

| Year Group                   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|------------------------------|--|---|--|---|--|--|
| <b>Nursery – Core Book</b>   | Brown Bear, Brown Bear<br>What do you see?<br>Peace at Last<br>It was a Cold Dark Night  | Room on a Broom<br>We're Going on a Bear Hunt<br>Tanka Tanka Shunk  | Oi Frog<br>Dear Zoo<br>Supertato<br>Maisy's Chinese New Year   | Three Little Pigs<br>Monkey Puzzle<br>Wow Said The Owl  | The Train Ride<br>Where's Spot<br>Come on Daisy<br>Space Tortoise  | Anna Hibiscus Song<br>Three Billy Goats Gruff<br>Owl Babies<br>You're Safe With Me   |
| <b>Writing Genres</b>        | Squiggle while you wiggle<br>Dough Disco<br>Busy Fingers<br>Drawing faces<br>Recognise their name<br>Helicopter stories<br>Tales toolkit | Squiggle while you wiggle<br>Dough Disco<br>Busy Fingers<br>Drawing a person with a head and one or two features<br>Make their name with letters<br>Helicopter stories<br>Tales toolkit | Squiggle while you wiggle<br>Dough Disco<br>Busy Fingers<br>Drawing a person with a head, body and legs<br>Copying the first letter of their name<br>Helicopter stories<br>Tales toolkit | Squiggle while you wiggle<br>Dough Disco<br>Busy Fingers<br>Draw a house<br>Writing the first letter of their name<br>Helicopter stories<br>Tales toolkit | Squiggle while you wiggle<br>Dough Disco<br>Busy Fingers<br>Drawing figures Copying the letters of their name<br>Helicopter stories<br>Tales toolkit | Squiggle while you wiggle<br>Dough Disco<br>Busy Fingers<br>Drawing minibeasts and animals Writing their name<br>Helicopter stories<br>Tales toolkit - drawing and retelling their story using the four parts of a story |
| <b>Reception – Core Book</b> | Super Duper You<br>Dinosaur Roar<br>Handa's Surprise<br>Little Red Hen   | Alfie Lends a hand<br>Goldilocks and the Three Bears<br>The Gingerbread Man<br>The Christmas Promise<br>This is Me  | Superkid<br>Alan's Big Scary Teeth<br>Charlie's Superhero Underpants<br>Amy Wu and the Perfect Bao   | The Rainbow Fish<br>Elmer<br>Proudest of Blue<br>Holi Hal<br>The Rainbow Fish<br>A friend for Henry   | The Darkest Dark<br>The Night Pirates<br>Amelia Earhart<br>Mr Grumpy's Outing<br>Whatever Next!  | The Very Hungry Caterpillar<br>Bumblebear<br>Where the Wild Things Are   |
| <b>Writing Genres</b>        | Initial Letter sounds<br>Labelling Fruit<br>Repetitive Phrases   | CVC words supported simple sentences<br>Character Description<br>Traditional tale<br>Letter to Santa  | Character Description<br>Labelling Pictures<br>Creating new book covers and titles   | Character description<br>Retelling a story<br>Labelling   | Instructions<br>Retelling a story  | Instructions<br>Labelling<br>Character Description<br>Non-Chronological Report   |

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|------------------------|---|--|--|--|--|--|
| Year 1<br>Core Book    | Shark In The Park<br>I want my Mum!<br>Suddenly!<br>What's in the Toy Box?<br>BaaBoom!  | Rama and Sita<br>Ruby's Worry<br>How To Make A Paper<br>Plate Cow<br>The Jolly Christmas<br>Postman  | Rumble in The Jungle<br>Elmer and Rose<br>Giraffes Can't Dance   | The Wolf and the Kids<br>The Enormous Turnip<br>The Three Billy Goats<br>Gruff   | The Gruffalo<br>Superworm<br>Zog<br>Gruffalo Song  | We're Going on a Bear<br>Hunt<br>Dear Polar Bear   |
| Writing<br>Genres      | Recount<br>Character description<br>Shopping list and Recount/Retell<br>Accumulative Poem   | Letters from the trenches<br>Senses Poem<br>Retell the story<br>Instructions -jam sandwich<br>Description of Santa's<br>Workshop   | Riddles<br>Description of jungle<br>setting<br>Innovation of Giraffe's<br>Can't Dance<br>Instructions: How To Make<br>A Puppet/Brush Your Teeth  | Retell and character<br>description<br>Alternative traditional tale<br>Story Setting   | Mini-beast Superhero<br>Factfile<br>Superworm's Diary<br>Instructions: How To Catch<br>A Dragon<br>Diary Recount of Dragon<br>School   | Alternative Story/Poem<br>Non-Fiction Information<br>Sheet about Bears<br>Letters  |
| Grammar<br>Progression | <p><b>Introduction to capital letters:</b> Understanding that every sentence starts with a capital letter.</p> <p><b>Full stops:</b> Recognising and using full stops at the end of sentences.</p> <p><b>Simple sentence structure:</b> Writing and reading simple sentences with a subject and verb (e.g., <i>The cat sat.</i>).</p> <p><b>Finger spaces:</b> Emphasising the importance of leaving spaces between words.</p> <p><b>Word classes:</b></p> <p><b>Nouns:</b> Introduction to common nouns (e.g., <i>dog, cat, ball</i>).</p> <p><b>Verbs:</b> Recognising simple action words (e.g., <i>run, jump, sit</i>).</p> | <p><b>Finger spaces:</b> Emphasising the importance of leaving spaces between words.</p> <p><b>Capital letters:</b> Understanding that every sentence starts with a capital letter.</p> <p><b>Full stops:</b> Recognising and using full stops at the end of sentences.</p> <p><b>Introduction to question marks:</b> Understanding that question sentences end with a question mark (e.g., <i>What is your name?</i>).</p> <p><b>Adjectives:</b> Simple introduction to adjectives, describing objects and animals (e.g., <i>The red ball</i>).</p> | <p><b>Recap on capital letters and full stops:</b> Reinforce these basic punctuation marks.</p> <p><b>Capital letters for names:</b> Using capital letters for proper nouns such as names of people, places, and days of the week.</p> <p><b>Exclamation marks:</b> Introduction to using exclamation marks to show excitement or emphasis (e.g., <i>Look out!</i>).</p> <p><b>Personal pronouns:</b> Introducing the concept of <i>I</i> and <i>we</i> as pronouns in sentences (e.g., <i>I am playing</i>).</p> <p><b>Verbs in the present tense:</b> Using verbs that describe actions happening now (e.g., <i>I am running</i>).</p> | <p><b>Conjunctions:</b> Using <i>and</i>, <i>but</i>, and <i>because</i> to extend sentences (e.g., <i>I like apples and bananas.</i>).</p> <p><b>Verbs in the past tense:</b> Recognising and using simple past tense verbs (e.g., <i>I played</i>).</p> <p><b>Commands and instructions:</b> Introducing imperative verbs (e.g., <i>Sit down, Stand up</i>).</p> | <p><b>Plural nouns:</b> Recognising and using regular plural forms by adding <i>-s</i> or <i>-es</i> (e.g., <i>cats, dogs, buses</i>).</p> <p><b>Questions and question marks (revision):</b> Reinforcing the use of question marks in sentences that ask questions.</p> <p><b>Verb tense consistency:</b> Ensuring children use consistent tenses in their writing (e.g., staying in past or present tense throughout).</p> | <p><b>Grammar revision:</b> Revisiting capital letters, full stops, question marks, and exclamation marks.</p> <p><b>Sentence formation:</b> Encouraging more complex sentence structures using conjunctions.</p> <p><b>Basic punctuation mastery:</b> Ensuring students can independently use capital letters and full stops correctly.</p> <p><b>Using and to join ideas (revision):</b> Revisiting how to extend sentences with <i>and</i> to make ideas more detailed.</p> |

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| Year 2<br>Core Book | The Twits<br>The Day the Crayons quit<br>Jonah and the Whale<br>How to Hide a Lion  | The Great Fire of London by Paul Perro- Poetry<br>The Great Fire of London<br>Emma Adams<br>Toby and the Great Fire of London   | Building Boy<br>Jack and the Bean Stalk<br>Ducklings- non fiction   | The True Story of the Three Little Pigs<br>The Three Little Wolves and the Big Bad Pig   | The Owl who was Afraid of the Dark<br>The Hodgeheg   | Traction Man<br>Grandad's Island  |
| Writing Genres      | Character descriptions<br>Recount<br>Letter writing<br>Story retell   | Non chronological report<br>Newspaper report<br>Character interview<br>Poetry   | Non Chron report<br>Diary entry<br>Predictions<br>Character description   | Character description<br>Alternative ending<br>Dialogue<br>Story setting descriptions  | Story opening<br>Fact file<br>Setting description<br>Alternative ending<br>Instructions for crossing the road.   | Adventure story<br>Instructions<br>Character description  |
| Grammar Progression | <p><b>Recap of Year 1 concepts:</b> Capital letters, full stops, question marks, and exclamation marks in sentence writing.</p> <p><b>Commas in lists:</b> Introduction to using commas to separate items in a list (e.g., <i>I have a cat, a dog, and a fish</i>).</p> <p><b>Expanded noun phrases:</b> Adding more detail by using adjectives (e.g., <i>The small, brown dog</i>).</p> <p><b>Types of sentences: Statements:</b> Writing simple factual sentences (e.g., <i>The sky is blue.</i>).</p> <p><b>Questions:</b> Revisiting how to form questions with a question mark.</p> <p><b>Commands:</b> Giving instructions using imperative verbs (e.g., <i>Put your coat on.</i>).</p> <p><b>Exclamations:</b> Using exclamation marks to express strong feelings (e.g., <i>What a big surprise!</i>).</p> | <p><b>Subordinating conjunctions:</b> Introduction to <i>when, if, that, because</i> to extend sentences (e.g., <i>I stayed in because it was raining</i>).</p> <p><b>Coordinating conjunctions:</b> Revisiting and extending use of <i>and, but, or</i> to join ideas (e.g., <i>I like ice cream but not cake</i>).</p> <p><b>Present and past tense:</b> Ensuring consistent use of tense in writing (e.g., <i>She plays</i> vs. <i>She played</i>).</p> <p><b>Verbs:</b> Understanding how verbs change in the present and past tense (regular verbs).</p> | <p><b>Nouns, adjectives, and verbs:</b> Identifying nouns, adjectives, and verbs within sentences and using them accurately.</p> <p><b>Suffixes for verbs:</b> Introducing the use of <i>-ed</i> for past tense and <i>-ing</i> for present continuous (e.g., <i>He played, He is playing</i>).</p> <p><b>Adverbs:</b> Simple introduction to adverbs that describe actions (e.g., <i>He ran quickly</i>).</p> <p><b>Expanded noun phrases:</b> Further practice expanding noun phrases with more detail (e.g., <i>The tall, green tree</i>).</p> | <p><b>Apostrophes for possession:</b> Introduction to using apostrophes to show possession (e.g., <i>The dog's bone</i>).</p> <p><b>Apostrophes for contractions:</b> Learning how to use apostrophes to contract words (e.g., <i>did not -&gt; didn't, cannot -&gt; can't</i>).</p> <p><b>Writing compound sentences:</b> Using conjunctions (<i>and, but, or</i>) to link independent clauses (e.g., <i>I like pizza but I don't like pasta</i>).</p> <p><b>Suffixes for adjectives:</b> Introducing the suffix <i>-er</i> and <i>-est</i> for adjectives to show comparison (e.g., <i>taller, tallest</i>).</p> | <p><b>Consolidating present and past tense:</b> Further work on using the correct verb tense, with a focus on irregular past tense verbs (e.g., <i>run -&gt; ran, sing -&gt; sang</i>).</p> <p><b>Subordinating conjunctions (revision):</b> Revisit <i>because, if, when</i> to introduce complex sentences (e.g., <i>I will go out if it stops raining</i>).</p> <p><b>Adverbs (revision):</b> Using adverbs for how, when, and where actions are happening (e.g., <i>He sang loudly</i>).</p> <p><b>Punctuation for different sentence types:</b> Ensuring correct punctuation for statements, questions, commands, and exclamations.</p> | <p><b>Revision of grammar and punctuation:</b> Recap all major concepts including capital letters, full stops, commas, conjunctions, and apostrophes.</p> <p><b>Consolidating suffixes:</b> Practice adding suffixes to adjectives (<i>-er, -est</i>) and verbs (<i>-ed, -ing</i>) in writing.</p> <p><b>Compound and complex sentences:</b> Encouraging the use of both compound and complex sentences in independent writing using conjunctions.</p> <p><b>Editing for grammar:</b> Introducing students to editing their own work to check for grammar mistakes, tense consistency, and correct punctuation.</p> |

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| Year 3<br>Core Book    | The Stone Age Boy<br>The Stone Age: Hunters, gatherers and woolly mammoths  | The Legend of Podkin One Ear - Keiran Larwood  | Nothing to see here hotel<br>King Kong - Anthony Browne<br>Poetry of Edward Lear (poem - archaic)  | No1 Car Spotter - Atinuke<br>Africa, amazing Africa(N.F.) - Atinuke<br>How doth the little crocodile (Poem - archaic)   | Harry Potter and the Philosopher's Stone   | The Wild Robot<br>Revolting rhymes  |
| Writing<br>Genres      | Diary Entry<br>Instructions<br>Narrative  | Character and setting descriptions<br>Descriptive map creations to base descriptive writing on<br>Alternative ending   | Persuasive writing including<br>Advertisement<br>Diary entries<br>Travel brochure<br>Newspaper writing<br>Poetry   | Problem-solution story<br>Illustration description<br>Poetry  | Character description<br>Acceptance letters<br>Setting description - Diagon Alley/Trip recount<br>Instruction texts: Potion/ Spell creation<br>Journey recount   | Comic/graphic novel - eco fiction<br>Character profiles / descriptions<br>Non-fiction text - debate - for/against<br>Poetry - Rhyming story   |
| Grammar<br>Progression | <p><b>Recap of Year 2 concepts:</b> Reinforce capital letters, full stops, question marks, exclamation marks, and commas in lists.</p> <p><b>Subordinating conjunctions (revision):</b> Using <i>because, if, when, although</i> to create complex sentences.</p> <p><b>Coordinating conjunctions (revision):</b> Extending use of <i>and, but, or, and so</i> to join independent clauses.</p> <p><b>Introduction to paragraphs:</b> Grouping related information into paragraphs.</p> <p><b>Prepositions:</b> Introducing prepositions to show time, place, and cause (e.g., <i>before, after, during, in, because of</i>).</p> | <p><b>Word classes (revision):</b><b>Nouns:</b> Common and proper nouns.</p> <p><b>Verbs:</b> Identifying and using action words.</p> <p><b>Adjectives:</b> Describing nouns with appropriate adjectives.</p> <p><b>Adverbs:</b> Introduction to adverbs modifying verbs (e.g., <i>She ran quickly</i>).</p> <p><b>Present perfect tense:</b> Introduction to the present perfect tense (e.g., <i>He has gone to school</i>).</p> <p><b>Expanded noun phrases:</b> Using adjectives and prepositions to expand noun phrases for description (e.g., <i>The bright blue butterfly on the flower</i>).</p> <p><b>Inverted commas for speech:</b> Introduction to using inverted commas (speech marks) to punctuate direct speech.</p> | <p><b>Present perfect tense (revision):</b> Further practice and identification of the present perfect tense compared to the simple past (e.g., <i>He has eaten</i> vs. <i>He ate</i>).</p> <p><b>Direct speech (continued):</b> Teaching the rules for punctuating direct speech with inverted commas, commas, and new lines for new speakers.</p> <p><b>Sentence structure (complex sentences):</b> Using conjunctions like <i>although, while, since</i> to form more complex sentences.</p> <p><b>Prepositions (revision):</b> Recap on prepositions for time, place, and cause, encouraging use in independent writing.</p> | <p><b>Use of a and an:</b> Understanding the correct use of <i>a</i> or <i>an</i> depending on whether the following word starts with a vowel sound (e.g., <i>a cat, an apple</i>).</p> <p><b>Conjunctions (revision and expansion):</b> Using conjunctions for more complex ideas (e.g., <i>so that, because, if, while</i>).</p> <p><b>Adverbs:</b> Exploring how adverbs can express time (<i>soon, later</i>), place (<i>here, there</i>), and cause (<i>therefore, because</i>).</p> <p><b>Paragraphs (revision):</b> Understanding how paragraphs are used to organise ideas and information.</p> <p><b>Inverted commas for direct speech (revision):</b> Further practice punctuating speech, using speech marks, and correct dialogue layout.</p> | <p><b>Introduction to conjunctions of time:</b> Using conjunctions like <i>before, after, when, while</i> to describe when things happen.</p> <p><b>Adverbs (continued):</b> Using adverbs to express degrees of intensity (e.g., <i>extremely, quite, very</i>).</p> <p><b>Word families:</b> Exploring words that are linked by meaning and form (e.g., <i>teach, teacher, teaching</i>).</p> <p><b>Pronouns:</b> Introducing personal pronouns (<i>he, she, it, they</i>) and possessive pronouns (<i>his, her, their</i>) to avoid repetition.</p> | <p><b>Recap of all key grammar concepts:</b> Reinforce the correct use of tenses (present perfect vs. past), conjunctions, and direct speech punctuation.</p> <p><b>Editing and improving writing:</b> Encouraging students to check for grammar errors, tense consistency, and punctuation in their work.</p> <p><b>Compound and complex sentences (revision):</b> Practice creating longer, more detailed sentences using a variety of conjunctions and clauses.</p> <p><b>Expanded noun phrases (revision):</b> Ensuring students can create detailed noun phrases that enhance their writing.</p> |

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|------------------------|---|--|--|---|--|--|
| Year 4<br>Core Book    | Charlie and the Chocolate Factory by Road Dahl  | The Iron Man<br>By Ted Hughes  | The Nowhere Emporium   | Iron Man  | The Butterfly Lion   | The Explorer<br>The Great Kapok Tree   |
| Writing<br>Genres      | Recipes<br>Persuasive letter to Willy Wonka<br>Character descriptions<br>Alternative chapter  | Character and setting descriptions<br>Alternative beginning<br>Diary entry<br>Menu for the Iron Man  | Story setting descriptions<br>Discussion texts<br>Non-chronological report   | Fantasy story<br>Diary entry<br>Character description   | Persuasive holiday brochure<br>Setting description   | Information leaflet about Brazil and the Amazon<br>Persuasive letter about deforestation<br>Narrative  |
| Grammar<br>Progression | <p><b>Recap of Year 3 concepts:</b> Reinforce capital letters, full stops, commas in lists, and expanded noun phrases.</p> <p><b>Fronted adverbials:</b> Introduction to fronted adverbials to vary sentence openings (e.g., <i>Later that day, Without a sound, In the park</i>). Emphasise using a <b>comma</b> after a fronted adverbial.</p> <p><b>Inverted commas (revision):</b> Recap on punctuating direct speech using speech marks, commas, and new lines for new speakers.</p> <p><b>Sentence structure:</b> Introduction to complex sentences using subordinating conjunctions (e.g., <i>although, even though, since, while</i>).</p> <p><b>Nouns and pronouns:</b> Recap on using nouns and pronouns to avoid repetition (e.g., <i>Tom -&gt; he or they</i>).</p> | <p><b>Present perfect tense (revision):</b> Further practice in using the present perfect tense (e.g., <i>She has gone to school</i>).</p> <p><b>Past perfect tense:</b> Introducing the past perfect tense (e.g., <i>He had finished before dinner</i>).</p> <p><b>Prepositions (revision):</b> Recap on prepositions for time, place, and cause (e.g., <i>after, before, because of, during</i>).</p> <p><b>Pronouns (revision):</b> Distinguishing between personal pronouns (<i>he, she, it</i>) and possessive pronouns (<i>his, hers, their</i>).</p> <p><b>Coordinating conjunctions:</b> Continue to practice using <i>and, but, or, and so</i> in compound sentences.</p> | <p><b>Complex sentences (continued):</b> Further work on forming complex sentences with subordinating conjunctions (<i>since, if, because, while</i>).</p> <p><b>Relative clauses:</b> Introducing relative clauses using relative pronouns (<i>who, which, that</i>) to add extra detail (e.g., <i>The boy who was running fell over</i>).</p> <p><b>Determiners:</b> Introduction to determiners like <i>a, an, the, some, many, every</i> (e.g., <i>the apple, some people</i>).</p> <p><b>Adverbial phrases:</b> Using adverbial phrases to provide more detail about time, manner, or place (e.g., <i>in the morning, with great care</i>).</p> <p><b>Inverted commas (revision):</b> Continue practicing direct speech punctuation</p> | <p><b>Apostrophes for possession:</b> Recap of apostrophes for singular and plural possession (e.g., <i>the girl's book, the girls' books</i>).</p> <p><b>Apostrophes for contractions (revision):</b> Ensure students can use apostrophes for contractions (e.g., <i>don't, couldn't, I'll</i>).</p> <p><b>Use of commas:</b> Recap on using commas to separate clauses, especially after fronted adverbials and subordinate clauses (e.g., <i>After the game, we went home</i>).</p> <p><b>Use of standard English:</b> Introduction to the importance of standard English in formal writing (e.g., <i>we were not we was</i>).</p> | <p><b>Expanded noun phrases (revision):</b> Expanding noun phrases using adjectives and prepositions (e.g., <i>The tall boy with red shoes</i>).</p> <p><b>Fronted adverbials (revision):</b> Continue practicing the use of fronted adverbials to enhance writing variety and flow.</p> <p><b>Relative clauses (revision):</b> Reinforce the use of relative clauses to give extra information and improve sentence complexity.</p> <p><b>Synonyms and antonyms:</b> Introduce the idea of using synonyms to improve vocabulary and antonyms for contrast in writing (e.g., <i>happy vs. joyful, hot vs. cold</i>).</p> | <p><b>Recap of all key grammar concepts:</b> Revisiting grammar rules covered throughout the year including tenses, conjunctions, apostrophes, and speech punctuation.</p> <p><b>Paragraphs (revision):</b> Emphasize how to group related ideas into paragraphs to organize writing.</p> <p><b>Editing for grammar:</b> Encourage students to self-edit their writing to check for grammatical errors, correct punctuation, and tense consistency.</p> <p><b>Compound and complex sentences:</b> Practice combining compound and complex sentences for fluency and variety in writing.</p> <p>=</p> |

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|---------------------|--|--|---|---|---|---|
| Year 5 Core Book    | Brightstorm - Vashti Hardy   | Rose Blanche - Ian McEwan  | Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay - Alexandra Stewart  | Shadow Forest - Matt Haig   | Holes - Louis Sachar  | A Kind of Spark - Elle McNicoll   |
| Writing Genres      | Formal letter of application<br>Setting Description<br>on Chron - Thought wolves   | Diary<br>Setting description<br>War poetry<br><br>(The Grinch - Instructions on how to steal Christmas)  | Narrative - first person<br>Debate - for & against climbing Everest   | Character description<br><br>Narrative - fantasy  | Informal letter<br>Non-chronological report   | Narrative - creating empathy<br><br>Persuasive speech   |
| Grammar Progression | <p><b>Recap of Year 4 concepts:</b> Reinforce use of capital letters, full stops, commas in lists, and complex sentences with conjunctions.</p> <p><b>Relative clauses (revision):</b> Continue to use relative clauses to give extra information, using relative pronouns like <i>who</i>, <i>which</i>, <i>that</i> (e.g., <i>The boy who was running won the race</i>).</p> <p><b>Modal verbs:</b> Introduction to modal verbs (<i>might</i>, <i>could</i>, <i>shall</i>, <i>will</i>, <i>must</i>) to indicate possibility, permission, or obligation (e.g., <i>She might come tomorrow</i>).</p> <p><b>Parenthesis:</b> Introduction to using brackets, dashes, or commas to add additional information (e.g., <i>The cake (which was delicious) was eaten quickly</i>).</p> <p><b>Expanded noun phrases (revision):</b> Extending expanded noun phrases with adjectives and prepositional phrases (e.g., <i>The shiny, new car in the garage</i>).</p> | <p><b>Perfect verb forms:</b> Consolidation of the present perfect tense (e.g., <i>He has gone</i>) and introduction to the past perfect (e.g., <i>She had eaten before we arrived</i>).</p> <p><b>Subjunctive form:</b> Introduction to the subjunctive form for formal writing (e.g., <i>If I were rich, I would travel the world</i>).</p> <p><b>Relative pronouns (revision):</b> Continue using <i>who</i>, <i>whom</i>, <i>which</i>, <i>whose</i>, <i>that</i> to introduce relative clauses and add detail.</p> <p><b>Use of commas for clarity:</b> Ensure students understand how to use commas to clarify meaning or separate clauses in complex sentences (e.g., <i>After the game, we celebrated</i>).</p> <p><b>Conjunctions:</b> Continue developing use of subordinating and coordinating conjunctions to vary sentence structure.</p> | <p><b>Modal verbs (revision):</b> Continued practice of modal verbs to indicate degrees of certainty, obligation, or permission (e.g., <i>He must finish his homework</i>).</p> <p><b>Parenthesis (revision):</b> Continue practicing the use of brackets, dashes, and commas to add extra information (e.g., <i>She gave me a gift - a beautiful book - for my birthday</i>).</p> <p><b>Commas for relative clauses:</b> Practice using commas to separate non-defining relative clauses (e.g., <i>My brother, who lives in Spain, is visiting</i>).</p> <p><b>Adverbials of time, place, and number:</b> Use adverbials to link ideas across paragraphs (e.g., <i>Later that day, In the distance, Secondly</i>).</p> | <p><b>Use of colons and semi-colons:</b> Introduction to colons and semi-colons to link closely related ideas or items in a list (e.g., <i>I need the following: a pen, a notebook, and a ruler or It was late; everyone had gone to bed</i>).</p> <p><b>Relative clauses (consolidation):</b> Encourage students to use both defining and non-defining relative clauses to add detail (e.g., <i>The boy who was late missed the bus vs. My friend, who was late, missed the bus</i>).</p> <p><b>Adverbs and adverbial phrases (revision):</b> Practice using adverbs to express time, place, and manner, and using fronted adverbials to vary sentence structure.</p> <p><b>Consistent tense usage:</b> Ensure consistent use of verb tenses across writing, with a focus on maintaining the correct tense throughout (e.g., <i>He was playing vs. He is playing</i>).</p> | <p><b>Formal and informal language:</b> Introduction to the difference between formal and informal language, especially in writing for different purposes (e.g., letters, speeches).</p> <p><b>Subjunctive form (continued):</b> Further practice of the subjunctive form for formal writing (e.g., <i>If I were to choose, I would say...</i>).</p> <p><b>Cohesive devices:</b> Using cohesive devices to link ideas within and across paragraphs, such as pronouns, conjunctions, and adverbials (e.g., <i>therefore, however, in contrast</i>).</p> <p><b>Dash, colon, and semi-colon (revision):</b> Continue practicing how to use punctuation for effect, especially in formal writing.</p> <p><b>Punctuation for parenthesis (revision):</b> Consolidate understanding of how to punctuate parenthesis (brackets, dashes, commas).</p> | <p><b>Recap of key grammar concepts:</b> Revisiting and consolidating grammar rules covered throughout the year, including modal verbs, relative clauses, parenthesis, and advanced punctuation.</p> <p><b>Editing and improving writing:</b> Encourage self-editing for grammar, punctuation, and sentence variety, ensuring clarity and flow in independent writing.</p> <p><b>Use of formal language (revision):</b> Consolidate understanding of formal writing structures and appropriate language choices.</p> <p><b>Application of cohesive devices:</b> Practice using cohesive devices to improve the flow and clarity of writing.</p> |

| Year Group          | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|---------------------|---|--|--|---|---|--|
| Year 6<br>Core Book | Skellig   | Once   | Who Let the Gods Out   | Boy at the Back of the Class  | The Final Year  | Tyger  |
| Writing Genres      | Setting description<br>Letter in the role of Michael to his sister<br>Fact File on birds  | Diary from the perspective of Zelda<br>Persuasive Speech against war<br>Poetry linked to Remembrance Day<br>Narrative – alternative ending   | A Myth based on reading<br>Character Description<br>Narrative – the sequel books finding another chaos stone<br>Balanced Argument – Trojan Horse (History)   | Persuasive Letter for refugees<br>Diary from the perspective of Ahmed   | Free verse writing  | Setting description.<br>Narrative - Write the next chapter.<br>Recount - Diary as a character<br>Information text on a feline animal.  |
| Grammar Progression | Recap of Year 5 grammar:<br><br>Revisiting sentence types (simple, compound, complex).<br><br>Expanded noun phrases: Building detail and clarity (e.g. "The young girl, with her long, curly hair...").<br><br>Subordinate clauses: Introducing more sophisticated conjunctions (e.g. meanwhile, therefore, although)<br><br>Recognising and using relative clauses, beginning with who, which, where, when, whose, that. | Semi-colons, colons, and dashes: Using them to mark boundaries between independent clauses (e.g., "It was late; I was tired.").<br><br>Synonyms and antonyms: Exploring words that have similar and opposite meanings.<br><br>Subordinate clauses: Introducing more sophisticated conjunctions (e.g. meanwhile, therefore, although)<br><br>Recognising and using relative clauses, beginning with who, which, where, when, whose, that. | Perfect verb forms: Recognising and using present perfect, past perfect, and future perfect tense (e.g., <i>He has finished his homework</i> ).<br>Shifts in formality: Identifying formal and informal tones, linking to audience and purpose.<br>Active and passive voice: Introduction to the concept and transformation (e.g., <i>The boy kicked the ball -&gt; The ball was kicked by the boy</i> ).<br>Punctuation of speech: Revision of direct and indirect (reported) speech.<br>Modal verbs: Understanding and using modal verbs to indicate possibility, obligation, or permission (e.g., <i>might, should, must</i> ). | Using commas for clarity: Ensuring commas are used correctly in complex sentences, including for fronted adverbials. Cohesive devices: Using a variety of conjunctions, pronouns, and adverbials for cohesion (e.g., Firstly, On the other hand, Nevertheless). Relative clauses: Further practice on embedding clauses and using who, which, that, etc. Ellipsis: Introduction to ellipses for omission and creating suspense (e.g., "He hesitated..."). | Colons for lists: Teaching how to introduce lists using colons (e.g., "He brought three things: a pen, a notebook, and a calculator."). Colons and semi-colons in complex lists: Using semi-colons for clarity in lists with internal punctuation (e.g., "He visited London, UK; Paris, France; and Rome, Italy."). Subjunctive forms: Introducing subjunctive mood (e.g., "If I were you..."). | Formal and informal speech/writing: Comparing the structure and grammar in formal and informal contexts, focusing on the impact of sentence length, vocabulary, and grammar choices. Active vs. passive voice (revision): Reinforcement of the active and passive voice and using passive constructions for formality. Revision and Application Sentence structures: Revising simple, compound, and complex sentences. Advanced punctuation (revision): Semi-colons, colons, dashes, and brackets. Cohesive devices: Ensuring that students use a range of cohesive devices effectively in writing (recap and deepen understanding). Speech punctuation (revision): Direct and reported speech. Synonyms and |