



English Curriculum

EYFS Communication, Language and Literacy

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| Autumn | Texts: You Choose, Owl Babies, Giraffe's Can't Dance T4W Unit: The Little Red Hen |
| | Texts: Divali: Lets Celebrate Be Who You Are Scarecrows Wedding The First Christmas Story Jolly Christmas Postman |
| Spring | Texts Rosie's Walk We're Going on a Bear Hunt Peter Rabbit |
| | Texts Whatever Next The Hungry Caterpillar |
| Summer | Texts The Gruffalo The Smartest Giant in town |
| | Texts Sharing a shell Commotion in the Ocean Tiddler |

| YEAR A | | Fiction | Non-fiction | Poetry |
|--------|--|--|---|--|
| Autumn | Marvellous Mel | Stories by the same author Suggested Text: Percy the Parkkeeper by Nick Butterworth See LPDS Unit Y1 AUT1 PP&P and Y2SPR1 Explorers | Non Chronological reports/Non fiction texts Suggested text: See LPDS unit Y2AUT1 The Place Where I Live | Classic Poems Suggested Texts: Ducks Ditty (Wind in the Willows) What is Pink by Christina Rossetti See LPDS Unit Y2 SUM2 Wind in the Willows |
| | | Y1 Grammar Say and hold in memory simple sentences Separate words with spaces. Using capital letters to demarcate sentences Using capital letters for pronoun I Using capital letters for names, places and days of the week Adding 's' to pluralise | Y2 Grammar Recap: Use capital letters and full stops to demarcate sentences; Use capital letters for pronoun I; Use capital letters for people, places and days of the week Identify and use exclamation marks Identify and use question marks. Use sentences with different forms: command, statement, question, exclamation Use coordination – and/but/so | |
| | Where the Wild Things Are | Strories with fantasy settings Suggested text: Where the Wild Things Are by Maurice Sendak See LPDS Unit Y1SUM2 Robots | Explanations Suggested text: Life cycle of a Frog See LPDS Unit Y2SUM2 Buckets and Spades | See above One poetry unit each term |
| | Y1 Grammar Use joining words and clauses 'and' Adding 'ed' where no change to root word to form past tense | Y2 Grammar Select, generate and effectively use verbs. Link to past tense for narrative Progressive form of verbs Select, generate and use adverbs with suffix -ly Select, generate and effectively use adjectives Select, generate and effectively use nouns To use commas in a list | | |
| Spring | Paddington in the UK | Animal Adventure Stories Suggested text: Paddington See LPDS Unit Y2 SUM1 Wind in the Willows | Instructions Suggested text: How to make a marmalade sandwich See LPDS Unit Y1SPR1 Growth and Green Fingers and Y2AUT2 Fighting Fit | Poems on a Theme Suggested Texts: See LPDS Unit Y2SUM2 Buckets and Spades |
| | | Y1 Grammar Exclamation marks Suffixes where no change is needed e.g. pull-pulled Sentences that can be read Capital letters and full stops. | Y2 Grammar Subordination for time – when / before / after Subordination for reason – because / if Subordinating conjunction - that | |
| | The Great Fire of London | Traditional Tales with a Twist Suggested Texts: The Three Little Wolves and the Big Bad Pig. (Big Book) See LPDS Unit Y2 AUT2 Fighting Fit | Recounts Suggested text: Recount/Diary of the Great Fire – Samuel Pepys See LPDS Unit Y1AUT2 Fire Fire | See above One poetry unit each term |
| | Y1 Grammar simple connectives to link ideas e.g. <i>and, but, or, so.</i> adding the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind.</i> Capital letters for pronoun I Capital letters for names / places | Y2 Grammar Select, generate and effectively use adjectives identify, generate and effectively use noun phrases for description and specification Create adjectives using suffixes -full, -less Present tense Subordination for time – when / before / after | | |
| Summer | Neighbourhood Watch | Stories with familiar settings Suggested Texts: Stuck by Oliver Jeffers or The Tiger Who Came to Tea by Judith Kerr See LPDS Unit Y1 SUM 1 The Great Outdoors and Y2 SPR2 The Farm Shop | Letters Suggested Text: The Jolly Postman by Janet & Allan Ahlberg or The Day The Crayons Quit by Drew Daywalt and Oliver Jeffers See LPDS Unit Y2 SUM 1 Wind in the Willows | Poems on a Theme Suggested texts: See LPDS Unit: Y2 AUT1 The Place where I live |
| | | Y1 Grammar adding suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc.</i> adding suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc.</i> on using question marks. | Y2 Grammar subordination for time and reason selecting, generating and effectively using verbs. the suffix -ly to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i> selecting, generating and effectively using nouns. create compound words using nouns e.g. football Use sentences with different forms: command, statement, question, exclamation | |
| | Castles & Dragons | Story as a Theme Suggested Text: The Boy Who Grew Dragon by Andy Shepherd Tell me a Dragon by Jackie Morris See LPDS Unit Y2SUM2 Buckets and Spaces | Non-Chronolglcal reports/Range of non-fiction texts Suggested text: Tell me a Dragon by Jackie Morris See LPDS Unit Y2SPR2 Explorers | See above One poetry unit each term |
| | Year 1 Grammar focus on pluralising nouns using '-es', e.g. <i>wish, wishes.</i> Introduce this by first of all revising using '-s' to pluralise, as addressed in previous units, e.g. <i>dog, dogs.</i> using simple 'joining words' to link ideas, e.g. <i>and, but, or, so.</i> identifying and using question marks and exclamation marks. adding the prefix 'un-' to verbs and adjectives to change the meaning e.g. <i>untie, unkind.</i> | Year 2 Grammar using subordination for time and reason. selecting, generating and effectively using adjectives. Extend to include: adding suffixes -ful or -less to create adjectives e.g. <i>playful, careful, careless, hopeless.</i> adding suffixes -ness and -er to create nouns, e.g. <i>happiness, sadness, teacher, baker.</i> (Covered in spelling) identify, generate and effectively use noun phrases for description and specification Present tense | | |

| YEAR B | | Fiction | Non-fiction | Poetry |
|--------|--|---|---|---|
| Autumn | Pirates | Stories in familiar settings Suggested Text: <i>The Pirates Next Door</i> by Johnny Duddle SEE LPDS UNIT Y2A1 (<i>The Place Where I Live</i>) | Non-Chronological Reports Suggested text: WAGOLL on topic/theme SEE LPDS UNIT Y1AUT1 Penguins, Possums, Pigs and Y2AUT1 The Place Where I Live) | Traditional Rhymes See LPDS Units Y1 SPR1 Growth and Green Fingers |
| | | Y1 Grammar Say and hold in memory simple sentences Separate words with spaces. Using capital letters to demarcate sentences Using capital letters for pronoun I Using capital letters for names, places and days of the week Adding 's' to pluralise | Y2 Grammar Recap: Use capital letters and full stops to demarcate sentences; Use capital letters for pronoun I; Use capital letters for people, places and days of the week Identify and use exclamation marks Identify and use question marks. Use sentences with different forms: command, statement, question, exclamation Use coordination – and/but/so | |
| | Traditional Tales Suggested text: <i>Goldilocks and the Three Bears</i> by Lauren Child SEE LPDS UNIT Y1SPR2 (Family Album) | Recounts Suggested text: WAGOLL of a visit See LPDS Unit Y1SPR2 (Family Album) and Y2 SUM 1 Wind in the Willows | See above One poetry unit each term | |
| | Y1 Grammar Use joining words and clauses 'and' Adding 'ed' where no change to root word to form past tense | Y2 Grammar Select, generate and effectively use verbs. Link to past tense for narrative Progressive form of verbs Select, generate and use adverbs with suffix -ly Select, generate and effectively use adjectives Select, generate and effectively use nouns To use commas in a list | | |
| Spring | Fantastic Women | Classic Stories Suggested Texts: <i>The Enormous Turnip</i> or <i>The Magic Porridge Pot</i> See LPDS Unit Y1SPR1 Growth & Green Fingers | Biography Suggested Text: <i>Fantastic Women Who Changed the World</i> . WAGOLL on topic/theme See LPDS Unit Y2 SPR 1 Explorers | Poems to be learnt by heart Suggested text: See LPDS Unit Y1 SUM2 Robots |
| | | Y1 Grammar Exclamation marks Suffixes where no change is needed e.g. pull-pulled Sentences that can be read Capital letters and full stops. | Y2 Grammar Subordination for time – when / before / after Subordination for reason – because / if Subordinating conjunction - that | |
| | Story on a theme Suggested text: <i>Lila and the Secret of Rain</i> by David Conroy See LPDS Unit Y1SPR1 Growth and Green Fingers and Y2 SUM2 Buckets and Spades | Letters Suggested Text: <i>Meerkat Mail</i> See LPDS Unit Y2 SUM1 Wind in the Willows | See above One poetry unit each term | |
| | Y1 Grammar simple connectives to link ideas e.g. <i>and, but, or, so</i> . adding the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i> . Capital letters for pronoun I Capital letters for names / places | Y2 Grammar Select, generate and effectively use adjectives identify, generate and effectively use noun phrases for description and specification Create adjectives using suffixes -full, -less Present tense Subordination for time – when / before / after | | |
| Summer | Transport | Stories with a repeating pattern Suggested text: <i>Mrs Armitage on Wheels</i> by Quentin Blake See LPDS Unit Y1 AUT 1 Fire Fire | Non-Chronological Reports/Information Booklet Suggested text: WAGOLL on topic/theme See LPDS Unit Y1 SUM1 The Great Outdoors | Riddles Suggested texts: Selection of riddles See LPDS Unit Y2 SPR2 The Farm Shop |
| | | Y1 Grammar adding suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc.</i> adding suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc.</i> on using question marks. | Y2 Grammar subordination for time and reason selecting, generating and effectively using verbs. the suffix -ly to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i> . selecting, generating and effectively using nouns. create compound words using nouns e.g. <i>football</i> Use sentences with different forms: command, statement, question, exclamation | |
| | Stories on a theme Suggested text: <i>The Lighthouse Keepers Lunch</i> by David & Rhonda Armitage <i>Flotsam</i> by David Weisner See LPDS Unit Y2SUM2 Buckets & Spades | Persuasion: Leaflet or Poster for local attraction/area Suggested text: WAGOLL on topic/theme See LPDS Unit Y2 SPR 2 The Farm Shop | See above One poetry unit each term | |
| | Year 1 Grammar focus on pluralising nouns using '-es', e.g. <i>wish, wishes</i> . Introduce this by first of all revising using '-s' to pluralise, as addressed in previous units, e.g. <i>dog, dogs</i> . using simple 'joining words' to link ideas, e.g. <i>and, but, or, so</i> . identifying and using question marks and exclamation marks. adding the prefix 'un-' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i> . | Year 2 Grammar using subordination for time and reason. selecting, generating and effectively using adjectives. Extend to include: adding suffixes -ful or -less to create adjectives e.g. <i>playful, careful, careless, hopeless</i> . adding suffixes -ness and -er to create nouns, e.g. <i>happiness, sadness, teacher, baker</i> . (Covered in spelling) identify, generate and effectively use noun phrases for description and specification Present tense | | |

| YEAR A | Fiction | Non-fiction | Poetry | |
|--------|---|---|---|---------------------------------------|
| Autumn | <p><i>Fairy tales</i> Suggested Text: <i>The Little Mermaid</i> by Hans Christian Anderson. <i>The Pied Piper</i></p> <p>See LPDS Unit Y4 AUT 2 <i>The Great Plague</i></p> | <p>Recounts: Newspaper Articles Suggested Text: WAGOLL based on theme</p> <p>See LPDS Unit Y4 AUT 2 <i>The Great Plague</i></p> | <p>Classic Poetry Suggested Text: <i>Macavity The Cat / The Pied Piper</i></p> <p>See LPDS Unit Y4 AUT 2 <i>The Great Plague</i></p> | |
| | Oceans and Biomes | <p>Y3: Grammar</p> <ul style="list-style-type: none"> To use inverted commas Use prepositions to create sentences with different structures, orally and in writing. identifying clauses in sentences, and main and subordinate clauses in complex sentences. conjunctions to create complex sentences e.g. when, while, after, before. | <p>Y4 Grammar</p> <ul style="list-style-type: none"> prior learning of writing speech with inverted commas in previous unit and from Y3 – link to writing speech with playscript conventions creating sentences using subordinating conjunctions to show time – e.g. when, later, after, after that, before, meanwhile, first of all, following this, eventually, next. Use commas to demarcate clauses. creating sentences using subordinating conjunctions to show cause and effect – e.g. because, if, therefore, as a result, this causes, which causes, consequently. identifying and using fronted adverbials for when. specific nouns and noun phrases for description, fronted adverbials for when to open a paragraph, paragraphing throughout and use of inverted commas for speech. | |
| | What the Romans Did For Us | <p>Playscripts Suggested text: <i>Dum Spiro</i> or <i>Gladiators – Cartoon Series</i> See LPDS Unit Y3 SUM1 <i>What the Romans Did For US</i></p> | <p>Non-chronological reports Suggested Text: WAGOLL based on theme. Range of NF books. See LPDS Unit Y3 SUM1 <i>What the Romans Did For US</i></p> | One poetry unit per term |
| | | <p>Year 3 Grammar</p> <ul style="list-style-type: none"> determiners a/an Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. exploring and collecting word families e.g. glide, glider, gliding, glided to extend vocabulary. identifying and creating complex sentences using a range of conjunctions e.g. because, if, so, although and demarcate with commas where appropriate. using the present perfect form of verbs using have and had to indicate a completed action | <p>Year 4 Grammar</p> <ul style="list-style-type: none"> focus on identifying, selecting and using determiners including: - demonstratives: this/that; these/those - possessives: my/your using fronted adverbials for 'where'. Use commas after fronted adverbials. focus on the use of inverted commas and other punctuation for speech exploring, identifying, collecting and using noun phrases identifying, selecting and effectively using pronouns | |
| Spring | <p>Novel as a theme Suggested Text: <i>The Explorer</i> by Katherine Rundell</p> <p>See LPDS Unit Y4 SPR 2 <i>Passport to Europe</i></p> | <p>Persuasion Suggested Text: WAGOLL Letter to Brazilian President about reforestation See LPDS unit Y3 AUT 2 <i>Healthy Humans</i></p> | <p>Poems with a structure Suggested Text: Kennings poems</p> <p>See LPDS Unit Y4 SUM 1 <i>Water, Water Everywhere</i></p> | |
| | The Rainforest | <p>Year 3 Grammar</p> <ul style="list-style-type: none"> Select, generate and effectively use adverbs e.g. silently, soon, next Explore, identify and create sentences using a range of conjunctions e.g. since, until, before, as. Use the comma to separate clauses in complex sentences where the subordinate clause appears first. Use inverted commas to punctuate direct speech (speech marks) | <p>Year 4 Grammar</p> <ul style="list-style-type: none"> Create complex sentences with adverb starters e.g. 'Silently trudging through the snow, Sam made his way up the mountain.' Use inverted commas and other punctuation to indicate direct speech e.g. 'The tour guide announced, "Be back here at four o' clock."' Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. | |
| | | <p>Stories with a theme Suggested text: <i>The Mousehole Cat</i> by Antonia Barber. See LPDS Unit Y4 SUM 1 <i>Water, Water Everywhere</i></p> | <p>Explanations Suggested Text: WAGOLL linked to theme See LPDS Unit Y3 SUM2 <i>How does your garden grow?</i></p> | |
| | | <p>Year 3 Grammar</p> <ul style="list-style-type: none"> Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Explore, identify and create complex sentences using a range of conjunctions e.g. when, before, after, until. Identify clauses in sentences. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, | <p>Year 4 Grammar</p> <ul style="list-style-type: none"> Use nouns for precision. Explore, identify, collect and use noun phrases. Identify, select and effectively use pronouns. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was; I was instead of I were; I did instead of I done. Create sentences with fronted adverbials for 'when' and 'where' | |
| Summer | <p>Folk Tales Suggested Text: <i>Brer Rabbit / Anansi</i> See LPDS Unit Y4 SUM 2 <i>Hunted</i></p> | <p>Information Booklets Suggested Text: WAGOLL linked to locality and stone age theme See LPDS Unit Y4 SUM 1 <i>Water, Water Everywhere</i></p> | <p>Poems on a theme Suggested text: Performance Poem See :LPDS Unit Y4 SUM 2 <i>Hunted</i></p> | |
| | Stone Age to Iron Age | <p>Year 3</p> <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. since, until, before, after, although, as. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. | <p>Year 4 Grammar (SUMMER 1 and SUMMER 2)</p> <ul style="list-style-type: none"> Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use commas after fronted adverbials. Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home... Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. Use commas to mark clauses in complex sentences. Identify, select and use determiners e.g. quantifiers such as: some, any, no, many, much, every, and demonstratives such as: this/that; these/those | |
| | | <p>Stories with issues and dilemmas Suggested Text: <i>The Balaclava</i> by Geogre Layton See LPDS Unit Y4 SPR 1 <i>The Art of Food</i></p> | <p>Debate Suggested Text: WAGOLL linked to theme See LPDS Unit Y4 SUM 2 <i>Hunted</i></p> | See above One Poetry unit per term |
| | | <p>Year 3 Grammar</p> <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Use inverted commas to punctuate direct speech (speech marks). | <p>Year 4 Grammar</p> <ul style="list-style-type: none"> SEE SUMMER 1 | |

| YEAR B | Fiction | Non-fiction | Poetry | |
|---------------------------------|--|--|---|--|
| Autumn | Story as a theme Suggested Text: Beatrix Potter Tales of. See LPDS Unit Y3 SRR 1 Rock & Roll | Biographies Suggested Text: WAGOLL of a biography See LPDS Unit Y3 AUT 1 There's no place like home | Poems with a structure Suggested Text: Shape Poems from The Works 2 by Pie Corbett See LPDS Unit Y3 AUT2 Healthy Humans | |
| | Y3: Grammar <ul style="list-style-type: none"> To use inverted commas Use prepositions to create sentences with different structures, orally and in writing. identifying clauses in sentences, and main and subordinate clauses in complex sentences. conjunctions to create complex sentences e.g. when, while, after, before. | Y4 Grammar <ul style="list-style-type: none"> prior learning of writing speech with inverted commas in previous unit and from Y3 – link to writing speech with playscript conventions creating sentences using subordinating conjunctions to show time – e.g. when, later, after, after that, before, meanwhile, first of all, following this, eventually, next. Use commas to demarcate clauses. creating sentences using subordinating conjunctions to show cause and effect – e.g. because, if, therefore, as a result, this causes, which causes, consequently. identifying and using fronted adverbials for when. specific nouns and noun phrases for description, fronted adverbials for when to open a paragraph, paragraphing throughout and use of inverted commas for speech. | | |
| Our Place in the World – The UK | Folk Tales Suggested Text: The Tin Forest by Helen Ward See LPDS Unit Y3 AUT1 There's No Place Like Home | Explanations Suggested Text: until I Met Dudley by Roger McGough or The Shirt Machine See LPDS Unit Y4 AUT 1 Sparks Might Fly | See above One Poetry unit per term | |
| | Year 3 Grammar <ul style="list-style-type: none"> determiners a/an Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. exploring and collecting word families e.g. glide, glider, gliding, glided to extend vocabulary. identifying and creating complex sentences using a range of conjunctions e.g. because, if, so, although and demarcate with commas where appropriate. using the present perfect form of verbs using have and had to indicate a completed action | Year 4 Grammar <ul style="list-style-type: none"> focus on Identifying, selecting and using determiners including: - demonstratives: this/that; these/those - possessives: my/your using fronted adverbials for 'where'. Use commas after fronted adverbials. focus on the use of inverted commas and other punctuation for speech exploring, identifying, collecting and using noun phrases identifying, selecting and effectively using pronouns | | |
| Spring | Novel as a Theme Suggested Text: The Iron Man by Ted Hughes See LPDS Unit: Y3 SPR 2 The Iron Man | Recount: Diaries Suggested Text: Diary extracts linked to Ancient Egypt topic See LPDS Unit: Y3 SPR 1 Rock & Roll | Poems on a theme Suggested Text: Any poems on a theme linked or not See LPDS Unit Y3 SPR 1 Rock & Roll and Y2 SUM 2 Hunted | |
| | Year 3 Grammar <ul style="list-style-type: none"> Select, generate and effectively use adverbs e.g. silently, soon, next Explore, identify and create sentences using a range of conjunctions e.g. since, until, before, as. Use the comma to separate clauses in complex sentences where the subordinate clause appears first. Use inverted commas to punctuate direct speech (speech marks) | Year 4 Grammar <ul style="list-style-type: none"> Create complex sentences with adverb starters e.g. 'Silently trudging through the snow, Sam made his way up the mountain.' Use inverted commas and other punctuation to indicate direct speech e.g. 'The tour guide announced, "Be back here at four o' clock."' Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. | | |
| | Fables Suggested Texts: Aesop's Fables See LPDS Unit Y3 AUT2 Healthy Humans | Non Chronological reports Suggested Text: Texts based on Ancient Egypt. WAGOLL example. See LPDS Unit Y3 SUM 1 What the Romans Did For Us | See above One Poetry unit per term | |
| | Year 3 Grammar <ul style="list-style-type: none"> Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Explore, identify and create complex sentences using a range of conjunctions e.g. when, before, after, until. Identify clauses in sentences. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, | Year 4 Grammar <ul style="list-style-type: none"> Use nouns for precision. Explore, identify, collect and use noun phrases. Identify, select and effectively use pronouns. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was; I was instead of I were; I did instead of I done. Create sentences with fronted adverbials for 'when' and 'where' Link ideas across paragraphs using fronted adverbials | | |
| Summer | Mystery / Adventure Stories Suggested Text: The Magic Faraway Tree by Enid Blyton See LPDS Unit Y3 SUM 2 How Does Your Garden Grow? | Discussion/Debate Suggested text: Range of discussion texts. WAGOLL linked to theme See LPDS Unit Y3 SPR 1 Rock & Roll & Y4 SUM 2 Hunted | Classic Poetry Suggested texts: The Spider & The Fly by Mary Howitt See LPDS Unit Y3 SUM 2 How Does Your Garden Grow? | |
| | Year 3 <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. since, until, before, after, although, as. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. | Year 4 Grammar (SUMMER 1 and SUMMER 2) <ul style="list-style-type: none"> Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use commas after fronted adverbials. Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home... Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. Use commas to mark clauses in complex sentences. Identify, select and use determiners e.g. quantifiers such as: some, any, no, many, much, every, and demonstratives such as: this/that; these/those | | |
| | Fantasy Stories Suggested Text: The Firework Makers Daughter by Philip Pullman See LPDS Unit Y4 AUT1 Sparks Might Fly | Persuasion Suggested text: Advert See LPDS Unit Y4 SPR 1 The Art of Food | See above One Poetry unit per term | |
| | Year 3 Grammar <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Use inverted commas to punctuate direct speech (speech marks). To explore and collect nouns with prefixes super, anti, auto | Year 4 Grammar <ul style="list-style-type: none"> SEE SUMMER 1 | | |

| YEAR A | Fiction | Non-fiction | Poetry |
|--|---|--|---|
| Autumn | Novel as a theme (4 weeks) Suggested text: Running Wild See LPDS Unit Year 6 Autumn 1 Survival | Biography (2 weeks) Suggested text: Biography See LPDS Unit Year 6 Autumn 1 Survival | Songs & Lyrics (2 weeks) Suggested text: What a Wonderful World See LPDS Unit Year 6 Autumn 2 Britten's Got Talent |
| | Rivers in Europe <ul style="list-style-type: none"> creating and punctuating complex sentences using '-ed' openers. blending action and dialogue. explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. create complex sentences by using relative clauses with relative pronouns who, which and where. | <ul style="list-style-type: none"> identifying the subject and object within a sentence. Consider moving on to exploring and investigating active and passive. focus on blending action and description within a sentence. Use examples found from the text and display on working wall. devices to build cohesion between paragraphs in recount e.g. in the meantime, meanwhile, in due course, until then. manipulating sentences to create particular effects. This may involve revising sentence types and openers (see Year 5 Key Learning in Writing - e.g. selecting from -ing, -ed, or simile starters; adverbials for time, place or number; relative clauses and including simple and compound sentences). | |
| | Novel as a theme / Historical Fiction (4 weeks) Year 4-5 Bridging Unit: The Lion, The Witch and The Wardrobe See LPDS Unit Year 5 Autumn 2 Food Glorious Food | Novel as a Theme / Non-chronological reports (3 WEEKS) Year 4-5 Bridging Unit: The Lion, The Witch and The Wardrobe See LPDS Unit Year 5 Autumn 2 Food Glorious Food | |
| | <ul style="list-style-type: none"> creating complex sentences by using relative clauses with relative pronouns who, which, where, e.g. Fagin, who was the leader of the pickpockets, was a despicable character. creating and punctuating complex sentences using -ing openers. demarcating complex sentences using commas and explore ambiguity of meaning. Identifying and using brackets and dashes | <ul style="list-style-type: none"> investigating and collecting a range of synonyms and antonyms e.g. naughty - mischievous, wicked, evil, impish, spiteful, well-behaved; exploring, collecting and using vocabulary typical of formal and informal speech devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then: consciously controlling the use of different sentence structures for effect e.g. figurative language: similes and metaphors. (poetry) | |
| Spring | Stories told through flashbacks (4 weeks) Suggested texts: Carries War. Writing The Titanic See LPDS Unit Year 6 Summer 1 Oh I do like to be beside the seaside 1 | Text Hybrid (3 weeks) Suggested text: Persuasive biography See LPDS Unit Year 6 Spring 1 Heroes and Villains | |
| | <ul style="list-style-type: none"> Create and punctuate complex sentences using ing opening clauses Create complex sentences by using relative clauses with relative pronouns who, which and that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill Manipulate sentences for effect Blend action, dialogue and description within and across paragraphs | <ul style="list-style-type: none"> Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then. Identify the subject and object of a sentence. Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken. Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. | |
| | Older literature (4 weeks) Suggested Text: Macbeth or Romeo and Juliet See LPDS Unit year 6 Autumn 2 Heroes and Villains | Explanation (3 weeks) Suggested text: Wagoll like to Anglo Saxons and Vikings See LPDS Unit Year 6 Spring 2 Super Sleuths | Poems with Imagery (2 weeks) Suggested text: Ten Things Found in a Wizards Pocket See LPDS Unit year 6 Autumn 2 Heroes and Villains |
| Vikings and Anglo Saxons <ul style="list-style-type: none"> Use devices to build cohesion, e.g. firstly, furthermore, as a consequence Create complex sentences by using relative clauses with pronouns which, and whose, e.g. The circus, which was started all those many years ago by Barnum, still continues on today in the shape of The Ringling Bros and Barnum and Bailey Circus. Many elephants, whose lives have been lived in captivity, continue to perform and entertain people in circuses across the world. | <ul style="list-style-type: none"> Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. Demarcate complex sentences using commas in order to clarify meaning investigating and collecting a range of synonyms and antonyms e.g. heroic – bold, courageous, daring, fearless, gallant, noble, valiant, cowardly, fearful, meek manipulating sentences to create particular effects identifying and using colons to introduce a list. | | |
| Summer | Wonder last push (5 weeks) A Range of text types See LPDS Last Push Unit: Wonder | | |
| | <ul style="list-style-type: none"> Identify and use dashes to indicate parenthesis e.g. in less formal writing: The cake was lovely - delicious in fact- so I had another slice. Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs. Blend action, dialogue and description within and across paragraphs. Create and punctuate complex sentences using -ed openers. Create and punctuate complex sentences using -ing openers identifying and using dashes to indicate parenthesis e.g. in less formal writing: T | <ul style="list-style-type: none"> Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark. Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to convey tedium; one word sentence Manipulate sentences to create particular effects. Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause focus on devices to build cohesion relevant to autobiographical writing e.g. adverbials Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). | |
| | Discussion and Debate (4 weeks) Suggested Text: Wagoll linked to slave trade monuments See LPDS Unit Year 6 Summer 1 Oh I do like to be beside the seaside 1 | Poems on a theme (2 weeks) Suggested text: The Tide Rises See LPDS Unit Year 6 Summer 2 Oh I do like to be beside the seaside 2 | |
| Morecambe Bay & the Slave Trade <ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently <ul style="list-style-type: none"> Create and punctuate complex sentences using -ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board | <ul style="list-style-type: none"> Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. Identify the subject and object of a sentence. Use a wide range of devices to build cohesion within and across paragraphs. Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved Identify and use semi-colons within lists Use devices to build cohesion between paragraphs e.g. adverbials | | |

| YEAR B | | Fiction | Non-fiction | Poetry |
|--------|--|---|--|--|
| Autumn | Mapping The World | Legends (4 weeks) Suggested text: Finn McCool See LPDS Unit Year 5 Autumn 1 A Kingdom United | Persuasion: A tourist Attraction (3-4 weeks) Suggested Text: Wagoll based on area of UK/World See LPDS Unit Year 5 Autumn 1 A Kingdom United | |
| | | <ul style="list-style-type: none"> creating and punctuating complex sentences using '-ed' openers. blending action and dialogue. explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. create complex sentences by using relative clauses with relative pronouns who, which and where. | <ul style="list-style-type: none"> focus on identifying the subject and object within a sentence. Consider moving on to exploring and investigating active and passive focus on blending action and description within a sentence. Use examples found from the text and display on working wall. devices to build cohesion between paragraphs in recount e.g. in the meantime, meanwhile, in due course, until then. Provide opportunities for oral re-telling of a biography using cohesive devices manipulating sentences to create particular effects. This may involve revising sentence types and openers (see Year 5 Key Learning in Writing - e.g. selecting from -ing, -ed, or simile starters; adverbials for time, place or number; relative clauses and including simple and compound sentences). using devices to build cohesion between paragraphs in persuasive texts e.g. on the other hand, similarly, in contrast, although, another possibility, alternatively, as a consequence. | |
| Autumn | Crime & Punishment | Classic Fiction (3-4 weeks) Suggested text: The Wizard of Oz See LPDS unit Year 6 Autumn 2 Britten's Got Talent | Explanation (3 weeks) Suggested text: Wagoll based on crime and punishment See LPDS Unit Year 6 Spring 2 Super Sleuths | Classic Poetry (1-2 weeks) Suggested Text: A visit from St Nicholas See LPDS Unit Y5 Autumn2 Food Glorious Food |
| | | <ul style="list-style-type: none"> Create and punctuate complex sentences using -ing openers. Create complex sentences by using relative clauses with relative pronouns e.g. Fagin, who was the leader of the pickpockets, was a despicable character. Demarcate complex sentences using commas and explore ambiguity of meaning. Identify and use brackets and dashes creating and punctuating sentences using simile starters. | <ul style="list-style-type: none"> investigating and collecting a range of synonyms and antonyms e.g. naughty - mischievous, wicked, evil, impish, spiteful, well-behaved; exploring, collecting and using vocabulary typical of formal and informal speech devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then: consciously controlling the use of different sentence structures for effect e.g. figurative language: similes and metaphors. (poetry) | |
| Spring | Out of this World | Novel as a theme (6 weeks) (Span Spring 1 and 2) Suggested text: The Nowhere Emporium See LPDS Bridging Unit | Information Booklet (3 weeks) Suggested text: Wagoll based on space See LPDS Unit Year 5 Spring 1 Earthlings | Poems with a structure (1 week) Suggested text: Haiku See LPDS Unit Year 5 Spring 1 Earthlings |
| | | <ul style="list-style-type: none"> Create and punctuate complex sentences using ing opening clauses Create complex sentences by using relative clauses with pronouns who, which and that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill Manipulate sentences for effect Blend action, dialogue and description within and across paragraphs | <ul style="list-style-type: none"> Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then. Identify the subject and object of a sentence. Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken. Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. | |
| Spring | Mayans | Story as a theme (6 weeks) (Span Spring 1 and 2) Suggested text: The Nowhere Emporium See LPDS Bridging Unit | Magazine: information text hybrid (2-3 weeks) Suggested Text: The Nowhere Emporium See LPDS Bridging Unit | |
| | | <ul style="list-style-type: none"> Use devices to build cohesion, e.g. firstly, furthermore, as a consequence Create complex sentences by using relative clauses with pronouns which, and whose, e.g. The circus, which was started all those many years ago by Barnum, still continues on today in the shape of The Ringling Bros and Barnum and Bailey Circus. Many elephants, whose lives have been lived in captivity, continue to perform and entertain people in circuses across the world. | <ul style="list-style-type: none"> Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. Demarcate complex sentences using commas in order to clarify meaning | |
| Summer | Its All Greek followed by People and Places – London (Light touch) | Novel as a theme (3-4 weeks) Suggested text: Rooftoppers See LPDS Unit Year 6 Summer 2 Beside the Seaside 2 | Autobiography (1-2 weeks) Suggested text: Wagoll of biography character in role See LPDS Unit Year 6 Summer 2 Beside the Seaside 2 | |
| | | <ul style="list-style-type: none"> Identify and use dashes to indicate parenthesis e.g. in less formal writing: The cake was lovely - delicious in fact- so I had another slice. Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs. Blend action, dialogue and description within and across paragraphs. Create and punctuate complex sentences using -ed openers. Create and punctuate complex sentences using -ing openers identifying and using dashes to indicate parenthesis e.g. in less formal writing: T | <ul style="list-style-type: none"> Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark. Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to convey tedium; one word sentence Manipulate sentences to create particular effects. Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause focus on devices to build cohesion relevant to autobiographical writing e.g. adverbials Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). | |
| | | Greek Myths (4weeks) Suggested text: Orchard Book of Greek Myths See LPDS Unit Year 5 Summer 2 Faster Higher Stronger | Reports (3 weeks) Suggested Text: Wagoll based on Olympics See LPDS Unit Year 5 Summer 2 Faster Higher Stronger | Poems with figurative language (1-2 weeks) Suggested text: Ramshackle Rainbow: Poems for Year 5 chosen by Pie Corbett: See LPDS Unit Year 5 Summer 2 Faster Higher Stronger |
| | | <ul style="list-style-type: none"> Create and punctuate complex sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Blend action, dialogue and description within and across paragraphs. Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead. Create and punctuate complex sentences using -ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. Create and punctuate complex sentences using -ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board | <ul style="list-style-type: none"> Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. Identify the subject and object of a sentence. Use a wide range of devices to build cohesion within and across paragraphs. Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved Identify and use semi-colons within lists Use devices to build cohesion between paragraphs e.g. adverbials | |

