

Writing		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction
Pre - School	Text Author	The Early Years team work on children's interests so their planning will vary throughout the year											
Year R	Text Author	Traditional Tales Stories set in a Familiar Setting Stories from different cultures A range of fiction stories to support their learning in topics A range of information books to support their learning in topics											
	Text type												
	GPS	<ol style="list-style-type: none"> 1. Recognise whether or not oral sentences make sense. 2. Know that words are ordered from left to right. 3. To orally use 'and' and 'because' in everyday speech. 4. To use past, present and future tenses when talking about events. 5. Begin to use capital letters for the start of sentences and full stops at the end. 6. Use finger spaces between words. 											
	Poetry	Rhyme and Repetition Nursery Rhymes				Rhyme and Repetition Nursery Rhymes				Rhyme and Repetition Nursery Rhymes			

Writing		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 2	Text Author	The Twits	How to make bird pie	Mousehole Cat	Why the great storm cat disappeared	Samson's Titanic Adventure	Blobberhoffs	The true story of the 3 little pigs	Design a house for a pig	Greta and the Giants	Should the giants be silenced?	The Enchanted Tree	Please do not chop down the tree
	Toolkit	Defeating the villain	Instructions	Warning	Explanation	Tale of fear	Non Chron report	Journey	Explanation	Wishing	Discussion	Portal	Persuasion
	GPS	<ol style="list-style-type: none"> 1. Joining words and joining clauses using 'and' 2. Commas to separate items in a list 3. Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] 4. Conjunctions Co-ordination (using or, and, or but) Subordination (using when, if, that, or because) 5. Write "question" sentences 6. Write "command" sentences 				<ol style="list-style-type: none"> 1. Use of -ly in Standard English to turn adjectives into adverbs 2. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 3. Write "exclamation" sentences 4. Write "statement" sentences 5. Tenses Learn how to use the present and past tenses correctly and consistently including the progressive form 6. Suffixes Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) 				<ol style="list-style-type: none"> 1. Use of the suffixes -er, -est in adjectives 2. Revision of all KS1 GPS objectives 			
	Poetry	Acrostics Shape Poems				Riddles Haikus				Limericks Free Verse			

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Year 3/4	Text Author	Stone Age Boy	How to catch a woolly mammoth	The Iron Man	What happened at the beach? (Iron Man)	Llama Out Loud	All about me	Escape from Pompeii	Caught in a disaster!	Varjak Paw	Should the Elder cat....	Queen's Orang-utan	How to trap an Orang-utan
	Toolkit	Adventure	Instructions	Adventure	Recount / letter	Overcoming barriers	Autobiography	Settings	Diary	Tale of Fear	Discussion	Warning	Instruction
	GPS Y3	<ol style="list-style-type: none"> Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] Sentence Types: Questions, commands, Statements, Exclamations Conjunctions: Co ordination (using or and , or but Subordination (using when, if, that , or because Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Learn how to use the present and past tenses correctly and consistently including the progressive form Use 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] Conjunctions Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using conjunctions to express time and cause [for example, when, before, after, while, so, because 				<ol style="list-style-type: none"> Adverbs Express time, place and cause using adverbs [for example, then, next, soon, therefore] Prepositions Express time, place and cause using prepositions [for example, before, after, during, in, because of] Speech Introduction to inverted commas to punctuate direct speech Tenses 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] 				<ol style="list-style-type: none"> Paragraphs Introduction to paragraphs as a way to group related material Headings and sub headings to aid presentation Word Families Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Prefixes Formation of nouns using a range of prefixes [for example super —, anti —, auto 			
GPS Y4	<ol style="list-style-type: none"> Use 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] Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] Express time, place and cause using adverbs [for example, then, next, soon, therefore] Express time, place and cause using prepositions [for example, before, after, during, in, because 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] Introduction to paragraphs as a way to group related material Fronted Adverbials Fronted adverbials [for example, Later that day, I heard the bad news.] Using commas after fronted adverbials 				<ol style="list-style-type: none"> Pronouns Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Speech Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit!" Apostrophes Indicating possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive s Apostrophes to mark plural possession[for example, the girl's name, the girls' names] Noun Phrases Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Suffixes Spell words with endings sounding like / ʒə / or t fə / Spell words with endings which sound like / ʒə n 				<ol style="list-style-type: none"> 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] Paragraphs Use of paragraphs to organise ideas around a theme Suffixes 2 Spell using the suffix -ation Spell using the suffix -ly Spell using the suffix -ous Spell words with endings which sound like /fə n /, spelt tion sion , sion , cian 				

	Poetry	Acrostics Shape Poems Riddles	Haikus Limericks	Free Verse Kenning Poems

Writing		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 6	Text Author	Percy Jackson and lightning thief	The underworld	Who let the Gods out?	How to trap the Daemon of Death	Macbeth Much Ado	Witches are evil	The Journey	SATs revision	SATs revision	TBC	TBC	TBC
	Toolkit	Journey	Non Chron report	Wishing	Instructions	Defeating the villain	Discussion	Narrative/recount					
	GPS	<ol style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Indicating degrees of possibility using modal verbs [for example, might, should, will, must] Indicating degrees of possibility using adverbs [for example, perhaps, surely] Using brackets, dashes or commas to indicate parenthesis. Using expanded noun phrases to convey complicated information concisely. Using the perfect form of verbs to mark relationships of time and cause. Using commas to clarify meaning or avoid ambiguity in writing. <p>8. Synonyms and Antonyms How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p>9. Subjunctive Form Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out discover; ask for request; go in enter]</p> <p>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? he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>				<ol style="list-style-type: none"> Punctuation Using a colon to introduce a list Use of semi colons within lists Punctuation of bullet points to list information Active and Passive 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)] Formal and Informal Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out discover; ask for request; go in enter] <p>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? he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech.</p> <ol style="list-style-type: none"> Punctuation Use of the semi colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to mark the boundary between independent clauses Use of the dash to mark the boundary between independent clauses Hyphens Using hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, 				<ol style="list-style-type: none"> Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub headings, columns, bullets, or tables, to structure text] Consolidation (Key Stage 2 Coverage of all KS2 Grammar, Vocabulary 			
Poetry	Acrostics Shape Poems Riddles Diamantes Haikus				Tetractys Free Verse Iambic pentameter				Limericks Free Verse Kenning Poems				

Suggested poetry books

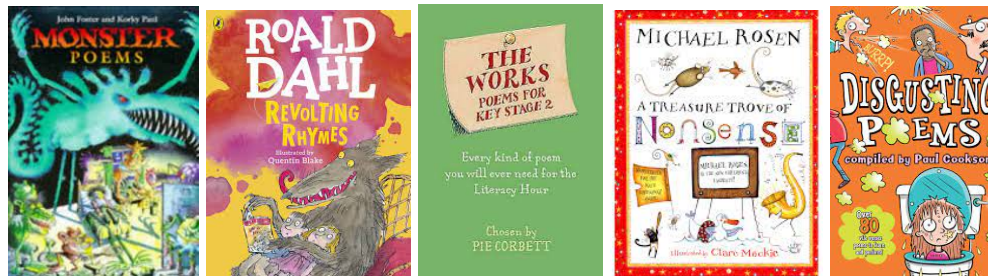
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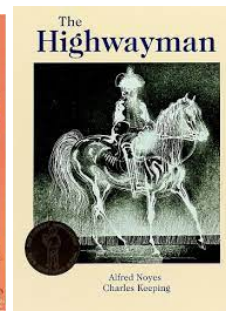
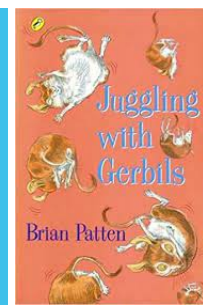
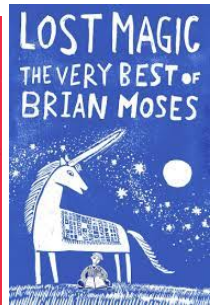
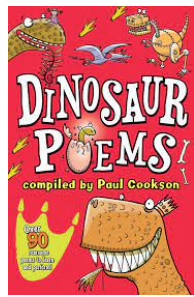
Key Stage 1



Sassoon



Dickens



Rowling

