



Summercourt Academy (Two year rolling programme) Writing



Year	EYFS - A					
Term Project	Autumn 1 Who am I?	Autumn 2 Who lives in the Woods?	Spring 1 Where will we go?	Spring 2 Where does our food come from?	Summer 1 What do minibeasts do?	Summer 2 How do things change?
Development Matters ELG	<p>Children in Reception will be learning to:</p> <p>Physical Development – Fine Motor Control</p> <ul style="list-style-type: none"> Develop their small motor skills so they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Literacy – Writing</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <p>Early Learning Goal</p> <p>Physical Development – Fine Motor Control</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>Literacy – Writing</p> <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. 					
Fiction	Starting School What makes me a me? Elmer The colour monster Fox makes friends The Family Book	The Gruffalo Owl Babies The Squirrels who Squabbled Percy the Park Keeper – After the Storm	The Naughty Bus The Train Ride The Way Back Home Whatever Next? On the Moon	The Enormous Turnip Oliver's Fruit Oliver's Vegetables The Runaway Pea The Apple	Mad About Minibeasts The Bee Man Super Worm Norman the Slug with the Silly Shell The Bad Tempered Ladybird	The Very Hungry Caterpillar The Teeny Weeny Tadpole Growing Frogs The Very Hungry Caterpillar Egg and Chick
Non-Fiction	Non fiction books about school / community (Pink Project Box)	Non-fiction Books about wildlife (Pink Project Box)	On the Moon Transport non-fiction (Pink Project Box)	Non-fiction produce books (Pink Project Box)	Non-fiction insect books (Pink Project Box)	Non-fiction lifecycle texts (Pink Project Box)
Writing focus	R – Set 1 sounds, letter formation. Y1 – Recap set 1, letter formation, blending practice, finger spaces.	R – Set 1 sounds, letter formation, blending practice. Y1 – Set 2 sounds, Letter formation, finger spaces, full stops.	R - Set 1 sounds, Letter formation, blending practice, finger spaces. Y1 - Set 2 sounds, Letter formation, finger spaces, full stops, capital letters.	R - Set 2 sounds, Letter formation, finger spaces, full stops. Y1 - Set 3 sounds, Finger spaces, full stops, capital letters.	R - Set 2 sounds, Letter formation, finger spaces, full stops, capital letters. Y1 – Set 3 sounds. Capital letters, Connectives and vocabulary choice.	R - Set 3 sounds, Letter formation, finger spaces, full stops, capital letters. Y1 – Set 3 sounds. Capital letters, Connectives and vocabulary choice
Writing opportunities	<p>Adult Led/focussed - Daily Phonics (RWI), weekly Exciting Writing sessions (LP books), Dough Disco, daily Letter Formation and Spelling sheets.</p> <p>Child led (Continuous provision) - Mark making, funky finger activities, phonics play.</p>					

Year	EYFS - B					
Term Project	Autumn 1 Who am I?	Autumn 2 Who can help me?	Spring 1 What is the weather like today?	Spring 2 Would I rather be hot or cold?	Summer 1 How do things grow?	Summer 2 What lies beneath the waves?
Development Matters ELG	<p>Children in Reception will be learning to:</p> <p>Physical Development – Fine Motor Control</p> <ul style="list-style-type: none"> Develop their small motor skills so they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Literacy – Writing</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 					
	<p>Early Learning Goal</p> <p>Physical Development – Fine Motor Control</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>Literacy – Writing</p> <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. 					
Fiction	Starting School What makes me a me? Elmer The colour Monster Fox makes Friends The Family Book	Ness the Nurse	In the Winter Garden One Snowy Night Rosie's Hat Someone Bigger Noah's Ark	Snow Bear Lost and Found Handa's Surprise Rumble in the Jungle Easter Story St.Pirans Story	Jack and the Beanstalk The Tiny Seed Ten Seeds The Very Hungry Caterpillar The Teeny Weeny Tadpole Growing Frogs	Rainbow Fish Tiddler Commotion in the ocean The Mermaid of Zennor Sharing a Shell The Snail and the Whale
Non-Fiction	Non fiction books about school / community (Pink Project Box)	People Who Help me/jobs non-fiction (Pink Project Box)	Weather non-fiction (Pink Project Box)	Non –fiction weather books (Pink Project Box)	Seed to Sunflower Growing plants non-fiction (Pink Project Box)	Sealife non-fiction (Pink Project Box)
Writing focus	R – Set 1 sounds, letter formation. Y1 – Recap set 1, letter formation, blending practice, finger spaces.	R – Set 1 sounds, letter formation, blending practice. Y1 – Set 2 sounds, Letter formation, finger spaces, full stops.	R - Set 1 sounds, Letter formation, blending practice, finger spaces. Y1 - Set 2 sounds, Letter formation, finger spaces, full stops, capital letters.	R - Set 2 sounds, Letter formation, finger spaces, full stops. Y1 - Set 3 sounds, Finger spaces, full stops, capital letters.	R - Set 2 sounds, Letter formation, finger spaces, full stops, capital letters. Y1 – Set 3 sounds. Capital letters, Connectives and vocabulary choice.	R - Set 2/3 sounds, Letter formation, finger spaces, full stops, capital letters. Y1 – Set 3 sounds. Capital letters, Connectives and vocabulary choice

Writing opportunities	Adult Led/focussed - Daily Phonics (RWI), weekly Exciting Writing sessions (LP books), Dough Disco, daily Letter Formation and Spelling sheets. Child led (Continuous provision) - Mark making, funky finger activities, phonics play.
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Year	Class 2 - A					
Term Project	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	What makes a good home? Traditional story (Three little pigs)	What makes a good home? Story with a repeating pattern (The Little Red Hen)	Where in the world do you want to live? Story with mood (Lost and Found)	Where in the world do you want to live? Story with protective theme. (Kapok tree)	Who is the King of a Castle? Fairy tale Story (rags to riches theme) various versions of Cinderella.	Who is the King of the Castle? Adventure Story– (Small knight series)
Non-Fiction	Poetry Houses and Homes and Books about Materials (Pink project box)	Instruction (how to make a Tudor house) Poetry (my house) Houses and Homes and Books about Materials (Pink project box)	Non-chronological report Animals and their habitats (Pink Project box)	Persuasive or discussion (Should animals be kept in zoos?) Animals and their habitats (Pink Project box)	Recount (school trip) Books about Kings and Queens (Pink Project Box) Books about plants (pink project box)	Letter (tell your new teacher about yourself) Books about Castles, Pendennis castle (Pink Project Box)
Class stories/novel	Six Dinner Sid Who lives in the wood? Three little Wolves and the Big Bad Pig Little Red Riding Hood; Billy Goat Gruff Enormous Turnip	Little Red Hen, Mr Wolf's pancakes; Sharing a shell Six dinner Sid If I built a house Sharing a Shell	The Owl who was afraid of the dark by Jill Tomlinson, The Hodgeheg by Dick King Smith The Tiger who came to tea	Dear Greenpeace Oi, get off our train The Snail and the whale	Small knight and George; George and the Dragon Cinderella (various versions) Princess and the Wizard by JD	Dear Miss by Emily Husband The best Princess The princess and the wizard
Grammar focus	Yr 1 - • separation of words with spaces • capital letters for sentence starter.	Yr 1 - • capital letters for names and pronoun 'I' • sentence demarcation (make sense.)	Yr 1 • capital letters for names and pronoun 'I' • sentence demarcation (.?) • Sequencing sentences to form short narratives	Yr 1 -• un- prefix to change meaning of adjectives/ adverbs • Sequencing sentences to form short narratives	Yr 1 - • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er)	Yr 1 - • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er)

	<ul style="list-style-type: none"> • sentence jumble and demarcation (and make sense) <p>Yr 2 -</p> <ul style="list-style-type: none"> • sentence demarcation (.?) • Sentence types • Word class: noun, adjectives, verbs • Noun phrases • Subordination (using because) and co-ordination (using or, and, or but) • The present and past tenses correctly and consistently including the progressive form 	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives <p>Yr 2</p> <ul style="list-style-type: none"> • commas in lists • Word class: noun, adjectives, verbs, adverbs • sentence demarcation (.?!) • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • to combine words to make sentences, including using and • regular plural noun suffixes (-s, -es) <p>Yr 2 -</p> <ul style="list-style-type: none"> • commas in lists • sentence demarcation (.?!) • Sentence types • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • apostrophes for omission (contraction) • apostrophes for singular possession • Word class: noun, adjectives, verbs, adverbs 	<ul style="list-style-type: none"> • verb suffixes where root word is unchanged (-ing, -ed, -er) <p>Yr 2 -</p> <ul style="list-style-type: none"> • sentence demarcation (.?!) • suffixes to form new words (-er) • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • sentences with different forms: statement, question, exclamation, command • apostrophes for omission (contraction) • apostrophes for singular possession 	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives • to combine words to make sentences, including using conjunctions. • sentence demarcation (. ! ?) <p>Yr 2 -</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • sentence demarcation (.?!) • suffixes to form new words (-ful, -ness) • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -ness) • sentence demarcation • apostrophes for singular possession 	<ul style="list-style-type: none"> • to combine words to make sentences, including using conjunctions • Sequencing sentences to form short narratives • sentence demarcation (. ! ?) <p>Yr 2 -</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -ness) • sentence demarcation • apostrophes for singular possession
Other	Hold a sentence					

Year	Class 2 - B					
Term Project	Autumn 1 What makes me ME?	Autumn 2 What makes me ME?	Spring 1 What makes a good pet?	Spring 2 What makes a good pet?	Summer 1 What is your superpower?	Summer 2 What is your superpower?
Fiction	Narrative: Story about uniqueness (story language) (Elmer) (3 weeks)	Narrative: Story about community and acceptance (Mr Big) (3 weeks)	Story – Story about friendships. (The perfect pet)	Story with a dilemma (The best pet of all)	• Stories from a different culture (The Papaya that spoke) (3 weeks)	• Fantasy story writing (4 weeks) (Eliot The Midnight superhero)

<p>Non-Fiction</p>	<ul style="list-style-type: none"> • Post card (2 weeks) sentence (sentence type). • Poetry using similes (1 weeks) <p>Books about materials, different cultures Pink Project box)</p>	<ul style="list-style-type: none"> • Poetry (senses) (1 week) • Letters (to Father Christmas) (2 week) <p>Books about materials, different cultures Pink Project box)</p>	<ul style="list-style-type: none"> • Diary: (3 weeks) Diary of a Wombat. OR • Persuasive: Honey <p>Books about pet animals and habitats (Pink project box)</p>	<ul style="list-style-type: none"> • Discussion: Should everyone have a pet? OR • Instruction writing: How to look after a pet (Stay by Alex Latimer) <p>Books about pet animals and habitats (Pink project box)</p>	<ul style="list-style-type: none"> • Explanation text (3 weeks) How plants (sunflowers) grow <p>Books about plants and trees (Pink Project Box)</p>	<ul style="list-style-type: none"> • News report (2 weeks) <p>Books about plants and trees (Pink Project Box)</p>
<p>Class stories/novel</p>	<p>The Day you begin The boy in the dress (DW) Elmer by David McKee Meerkat mail by Emily Gravett</p>	<p>Mr Big by Ed Vere Jazz Dog by Marie Voigt Smartest Giant in town by JD, Various Christmas stories</p>	<p>The Diary of a Killer Cat (Anne Fine). What Pet should I get? (Dr Seuss). My mum (Anthony Browne) Stay by Alex Latimer</p>	<p>Children Make Terrible Pets (Peter Brown). Super Sid There's a snake in our school (David Walliam)</p>	<p>Superhero Dad's day off Mr Majeska</p>	<p>Magic Finger (Roald Dahl) My dad by Anthony Browne (fathers day) Traction Man Is Here by Mini Grey</p>
<p>Grammar focus</p>	<p>Yr 1 - • separation of words with spaces • capital letters for sentence starter. • sentence demarcation (make sense and .)</p> <p>Yr 2 - • sentence demarcation (.?) • Sentence types • Word class: noun, adjectives, verbs • Noun phrases • Subordination (using because) and co-ordination (using or, and, or but)</p> <p>• The present and past tenses correctly and consistently including the progressive form</p>	<p>Yr 1 - • capital letters for names and pronoun 'I' • sentence demarcation (.?) • Sequencing sentences to form short narratives • to combine words to form short narratives</p> <p>Yr 2 - commas in lists • Word class: noun, adjectives, verbs • sentence demarcation (.?!) • subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Yr 1 • capital letters for names and pronoun 'I' • sentence demarcation (.?) • Sequencing sentences to form short narratives • to combine words to make sentences, including using and • regular plural noun suffixes (-s, -es)</p> <p>Yr 2 - commas in lists • sentence demarcation (.?!) • Sentence types • Past tense • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • apostrophes for omission (contraction) • Word class: noun, adjectives, verbs</p>	<p>Yr 1 -• un- prefix to change meaning of adjectives/ adverbs • Sequencing sentences to form short narratives • verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>Yr 2 - • sentence demarcation (.?!) • suffixes to form new words (-er) • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • sentences with different forms: statement, question, exclamation, command</p>	<p>Yr 1 - • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • Sequencing sentences to form short narratives • to combine words to make sentences, including using conjunctions. • sentence demarcation (. ! ?)</p> <p>Yr 2 - • sentences with different forms: statement, question, exclamation, command • sentence demaracation (.?!) • suffixes to form new words (-ful, -ness) • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or</p>	<p>Yr 1 - • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • to combine words to make sentences, including using conjunctions • Sequencing sentences to form short narratives • sentence demarcation (. ! ?)</p> <p>Yr 2 - • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>

					because) and co-ordination (using or, and, or but)	<ul style="list-style-type: none"> • some features of written Standard English • suffixes to form new words (-ful, -ness) • sentence demaracation • apostrophes for singular possession
Other	Hold a sentence					

Year	Class 3 - A					
Term Project	Autumn 1 What is courage?	Autumn 2 What is courage?	Spring 1 Can One Person Change The World?	Spring 2 Can One Person Change The World?	Summer 1 Is it Important to Share?	Summer 2 Is it Important to Share?
Fiction	--Flotsam by David Wiesner (Narrative writing with a focus on character, setting and plot)	Journey by Aaron Becker (Narrative writing: adventure)	-Greek Myths and Legends (quest myths, narratives)	Dangle (Digital literacy – Narrative writing based upon a video. Creating an alternate ending)	Stig of the Dump (Playscripts)	The Flower (Narrative writing)
Non-Fiction	Poetry based on the PI Corbett poems "I am" and "You are"	- Diary writing – based on life as a 19 th Century Cornish Miner -Pink project box – Rock and soils. Cornwall mining	-Biography about an important adult figure in pupils' lives -Pink project box – historic figures biographies	-Non-chronological report about a Greek God -Pink project boxes. The Ancient Greeks	Persuasive leaflet Skara Brae	The Shaman's Apprentice (Non-chronological report) -Pink project boxes – the Stone Age to Iron Age
Class stories/novel	Coming to England by Baroness Floella Benjamin	After the Fall by Dan Santar	Matilda by Roald Dalh	The Wild Robot by Peter Brown	Charlie and the Chocolate Factory by Roald Dah	Stig of the Dump by Clive King

Grammar focus	<p>Yr 3 – Use full stops, capital letter, exclamation marks and questions marks accurately. Punctuating clauses accurately.</p> <p>Yr 4 – Use ‘a’ and ‘an’ accurately.</p> <p>Both – extending sentences using a wider range of conjunctions such as when, before, as, since, etc.</p> <p>Questions, Commands, Exclamations and statements.</p>	<p>Yr 3 – Adverbs. using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>Yr 4 – Fronted adverbials. using conjunctions, adverbs and prepositions to express time and cause (and place). Commas after fronted adverbials.</p>	<p>Yr 3 – Apostrophes for possession. difference between plural and possessive -s</p> <p>Yr 4 – Apostrophes for plural possession. difference between plural and possessive -s</p>	<p>Yr 3 – word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Yr 4 – Standard English. (I did vs I done)</p>	<p>Yr 3 – Prepositions</p> <p>Yr 4 – Conjunctions.</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>Yr 3 & 4 – Paragraphs</p>
Other	<p>Hold a sentence. Morning dictionary challenge.</p>					

Year	Class 3 – B					
Term Project	Autumn 1 What is art?	Autumn 2 What is art?	Spring 1 What is the strongest force on Earth?	Spring 2 What is the strongest force on Earth?	Summer 1 What makes us human?	Summer 1 What makes us human?
Fiction	<p><i>The Dot</i> (Narrative writing - inspirational story for younger children based on the book)</p>	<p>I Want My Hat Back by John Klassen (Narrative writing including a twist)</p>	<p><i>The Firework Maker's Daughter</i> by Philip Pulman. (Narrative writing)</p>	<p><i>Dream Giver</i> – digital text. (Narrative writing - fantasy story.)</p>	<p>The Last Bear by Hannah Gold (Narrative writing with an adventure theme).</p>	<p>The Boy, the Mole, the Fox and the Horse (Narrative writing)</p>
Non-Fiction	<p>The Colour Collector (Poetry)</p>	<p>Biography writing based on a famous artist.</p> <p>Pink project box – art and artists</p>	<p><i>Non chronological report on Earthquakes</i></p> <p><i>Pink project boxes – Earthquakes and volcanoes</i></p>	<p>Playscripts based on the Great Plague</p> <p>Pink Project Boxes – forces and</p>	<p>Fantastic Mr Fox by Roald Dahl (Newspaper Report)</p>	<p>How to Train Your Dragon - Non chronological report.</p>

Class stories/novel	<i>The Wonderful Wizard of Oz</i> by Frank Baum <i>The Little Prince</i> by Antoine de Saint-Exupery		<i>The Railway Children</i> by Edith Nesbitt	<i>The Secret Garden</i> by France Hodgson Burnett	<i>Charlotte's Web</i> by E.B White	<i>The Jungle book</i> by Rudyard Kipling
Grammar focus	Yr 3 – Use full stops, capital letter, exclamation marks and questions marks accurately. Punctuating clauses accurately. Yr 4 – Use 'a' and 'an' accurately. Both – extending sentences using a wider range of conjunctions such as when, before, as, since, etc. Questions, Commands, Exclamations and statements.	Yr 3 - Determiners Yr 4 – Pronouns - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Yr 3 – Speech punctuation – using inverted commas. Yr 4 - using and punctuating direct speech (including punctuation within and surrounding inverted commas)	Yr 3 – Prefixes Yr 4 - Suffixes	Yr 3 – Noun. appropriate choice of pronoun or noun to create cohesion Yr 4 -Noun phrases. appropriate choice of pronoun or noun to create cohesion	Yr 3 – Past tense Yr 4 – using the present perfect form of verbs in contrast to the past tense
Other	Hold a sentence. Morning dictionary challenge.					

Year a	Class 4 - A					
Term Project	Autumn 1 Who is responsible for the world we live in?	Autumn 2 Who is responsible for the world we live in?	Spring 1 What is power?	Spring 2 What is power?	Summer 1 Has good ever come from the use of force?	Summer 2 Has good ever come from the use of force?
Fiction	Eco-fiction narrative story - based on The Lorax	Motivational story based on wonder - a story about a boy who is physically	Fable - Story writing based on The Rabbits	Historical narrative – based on Florence Nightingale's work during the war	Quest narrative - The Theft of Thor's hammer	Journey narrative with setting description focus –

		disfigured (a condition which cannot be changed). He must become more responsible accept his disfigurement; others need to take responsibility for their actions after mistreating him.				the journey of the Vikings/Saxons
Non-Fiction	Emotive speeches - based on No one is too small to make a difference	Letter of advice – based on deforestation	Newspaper report – treatment (mistreatment) of Rabbits towards native species (ties-in with colonial powers and historical injustices).	Poetry – Based on the Charge of the light brigade	Diary entry - Viking raider viewpoint and Saxon citizen viewpoint	Biography – based on Isaac Newton
Class stories/novel	<ul style="list-style-type: none"> The Lorax - Dr Seuss No one is too small to make a difference: Greta Thunberg 	Wonder - R.J. Palacio	The Rabbits – John Marsden	Beginning history: The life of Florence Nightingale	Viking Sagas	Viking Sagas
Grammar focus	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun use a thesaurus <p>Y6</p> <ul style="list-style-type: none"> use a thesaurus synonyms & Antonyms differences in informal and formal language 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun devices to build cohesion, including adverbials of time, place and number <p>Y6</p> <ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun devices to build cohesion, including adverbials of time, place and number <p>Y6</p> <ul style="list-style-type: none"> using modal verbs or adverbs to 	<p>Y5</p> <ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause devices to build cohesion, including adverbials of time, place and number <p>Y6</p> <ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using the perfect form of verbs to mark relationships of time and cause <p>Y6</p> <ul style="list-style-type: none"> further cohesive devices such as grammatical 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun verb prefixes <p>Y6</p> <ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause further cohesive devices such as

		convey complicated information concisely	indicate degrees of possibility		connections and adverbials	grammatical connections and adverbials
Other	Hold a sentence					

Year b	Class 4 - B					
Term Project	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Can you explain what happened in the beginning?	Can you explain what happened in the beginning?	Does it take bravery to be an inventor?	Does it take bravery to be an inventor?	Is change inevitable?	Is change inevitable?
Fiction	Narrative – landing on the moon (character description focus)	Narrative – space themed race adventure story	Autochef stories – Wallace and Gromit based story writing	Narrative based on book 'Day My Crayons Quit'.	Narrative based on wordless book 'Journey' and 'Return'	Narrative based on elements of Grease – transition through school in young people.
Non-Fiction	Diary Entry – from astronaut p.o.v. Discuss blast off and first impressions of space. Include different emotions and senses	Formal letter – from Mary Jackson to her director at NASA based on film 'Hidden Figures'	Instructional writing – based on inventing – potions, recipes and made-up inventions	Poetry study - based on A.A Milne's 'Puppy and I' and 'Buckingham Palace'	Non-chronological report – to fact-file info about Britain's transition from Roman to Saxon life	Biography - Based on the life of David Attenborough and environmental changes
Class stories/novel	Excerpts from Buzz Aldrin works and Neil Armstrong	Packing for Mars	Weird Little Robots	When We Were Young	Goodnight Mr Tom	
Grammar focus	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using expanded noun phrases to convey complicated information concisely <p>Y6</p> <ul style="list-style-type: none"> use a thesaurus 	<p>Y5</p> <ul style="list-style-type: none"> converting nouns or adjectives into verbs using modal verbs or adverbs to indicate degrees of possibility <p>Y6</p> <ul style="list-style-type: none"> use a thesaurus recognising vocabulary and structures that are appropriate for 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Y6</p> <ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Y6</p> <ul style="list-style-type: none"> using passive verbs to affect the presentation of 	<p>Y5</p> <ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Y6</p>	<p>Y5</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Y6</p>

	<ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely 	formal speech and writing, including subjunctive forms	mark boundaries between independent clauses	information in a sentence <ul style="list-style-type: none"> • use of ellipsis 	<ul style="list-style-type: none"> • using a colon to introduce a list punctuating bullet points consistently 	<ul style="list-style-type: none"> • further cohesive devices such as grammatical connections and adverbials • using the perfect form of verbs to mark relationships of time and cause
Other	Hold a sentence					