas and dashes – deciding when to use each • To plan recount paragraphs including opportunities to use relative clauses – 5 • To write the first recount paragraph including parenthesis - 6 • To edit and improve my work, including language choices to impact the reader – 7	
6	Foundational: • Practising sloped writing: horizontal join, no ascender: ou, oi, ou, op, ve • Homophones • To identify evidence that supports a given inference	
	• To develop my understanding of different sentence types • To plan the second recount paragraph, using a range of sentence types – 8 • To write the second recount paragraph, using a range of sentence types – 9 • To revise my knowledge of all accompanying speech punctuation, including additional clauses	
7	Foundational: • Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo • Silent letters	

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Sum 2 2 days - assessment

	• To use a dictionary to check or find the meaning of an unfamiliar word	
	• To plan and write the quotes paragraph – 10 • To plan the closing of a journalistic report – 11 • To write and edit the closing of a journalistic report – 12 • To use ICT to publish a journalistic report	

Week	Learning Objective	Teacher Notes
Aut 2 1	Foundational: • Practising sloped writing: joining from an r: ra, re, ri, ro, ru • Ant into ance and ation • To know that non-fiction texts are structured to guide the reader to information	
	Non-Chronological Reports: Wild Cats (Oak) • To identify the features of a non-chronological report – 1 • To apply my knowledge of the features to answer fact retrieval question • To revise my knowledge of cohesion in and across paragraphs • To make effective notes in research – 2 • To plan the introduction, including the opportunity to link paragraphs for cohesion – 3 • To write an engaging, coherent introduction – 4	
2	Foundational: • Practising sloped writing: joining from an s: sh, su, sc, sl, sw, sp • Ent into ence/ency • Explain how the words and language create a specific effect	
	• To revise my knowledge of apostrophes for possession, including singular and plural • To plan, with a focus on grammatical devices, a paragraph of a non-chronological report – 5 • To write a paragraph using a range of cohesive devices – 6 • To edit and improve my punctuation and sentence structure – 7 • To revise my knowledge of the punctuation associated with relative clauses	
3	Foundational: • Assessment • Able • To use meaning-seeking strategies to explore the meaning of words in context	
	• To plan a paragraph of a non-chronological report, including opportunities for brackets – 8 • To apply my knowledge of parenthesis to write a paragraph of a non-chronological report – 9	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To apply my knowledge of the features of the text to plan a conclusion – 10 • To apply my knowledge of the features of the text to write a conclusion – 11 • To speak clearly when presenting a non-chronological report – 12 • To use ICT to publish my non-chronological report	
4	Foundational: • Class intervention from assessment • Able and eable • To draw inferences such as inferring character's feelings, thoughts and motives from their actions	
	Poems on a Theme: Hope (Yr 5/6 Aut) • To participate in discussions about books and develop their ability to debate viewpoints (Hu1d1) • To discuss and evaluate poetry (Hu1d2) • Discuss and evaluate the author's use of language and its impact on the reader (Hu1d3) • To explore the meaning of words in context (Hu1d4) • To apply my knowledge of similes and metaphors to a stanza (Hu1d5)	
5	Foundational: • Class intervention from assessment • Ible • To make predictions from evidence in the text	
	• To use relative clauses to describe nouns (Hu2d1) • To apply my knowledge of relative clauses to build characters and settings (Hu2d2) • To create an atmosphere in a poem by using relative clauses (Hu2d3) • To revise commas, colons and semi-colons (Hu3d1) • To use commas for lists, to clarify and separate parts of a sentence (Hu3d2)	
6	Foundational: • Class intervention from assessment • Ibly • To use skimming and scanning to find information in the text	
	• To compare and contrast a poem and story (Hu4d1) • To plan a well-structure story that provokes emotion (Hu4d2) • To use relative clauses to create vivid images (Hu4d3) • To complete a draft and evaluate my writing (Hu4d4) • To proof read and edit my writing (Hu4d5)	

Week	**Learning Objective**	**Teacher Notes**
Spr 1	Foundational:	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

1	• Practising sloped writing: proportion – joining from f to ascender: fl, ft • Ie • To sequence key ideas in a text **<u>Spr 1</u>** **Explanation Text (Fake News Yr5/6 Summer)** • To read and discuss an increasingly wide range of non-fiction (Hu1d1) • To retrieve, record and present information from a non-fiction (Hu1d2) • To explore the meaning of words in context (Hu1d3) • Discuss and evaluate how authors use language and the impact on the reader (Hu1d4) • To identify the audience and purpose of writing (Hu1d5)	
2	Foundational: • Practising sloped writing: proportion – joining from f, no ascender: fa, fe, fi, fu, fo • Ie or ei after c (and exceptions) • To identify facts and opinions in a text • To identify and use modal verbs (Hu2d1) • To identify and use adverbs to indicate degrees of possibility (Hu2d2) • To apply my knowledge of modal verbs and adverbs to impact the intended audience (Hu2d3) • To punctuate lists with colons, semi-colons and bullet points (Hu3d1) • To apply my knowledge of punctuated lists to a news story (Hu3d2)	
3	Foundational: • Different styles for different purposes: writing a paragraph • Homophones • To discuss and evaluate how authors use language including figurative language, considering the impact • To not and develop initial ideas, drawing on reading (Hu4d1) • To apply my knowledge of the features of the text to write a report (Hu4d2) • To apply my knowledge of modal verb and adverbs to an explanation (Hu4d3) • To use organisational and presentational devices to structure a text (Hu4d4) • To edit and present my work (Hu4d5)	
4	Foundational: • Practising sloped writing: speed: ff • Hyphens to join prefix ending in a vowel and root word beginning with a vowel	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To use meaning-seeking strategies to explore the meaning of words in context **Biography** • To identify the features of a biography (oak 1) • To accurately retrieve facts from a biography • To summarise the main ideas of the text • To use adverbials of time, manner and place	
5	Foundational: • Practising sloped writing: speed and legibility: rr • Words ending ment • To justify inferences with evidence from the text • To make effective notes to research an important figure (tie to curriculum?) • To plan and write the introduction to a biography (oak 3) • To plan and write the "early life" section. • To peer edit the first section	
6	Foundational: • Practising sloped writing: size, proportion and spacing: ss • Words ending ity • To summarise the main ideas drawn from a text • To plan the other main sections • To write the other main sections • To edit and revise my work (grammatical devices) • To plan and write a conclusion for a biography.	

Week	**Learning Objective**	**Teacher Notes**
Spr 2 1	Foundational: • Practising sloped writing: building speed: qu • Adding suffixes beginning with a vowel to words ending fer • To present an oral overview or summary of a text **Diary and adventure stories (Kensuke's Kingdom Hamilton)** • To infer a character's feelings (Hu1d1) • To retrieve facts from a journal entry (Hu1d2) • To identify descriptive language in a setting and understand how this creates an image for the reader (Hu1d4) • To identify and understand modal verbs and adverbs (Hu2d1/2) • To apply my knowledge of modal verbs and adverbs to my writing (Hu2d3) • To use inferences to explore the characters in Kensuke's Kingdom (Hu3d1/2)	
2	Foundational: • Different styles for different purposes: decorative alphabets • Cial	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To make predictions from evidence found • To discuss how animals are used in the story (Hu3d3) • To infer character feelings and relationships (Hu3d4) • To use commas to clarify meaning or avoid ambiguity (Hu4d1) • To use pronouns and determiners to build cohesion (Hu5d1) • To use adverbs and conjunctions when building a description (Hu5d2) • To use cohesive devices within and across paragraphs (Hu5d3/4)	
3	Foundational: • Different styles for different purposes • Tial • To make predictions from evidence implied • To identify the main events and themes in a story • To plan the main events for a story • To plan, in-depth, the opening paragraphs of an adventure story • To write and edit the opening paragraphs of an adventure story • To plan, in-depth, the middle paragraphs of an adventure story	
4	Foundational: • Assessment • Words beginning acc • Explain the similarities and differences between different versions of texts • To write and edit the middle paragraphs of an adventure story • To plan, in-depth, the ending paragraphs of an adventure story • To write and edit the ending paragraphs of an adventure story • To publish an adventure story	

Week	**Learning Objective**	**Teacher Notes**
Sum 1 1	Foundational: • Practising sloped writing: proportion – joining from b and p to ascender: ph, pl, bl • Words beginning occ • To skim and scan to retrieve information **Argument and Debate (Yr 5 Spring)** • To give well-structured explanations (Hu1d1) • To explain my ideas clearly, understanding the audience (Hu1d2) • To prepare an argument giving my opinion (Hu1d3) • To continue to read and discuss an increasingly wide range of non-fiction (Hu1d4)	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To use devices to build cohesion, including adverbs of times, place and number (Hu2d1) • To apply my knowledge of adverbials to an argument (Hu2d2)	
2	Foundational: • Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr • Words ending ant • To summarise key information	
	• To revise my writing for cohesion and flow (Hu2d3) • To summarise the main ideas and identify key details in a text (Hu3d1) • To articulate and justify answers in the form of a rebuttal (Hu3d2) • To work as a team to prepare roles for a formal debate (Hu3d3) • To speak audibly and fluently in a debate (Hu3d4) • To use commas to clarify meaning or avoid ambiguity in writing (Hu4d1)	
3	Foundational: • Practising sloped writing: parallel downstrokes: pp, bb • Ough • To understand that a writer uses different sentence structures and techniques to create effects	
	• To apply my knowledge of commas for lists, clause and to avoid ambiguity to my own writing (Hu4d2) • To develop my vocabulary through using a thesaurus (Hu5d1) • To identify facts and viewpoints (pro/con) in research (Hu5d2) • To plan and draft a balanced discussion (hu5d3) • To evaluate and edit a draft by assessing the effectiveness of their writing (H5d4)	
4	Foundational: • Practising sloped writing: all double letters • Words ending ate • To draw inferences such as inferring character's feelings, thoughts and motives from their actions	
	Narrative and Soliloquy – Macbeth (oak) • To understand who William Shakespeare was and know some of the key features of his literary style • To understand key themes, characters and plot in Macbeth • To explore the characters and setting in the opening scene of Macbeth • Maybe an additional comprehension to fully grasp the story • To generate vocabulary to precisely describe a setting, using different senses • To plan to use figurative language for the opening of Macbeth	
5	Foundational: • Practising sloped writing for speed: tial, cial • Words ending ture	

Autumn 2 is one week short to account for assessment and Xmas
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Sum 2 2 days - assessment

	• To justify inferences using evidence from the text • To use complex sentences to write the opening of Macbeth • To punctuate speech accurately • To plan a wide range of vocabulary for dialogue (opening of Macbeth Pt2) • To use dialogue to convey character and advance action (oak8) • To peer edit a narrative opening	
6	Foundational: • Practising sloped writing for fluency • Words ending age • To explain the writer's viewpoint with evidence from the text • To make inferences and draw conclusions about a character (oak10) • To understand the internal conflict of a character • To identify the features of a soliloquy • To use rhetorical questions and exclamations to plan and write the "against" section of a soliloquy	
7	Foundational: • Personal style • Words ending ary • To summarise and order the main events • To use modal verbs to plan and write the "for" section of a soliloquy • To understand non-finite clauses and use the to plan and write a closing of a soliloquy • To peer edit a soliloquy • To perform a soliloquy	

Week	**Learning Objective**	**Teacher Notes**
Sum 2 1	Foundational: • Handwriting for different purposes: print alphabet • Suffix ly • To understand the difference between fact and opinion **Persuasive Letter (Front Desk)** • To develop my understanding of the text through rich discussion (oak book club 1) • To develop my own views and responses to a text (oak 2) • To identify the plot and themes of the text (oak front desk 1) • To understand the layout and features of a persuasive letter (2) • To develop fluency with fronted adverbials (our EGPS) • To identify and understand the use of modal verbs (our EGPS)	
2	Foundational: • Capitals	

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Sum 2 2 days - assessment

	• Prefix inter • To use skimming and scanning to find information	
	• To understand the use of commas to avoid ambiguity (our EGPS) • To understand the linguistic features and persuasive techniques used (3) • To plan the introduction of a persuasive letter (4) • To use formal language to write an introduction (5) • To plan part one of a persuasive letter • To write part one of a persuasive letter	
3	Foundational: • Assessment • Double consonant • To infer using evidence	
	• To plan part two • To write part two • To edit the main body of a persuasive letter • To plan and write a conclusion • To read aloud a persuasive letter.	
4	Foundational: • Class specific revision • Ce/se • Word meaning	
	Successful Speeches (Oak 26) • To understand what makes a successful speech • To understand how the delivery of a speech can provoke an emotional response • To understand how to use personal experiences to connect to the audience • To understand how humour and anecdotes help to connect to the audience.	

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Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

Class 9:

EGPS to cover

Objectives to cover throughout the year where you have the additional lesson spare for your class. It is up to the teacher when these are covered:

- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Week	Learning Objective	Teacher Notes
Aut 1 1	Foundational: • Style for speed: crossbar join from t: th, ti, tr, ta, tt • Synonyms • To retrieve facts from the text using both skimming and scanning techniques	
	Romeo and Juliet (diary and narrative OAK) • To understand themes, characters and plots – 1 • To deepen my understanding of the characters – 2 • To understand and generate precise vocabulary based on Shakespeare's work – 3 • To use my understanding of the character to plan a diary entry – 4 • To use a range of linguistic features and cohesive devices to write a diary – 5 • To use a range of linguistic features and cohesive devices to write a diary – 6	
2	Foundational: • Style for speed: looping from g: gl, gi, gr, ga, gg • Synonyms • To retrieve facts from the text using both skimming and scanning techniques	
	• To act in role and show appropriate emotions – 7 • To explore a wide range of rich vocabulary – 8 • To use dialogue, description and action to plan a narrative – 9 • To use fronted adverbials of time to add pace to our writing – 10 • To use adverbs to add details about the verbs – 11 • To debate by building on answers and disagreeing respectfully - 12	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

3	Foundational: • Style for speed: looping from j and y: je, jo, ye, yr, yo • Antonyms • To summarise the key information in a text. **Science Fiction Boy in the Tower (Hamilton Y5/6 Set B Aut)** • To begin to identify the features of the science fiction genre (Hu1d1) • To use descriptive vocabulary and dialogue for effect (Hu1d2) • To deepen my understanding of the text through comprehension questions (Hu1d3) • To use descriptive vocabulary and figurative language (Hu1d4) • To make predictions using detail from the text (Hu1d5)	
4	Foundational: • Style for speed: looping from f • Word family – com and contra • To reliably retrieve and record information from fiction rexts. • To identify and punctuate relative clauses (Hu2d1) • To use relative clauses in my writing and discuss their impact (Hu2d2) • To vary the placement of relative clauses for effect (Hu2d3) • To identify and understand the subjunctive form (Hu3d1) • To write formally using the subjunctive form (Hu3d2)	
5	Foundational: • Style for speed: different joins to s • Word family – equ, ex and extra • To draw inferences such as inferring character's feelings, thoughts and motives from their actions. • To draw on ideas from my reading to create ideas for a plan (Hu4d1) • To plan a story with a clear structure (Hu4d2) • To apply my knowledge of relative clauses to the opening of a story (Hu4d3) • To vary sentence length for impact and flow in a story ending (Hu4d4) • To edit and improve my story for impact, accuracy and flow (Hu4d5)	
6	Foundational: • Style for speed: looping from b • Word family – gen, geo and graph • To find evidence to support inferences. **Non-Chronological Report: Antarctic Animals (Oak)** • To identify the features of a non-chronological report – 1 • To identify cohesive devices that are used in a non-chronological report – 2 • To use bulled points and notes to research penguins – 3 • To use bulled points and notes to research habitats – 4	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To use bulled points and notes to research threats – 5 • To further develop my knowledge of parenthesis – 6	
7	Foundational: • Style for speed: joining from v, w, x and z • Word family – lab and liber • To use meaning seeking strategies to identify the meaning of words in context.	
	One week saved for SATs mocks (not necessarily week 7: up to the class teacher*	

Week	**Learning Objective**	**Teacher Notes**
Aut 2 1	Foundational: • Handwriting for different purposes: abbreviations • Word family – loc and log • To know that non-fiction texts are structured to guide the reader to information	
	• To summaries ideas in an opening of a non-chronological report – 7 • To use a variety of sentence types and cohesive devices to write part of a non-chronological report – 8 • To use a variety of sentence types and cohesive devices to write part of a non-chronological report - 9 • To use my knowledge of the structure to write a conclusion – 10 • To edit and improve my writing – 11 • To publish a non-chronological report using our knowledge of the features – 12	
2	Foundational: • Spacing between words • Word family – maxi and mini • Explain how the words and language create a specific effect	
	Poetry – Narrative (Highwayman) • To read and understand a wide range of poetry (Hu1d1) • To understand how language contributes to meaning (Hu1d2) • To identify the features of the poem (Hu1d3) • To speak audibly and fluently when reciting a poem (Hu1d4) • To decide when to use a comma to punctuate adverbials (Hu2d1)	
3	Foundational: • Assessment • Word family – mid and mal • To use meaning-seeking strategies to explore the meaning of words in context.	

Autumn 2 is one week short to account for assessment and Xmas
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Sum 2 2 days - assessment

	• To deepen my understanding of relative clauses (Hu2d2) • To draw inferences such as inferring character's feelings, thoughts and motives from their actions (Hu3d1) • To make comparisons across poems (Hu3d2) • To identify perfect verb forms marking time and cause (Hu4d1)	
4	Foundational: • Class intervention from assessment • Word family – mono and du • To draw inferences such as inferring character's feelings, thoughts and motives from their actions • To use perfect verb forms to mark relationship of time and cause (Hu4d2) • To apply my knowledge of grammar techniques to a plan (Hu5d1) • To use appropriate grammar and vocabulary to write a poem (Hu5d2) • To edit, evaluate and share poetry (Hu5d3)	
5	Foundational: • Class intervention from assessment • Word family – nat and mort • To make predictions from evidence in the text ***One week saved for SATs mocks***	
6	Foundational: • Class intervention from assessment • Revision – homophones and near homophones • To use skimming and scanning to find information in longer texts **Debate (oak)** • To develop my understanding of a debate – 1 • To use specific language choices to plan a motion – 2 • To use the structure of a debate to prepare – 3 • To speak clearly and listen to respond respectfully – 4 • To evaluate and review a debate - 5	

Week	Learning Objective	Teacher Notes
Spr 1 1	Foundational: • Improving handwriting: the importance of consistent sizing • Revision – Year 3/4 unusual spelling patterns • To sequence key ideas in a text. **Biography – Charles Darwin (Oak 7)** • To identify the features of a biography – 1 • To research and retell the story of Charles Darwin's life – 2	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To demonstrate an understanding of the text (theory of evolution) – 3 • To apply my knowledge of the features of a biography to a plan – 4	
2	Foundational: • Improving handwriting: the importance of proportion • Revision – prefixes • To identify facts and opinions in a text	
	• To use subject specific vocabulary and cohesive devices to write part of a biography - 5 • To use subject specific vocabulary and cohesive devices to write part of a biography – 6 • To present ideas clearly and audibly - 7	
3	Foundational: • Improving handwriting: the importance of spacing • Revision – alternative spellings for common sounds • To evaluate how authors use language including figurative language, considering the impact	
	Climate emergency: Journalistic Writing (oak) • To identify the structure of a journalistic report – 1 • To use a range of cohesive devices and linguistic features to connect ideas – 2 • To speak clearly and with a viewpoint – 3	
4	Foundational: • Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders • Revision – suffix ly • To understand how words and phrases can be used to enhance meaning	
	• To take effective notes for quotations – 4 • To use the structure of a journalistic report to create a plan – 5 • To apply my knowledge of the opening of a report to my writing – 6	
5	Foundational: • Improving handwriting: the importance of closed and open letters • Revision – suffix ous • To justify inferences with evidence from the text.	
	• To use direct speech and supporting punctuation accurately – 7 • To edit my report focussing on punctuation, text cohesion and vocabulary choices – 8 • To use specific language choices in a radio report - 9	
6	Foundational: • Improving handwriting: pen breaks in longer words • Revision – able and ible • To summarise the main ideas from a text.	
	Beowulf: narrative writing (oak)	

Autumn 2 is one week short to account for assessment and Xmas
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Sum 2 2 days - assessment

	• To outline the key events and characters in the story – 1 • To use evidence to support my ideas/opinions – 2 • To understand the character's development through their actions, dialogue and interactions -3 • To explain the author's language choices – 4 • To describe and sequence events in a text – 5 • To understand the key themes of the text – 6 • To read aloud with correct intonation and expression – 7	

Week	Learning Objective	Teacher Notes
Spr 2 1	Foundational: • Handwriting for different purposes: annotations • Revision – ant and ent • To summarise the overview of a text orally and written.	
	Beowulf: narrative writing (oak) • To demonstrate an understanding of the historical context and plot – 1 • To orally retell a story – 2 • To develop vocabulary for characters and settings – 3	
2	Foundational: • Handwriting for different purposes • Revision – suffix ion • To make predictions based on evidence found	
	• To use the structure of the story to plan the build-up – 4 • To use a range of cohesive devices to write the build-up – 5 • To use a range of cohesive devices to write the build-up – 6	
3	Foundational: • Choice of handwriting tools • Revision – cial/tial and ture/sure • To make predictions based on implied evidence	
	• To develop rich vocabulary for the climax – 7 • To use the structure of the text to plan the climax – 8 • To vary sentence structure to increase pace and tension in the climax – 9 • To vary sentence structure to increase pace and tension in the climax - 10	
4	Foundational: • Assessment • Word family – non and neg • To draw inferences based on evidence in a text.	
	One week saved for SATs mocks	

Autumn 2 is one week short to account for assessment and Xmas
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Sum 2 2 days - assessment

Week	Learning Objective	Teacher Notes
Sum 1 1	Foundational: • Handwriting for different purposes: fast-joined and print letters • Word family – nov and numer • To skim and scan to reliably retrieve information, ***SATs preparation***	
2	Foundational: • Handwriting for different purposes: note making • Word family – omni and para • To summarise key information ***SATs preparation***	
3	Foundational: • Handwriting for different purposes: neat writing • Word family – per and pre • To understand that a writer uses different sentence structures and techniques to create effects ***SATs preparation***	
4	Foundational: • Handwriting for different purposes: print letters and personal details • Word family – post and pro • To draw inferences such as inferring character's feelings, thoughts and motives from their actions *SATs*	
5	Foundational: • Different styles of writing • Word family – re and reg • To justify inferences based on evidence in a text. ***Residential***	
6	Foundational: • Handwriting for different purposes: presentation	

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	• Word family – rupt and trans • To explain the writer's viewpoint using evidence form the text **Poetry – of place (Oak)** • To explore imagery in Eastbourne • To compare and contrast poems on similar themes • To develop a secure understanding of personification (dip back to year 3 poetic devices used in cosmic disco) • To share opinions and responses to a poem • To perform a poem (Tempest Avenue) • To demonstrate an understanding of the setting of a poem • To describe the key imagery in a poem	
7	Foundational: • Handwriting for different purposes: decorated capitals • Word family – sect and super • To summarise and order main events. • To understand the structure of a poem • To recite a poem by heart • To understand the impact of a poem • To plan a poem about a place • To write a poem about place • To edit a poem about place • To perform a poem about place	

Week	**Learning Objective**	**Teacher Notes**
Sum 2 1	Foundational: • Handwriting for different purposes: layout • Word family – tele and terr • To understand the difference between fact and opinion **Essay – oak** • To identify the features of an essay (oak 15) • To explain a writer's viewpoint with evidence from the text • To identify and explain the techniques used to create feeling, atmosphere, mood or message • To explain the word and language choices to support the writer's purpose • To understand the structure, features and purpose of an essay (oak 23)	
2	Foundational: • Handwriting for different purposes: handwriting patterns • Word family – scribe and scrip • To use skimming and scanning to find information	

Autumn 2 is one week short to account for assessment and Xmas
Spr 2 has 3 extra days unaccounted for – again assessment
Sum 2 2 days - assessment

	• To collate key information and evaluate its relevance (Research polar regions and their importance oak 23 lesson 2) • To identify key information in longer texts (lesson 3 research threats • To develop my understanding of cohesive devices (cause and effect, contrast and adding on) • To revise the impact of colons and semi-colon • Formal language? Would this be done in the reading phase so not need taught?	
3	Foundational: • Assessment • Word family – ver and verb • To infer using evidence accurately	
	• To plan an argument • To understand the impact of varying sentence length • To orally rehearse an argument • To use a formal tone to write the first part of an essay • To use cohesive devices to connect the second part of the essay	
4	Foundational: • Class specific revision • Word family –aud, vid and vac • To understand how words and phrases can be used to enhance meaning.	
	• To edit and revise my essay (focus on cohesion and strength of argument – how different sentence types impact the argument?) • To use my argument to plan a speech (focus on shift of formality to emotional - oak lesson 7) • To develop my speaking and listening by delivering a speech	