




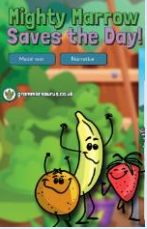





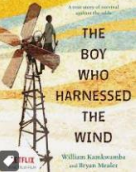






English Year A Autumn 2024 -2025	Reading	Spelling	Grammarsaurus	Talk4Writing Exemplar	Writing Task – Non fiction	Writing - Fiction	Links to
KS1	<p>Autumn 1</p> <p>Class book:</p>    <p>Reading lessons:</p>  	<p>Year 1 - Week 1 review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today Week 2 air er /z/ s –es words with two or more digraphs e.g. queen thicker Week 3 Phase 4: CVCC CCVC CCVC CCVC Phase 4 with long vowels Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Week 5 review longer words</p> <p>Days of the week Healthy eating Vegetables fruits</p> <p>Year 2 Week 1 /ai/ a-e ai ay a eigh ea ey aigh, /ee/ y ea ee e ie ey e-e, /igh/ igh i-e i y ie, /oa/ ow o o-e oa oe ou, people eye whole Week 2 /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere, /ur/ er ur ir or ear /ow/ ou ow, through improve move prove shoe two who beautiful their parents Week 3 /or/ or a aw au ore oor al oar our augh aur, /zh/ si su, /ch/ ch tch ture* /sh/ sh ti ch ssi ci si, thought sure Week 4 /lj/ j g ge dge, /s/ s ss c ce se st sc /u/ ou, /e/ ea, /il/ y, /o/ a, /u/ o o-e, /oo/ u oul schwa: er a or ar our re, once again any many friend busy pretty because laugh** Week 5 ie /ee/ /igh/, y /ee/ /igh/ /i/ ea /ee/ /el/ /ai/, a /a/ /ai/ /or/</p>	<p>Place Value of Grammar unit (Y2 unit but stop Y1 children before Stage 3)</p> <p>Lists and Captions</p>	<p>Model text: Mighty Marrow</p>  <p>Writing toolkit: Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of three Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands Question marks Exclamation marks Apostrophes for possession (GDS)</p>	<p>Text type: Recount diary – Can you impress Squirrel Class with your healthy eating week?</p>  <p>Purpose: To inform</p> <p>Audience: EYFS children eating a balanced diet</p> <p>Grammar focus: Capital letters and full stops</p>	<p>Text type: Poetry: Yuk and Yummy - Jillian Harker</p> <p>Create poems about favourite food – healthy and unhealthy</p> <p>Purpose: To entertain</p> <p>Audience: Parents newsletter</p> <p>Grammar focus: Finger spaces Capital letters and full stops</p>	<p>Science: Healthy eating – animals including humans</p>
	<p>Autumn 2</p> 	<p>Year 1 - Week 1 /ur/ ir bird, /igh/ ie pie, /oo/ /yoo/ ue blue rescue, /yoo/ u unicorn, their people oh your Week 2 /oa/ o go, /igh/ i tiger, /ai/ a paper /ee/ e he, Mr Mrs Ms ask* Week 3 /ai/ a-e shake, /igh/ i-e time /oa/ o-e home, /oo/ /yoo/ u-e rude cute could would should our Week 4 /ee/ e-e these, /oo/ /yoo/ ew chew new, /ee/ ie shield, /or/ aw claw, house mouse water want Week 5 Grow the code: /igh/ ie i i-e /ai/ ay a a-e, /oa/ oa o o-e, /ee/ e ie e-e ea</p>	<p>Application unit – Non-chronological report - Toy man</p> <p>Recount - Letters/ Postcards</p>	<p>Toys in Space</p>  <p>Changes in toys</p> 	<p>Text type: Non Chron Report - How have toys changed?</p> <p>Purpose: To entertain and inform</p> <p>Audience: Parents and grandparents</p> <p>Grammar focus: Finger spaces</p>	<p>Narrative: Toy story – The Magic object</p> <p>Purpose: To entertain</p> <p>Audience: Squirrel class – A Menagerie of Magic</p> <p>Grammar focus:</p>	<p>History: Changes in Toys</p>

		  	<p>/oo/ /yoo/ ew u-e u ue</p> <p>Year 2 Week 1 What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?</p> <p>Week 2 Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?</p> <p>Week 3 Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?</p> <p>Week 4 When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?</p> <p>Week 5 Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?</p>			Capital letters and full stops	<p>Finger spaces</p> <p>Capital letters and full stops</p> <p>Writing moderation</p> <p>NTS assessments</p>	
LKS2	Autumn 1	<p>Class book:</p>  <p>Reading lessons:</p> 	<p>Charlie and the Chocolate Factory</p> <p>February, through, straight, favourite, thought, pressure, naughty, surprise(d) contractions colloquialisms/idioms famous, centre, experiment, guard(ed), fruit, experience, naughty, surprise, suppose, natural, heart(warming), build(ing), through, separate(d), favourite(s), caught, different</p> <p>-less e.g. endless</p> <p>-ness e.g. sweetness</p> <p>participial adjectives</p> <p>-ing e.g. glistening</p> <p>-ed e.g. polished</p> <p>irregular e.g. sunken</p> <p>phrasal verbs</p> <p>drop 'e' add -ing</p> <p>e.g. moving, exciting</p>	<p>Place Value of Grammar unit (Y4)</p> 	<p>Model Text: Charlie and the Chocolate Factory</p> <p>Toolkit:</p> <p>Date</p> <p>Salutation</p> <p>Chronological order</p> <p>Past tense</p> <p>First person</p> <p>Facts and opinions</p> <p>Rhetorical questions</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place/preposition phrases</p> <p>Expanded noun phrases</p> <p>Commas for fronted adverbials</p> <p>Apostrophes for omission</p> <p>Apostrophes for possession</p>	<p>Text type: Non Chron Report</p> <p>Wonka Wonderful World – all about sweets</p> <p>Purpose: To inform</p> <p>Audience: Squirrel class</p> <p>Grammar focus: Facts and opinions Rhetorical questions Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of</p>	<p>Text type: Recount – letter – Charlie's Day out</p> <p>Purpose: To entertain</p> <p>Audience: Otter class</p> <p>Grammar focus: Capital letters and full stops Past tense First person Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliff-hanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Adverbials of place Commas in a list Apostrophes for possession Commas for fronted adverbials Ellipses</p>	<p>PSHE: Be yourself – looking at characters and their personalities – good qualities?</p>
	Autumn 2	<p>Class book:</p> 	<p>Charlie and the Chocolate Factory</p> <p>February, through, straight, favourite, thought, pressure, naughty, surprise(d) contractions colloquialisms/idioms famous, centre,</p>	<p>Grammarsaurus Unit Guides</p> 	<p>Toolkit: Heading</p> <p>Brief introduction</p> <p>Subheadings</p> <p>Technical vocabulary</p> <p>Pictures and captions</p> <p>Third person – formal</p> <p>Statements giving factual information</p>	<p>Text type: Recount - Information</p> <p>Science experiment</p> <p>Do all magnets pull a paper clip from the same distance?</p> <p>Purpose: Inform</p> <p>Audience: Heron class</p> <p>Grammar focus: Adverbials of manner</p>	<p>Text type: Poetry – Scrumptious Sweets</p> <p>Purpose: Entertain</p> <p>Audience: Heron Class showcase</p> <p>Grammar focus: Senses – adjectives for sounds and smells Adverbials of manner alliteration similes</p>	

		<p>Class reading:</p> 	<p>experiment, guard(ed), fruit, experience, naughty, surprise, suppose, natural, heart(warming), build(ing), through, separate(d), favourite(s), caught, different -less e.g. endless -ness e.g. sweetness participial adjectives -ing e.g. glistening -ed e.g. polished irregular e.g. sunken</p> <p>phrasal verbs drop 'e' add -ing e.g. moving, exciting</p>		<p>Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense Commas for lists Apostrophes for possession Commas after fronted adverbials</p>	<p>Technical vocabulary Pictures and captions Third person – formal Statements giving factual information</p>	<p>Participial phrases (-ing and -ed openers) Adverbials of place Commas in a list</p> <p>Writing moderation NTS assessments</p>	
<p>UKS2</p>	<p>Autumn 1</p>	<p>Class book:</p>  <p>Reading lessons:</p>  	<p>renewable non-renewable energy sustainable produce carbon environment economy global crisis ethical</p>	<p>Place Value of Grammar (Y6)</p> <p>Application unit: non-chronological Report (Outlaws)</p> 	<p>Model text</p>  <p>Toolkit:</p> <p>Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Passive voice Subordinating conjunctions Relative clauses Subjunctive form Conjunctive adverbs Semi-colons Colons Apostrophes for possession Parentheses</p>	<p>Text type: Non-chron report</p> <p>Electricity</p> <p>Lesson 5 - What is renewable and non-renewable energy?</p> <p>Purpose: The children will produce a leaflet to explain the differences between renewable and non-renewable energy</p> <p>Audience: Whole school can we change our Carbon Footprint of our school?</p> <p>Grammar focus: Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Passive voice Subordinating conjunctions Relative clauses Subjunctive form Conjunctive adverbs Semi-colons Colons Apostrophes for possession Parentheses</p>	<p>Text type: Narrative - Stories with a historical setting – Leading change</p> <p>Purpose: entertain Audience: Owl class – anthology of stories</p> <p>Grammar focus: Introduction Each character shows emotions Each character performs actions The audience reacts to each character Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participial phrases & clauses (-ing and -ed openers) Relative clauses Adverbials of place Inverted commas Colons Semi-colons Parentheses Ellipses to show stammer, pause or incomplete thought Dashes to show change of thought or interruption Hyphens to show stutter</p>	<p>Science: Electricity</p> <p>History: Leaders</p>

Autumn 2

<https://grammarsaurus.co.uk/portal/2020/11/18329/> - Audio extract



aggressively, lightning, foreign, immediately, desperately, determined, frequently, nuisance, interrupted, necessary, contractions

conscious, attach(ed), apparent(ly), accompany, (un)familiar, environment, stomach, equipped, vegetable, necessary, sincerely
double consonant
add -ed e.g. equipped
irregular verbs
e.g. lead -> led

Grammarsaurus Unit Guides



Text type: **Recount - Evacuee's letter**

Purpose: Inform

Audience: Read and recorded as a radio performance

Grammar focus:

Address
Date
Salutation
Brief introduction
Chronological order
First person
Past tense
Facts and opinions
Rhetorical questions
Sign off
Active voice
Subjunctive mood
Subordinating conjunctions
Conjunctive adverbs
Relative clauses
Expanded noun phrases
Adverbs/adverbials of time
Adverbs/adverbials of place
Parentheses
Semi-colons
Colons

Text type: **Narrative - Characterising speech - Surviving the air raid**

Purpose: Entertain

Audience: Read in assembly

Grammar focus:

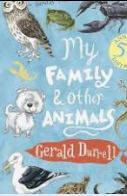

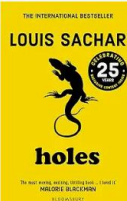
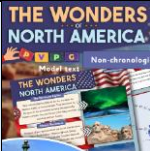







Introduction
Each character shows emotions
Each character performs actions
The audience reacts to each character
Short sentences for effect
Colloquial language (non-Standard English)
Discourse markers
Expanded noun phrases
Adverbials of manner
Participial phrases & clauses (-ing and -ed openers)
Relative clauses
Adverbials of place
Inverted commas
Colons
Semi-colons
Parentheses
Ellipses to show stammer, pause or incomplete thought
Dashes to show change of thought or interruption
Hyphens to show stutter

Writing moderation
NTS assessments






Recount - Diary - Charles Darwin's Diary - a new Discovery










English Year A Spring 2024 -2025	Reading	Spellings	Grammasaurus	Talk4Writing	Writing Task – Non fiction	Writing – Fiction	Links to
KS1	<p>Class Book:</p>  <p>Class reading</p>  	<p>Year 1 - Week 1 /ee/ y funny, /e/ ea head, /w/ wh wheel, /oa/ oe ou toe shoulder, any many again Week 2 /igh/ y fly, /oa/ ow snow, /j/ g giant, /f/ ph phone who whole where two Week 3 /l/ le al apple metal /s/ c ice, /v/ ve give, school call different Week 4 /u/ o-e o ou some mother young, /z/ se cheese /s/ se ce mouse fence, /ee/ ey donkey, thought through friend work Week 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup, /ee/ ea e e-e ie ey y ee /s/ c se ce ss, /z/ se s zz /oa/ ow oe ou o-e o oa</p> <p>Year 2 Week 1 & Week 2 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night Week 3 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? any many one/won Week 4 & Week 5 Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? Review where/wear</p>	 		<p>Text type: Persuasive advert - estate agent details for the 3 pigs' houses Purpose: Inform Audience: Display in hall Grammar focus: Deals and bargains Direct address (can include flattery) Facts and statistics Opinion (can be expert opinion) Rhetorical questions Emotive/exaggerated language Triples/the rule of three Personal pronouns Expanded noun phrases Co-ordinating conjunctions Question marks Exclamation marks</p> <p>Wanted poster Have you seen this wolf? should, because, who, whole, old, many, told, people, path, find -ly e.g. quickly participial adjectives -ing e.g. terrifying un- e.g. unfriendly Narrative -</p>	<p>Text type: Narrative - Fable Purpose: Inform Audience: Parent showcase – read aloud</p> <p>Grammar focus Narrative – Warning Introduction Conclusion Paragraphs Short sentences for effect Expanded noun phrases sights, sounds and smells Adverbials of time Adverbials of manner Adverbials of place</p>	<p>Science: Materials</p>
	<p>Spring 2</p>  	<p>Year 1 - Week 1 /ur/ or word, /oo/ u oul awful would, /air/ are share, /or/ au aur oor al author dinosaur floor walk once laugh Week 2 /ch/ tch match, /ch/ ture adventure, /ar/ al half* /ar/ a father*, because eye Week 3 /or/ a water, Schwa in longer words: different /o/ a want, /air/ ear ere bear there Week 4 /ur/ ear learn, /r/ wr wrist, /s/ st sc whistle science Schwa at the end of words: actor Week 5 /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p> <p>Year 2 - Week 1 & Week 2 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? who whole our/hour Week 3 Why do I swap the 'y' for an 'i' when I add the suffix -es? people friend quite/quiet Week 4 & Week 5 Why do some words have the spelling 'ey' for the sound /ee/? move improve see/sea Week 5 Why do some words end -le, -al, -il or -el? Review to/too/two</p>	  		<p>Toolkit: Instructions - How to grow a plant Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information Co-ordinating conjunctions Expanded noun phrases The imperative Positional language</p> <p>Writing moderation NTS assessments</p>	<p>Text type: Recount - Escapee's letter Narrative – historical setting Purpose: Inform Audience: Read and recorded as a radio performance Grammar focus: Address & Date Salutation & Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions Sign off Active voice Subjunctive mood Subordinating conjunctions Conjunctive adverbs Relative clauses Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Parentheses Semi-colons Colons</p>	<p>History: Great Fire of London Science: Plants</p>


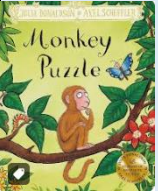





LKS2	Spring 1		<p>Experiment Prediction/hypothesis Equipment list Method in sequenced, chronological steps Results/observations Conclusion</p>		<p>WAGOLL from Shared experiment</p>	<p>Text type: Recount - Science experiment Does the sound get quieter? Children work in small groups to create their experiments. Purpose: Inform Audience: Share with Science Event – Parent showcase Grammar focus: Title – question Prediction/hypothesis Equipment list Method in sequenced, chronological steps Results/observations Conclusion Diagrams Present tense First person Commands Detailed information Technical vocabulary Subordinating conjunctions Co-ordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of manner Apostrophes for plural possession Commas for fronted adverbials</p>	<p>Text type: Narrative – special powers – portal story Purpose: Entertain Audience: Otter class</p> <p>Grammar Focus: Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Parentheses Ellipses</p>	<p>PSHE – being different learning differently – perception of disabilities and super abilities</p> <p>Science: Sound</p>
	Spring 2	<p>Class Book</p>   	<p>Villain Criminal vigilante Crime punish Hero Poor Rich Tyranny Capture</p>	 	<p>Was Robin Hood a hero or a villain?</p>	<p>Text type: Persuasive text – hero or villain? Purpose: inform Audience: Grammar focus: Brief introduction First person Past tense Facts and opinions Rhetorical questions Relevant persuasive techniques Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Commas for fronted adverbials Apostrophes for omission Apostrophes for plural possession</p>	<p>Text type: Narrative - Warning plot Purpose: entertain Audience: Class anthology Grammar focus: Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliff hanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Parentheses Ellipses</p> <p>Writing moderation NTS assessments</p>	<p>History – the Middle Ages - Robin Hood</p>

UKS2	Spring 1	  	<p>The Equator Northern & Southern Hemisphere Tropics of Cancer & Capricorn Arctic and Antarctic Circle Longitude & Latitude Time zones (including day and night) States</p>	  	<p>Text type: Persuasive What the differences and similarities between Norfolk and W. America? Why do some animals only live in certain parts of the world? Explanation leaflet Purpose: Inform Audience: Owls Grammar focus: Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of three Modal verbs Active voice Adverbs for possibility/degree Personal pronouns Expanded noun phrases Subordinating conjunctions Conjunctive adverbs Commands Semi-colons Colons</p>	<p>Text type: Narrative - setting Purpose: entertain Audience: Class anthology Grammar focus: Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Parentheses Ellipses</p>	<p>Science Animals of USA and UK Animals and their habitats Geography: Human and physical differences and similarities of UK and USA</p>
	Spring 2	 	<p>Industrial Revolution? Legacy Victorian Technological Change Primary and secondary source</p>	  	<p>Text type: Discussion - Victorians: A golden Age? Purpose: Inform Audience: Newspaper Grammar focus: Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Passive voice Subordinating conjunctions Expanded noun phrases Relative clauses Adverbs for cause and effect Adverbs/adverbials of time Evaluative adverbs Semi-colons Colons Parentheses</p>	<p>Text type: Narrative Victorian setting Purpose: entertain Audience: Class anthology Grammar focus: Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Parentheses Ellipses Writing moderation NTS assessments</p>	<p>History: Victorians</p>



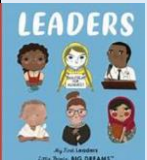
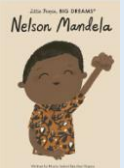

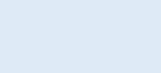


English Year A Summer 2024 -2025	Reading	Spelling	Grammasaurus	Talk4Writing	Writing - Non fiction	Writing - Fiction	Links to
KS1	Summer 1	<p>Class book:  Year 1 - Week 1 ay play a-e shake, ea each, e he Week 2 ie pie, i-e time, o go o-e home Week 3 ue blue rescue, ew chew new, u-e rude cute aw claw Week 4 ea head, ir bird, ou cloud, oy toy Week 5 i tiger, a paper, ow snow, u unicorn Week 6 ph phone, wh wheel ie shield, g giant</p> <p>Year2 Week 1 Why does 'c' make the sound /s/ in some words? beautiful laugh here/hear Week 2 How can I spell the sound /zh/? busy pretty be/bee Week 3 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? parents because bare/bear Week 4 & Week 5 How can I show missing letters in a word? Review there/their/ they're</p>	  https://www.youtube.com/watch?v=1f3GZ6D25pU Toolkit: Capital letters at the start of each line Each line starts with the letter which spells out the animal Lines starting with the correct letter Single word or short sentence Full stop at the end of the poem		Text type: Explanation Text Purpose: To inform Audience: Library How a magical object works How does a _____work? Clear information Factual Short sentences The Glass Cupboard Grammar Focus: Capital letters and full stops Explanation of how the magic cupboard works Explanation of how own magical item works	Text type: Poetry – Acrostic/shape Poem based on different plants from school grounds Purpose: To entertain Audience: to share in assembly and Hall display showcase Text type: narrative – fable Purpose: To entertain Audience: Squirrel class Write own fable based on always doing the right thing Grammar Focus: Expanded noun phrases Past tense Capital letter, full stops and finger spaces Conjunctions (and, if, or, but, because, when, that) Write own fable, changing the object	Geography: Our school grounds History: Nurses
		Summer 2	 Week 1 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee, naw, /m/ mb thumb /ear/ ere eer here deer, busy beautiful pretty Hour Week 2 /zh/ su si treasure vision, /f/ dge bridge, /i/ y crystal, /j/ ge large move improve parents, shoe Week 3 /sh/ ti ssi si ci potion mission mansion delicious Week 4 /or/ augh our oar ore, daughter pour oar more, review Week 5 review Year 2 - Week 1 & Week 2 Why do some longer words have the spelling 'ti' for /sh/? eye shoe sun/son Week 3 How do I use the possessive apostrophe (singular possession)? thought through whole/hole Week 4 & Week 5 When do I swap, drop or double? (-ing, -er, -est, -y, -ed) Review blue/blew  			Text type: Information text (poster) How do seeds grow? Purpose: Inform Audience: EYFS Grammar Focus: Capital letter, full stops and finger spaces	Text type: Summer is as... Own poem based on plants growing and what they need Purpose: Entertain Audience: EYFS read aloud Grammar Focus: Summer Poem (similes) Writing moderation NTS assessments



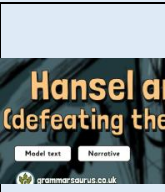


LKS2	Summer 1	    by Peter Brown	Roots Stem Leaves Lowers Sunlight Water Nutrient Evaporation Fertilisation Petal Stamen Sepal Pollination Germination Seed dispersal		Unbelievable Bee poems- Douglas Florian Toolkit: Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of manner Commas for fronted adverbials Apostrophes for possession	Text type: Information text -River Unicorns/ Fire Unicorn Purpose: Inform Audience: To be made into a book for the library Heading Grammar Focus: Hook the reader Organise text into paragraphs with subheadings Link information with sentence signposts Vary sentence openers to engage the reader Use descriptive language to paint a picture Bullet points Conjunctions adverbs, adverbials, fronted adverbials, expanded noun phrases Invent own unicorn Invent a hybrid animal (link to computing photography unit) Human impact on the environment information texts (Link to living things science unit and writing genre)	Text type: Diary - based on a different chapter Purpose: Inform Audience: Herons Toolkit: Dear Diary (Self written) based on The Fabulous Flying Journey Grammar Focus: Date Chronological order Past tense First person Facts and opinions Organise text into paragraphs Link paragraphs appropriately Use descriptive language to paint a picture Vary sentence openers to engage the reader	Geography: Conservation of Bees Science: Animals including humans
	Summer 2	Class book  Class reading 	recommended, aggressive, variety, available, sufficient, immediately, especially, mischievous, necessary, amateur -cial/-tial e.g. crucial/ essential -ful e.g. useful apostrophes for possession	 	Image poem by Pie Corbett	Text type: Narrative - Portal Purpose: Entertain Audience Their class – read to someone in Owls Discover a fairy door in the wildlife area. Write a story about stepping through the door which is a portal to another world (Give underpinning structure to support planning) Conjunctions, adverbials, fronted adverbials, expanded noun phrases with prepositional phrases Portal to a yeti's home Portal to an imaginary world of their choosing	Text type: Poetry (Simile) Purpose: Entertain Audience: Record performing to share with parents Grammar focus: Similies Use descriptive language to paint a picture (expanded noun phrases, similes) Use senses (Sentence of 3) to enable the reader to imagine the scene Use adverbs, adverbials and prepositions to extend descriptions Organise text into paragraphs Link paragraphs appropriately Conjunctions to show cause Vary sentence openers to engage the reader Verbs and adverbs chosen for effect Show not tell how characters are feeling Writing moderation NTS assessments	History: Anglo Saxons and Vikings

UKS2	Summer 1	 	audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic	  	<p>Text type: Discuss: How can our school reduce its plastic waste?</p> <p>Purpose: inform</p> <p>Audience: School newsletter</p> <p>Grammar focus:</p> <p>Title</p> <p>Introductory paragraph</p> <p>Paragraphs detailing a process</p> <p>Facts</p> <p>Present tense</p> <p>Formal language</p> <p>Technical vocabulary</p> <p>Passive voice</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Relative clauses</p> <p>Adverbs for cause and effect</p> <p>Adverbs/adverbials of time</p> <p>Evaluative adverbs</p> <p>Semi-colons</p> <p>Colons</p> <p>Parentheses</p>	<p>Text type: Narrative – Portal story - What is the life of a queen like?</p> <p>Purpose: entertain</p> <p>Audience: Class anthology</p> <p>Grammar focus:</p> <p>Introduction</p> <p>Paragraphs pan the setting</p> <p>Figurative language</p> <p>Short sentences for effect</p> <p>Rhetorical questions</p> <p>Conclusion including a cliffhanger</p> <p>Expanded noun phrases sights, sounds and smells</p> <p>Adverbials of manner including similes</p> <p>Participial phrases (-ing and -ed openers)</p> <p>Relative clauses</p> <p>Adverbials of place</p> <p>Apostrophes for possession</p> <p>Parentheses</p> <p>Ellipses</p>	<p>History: Changing power of Monarchy</p> <p>Science: Sustainability</p>
	Summer 2	  	<p>Defend</p> <p>Protect</p> <p>Ramparts</p> <p>Drawbridge</p> <p>Portcullis</p> <p>Turret</p> <p>Moat</p> <p>Hierarchy</p> <p>Monarchy</p>		<p>Text type: Fiction: Playscripts</p> <p>Purpose: Entertain</p> <p>Audience: Summer show</p> <p>Write a play script for Otter summer show</p> <p>Text type: Instructions</p> <p>Purpose: Inform</p> <p>Audience: Parent showcase</p> <p>Write a set of instructions based on prior knowledge of Greek creatures</p> <p>Grammar Focus:</p> <p>Title statement</p> <p>List of equipment or materials</p> <p>Sequence, chronological steps</p> <p>Diagrams or illustrations</p> <p>Present tense</p> <p>Imperative verbs (commands)</p> <p>Detailed information</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Commands, using the imperative</p> <p>Adverbs of manner</p> <p>Adverbs of time</p> <p>Commas in a list</p> <p>Parentheses</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p> <p>Commas for fronted adverbials</p> <p>Colons</p>	<p>Poetry: Shakespeare Sonnets</p> <p>Discuss</p> <p>Video mash-up of pupils performing poems (green screen)</p> <p>Sonnets for Kids</p> <p>Sensory description of Reedham scene</p> <p>Write own sonnet detailing their year review - how things have gone.</p> <p>Grammar Focus:</p> <p>Similes, metaphor, personification, alliteration</p> <p>Use descriptive language to paint a picture (expanded noun phrases, similes)</p> <p>Use senses (Sentence of 3) to enable the reader to imagine the scene</p> <p>Use adverbs, adverbials and prepositions to extend descriptions</p> <p>Organise text into paragraphs</p> <p>Link paragraphs appropriately</p> <p>Conjunctions to show cause</p> <p>Vary sentence openers to engage the reader</p> <p>Verbs and adverbs chosen for effect</p> <p>Show not tell how characters are feeling</p> <p>Writing moderation</p> <p>NTS assessments</p>	<p>History: Kings and Queens – Changing power of Monarchy</p>

	English Year B Autumn 2025 - 2026	Reading	Spelling	Grammasaurus	Talk4Writing	Writing – Non-fiction	Writing Fiction	Links to
KS1	Autumn 1	<p>Class book:</p>     <p>Reading lessons: Little Wandle</p>	 <p>Year 1 - Week 1 review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was do some come love were there little one when out what says here today Week 2 air er /z/ s –es words with two or more digraphs e.g. queen thicker Week 3 Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Week 5 review longer words Days of the week Healthy eating Vegetables fruits Year 2 Week 1 /ai/ a-e ai ay a eigh ea ey aigh, /ee/ y ea ee e ie ey e-e, /igh/ igh i-e i y ie, /oa/ ow o o-e oa oe ou, people eye whole Week 2 /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere, /ur/ er ur ir or ear /ow/ ou ow, through improve move prove shoe two who beautiful their parents Week 3 /or/ or a aw au ore oor al oar our augh aur, /zh/ si su, /ch/ ch tch ture* /sh/ sh ti ch ssi ci si, thought sure Week 4 /j/ j g ge dge, /s/ s ss c ce se st sc /u/ ou, /e/ ea, /i/ y, /o/ a, /u/ o o-e, /oo/ u oul schwa: er a or ar our re, once again any many friend busy pretty because laugh** Week 5 ie /eel/ /igh/, y /eel/ /igh/ /i/ ea /eel/ /e/ /ai/, a /a/ /ai/ /or/</p>	<p>Place Value of Grammar unit (Y1 unit but add on Stage 3 lessons for Y2)</p> <p>Application unit – Non- chronological report (Minibeasts)</p> 	 <p>Bugs jiggle, worms wiggle poem</p>	<p>Text type: Non Chron Report – Life cycles of animals</p> <p>Purpose: To entertain and inform</p> <p>Audience: Class display</p> <p>Grammar focus: Diagrams Finger spaces Capital letters and full stops</p>	<p>Text type: Poetry - Mini beasts</p> <p>Create poems about favourite food – healthy and unhealthy</p> <p>Purpose: To entertain</p> <p>Audience: Parents newsletter</p> <p>Grammar focus: Finger spaces Capital letters and full stops</p>	<p>Science: Animals including humans - life cycles</p>


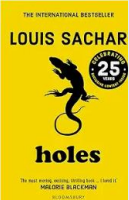

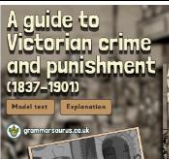

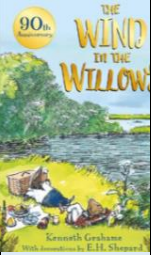


	Autumn 2	<p>Class reading:</p> 	<p>Year 1 - Week 1 /ur/ ir bird, /igh/ ie pie, /oo/ /yoo/ ue blue rescue, /yoo/ u unicorn, their people oh your Week 2 /oa/ o go, /igh/ i tiger, /ai/ a paper /ee/ e he, Mr Mrs Ms ask* Week 3 /ai/ a-e shake, /igh/ i-e time /oa/ o-e home, /oo/ /yoo/ u-e rude cute could would should our Week 4 /ee/ e-e these, /oo/ /yoo/ ew chew new, /ee/ ie shield, /or/ aw claw, house mouse water want Week 5 Grow the code: /igh/ ie i i-e /ai/ ay a a-e, /oa/ oa o o-e, /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue Year 2 Week 1 What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Week 2 Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Week 3 Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? Week 4 When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Week 5 Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?</p>	  <p>Toolkit:</p> 		<p>Text type: Wanted poster for their own villain from fable Purpose: Inform Audience: Class display Grammar Focus: Diagrams Finger spaces Capital letters and full stops</p>	<p>Text type: Narrative - Fable Purpose: Inform Audience: Parent showcase – read aloud Grammar focus Narrative – Warning Introduction Conclusion Paragraphs Short sentences for effect Expanded noun phrases sights, sounds and smells Adverbials of time Adverbials of manner Adverbials of place Writing moderation NTS assessments</p>	Science: Seasons
LKS2	Autumn 1	<p>Class book:</p>  <p>Reading lessons:</p> 	<p>Recount: believe, accident(ally), appear(ed), buil(t), centre, different, busy, although, learning double consonant add -ed e.g. trapped irregular verbs e.g. sink -> sank Narrative: heard, imagine, di-erent, learn(t), promise(d), continue(d), interest(ing), through, build, complete(d), sentence, probably, circle, favourite, although, surprise(d), guide, experience(d), history, answer(ed), question, thought, (un)certain, remember(ed), breath(less)</p>	<p>The Place Value of Grammar unit (Y3)</p>  	 	<p>Text type: Instructions – How to train _____ Purpose: To inform Audience: Hall display Grammar Focus: Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands, using the imperative Adverbs of manner Adverbs of time Commas in a list Parentheses Apostrophes for possession Apostrophes for omission Commas for fronted adverbials</p>	<p>Text type: Recount (Letter) Letter from Hiccup – Dragon encounter Purpose: entertain Audience: Heron class reading performance Grammar Focus: Address Date Salutation Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Exclamation marks Apostrophes for omission Apostrophes for plural possession</p>	Science: Animals including humans History: Stone Age to Iron Age

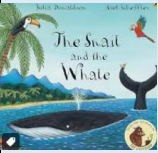
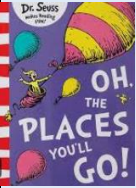




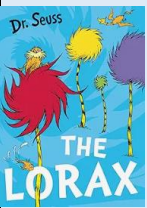


	Autumn 2	 <p>MORE needed</p>	<p>Vertebrate Invertebrate Muscles Tendons Joints Healthy Nutrients Energy Saturated fats Unsaturated fats Producer Predator Prey Herbivore Carnivore Omnivore Digest Oesophagus Stomach Rectum Small intestine Large intestine</p>	<p>Explanation - How does the digestive system work?</p> 	 <p>Animal skeletons</p>	<p>Text type: Explanation of animal skeleton Audience: Class display Grammar Focus: Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Relative clauses Subjunctive form Conjunctive adverbs Apostrophes for possession Parentheses</p> <p>Writing moderation NTS assessments</p>	<p>Text type: Narrative encounter with strange beast Purpose: entertain Audience: Squirrel class performance Grammar Focus: Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Parentheses Ellipses</p>	<p>Science: Animals including humans</p>
UKS2	Autumn 1	<p>Class book:</p>  <p>Reading lessons:</p> <p>Handwriting daily in afternoons</p> 	<p>Empire Conquest Dominance Leadership Influence Dictator Orator Conquer Dominate Submit Invasion</p>	<p>Place Value of Grammar (Y5)</p> <p>Application unit: non-chronological report: Planets of the solar system</p>   	 	<p>Text type: non-chron report - If the Earth spins, why are we not dizzy? Purpose: inform Audience: Display Grammar Focus: Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Passive voice Subordinating conjunctions Relative clauses Subjunctive form Conjunctive adverbs Semi-colons Colons Apostrophes for possession Parentheses</p>	<p>Text type: Narrative - Famous leader story Purpose: entertain Audience: Owl class performance Grammar Focus: Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Parentheses Ellipses</p>	<p>History: Leaders</p> <p>Science: Earth and space</p>

Autumn 2		 	<p>Recount - Letter - Hansel's escape recognise(d), desperate, opportunity, marvellous, stomach</p> <p>double consonant add -ed e.g. stopped irregular verbs</p> <p>advice, agree, anxious, blended families, commitment, committed, confidence, confidential, dangerous, family life, family structure, influence, living apart, living together, peer, polite, pressure, relationship, resist, resolution, risky, same-sex parents, secrets, security, self-love, single parents, stability, uncomfortable, wrong</p>	 		<p>Text type: Discussion - What makes a family?</p> <p>Purpose: inform</p> <p>Audience:</p> <p>Grammar Focus:</p> <p>Introductory paragraph</p> <p>Paragraphs detailing a process</p> <p>Facts</p> <p>Present tense</p> <p>Formal language</p> <p>Technical vocabulary</p> <p>Passive voice</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Relative clauses</p> <p>Adverbs for cause and effect</p> <p>Adverbs/adverbials of time</p> <p>Evaluative adverbs</p> <p>Semi-colons</p> <p>Colons</p> <p>Parentheses</p> <p>Writing moderation</p> <p>NTS assessments</p>	<p>Text type: Narrative – portal story</p> <p>Purpose: entertain</p> <p>Audience: Owl class book</p> <p>Grammar Focus:</p> <p>Paragraphs plan the setting</p> <p>Figurative language</p> <p>Introduction</p> <p>Each character shows emotions</p> <p>Each character performs actions</p> <p>The audience reacts to each character</p> <p>Short sentences for effect</p> <p>Colloquial language (non-Standard English)</p> <p>Discourse markers</p> <p>Expanded noun phrases</p> <p>Conclusion</p> <p>Expanded noun phrases sights, sounds and smells</p> <p>Adverbials of manner including similes</p> <p>Participial phrases (-ing and -ed openers)</p> <p>Relative clauses</p> <p>Adverbials of place</p> <p>Apostrophes for possession</p> <p>Parentheses</p> <p>Ellipses</p>	<p>PSHE: VIPs</p> <p>Science: Earth and space</p>

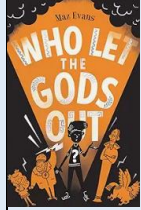
English Year B Spring 2025 - 2026	Reading	Spelling	Grammasaurus	Talk4Writing	Writing – Non-Fiction	Writing - Fiction	
KS1	Spring 1	  	<p>Year 1 - Week 1 /ee/ y funny, /e/ ea head, /w/ wh wheel, /oa/ oe ou toe shoulder, any many again Week 2 /igh/ y fly, /oa/ ow snow, /j/ g giant, /f/ ph phone who whole where two Week 3 /l/ le al apple metal /s/ c ice, /v/ ve give, school call different Week 4 /u/ o-e o ou some mother young, /z/ se cheese /s/ se ce mouse fence, /ee/ ey donkey, thought through friend work Week 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup, /ee/ ea e e-ee ie ey y ee /s/ c se ce ss, /z/ se s zz /oa/ ow oe ou o-e o oa</p> <p>Year 2 Week 1 & Week 2 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night Week 3 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? any many one/won Week 4 & Week 5 Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? Review where/wear</p>	 	<p>Text type: Non Chron report Purpose: inform Audience: Parent Newsletter</p> <p>Grammar Focus: Finger spaces Capital letters and full stops Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Co-ordinating conjunctions Adverbs/adverbials of place Expanded noun phrases Capital letters for proper nouns Commas for lists</p>	<p>Text type: Recount – letter from Queen/King _____ On her/ his coronation day Purpose: entertain Audience: Share with Owl class Grammar Focus: Address, Date, Salutation Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions Sign off Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Apostrophes for omission Apostrophes for possession (GDS) Commas in a list Exclamation marks</p>	<p>History: Kings and Queens and Castles</p>
		Spring 2	  	<p>Year 1 - Week 1 /ur/ or word, /oo/ u oul awful would, /air/ are share, /or/ au aur oor al author dinosaur floor walk once laugh Week 2 /ch/ tch match, /ch/ ture adventure, /ar/ al half* /ar/ a father*, because eye Week 3 /or/ a water, Schwa in longer words: different /o/ a want, /air/ ear ere bear there Week 4 /ur/ ear learn, /r/ wr wrist, /s/ st sc whistle science Schwa at the end of words: actor Week 5 /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p> <p>Year 2 - Week 1 & Week 2 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? who whole our/hour Week 3 Why do I swap the 'y' for an 'i' when I add the suffix -es? people friend quite/quiet Week 4 & Week 5 Why do some words have the spelling 'ey' for the sound /ee/? move improve see/sea Week 5 Why do some words end -le, -al, -il or -el? Review to/too/two</p>			<p>Text type: What would happen if there were no sharks? Purpose: To inform Audience: Hall display Grammar Focus: Finger spaces Capital letters and full stops Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Co-ordinating conjunctions Adverbs/adverbials of place Expanded noun phrases Capital letters for proper nouns Commas for lists</p>

LKS2	Spring 1	<p>Class book:</p>   	<p>Invasion Resistance Legacy Empire BCE and CE Boudicca</p>	 	<p>Text type: Recount - Persuasive letter - Boudicca rallies support Purpose: Audience: Grammar Focus: Address, Date, Salutation Brief introduction First person Past tense Facts and opinions Rhetorical questions Relevant persuasive techniques (see persuasive checklists for example) Sign off Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Commas for fronted adverbials Apostrophes for omission Apostrophes for plural possession</p>	<p>Text type: Narrative - Characterising speech - Escaping Pompeii Purpose: Audience: Grammar Focus: Introduction Each character shows emotions Each character performs actions Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participial phrases & clauses (-ing and -ed openers) Adverbials of place Apostrophes for omission Commas for fronted adverbials Inverted commas Ellipses to show a pause or incomplete thought Hyphens to show stutter</p>	History: Romans
	Spring 2	<p>Class book</p> 	<p>Natural disaster Physical geography Earthquake mountain Volcano Seismometer Tsunami Prone Settlement Water cycle</p>	 	<p>Text type: Information text What is the difference between mountains and volcanoes? Purpose: inform Audience: Parent show case Grammar Focus: Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of manner Commas for fronted adverbials Apostrophes for possession Writing moderation NTS assessments</p>	<p>Text type: Narrative – character description Purpose: entertain Audience: Squirrel class book Grammar Focus: Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a clihanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Adverbials of place Commas in a list Apostrophes for possession Commas for fronted adverbials Ellipses</p>	Geography: Volcanoes and mountains

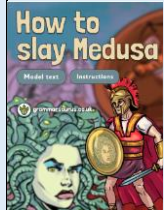
UKS2	Spring 1	 	<p>Deter Severe Court Tithing Wergild Ordeal Jury Treason Abolish Custody Incriminate Pact Jailer Oakum Industrial Promotion Unarmed Detective Prevention Detection Rehabilitation</p>	 	<p>Text type: Instructions - What do I do if I don't feel safe? Purpose: inform Audience: Share information with peers Grammar Focus: Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Passive voice Subordinating conjunctions Relative clauses Subjunctive form Conjunctive adverbs Semi-colons Colons Apostrophes for</p>	<p>Text type: Narrative – suspense tale – the greatest villain of all time... Purpose: entertain Audience: Share information with peers Grammar Focus: Introduction Paragraphs pan the setting Figurative language Short sentences for eect Rhetorical questions Conclusion including a clihanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Colons Semi-colons Parentheses Ellipses</p>	<p>PSHE: RSE History : Crime and Punishment</p>
	Spring 2	 	<p>Mouth Source Meander Delta Tributary Northings Eastings</p>	 	<p>Text type: Explanation text about the water cycle linked to Norfolk Broads Purpose: Inform Audience: To share with owls showcase Grammar focus: Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Passive voice Subordinating conjunctions Expanded noun phrases Relative clauses Adverbs for cause and e_eect Adverbs/adverbials of time Evaluative adverbs Semi-colons Colons Parentheses</p>	<p>Text type: Poem about rivers Purpose: Entertain Audience: To perform at Parent showcase Grammar focus: Senses – adjectives for sounds and smells Adverbials of manner alliteration similes Participial phrases (-ing and -ed openers) Adverbials of place Commas in a list Writing moderation NTS assessments</p>	<p>Geography: Rivers</p>

	English Year B Summer 2025 - 2026	Reading		Grammasaurus	Talk4Writing	Writing – Non-Fiction	Writing - Fiction	Links to
KS1	Summer 1	<p>Class book</p>   <p>Class reading</p> 	<p>Year 1 - Week 1 ay play a-e shake, ea each, e he Week 2 ie pie, i-e time, o go o-e home Week 3 ue blue rescue, ew chew new, u- rude cute aw claw Week 4 ea head, ir bird, ou cloud, oy toy Week 5 i tiger, a paper, ow snow, u unicorn Week 6 ph phone, wh wheel ie shield, g giant</p> <p>Year2 Week 1 Why does 'c' make the sound /s/ in some words? beautiful laugh here/hear Week 2 How can I spell the sound /zh/? busy pretty be/bee Week 3 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? parents because bare/bear Week 4 & Week 5 How can I show missing letters in a word? Review there/their/ they're</p>			<p>Text type: Instructions - How to be a mighty explorer Purpose: To inform Audience: Squirrels display Grammar Focus: Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Direct address using 'you'</p>	<p>Text type: Recount - Diary - Charles Darwin's Journey Purpose: Entertain Audience: Squirrel class performance reading Grammar Focus: Date, Salutation Chronological order Past tense First person – informal Facts and opinions Rhetorical questions Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place Expanded noun phrases Exclamation marks Commas for lists Apostrophes for omission Apostrophes for possession (GDS)</p>	History: Explorers
		Summer 2	 	<p>Week 1 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee, naw, /m/ mb thumb /ear/ ere eer here deer, busy beautiful pretty Hour Week 2 /zh/ su si treasure vision, /j/ dge bridge, /i/ y crystal, /j/ ge large move improve parents, shoe Week 3 /sh/ ti ssi si ci potion mission mansion delicious Week 4 /or/ augh our oar ore, daughter pour oar more, review Week 5 review</p> <p>Year 2 - Week 1 & Week 2 Why do some longer words have the spelling 'ti' for /sh/? eye shoe sun/son Week 3 How do I use the possessive apostrophe (singular possession)? thought through whole/hole Week 4 & Week 5 When do I swap, drop or double? (-ing, -er, -est, -y, -ed) Review blue/blew</p>			<p>Text type: Non chron report – Why do we have seasons in the UK Purpose: Inform Audience: Display in class Grammar Focus: Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Co-ordinating conjunctions Adverbs/adverbials of place Expanded noun phrases Capital letters for proper nouns Commas for lists</p> <p>Writing moderation NTS assessments</p>	<p>Text type: poetry (seasons) Purpose: Entertain Audience: Parent showcase Grammar Focus: Haiku</p> <p>Text type: Narrative – setting The tree of</p> <p>Purpose: Entertain Audience: Parent showcase Grammar Focus: Introduction Paragraphs pan the setting Third person Rhetorical questions Conclusion including a clihanger Expanded noun phrases sights, sounds and smells Co-ordinating conjunctions Adverbials of place Capital letters for proper nouns Question marks Exclamation marks</p>

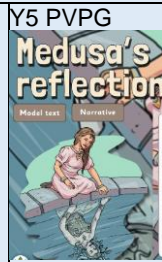
LKS2	Summer 1	    	<p>Era</p> <p>Artefact</p> <p>Chronology</p> <p>Scribe</p> <p>Hieroglyphs</p> <p>Polytheistic</p> <p>Obelisk</p> <p>Temple</p> <p>Preserve</p> <p>Prepare</p> <p>Pyramid</p> <p>Chamber</p> <p>Egyptologist</p> <p>Chariot</p> <p>Invade</p> <p>Bronze</p> <p>Navy</p> <p>Archer</p> <p>Trade</p> <p>Expand</p> <p>Monarchy</p> <p>Empire</p>	 		<p>Text type: Instructions – how to mummify your</p> <p>Purpose: inform</p> <p>Audience: Display in hall</p> <p>Grammar Focus:</p> <p>Title statement</p> <p>List of equipment or materials</p> <p>Sequenced, chronological steps</p> <p>Diagrams or illustrations</p> <p>Present tense</p> <p>Imperative verbs (commands)</p> <p>Detailed information</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Commands, using the imperative</p> <p>Statements using the pronoun 'you'</p> <p>Adverbs of manner</p> <p>Adverbs of time</p> <p>Commas in a list</p> <p>Commas for fronted adverbials</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p>	<p>Poem based on a different Egyptian god animal</p> <p>Purpose: To entertain</p> <p>Audience: Hall display</p> <p>Grammar Focus:</p> <p>Verses</p> <p>Rhyme scheme</p> <p>Capital letters</p> <p>Commas & Full stop for effect</p> <p>Writing moderation</p> <p>NTS assessments</p>	<p>History:</p> <p>Egypt</p>
	Summer 2	  	<p>Roots</p> <p>Stem</p> <p>Leaves</p> <p>Lowes</p> <p>Sunlight</p> <p>Water</p> <p>Nutrient</p> <p>Evaporation</p> <p>Fertilisation</p> <p>Petal</p> <p>Stamen</p> <p>Sepal</p> <p>Pollination</p> <p>Germination</p> <p>Seed dispersal</p>			<p>Text type: Explanation - What would happen to plants, if the sun stopped shining?</p> <p>Purpose: To inform</p> <p>Audience: All peers</p> <p>Grammar Focus:</p> <p>Title</p> <p>Introductory paragraph</p> <p>Paragraphs detailing a process</p> <p>Facts</p> <p>Present tense</p> <p>Formal language</p> <p>Technical vocabulary</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of manner</p> <p>Commas for fronted adverbials</p> <p>Apostrophes for possession</p>	<p>Text type: Narrative - Characterising speech - Egyptian Cinderella</p> <p>Purpose:</p> <p>Audience: KS2 performance</p> <p>Grammar Focus: Introduction</p> <p>Each character shows emotions</p> <p>Each character performs actions</p> <p>Short sentences for effect</p> <p>Colloquial language (non-Standard English)</p> <p>Discourse markers</p> <p>Expanded noun phrases</p> <p>Adverbials of manner</p> <p>Participial phrases & clauses (-ing and -ed openers)</p> <p>Adverbials of place</p> <p>Apostrophes for omission</p> <p>Inverted commas</p> <p>Writing moderation</p> <p>NTS assessments</p>	<p>Science:</p> <p>Plants</p> <p>History:</p> <p>Egypt</p>



How does the circulatory system work?
System, average, muscle, physical, explanation, immediately, individual, rhythm, necessary, occur
-ly e.g. cleverly
-ible e.g. audible
apostrophes for possession
formal equivalence



Civilisations
Ceramics
Excavate
Crete
Trade
Complex
Export
Bronze
Import
Oligarchy
City-state
Outnumber
Invasion
Empire
Retreat
Revolt
Unified
Militaristic policy Tyrant
Victorious



Y5 PVPG



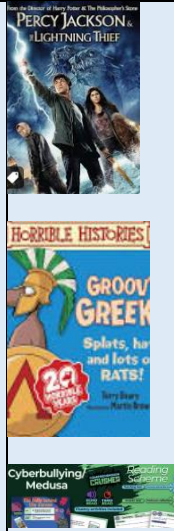
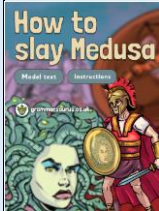

Toolkit:

Text Type: Write a short letter persuading Zeus to let pupil join Olympus (book link)
Purpose: Inform
Audience: Parent show case
Grammar focus:
Deals and bargains
Direct address (can include flattery)
Alliteration and assonance
Facts and statistics
Opinion (can be expert opinion)
Repetition
Rhetorical questions
Emotive/exaggerated language
Triples/the rule of three
Modal verbs
Active voice
Adverbs for possibility/degree
Personal pronouns
Expanded noun phrases
Subordinating conjunctions
Conjunctive adverbs
Commands
Semi-colons

Text type: Explanation text - How does the circulatory system work?
Purpose: inform
Audience: Owls fact book
Grammar Focus:
Title
Introductory paragraph
Paragraphs detailing a process
Facts
Present tense
Formal language
Technical vocabulary
Passive voice
Subordinating conjunctions
Expanded noun phrases
Relative clauses
Adverbs for cause and effect
Adverbs/adverbials of time
Evaluative adverbs
Semi-colons
Colons
Parentheses

Text type: Adventure story
Purpose: to entertain
Audience: A myths anthology
Print and bind as book to leave in library for others to read
Grammar focus:
Introduction
Each character shows emotions
Each character performs actions
Short sentences for effect
Colloquial language (non-Standard English)
Discourse markers
Expanded noun phrases
Adverbials of manner
Participial phrases & clauses (-ing and -ed openers)
Adverbials of place
Apostrophes for omission
Inverted commas

History:
Ancient
Greece

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>		<p>Civilisations Ceramics Excavate Crete Trade Complex Export Bronze Import Oligarchy City-state Outnumber Invasion Empire Retreat Revolt Unified Militaristic policy Tyrant Victorious</p>		 <p>Text type: Persuasive Text – Come to Greece – a mythical place Inform Audience: Parent show case Grammar focus: Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of three Modal verbs Active voice Adverbs for possibility/degree Personal pronouns Expanded noun phrases Subordinating conjunctions Conjunctive adverbs Commands Semi-colons</p> <p>Text type: Non- Chron report – a mythical creature Purpose: inform Audience: Display in hall Grammar Focus: Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense Commas for lists Apostrophes for possession Commas after fronted adverbials</p>	<p>Text type: Narrative – A wishing tale – Greek myth character Purpose: entertain Audience: Anthology of stories for library Grammar Focus: Introduction Each character shows emotions Each character performs actions Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participial phrases & clauses (-ing and -ed openers) Adverbials of place Apostrophes for omission Inverted commas</p> <p>Writing moderation NTS assessments</p>	<p>Geography: South Aegean</p>
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