

















English Curriculum – Long-Term Plan



Nursery	All About Me	My Family and Friends	My Community		Growing and New Life		Once Upon a Time		Growing Up	
			Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
	Classic Fiction <i>Owl Babies</i> Martin Waddell 	Classic Fiction <i>Kipper's Toybox</i> Mick Inkpen 	Classic Fiction <i>The Blue Balloon</i> Mick Inkpen 	Classic Fiction <i>Zog</i> Julia Donaldson 	Trad Tale <i>The Little Red Hen</i> Ladybird 	Trad Tale <i>Chicken Licken</i> Ladybird 	Trad Tale <i>The Gingerbread Man</i> Ladybird 	Trad Tale <i>The Magic Porridge Pot</i> Ladybird 	Contemp Fiction <i>Giraffes Can't Dance</i> Giles Andreae 	Contemp Fiction <i>Star Dust</i> Jeanne Willis 
	Contemporary Fiction <i>The Dot</i> Peter Reynolds 	Classic Fiction <i>The Tiger Who Came to Tea</i> Judith Kerr 	Contemp Fiction <i>The Hospital Dog</i> Julia Donaldson 	Contemp Fiction <i>Stanley's Stick</i> John Hegley 	Contemp Fiction <i>Errol's Garden</i> Gillian Hibbs 	Contemp Fiction <i>The Extraordinary Gardener</i> Sam Boughton 	Trad Tale <i>The Three Billy Goats Gruff</i> Ladybird 	Trad Tale <i>The Emperor's New Clothes</i> Usborne 	Contemp Fiction <i>Incredible You</i> Rhys Brisenden 	Contemp Fiction <i>A Little Bit Brave</i> Nicola Kinnear 
	Contemporary Fiction <i>Family and Me</i> Michaela Dias-Hayes 	Contemporary Fiction <i>Home is where the Birds Sing</i> Cynthia Rylant 	Contemp Fiction <i>A Superhero Like You</i> Ranj Singh 	Contemp Fiction <i>George's Dragon Goes to School</i> Claire Freedman 	Contemp Fiction <i>Tree</i> Patricia Hegarty 	Contemp Fiction <i>A Walk in the Woods</i> Hannah Tolson 	Trad Tale <i>The Princess and the Pea</i> Rachel Isadora 	Trad Tale <i>Sleeping Beauty</i> Ladybird 	Classic Fiction <i>Tiddler</i> Julia Donaldson 	Classic Fiction <i>Monkey Puzzle</i> Julia Donaldson 
	Traditional Tales <i>Goldilocks & the Three Bears</i> Ladybird 	Contemporary Fiction <i>Little Owl and the Christmas Star</i> Mary Murphy 	Non-Fiction <i>People Who Help Us: Fire Fighters</i> Nany Dickmann 	Non-Fiction <i>People Who Help Us: Ambulance Crew</i> Nancy Dickmann 	Classic Fiction <i>We're Going on a Bear Hunt</i> Michael Rosen 	Classic Fiction <i>We're Going on a Lion Hunt</i> David Axhall 	Contemp Fiction <i>Oi Frog</i> Kes Gray 	Contemp Fiction <i>Oi Dog</i> Kes Gray 	Non-Fiction <i>Giraffe</i> Usborne Beginners 	Non-Fiction <i>Monkeys</i> Usborne Beginners 



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Early Writing Skills	<ul style="list-style-type: none">• Distinguishes between the different marks that they make	<ul style="list-style-type: none">• Distinguishes between the different marks that they make• Enjoys drawing or writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology	<ul style="list-style-type: none">• Enjoys drawing or writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology• Sometimes gives meaning to their drawings and paintings	<ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page• Write some or all of their name.• Starts to make up stories in response to experiences.	<ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.• Starts to make up stories in response to experiences.	<ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.• Starts to make up stories in response to experiences.• Write some or all of their name.
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Reception	Marvellous Me	My Family and Friends	My Community & The Past	Growing and New Life	Journeys	We've got the Whole World in Our Hands
	Classic Fiction <i>Elmer</i> David McKee 	Non-Fiction <i>The Family Book</i> Todd Parr 	Classic Fiction <i>Mog and the VET</i> Judith Kerr 	Classic Fiction <i>The Very Hungry Caterpillar</i> Eric Carle 	Classic Fiction <i>Mrs Armitage on Wheels</i> Quentin Blake 	Contemporary Fiction <i>Here We Are</i> Oliver Jeffers 
	Contemporary Fiction <i>The Smeds and the Smoos</i> Julia Donaldson 	Contemporary Fiction <i>We're Going on a Leaf Hunt</i> Steve Metzger 	Classic Fiction <i>On the Way Home</i> Jill Murphy 	Classic Fiction <i>Oliver's Vegetables</i> Vivian French 	Classic Fiction <i>The Train Ride</i> June Crebbin 	Non-Fiction <i>Ranger Hamza's Eco Quest</i> 
	Contemporary Fiction <i>Hair Love</i> Matthew Cherry 	Non-Fiction <i>Little Glow</i> Katie Sahota 	Contemporary Fiction <i>Zog & the Flying Doctors</i> Julia Donaldson 	Traditional Tales <i>The Enormous Turnip</i> Ladybird 	Contemporary Fiction <i>Lost and Found</i> Oliver Jeffers 	Traditional Tales <i>The Little Mermaid</i> Once Upon a World 
	Traditional Tales <i>The Three Little Pigs</i> Ladybird 	Traditional Tales <i>Little Red Riding Hood</i> Ladybird 	Non-Fiction <i>Dinosaurs</i> Axel Sheffler 	Traditional Tales <i>Jack and the Beanstalk</i> Ladybird 	Contemporary Fiction <i>Astro Girl</i> Ken Wilson-Max 	Contemporary Fiction <i>Clean Up!</i> Nathan Bryon 
	Initial grapheme-phoneme correspondences Letter formation Range of mark marking opportunities		Words, labels & captions Writing outcomes: Writing to inform * Get Well Soon card Writing to inform Labels / captions for journey map		Phrases & sentences Writing outcomes: Writing to describe * Sentences about the bike Writing to recount * Sentences about 'visit' to space	
			Labels & captions > simple sentence Writing outcomes: Writing to inform Sentence about how to plant a seed Writing to narrate * Sentence about the story		Phrases & sentences Writing outcomes: Writing to describe * Sentences about the bike Writing to recount * Sentences about 'visit' to space	
					Phrases & sentences Writing outcomes: Writing to describe Sentences about a place in the book Writing to narrate Sentences about the story Writing to inform Sentences about how to care for our planet	



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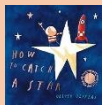




Early Writing Skills	<ul style="list-style-type: none">• Sometimes gives meaning to their drawings and paintings• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves• Includes mark making and early writing in their play• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	<ul style="list-style-type: none">• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	<ul style="list-style-type: none">• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	<ul style="list-style-type: none">• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	<ul style="list-style-type: none">• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences• Write recognisable letters, most of which are correctly formed• Spell words by identifying sounds in them and representing the sounds with a letter or letters• Write simple phrases and sentences that can be read by others	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed• Spell words by identifying sounds in them and representing the sounds with a letter or letters• Write simple phrases and sentences that can be read by others.
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Year 1	<u>Traditional Tales</u> <i>The Elves and the Shoemaker</i> Ladybird 	<u>Traditional Tales</u> <i>The Ugly Duckling</i> Hans Christian Anderson 	<u>Classic Fiction</u> <i>Funnybones</i> J & A Ahlberg 	<u>Contemporary Fiction</u> <i>Meerkat Mail</i> Emily Gravett 	<u>Contemporary Fiction</u> <i>Coming to England</i> Floella Benjamin 	<u>Non-Fiction</u> <i>First Cookbook</i> Usborne 
	Writing to describe Sentences about the elves	Writing to narrate Sentences about the story	Writing to narrate Sentences about the story	Writing to narrate Sentences about the story	Writing to inform Simple fact file about Floella Benjamin	Writing to instruct * Instructions for a simple recipe
	<u>Classic Fiction</u> <i>Peace at Last</i> Jill Murphy 	<u>Contemporary Fiction</u> <i>The Koala who Could</i> Rachel Bright 	<u>Traditional Tales</u> <i>Jabuti the Tortoise</i> Gerald McDermott 	<u>Non-Fiction</u> <i>Look what I found in the woods</i> Moira Butterfield 	<u>Classic Fiction</u> <i>Where the Wild Things Are</i> Maurice Sendak 	<u>Traditional Tales</u> <i>The Town Mouse and the Country Mouse</i> Susanna Davidson 
	Writing to narrate Sentences about the story	Writing to describe Sentences about Kevin the Koala	Writing to describe Sentences about Jabuti	Writing to recount Sentences about a walk in the conservation area	Writing to recount 1 st person recount in role as Max	Writing to describe Simple setting description Writing to narrate Retell story in own story
	<u>Non-Fiction</u> <i>Mad about Sharks</i> Ladybird 	<u>Contemporary Fiction</u> <i>How to Catch a Star</i> Oliver Jeffers 	<u>Poetry</u> <i>Zim Zam Zoom</i> James Carter 	<u>Contemporary Fiction</u> <i>And Tango Makes Three</i> Justin Richardson 	Writing to narrate Sequel story based on the original	
	Writing to inform Sentences about sharks	Writing to recount Sentences in role as the boy	Writing poetry * Poem using structure of original	Writing to inform Sentences about penguins		
Grammar Skills	<ul style="list-style-type: none"> - Write phrases and sentences that can be read by others YR - Combine words to make sentences - Join words using <i>and</i> 		<ul style="list-style-type: none"> - Combine words to make sentences - Write single-clause sentences - Use adjectives to describe 		<ul style="list-style-type: none"> - Combine words to make sentences - Write single-clause sentences - Use adjectives to describe - Use <i>and</i> to join single-clause sentences 	
Punctuation Skills	<ul style="list-style-type: none"> - Separate words with spaces with support YR - Punctuate sentences using a capital letter and full stop with support YR - Use a capital letter for the personal pronoun <i>I</i> 		<ul style="list-style-type: none"> - Use a capital letter for the personal pronoun <i>I</i> - Separate words with spaces - Punctuate sentences using a capital letter and full stop - Use a capital letter for names of people and places 		<ul style="list-style-type: none"> - Punctuate sentences using a capital letter and full stop - Use a capital letter for names of people, places and names of days of the week - Begin to use question marks when required to demarcate sentences 	



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Year 2	Traditional Tales <i>The Magic Paintbrush</i> Julia Donaldson 	Classic Fiction <i>The Tunnel</i> Anthony Browne 	Non-Fiction <i>Dangerous Animals</i> Usborne 	Traditional Tales <i>The Crow's Tale</i> Naomi Howarth 	Classic Fiction <i>Fantastic Mr Fox</i> Roald Dahl 	Contemporary Fiction <i>Claude in the City</i> Alex T Smith 
	Writing to instruct Instructions for using the magic paintbrush Writing to narrate Retell the story in own words	Writing to describe Setting description Writing to narrate Adventure story based on the text	Writing to inform Non-chronological report about animals	Writing to narrate Retell the traditional tale in own words		
	Contemporary Fiction <i>The Proudest Blue</i> Ibtihaj Muhammad 	Poetry <i>Be the Change: Poems to help you save the world</i> Roger Stevens & Matt Goodfellow 	Traditional Tales <i>Little Red</i> Lynne Roberts 	Non-Fiction <i>What's on Your Plate?</i> Whitney Stewart 	Writing to recount 1 st person recount in role - simple diary * Writing to narrate Section of a story e.g. opening / ending / new chapter	Writing to describe Character description - Claude Writing to recount 3 rd person recount of events in the museum *
	Writing to recount 1 st person recount in role as Faizah	Writing poetry Own poem inspired by poems read	Writing to describe Character description – Little Red / Wolf	Writing to instruct Instructions for a recipe		
Grammar Skills	<ul style="list-style-type: none"> - Write single-clause sentences Y1 - Use <i>and</i> to join single-clause sentences Y1 - Use conjunctions in multi-clause sentences – <i>and</i>, <i>because</i> - Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour - Use a range of different sentence types in their writing – statements, questions - Use simple past tense and simple present tense 		<ul style="list-style-type: none"> - Write single-clause sentences Y1 - Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour - Use simple past tense and simple present tense - Use a range of different sentence types in their writing – statements, questions, commands - Use co-ordinating conjunctions in multi-clause sentences <i>and</i>, <i>but</i> - Use sub-ordinating conjunctions in multi-clause sentences <i>because</i>, <i>if</i> 		<ul style="list-style-type: none"> - Write single-clause sentences Y1 - Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour - Use a range of different sentence types in their writing – statements, questions, commands, exclamations - Use a range of conjunctions in multi-clause sentences – <i>and</i>, <i>but</i>, <i>because</i>, <i>if</i> - Use present and past tense consistently and correctly (simple) - Group related information into sections 	
Punctuation Skills	<ul style="list-style-type: none"> - Use a capital letter for names of people, places and names of days of the week and the personal pronoun I Y1 - Use capital letters and full stops to demarcate sentences - Use question marks when required to demarcate sentences 		<ul style="list-style-type: none"> - Use capital letters and full stops to demarcate sentences - Use question marks when required to demarcate sentences - Use apostrophes to mark where letters are missing (contractions) e.g. <i>can't</i>, <i>wouldn't</i> 		<ul style="list-style-type: none"> - Use capital letters and full stops to demarcate sentences - Use question marks when required to demarcate sentences - Use apostrophes to mark where letters are missing (contractions) e.g. <i>can't</i>, <i>wouldn't</i> - Use exclamation marks when required to demarcate sentences - Begin to use apostrophes to mark singular possession e.g. <i>Bob's coat</i>, <i>the cat's basket</i> - Use commas to separate items in a list 	



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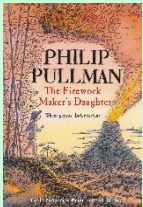

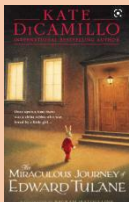






Year 3	<u>Contemporary Fiction</u>	<u>Classic Fiction</u>	<u>Contemporary Fiction</u>	<u>Traditional Tales - Legends</u>	<u>Visual Literacy</u>	<u>Classic Fiction</u>
	<p><i>Ottoline and the Yellow Cat</i></p> <p>Chris Riddell</p> 	<p><i>The Iron Man</i></p> <p>Ted Hughes</p> 	<p><i>The Great Food Bank Heist</i></p> <p>Onjali Rauf</p> 	<p><i>The Dragon's Hoard</i></p> <p>Lari Don</p> 	<p><i>The Promise</i></p> <p>Nicola Davies</p> 	<p><i>The Lion, the Witch and the Wardrobe</i></p> <p>C.S Lewis</p> 
	<p>Writing to describe Character description - Ottoline</p> <p>Writing to narrate New ending for the story</p>	<p>Writing to instruct Instructions for how to capture Iron Man / another beast</p> <p>Writing to recount – 3rd person 3rd person recount of key events in the story</p>	<p>Writing to narrate Dialogue for section of the story</p> <p>Writing to persuade Persuasive letter linked to food banks</p>	<p>Writing to narrate Traditional tale in own words</p> <p>Writing to inform Non-chronological report linked to Vikings</p>	<p>Poetry</p> <p><i>Down behind the Dustbin</i> (+ other poems) Michael Rosen</p> 	<p>Writing to recount – 1st person Diary in role as a character</p> <p>Writing poetry Own poem inspired by poems read</p>
	<p>Grammar Skills</p> <ul style="list-style-type: none"> - Use a range of different sentence types for effect – statements, questions, commands, exclamations Y2 - Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour Y2 - Use present and past tense consistently and correctly (simple) Y2 - Group related information into sections Y2 - Use a range of multi-clause sentences with a range of conjunctions and, but, because, if - Use a or an according to whether the next word begins with a vowel or consonant 		<p>Grammar Skills</p> <ul style="list-style-type: none"> - Use a range of different sentence types for effect – statements, questions, commands, exclamations Y2 - Use present and past tense consistently and correctly (simple) - Use a or an according to whether the next word begins with a vowel or consonant - Express time and place using prepositions - Use a range of multi-clause sentences with a range of conjunctions and, but, because, if, when, so, or - Identify and use progressive past tense and progressive present tense in sentences - Begin to organise writing into paragraphs with support 		<p>Grammar Skills</p> <ul style="list-style-type: none"> - Use a range of different sentence types for effect – statements, questions, commands, exclamations Y2 - Use present and past tense consistently and correctly (simple) - Use a range of multi-clause sentences with a range of conjunctions and, but, because, if, when, so, or - Identify and use progressive past tense and progressive present tense in sentences - Express time and place using prepositions and adverbs - Begin to organise writing into paragraphs 	
	<p>Punctuation Skills</p> <ul style="list-style-type: none"> - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Y2 - Use apostrophes to mark where letters are missing (contractions) e.g. can't, wouldn't Y2 - Use commas to separate items in a list Y2 - Use apostrophes to mark singular possession e.g. Bob's coat, the cat's basket 		<p>Punctuation Skills</p> <ul style="list-style-type: none"> - Use apostrophes to mark singular possession e.g. Bob's coat, the cat's basket - Use inverted commas to punctuate direct speech – single comment e.g. "Help" shouted George. 		<p>Punctuation Skills</p> <ul style="list-style-type: none"> - Use inverted commas to punctuate direct speech – short back and forth conversation e.g. "Help" shouted George. "I'm coming" replied Iris. 	



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Year 4	Classic Fiction	Traditional Tales - Myths	Contemporary Fiction	Contemporary Fiction	Visual Literacy	Classic Fiction
	<p><i>The Firework Maker's Daughter</i></p> <p>Philip Pullman</p> 	<p><i>The Orchard Book of Greek Myths</i></p> <p>Geraldine McCaughrean</p> 	<p><i>The Miraculous Journey of Edward Tulane</i></p> <p>Kate DiCamillo</p> 	<p><i>The Boy at the Back of the Class</i></p> <p>Onjali Q. Raúf</p> 	<p><i>Journey</i></p> <p>Adam Becker</p> 	<p><i>Charlotte's Web</i></p> <p>By E.B. White</p> 
	<p>Writing to describe Character description – Lila</p>	<p>Writing to narrate Retell myth in own words including dialogue</p>	<p>Writing to narrate Section of the story</p>	<p>Writing to recount – 1st person Diary in role as narrator</p>	<p>Writing to narrate Adventure story – sequel to text read</p>	<p>Writing to describe Setting description of a key place in the story</p>
	<p>Writing to inform Non-chronological report about volcanoes</p>	<p>Writing to instruct Instructions linked to a myth</p>	<p>Writing to perform * Playscript of a chapter / section of the story</p>	<p>Writing to recount – journalistic * Journalistic recount of the incident in London</p>	<p>Poetry</p> <p><i>Moon Juice</i></p> <p>Kate Wakeling</p> 	<p>Writing to persuade Persuasive letter to Mr Arable about saving Wilbur</p>
	<p>Grammar Skills</p> <ul style="list-style-type: none"> - Express time and place using prepositions and adverbs Y3 - Use a range of multi-clause sentences with a wider range of conjunctions <i>and, but, because, if, when, so, or, as, since</i> - Identify and use determiners - Use fronted adverbials for time - Use expanded noun phrases with modifying adjectives e.g. <i>the strict teacher, the old dusty book</i> - Identify and use determiners - Organise writing into paragraphs including a change in time 			<p>- Use a range of multi-clause sentences with a wider range of conjunctions <i>and, but, because, if, when, so, or, as, since, until, while</i></p> <ul style="list-style-type: none"> - Identify and use determiners - Use expanded noun phrases with modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair</i> - Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition - Vary the position of the subordinate clause in sentences - Use fronted adverbials for time, manner and place - Use the present perfect form of verbs instead of the simple past - Organise writing into paragraphs including a change in time, place and speaker 		
Punctuation Skills	<ul style="list-style-type: none"> - Use apostrophes to mark singular possession e.g. <i>Bob's coat, the cat's basket</i> Y2/3 - Use commas after fronted adverbials - Use <i>inverted commas</i> Y3 plus start and end punctuation in direct speech e.g. <i>"Don't do that!" said Jason.</i> 			<ul style="list-style-type: none"> - Use commas after fronted adverbials - Use <i>inverted commas</i>, start and end punctuation plus a comma after the reporting clause in direct speech e.g. <i>Jason said, "Don't do that!"</i> 		



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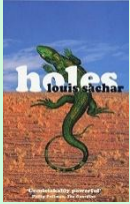



Year 5	Contemporary Fiction High Rise Mystery Sharna Jackson 	Traditional Tales - World Blackberry Blue The Purple Lady Jamila Gavin 	Contemporary Fiction Floodland Marcus Sedgwick 	Classic Fiction Tom's Midnight Garden Philippa Pearce 	Poetry Talking Turkeys (+ other poems) Benjamin Zephaniah 	Classic Fiction Street Child Berlie Doherty 	
	Writing to recount - journalistic News report about the death of Hugo Writing to persuade Letter to persuade residents that father is not guilty	Writing to instruct Instructions for how to find your loved ones Writing to narrate Traditional tale in own words	Writing to describe Character description of a key character e.g. Zoe or Dooby Writing to narrate Section of story e.g. ending	Writing to recount – 1st person Diary in role as Tom Writing to describe Setting description of the garden	Visual Literacy <i>Pigeon Impossible</i> 		
	Writing poetry Poem inspired by poems read Writing to narrate Story to accompany the film (1st person pigeon)	Writing to inform Non-chronological report about the workhouse Writing to perform Short playscript of section of the story					
Grammar Skills	<ul style="list-style-type: none">- Use a range of multi-clause sentences with a wider range of conjunctions and, but, because, if, when, so, or, as, since, until, while- Use fronted adverbials for time, manner and place Y4- Use expanded noun phrases with modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Y4- Use the present perfect form of verbs instead of the simple past Y4- Vary the position of the subordinate clause in sentences Y4- Use modal verbs to indicate degrees of possibility- Link ideas across paragraphs using adverbials of time, place and number			<ul style="list-style-type: none">- Vary the position of the subordinate clause in sentences Y4- Use modal verbs to indicate degrees of possibility- Link ideas across paragraphs using adverbials of time, place and number- Use adverbs, preposition phrases and expanded noun phrases to add detail, qualification and precision- Use relative clauses beginning with who, which, that- Use adverbs to indicate degrees of possibility e.g. perhaps, surely- Use a range of simple, progressive and present perfect verb forms			<ul style="list-style-type: none">- Use relative clauses beginning with who, which, where, when, whose, that- Link ideas across paragraphs using adverbials of time, place and number- Use adverbs to indicate degrees of possibility e.g. perhaps, surely- Use adverbs, preposition phrases and expanded noun phrases to add detail, qualification and precision- Use a range of simple, progressive and present perfect verb forms- Use adverbials, varying their position within the sentence- Use cohesive devices within a paragraph
Punctuation Skills	<ul style="list-style-type: none">- Use commas after fronted adverbials Y4- Use inverted commas, start and end punctuation, a comma after the reporting clause and new speaker, new line in direct speech Y4- Indicate parenthesis using brackets e.g. Bosworth (in Warwickshire); ... was late (as usual)- Use a comma after a subordinate clause at the start of a sentence			<ul style="list-style-type: none">- Use apostrophes to mark singular and plural possession e.g. the girl's name, the girls' name Y2 Y4- Use a comma after a subordinate clause at the start of a sentence- Use punctuation for direct speech accurately and consistently- Indicate parenthesis using brackets and commas- Use commas to clarify meaning or avoid ambiguity (mark phrases and clauses)			<ul style="list-style-type: none">- Use punctuation for direct speech accurately and consistently- Use commas to clarify meaning or avoid ambiguity (mark phrases and clauses)- Indicate parenthesis using brackets, commas and dashes



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Year 6	Classic Fiction	Contemporary Fiction	Classic Fiction (Shakespeare)	Traditional Tale - Modern	Visual Literacy	Contemporary Fiction
	<p><i>Holes</i></p> <p>Louis Sachar</p> 	<p><i>Letters from the Lighthouse</i></p> <p>Emma Carroll</p> 	<p><i>Henry V</i></p> <p>Shakespeare retold by Andrew Matthews</p> 	<p><i>Hansel & Gretel</i></p> <p>Neil Gaiman</p> 	<p><i>Beyond the Lines</i></p> <p>Literacy Shed</p> 	<p><i>Windrush Child</i></p> <p>Benjamin Zephaniah</p> 
	<p>Writing to persuade Persuasive letter – Come to Camp Green Lake</p> <p>Writing to recount - journalistic News report about Kissin' Kate Barlow</p>	<p>Writing to narrate Section of the story</p> <p>Writing to describe Setting description – the lighthouse</p> <p>Writing to recount – 1st person Diary entries in role as key characters</p>	<p>Writing to describe Character description of key character e.g. Henry</p> <p>Writing to perform Short playscript of section of the story</p> <p>Writing to inform Non-chronological report about Shakespeare</p>	<p>Writing to recount – 1st person Letter in role as a character</p> <p>Writing to narrate Adventure / mystery story retelling the story</p>	<p>Poetry</p> <p><i>And I Climbed and I Climbed</i></p> <p>Stephen Lightbown</p> <p>Poems studied: <i>The Greatest Day</i> <i>My Heart Beats, I Dance</i></p> 	<p>Writing to discuss Balanced argument * based on the text</p> <p>Writing to recount - journalistic News report about the arrival of the Empire Windrush</p>
Grammar Skills	<ul style="list-style-type: none"> - Use relative clauses beginning with <i>who, which, where, when, whose, that</i> Y5 - Use cohesive devices within a paragraph Y5 - Use a range of multi-clause sentences with a wider range of conjunctions and <i>but, because, if, when, so, or, as, since, until, while, before, after</i> - Use a range of simple, progressive and present perfect verb forms Y5 - Use adverbials, varying their position within the sentence Y5 - Identify and use active and passive voice in sentences - Link ideas across paragraphs using a wider range of cohesive devices – adverbials, synonyms, pronouns, conjunctions 			<ul style="list-style-type: none"> - Use a range of multi-clause sentences with a wider range of conjunctions <i>and, but, because, if, when, so, or, as, since, until, while, before, after</i> - Identify and use active and passive voice in sentences - Link ideas across paragraphs using a wider range of cohesive devices – adverbials, synonyms, pronouns, conjunctions - Use the past perfect verb form to mark relationships of time and cause ❖ Use verb tenses consistently and correctly throughout writing 		
Punctuation Skills	<ul style="list-style-type: none"> - Use commas to clarify meaning or avoid ambiguity (mark phrases and clauses) Y5 - Indicate parenthesis using brackets, commas and dashes Y5 - Use punctuation for direct speech accurately and consistently Y5 			<ul style="list-style-type: none"> - Use semi-colons to mark the boundary between independent clauses - Use a colon to introduce a list - Punctuate bullet points consistently 		
				<ul style="list-style-type: none"> ❖ Select the vocabulary and grammatical structures that reflect what the writing requires ❖ Use a range of devices to build cohesion within and across paragraphs ❖ Use verb tenses consistently and correctly throughout writing - Use the past perfect verb form to mark relationships of time and cause - Use subjunctive forms in some very formal writing and speech 		
				<ul style="list-style-type: none"> ❖ Use the range of punctuation taught at KS2 - Use the colon and dash to mark the boundary between independent clauses - Use semi-colons within lists - Use hyphens to avoid ambiguity 		