	Autumn Term	Spring Term	Summer Term
Spelling Transcription *To spell further homophones.* *To spell words that are often misspelt. (Appendix 1)* *To use further prefixes and suffixes and understand how to add them.* *To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.*	Revising the prefixes un-, in-, dis-	The short u sound spelt ou *– (double, trouble, enough, toughest, rougher, young, country, touch	Words with the s sound spelt sc
			Possessive apostrophes with plural words*
	Adding the prefix mis	Adding the prefix auto-	Words ending zhun spelt –sion
	Words ending in *zhuh* spelt –sure	Adding the suffix –ly (to adjectives to form adverbs)	Adding il- and revising un-, in-, mis-, dis-
		Adding the prefix inter-	The c sound spelt –que and the g sound spelt –gue
		Homphones* : groan/grown, main/mane, reign/rain/rein, peace/piece, berry/bury	Homophones* : heal/heel, missed/mist, who's/whose, accept/except, affect/effect
		Words with the ay sound spelt ei, eigh and ey	Adding ir- to words beginning with r
		Words ending in -ous	Adding the suffix –ion spelt -tion, -sion, -ssion, -cian
Handwriting *To use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.* *To increase legibility, consistency and quality of their handwriting.*	Ongoing across all terms		

Contexts for Writing *Tobe able to discuss writing similar to that which they are planning to write in order to understand and learn from it's structure, vocabulary and grammar.*	**Story writing, Poetry, Information text – including ten minute writing opportunities.**	**Explanantion, Journalistic Writing, Persuasive writing, Narrative - including ten minute writing opportunities.**	**Poetry nonsense, Narrative: imaginary worlds, Playscirpts, Stories from other cultures - including ten minute writing opportunities.**
Planning Writing *To be able to discuss and record ideas.* *To be able to compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.*	• Read and discuss exemplar texts to familiarise with structure, grammar and vocabulary. • Identify and discuss features of structure vocabulary and grammar and similar writing: **Story writing, Poetry, Information text** • Plan writing including structure, vocabulary and grammar from objectives	• Read and discuss exemplar texts to familiarise with structure, grammar and vocabulary • identify and discuss features of structure vocabulary and grammar and similar writing: **Explanantion, Journalistic Writing, Persuasive writing, Narrative** • Plan writing including structure, vocabulary and grammar from objectives.	• Read and discuss exemplar texts to familiarise with structure, grammar and vocabulary • Identify and discuss features of structure vocabulary and grammar and similar writing: **Poetry nonsense, Narrative: imaginary worlds, Playscirpts, Stories from other cultures.** • Plan writing including structure, vocabulary and grammar from objectives.**.**
Drafting Writing *To organise paragraphs around a theme.*	• Story Mountains • Organising paragraphs **through information texts**	• Mindmapping – sequencing • Organising paragraphs **through journalistic writing.**	• Story boarding • **Creating setting characters and plot –** Describe setting understanding how small details can be included to evoke time, place and mood drawing on this to demonstrate how characters behave.

To create settings, characters and plot in narrative writing. *To use simple organisational devices in non-narrative writing.*	• **Creating setting characters and plot** – Describe setting understanding how small details can be included to evoke time, place and mood drawing on this to demonstrate how characters behave.	• **Paragraphs** – Recognising that longer sections may require more than one paragraph. – Signal sequence place and time to give coherence	• **Paragraphs** – Use adverbs and conjunctions to establish cohesion.
	• **PARAGRAPHS** – group linked info into sections	• **Non – Narrative** – Paragraph, Headings – simple organisational features, subheadings and labels and diagrams.	• **To use dialogue to build character descriptions and evoke responses from the reader.**
	• **Non – Narrative** – Paragraph, Headings – simple organisational features, subheadings and labels and diagrams.	• Record info researched from a number of different sources and reorganising into coherent paragraphs to create texts.	• To plan and write a story identifying intro, build up, climax and resolution.
	• Record info researched from a number of different sources and reorganising into coherent paragraphs to create texts.		
	• To plan and write a story identifying intro, build up, climax and resolution.		
Editing Writing *To be able to assess the effectiveness of their own and other's writing and suggest improvements.* *To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of*	• Re-read, edit and improve (ongoing but taught specifically here)	• Re-read edit and improve suggesting appropriate improvements as necessary.	• Re-read edit and improve suggesting appropriate improvements as necessary.
	• Re-read edit and improve suggesting appropriate improvements as necessary.	• Editing – Checking verb tense agreement.	• Editing – Checking speech demarcated by ""
	• Editing – checking commas are used to demarcate clauses.		

pronouns in sentences. *To be able to proofread for spelling and punctuation errors.*			
Performing Writing *To read their own writing aloud, to a group or whole class, using appropriate intonation, and controlling the tone and volume so that the meaning is clear.*	**To compose and rehearse orally** **Read aloud and respond appropriately to own writing.**	**To compose and rehearse orally** **Read aloud and respond appropriately to own writing.**	**To compose and rehearse orally** **Read aloud and respond appropriately to own writing.**
Vocabulary *To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although* *To be able to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*	• Simile, Metaphors • To use figurative and expressive language to build a fuller picture of character	• Expressive verbs, alliteration	• Idioms • To use figurative and expressive language to build a fuller picture of character

Punctuation *To be able to use commas after fronted adverbials.* *To be able to indicate possession by using the possessive apostrophe with singular and plural nouns.* *To be able to use and punctuate direct speech.*	• **Proof reading to support**: Commas after fronted adverbials, commas in lists. Fullstops.	• **Proof reading to support:** comma after reporting clauses. Question marks.	• **Proof reading to support:** Direct speech, apostrophes for omissions, apostrophes marking singular possessions.
	• Spelling errors (related to spelling outcomes)	• Spelling errors (related to spelling outcomes)	• Spelling errors (related to spelling outcomes)
Grammar *To be able to use fronted adverbials.* *To be able to recognise the difference between plural and possessive –s.* *To be able to use Standard English verb inflections.* *To be able to extend noun phrases, including with prepositions.* *To be able to make appropriate choices of pronouns and/or*	• Fronted adverbials – sentence structures – manipulating clause types.	• Conjunctions and manipulating clause types – cause and effect and sequencing – when before, after, while, so , because , then , next , soon after.	• noun phrases expanded by addition of modifying adjectives, nouns and prepositional phrases.
	• Expressing time, place and cause using adverbs and prepositions.	• Changes to grammar and vocabulary to improve pronouns and nouns to avoid repetition.	
		• Consistent use of tense.	
		• Appropriate choices for tense changes.	

nouns to create cohesion.			
Grammatical Terminology	• **Fronted adverbials** – identify examples use across a range or writing, use comma after • **Paragraphs** – Identify within paragraphs: key words, main points, important information. Summarise key points.	• **Pronouns** – Identify pronouns inreading. • Identify how pronouns maintain flow • Use pronouns in own writing.	Inverted commas – identify direct speech, punctuate direct speech, proof reading. Apostrophes to mark singular plural possession.