

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Ready Steady Write Units	1. The Something – Losing Story Sentences 2. The Something – Animal Information Sentences	1. Star in the Jar – Finding Story Sentences 2. Star in the Jar – Poster Sentences	1. How to Hide a Lion – Instruction Sentences 2. Ruby’s Worry – Worry Sentences	1. Little Red – Traditional Tale Sentences 2. Little Red- Instruction Sentences	1. The Extraordinary Gardener – Instruction Sentences 2.The Extraordinary Gardener – Transformation Story Sentences	1. The Storm Whale – Friendship Story Sentences 2. The Storm Whale – A Whale Poem
	Whole-class reading	RWI Phonics					
	Focus Vocabulary	underneath peered doorway disappeared guarding disappeared pondered remarkable delighted peered wondered facts webbed slimy slippery top facts tiny	treasure tickly glittery special loved shinier searched whirl sparkled precious glum treasure owner spiral deliver brittle spiky shiny return perhaps	strolled belonged sharp fluffy comforted raced amazed hero parade neat gigantic munch roar tiptoe grin noticed pretended wondered enormous unexpected staring hovering shrink tumbled springy groovy disappear bright sigh wide worry ignore	journey forest growled plan shortcut spare nightdress peeped leapt yummy cottage peep fearsome gobbled axe cloak tiptoed cunning cord lump meat attach hide capture	ordinary roamed soared planted tools eventually imagining carefully empty soil cover sprinkle instructions daydreaming discovered single neighbour extraordinary skyscrapers imagination creation blooming beauty scent searched	raged shore washed up wondered belonged sneak blustery curious spotted unwind roam nudge scan searches skims steers vast blowhole volcano

	Talk Through Stories Vocabulary	Cottonwool Colin shrieked bold afraid bedraggled horrified whopped survived wrapped Five Minutes' Peace sneaked plonked pleasant trailed muttered groaned peace beamed Handa's Hen hunted fluttery peered waving shiny peeped scurried skipped	Hugless Douglas snuggled trembled clumsy peeped wrapped squeeze wriggled scooped I'm in Charge bellowed startled barged sneaked grinned dreadful stomped refused Room on the Broom searched grinned shriek magnificent politely clutched keen grateful	Slow Samson arrived distracted charged annoyed sobbed received rushed lonely Stick Man twirl tumbling shove weary chuckle doze clattering drifts Supertato escaped gaspd rescue distress vanished crept leapt shrieked	Zog gripping wildly fearsome expert crowded triumph soared roared Can't you sleep little bear? settled groaned curling up glow hooked twinkly puzzled cosy Click Clack Moo impossible furious impatient demand gathered decided snoop emergency	The Rainbow Fish sparkling glide admire emerged discover peculiar whizzed delighted Owl Babies hunting silent fuss bounced swooped brave flapped Farmer Duck crept wriggled creaked wearily fled squeezed	Elmer slipped away absolutely serious burst gaspd celebrate decorate Missing Richmond trekked gathering searched immediately rescue distract celebrate gracefully Cops and Robbers fondles bounded dreadful prowl gloomy rumped whirled skidded
	Class Author	Author – Judith Kerr Fairy/Traditional Tales – Jack and the Beanstalk Nursery Rhymes/Songs – 1,2,3,45,Once I caught ...;Ten green bottles; The Wheels on the Bus; Head, Shoulders, Knees and Toes;If You're Happy and You Know It; Miss Polly Had a Dolly;Them Bones; Down in the Jungle; Ten in a Bed; and Old MacDonald had a Farm		Author – Eric Carle Fairy/Traditional Tales – Little Red Riding Hood Nursery Rhymes/Songs – 1,2,3,45,Once I caught ...;Ten green bottles; The Wheels on the Bus; Head, Shoulders, Knees and Toes;If You're Happy and You Know It; Miss Polly Had a Dolly;Them Bones; Down in the Jungle; Ten in a Bed; and Old MacDonald had a Farm		Author – Martin Waddell Fairy/Traditional Tales – The Three Billy Goats Gruff Nursery Rhymes/Songs – 1,2,3,45,Once I caught ...;Ten green bottles; The Wheels on the Bus; Head, Shoulders, Knees and Toes;If You're Happy and You Know It; Miss Polly Had a Dolly;Them Bones; Down in the Jungle; Ten in a Bed; and Old MacDonald had a Farm	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Ready Steady Write Units	1. Old Bear – Finding Story Sentences 2. Old Bear – Message Sentences	1. Rapunzel – Traditional Tale Sentences 2. Rapunzel – Trap Sentences	1. Hermelin – Detective Story Sentences 2. Hermelin – Letter Sentences	1. Where the Wild Things Are – Return Story Sentences 2. Where the Wild Things Are – Information Sentences	1. The Secret of Black Rock – Return Story Sentences 2. The Secret of Black Rock – Diary Sentences	1. The Last Wolf – Hunting Story Sentences 2. The Last Wolf – Recipe Sentences
	Grammar taught through sentence accuracy	- Develop understanding of regular plural noun suffixes – s or –es - Develop understanding of how words can combine to make sentences joining words and joining clauses using ‘and’ - Develop understanding of capital letters for names and for the personal pronoun ‘I’, people, places and days of the week	- Develop understanding of regular plural noun suffixes – s or –es - Develop understanding of how words can combine to make sentences joining words and joining clauses using ‘and’ - Develop understanding of capital letters for names and for the personal pronoun ‘I’, people, places and days of the week - Develop understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words –ing, –ed, and –er	- Develop understanding of regular plural noun suffixes – s or –es - Develop understanding of how words can combine to make sentences joining words and joining clauses using ‘and’ - Develop understanding of and introduction to exclamation marks to demarcate sentences - Develop understanding of how the prefix un– changes the meaning of verbs and adjectives - Develop understanding of and introduction to question marks to demarcate sentences	- Develop understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words –ing, –ed, and –er - Develop understanding of suffixes that can be added to adjectives where no change is needed in the spelling of root words: –er and –est - Develop understanding of how words can combine to make sentences joining words and joining clauses using ‘and’ - Develop understanding of and introduction to exclamation marks to demarcate sentences - Develop understanding of capital letters for names and for the personal pronoun ‘I’, people, places and days of the week	- Develop understanding of regular plural noun suffixes – s or –es - Develop understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words: –ing, –ed and –er - Develop understanding of suffixes that can be added to adjectives where no change is needed in the spelling of root words: –er and –est - Develop understanding of how words can combine to make sentences joining words and joining clauses using ‘and’ - Develop understanding of the meaning of verbs and adjectives - Develop understanding of how words can combine to make sentences joining words and joining clauses using ‘and’ - Develop understanding of capital letters for names and for the personal pronoun ‘I’, people, places and days of the week	- Develop understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words: –ing, –ed and –er - Develop understanding of suffixes that can be added to adjectives where no change is needed in the spelling of root words: –er and –est - Develop understanding of how words can combine to make sentences joining words and joining clauses using ‘and’ - Develop understanding of and introduction to question marks to demarcate sentences - Develop understanding of and introduction to exclamation marks to demarcate sentences
	Whole-class reading	RWI Phonics					

	Focus Vocabulary	marvellous wobble collapsed bounced dangerous whizzed muffled propped tumbling stacked wobbly spring scrambled smart grinning dust floated letter stuck dust zoom eager plans	trapped riches cackled curse boldly explore secretly snarled returning mean hissed riches clambered scramble fled loyal afraid tips deep sharp boiler bunches throw	detective typewriter pest hurl suspects mysteries clues reward priceless jewels disappeared thrilled horrid pests adventures posh cheeky robber stolen belongings	gnashed tamed rumpus supper vines mischievous wild cried costume forest lurked darkness gnashed stretched clambered drifted messy stomping gnashing gorge unleash pointed	glimpse mysterious outsmart unnoticed translucent scrapes shore echoed longed fearless investigate scooped looming murky boomed gigantic upset attack legends tales protect frightened	hunting flung popgun supplies stalking lurked slithered bracken lynx fearless searched tiptoed brambles crept undergrowth finches squishy whisk stir mixture sprinkle wiggle decoration
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	Talk Through Stories Vocabulary	Aliens Love Underpants breeze invited delighted darling squeeze blame zoom lurks A Little Bit Brave darling stomped adventure scurrying proud familiar whimpered gobbled Billy and the Dragon rumble stashing dumped terrible huffed unusual plump impressive	Burglar Bill comfortable suddenly creeps wonders hurry terrible fright pinched The Giant Jam Sandwich nuisance mighty leaped spoil swelled squealed humming dived The Scarecrow’s Wedding hunt spotted hurried gathered certain exclaimed staggering sprinkled	Lost and Found ignored floated disappointment discovered delighted lonely searched wonderful Perfectly Norman extraordinary uncomfortable swooping miserable hesitantly problematic wonderful nervously One Snowy Night cosy miserable snuggled shivering shoved scraping fierce chuckle	Ravi’s Roar squash furious growled nervous leapt dared wild Six Dinner Sid discovered slip out unlike tough damp suspicious believed furious The Lion Inside sparkled mighty craggy meek whimpered ignored impressed slumbering	The Squirrels who Squabbled squabbling towering squealed gathered convinced sprinted hollered scurried Tiddler captured struggled dawdling hauling glimmered shivered peeped bashed Billy’s Bucket explained persuaded sighed excitedly special chuckled frowned imagination	Billy and the Beast rumble stashing dumped terrible huffed unusual plump impressive Ruby’s Worry explore discovered wondered enormous barely unexpected shrink tumbled My Monster and Me arrived gigantic growly bossier budge suddenly stroked	
	Discrete Grammar taught	All grammar objectives from the National Curriculum are taught and applied through the writing units across the year.						
	Class Author	Author – Rachel Bright Poetry – Happy Poem – James Carter Fairy/Traditional Tales – The Little Red Hen Nursery Rhymes/Songs – 30 days has September/The days of the Week/I am the Music Man/The Pirate Song/Boom Chicka Boom			Author – Oliver Jeffers Poetry – My Family – Jill Townsend Fairy/Traditional Tales – Cinderella Nursery Rhymes/Songs – 30 days has September/The days of the Week/I am the Music Man/The Pirate Song/Boom Chicka Boom		Author – Nadia Shireen Fairy/Traditional Tales – The Enormous Turnip Nursery Rhymes/Songs – 30 days has September/The days of the Week/I am the Music Man/The Pirate Song/Boom Chicka Boom	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Ready Steady Write Units	1. A River – Circular Narrative 2. A River – A Letter	1. The Night Gardener – Setting Narrative 2. The Night Gardener – Diary	1. The Bog Baby – Finding Narrative 2. The Bog Baby – Encodable Instructions	1. Grandad's Island – Return Narrative 2. Grandad's Island – Informatio Text	1. The King Who Banned the Dark – Persuasive Letter 2. The King Who Banned the Dark – Banning Narrative	1. Rosie Revere, Engineer – Invention Narrative 2. Rosie Revere, Engineer – Explanation Text
	Grammar taught through sentence accuracy	-Suffixes -er, -est -Use of Subordination (when, if, that, because) -Use of Coordination (so, or, and, but) -Expanded Noun Phrases - Sentences functioning as questions -Apostrophes for singular possession -Use ly to turn adjectives into adverbs -to use subordination (using when, if, that, because) -to use co-ordination (using so, or, and, but) -grammatical patterns in a sentence indicate its function as a command -to use apostrophes to mark singular possession -Develop understanding of regular plural noun suffixes -s or -es	-to form adjectives using suffixes (such as - ful, -less) -to use -ly in Standard English to turn adjectives into adverbs -to use co-ordination (using so, or, and, but) -to use expanded noun phrases for description and specification -the grammatical patterns in a sentence indicate its function as an exclamation -to use apostrophes to mark singular possession -to use -ly in Standard English to turn adjectives into adverbs -to use co-ordination (using so, or, and, but) -to use expanded noun phrases for description and specification -the grammatical patterns in a sentence indicate its function as a question -the grammatical patterns in a sentence indicate its function as an exclamation -commas to separate items in a list -to use apostrophes to mark where letters are missing in spelling (contractions)	-to form adjectives using suffixes (such as - ful, -less) -to use -ly in Standard English to turn adjectives into adverbs -to use co-ordination (using so, or, and, but) -to use expanded noun phrases for description and specification -to use -ly in Standard English to turn adjectives into adverbs -to use subordination (using when, if, that, because) -the grammatical patterns in a sentence indicate its function as a command -commas to separate items in a list -apostrophes to mark where letters are missing in spelling (contractions)	-use -ly in Standard English to turn adjectives into adverbs -expanded noun phrases for description and specification -the grammatical patterns in a sentence indicate its function as a question -the grammatical patterns in a sentence indicate its function as an exclamation -how to use the progressive form of verbs in the present and past tense to mark actions in progress -apostrophes to mark singular possession in nouns -how to use the suffixes -er, -est in adjectives -how to use -ly in Standard English to turn adjectives into adverbs -the grammatical patterns in a sentence indicate its function as a question -the grammatical patterns in a sentence indicate its function as an exclamation -apostrophes to mark singular possession	-form nouns using suffixes such as -ness, -er -how to use -ly in Standard English to turn adjectives into adverbs -to use subordination (using when, if, that, because) -to use co-ordination (using so, or, and, but) -commas to separate items in a list -apostrophes to mark where letters are missing in spelling (contractions) -form adjectives using suffixes (such as -ful, -less) -use subordination (using when, if, that, because) -use co-ordination (using so, or, and, but) -use expanded noun phrases for description and specification -the grammatical patterns in a sentence indicate its function as a statement -the grammatical patterns in a sentence indicate its function as a question	-how to use the formation of nouns by compounding -use subordination (using when, if, that, because) -use co-ordination (using so, or, and, but) -use expanded noun phrases for description and specification -the grammatical patterns in a sentence indicate its function as an exclamation -commas to separate items in a list -how to use the suffixes -er, -est in adjectives -how to use -ly in Standard English to turn adjectives into adverbs -how to use subordination (using when, if, that, because) -use co-ordination (using so, or, and, but) -use expanded noun phrases for description and specification -use apostrophes to mark singular possession
	Ready Steady Read Units	RWI Phonics OR The Boy Who Grew Dragons (F) Pinocchio (F) A Year Full of Celebrations and Festivals (NF) Never Get Bored Draw and Paint (NF) Poems for Every Season (P)	RWI Phonics OR The Puffin Book of Fantastic First Poems (P) Illustrated Stories from Aesop (F) Einstein the Penguin (F) 101 Great Science Experiments (NF) National Trust: Out and About Bird Spotter (NF)	RWI Phonics OR Words can Fly (P) A Poem for Every Question (P) A Bear Called Paddington (F) A Year Full of Stories (F)	RWI Phonics OR First Big Book of How (NF) The Wild Life of Animals (NF) A First Book of Nature (P)	RWI Phonics OR Midnight Feasts (P) Grimwood (F) A World Full of Animal Stories (F) Complete Children's Cookbook (NF) First Big Book of Why (NF)	RWI Phonics OR Jelly Boots, Smelly Boots (P) Leonora Bolt, Secret Inventor (F) Secrets of the Forest (F) My Encyclopedia of Very Important Things (NF) Little People, Big Dreams (NF)

	Focus Vocabulary	mangroves peer gazing plumes edge snaked cruise squint emerald explore looming exotic voyage prowling mischievous scraps gobble beware	discovered sculpture dashed masterpiece festivities unfamiliar admire evidence guard mesmerising mysterious drifted protecting illuminate majestic spotlight commotion perplexing greeted transformed piercing plumage gazed awe	dell newts bluebells gravel damp pale adventurous enchanted trudged tentatively adorable immediately relieved eventually tranquil protected habitat gravel murky succulent thoroughly odour	shipshape deck shack horizon lurched shore ledge boomed easel unusual discovered dense eventually fascinating tropical appearance fascinatingly disturb omnivores pluck bills directly survive	ban reign advisors revolt rumours demanded mighty majestic wise propose magnificent lurking disappointment punishment burglars artificial installed inspectors distraction dim unguarded shuddered avoided	perplexed eaves gizmos dismayed wheezed hauled cockpit baffled succeeded creation mesmerised gadgets sketched assemble astounded sniggering magnificent holders propeller ground-breaking take-off release
	Discrete Grammar taught	All grammar objectives from the National Curriculum are taught and applied through the writing units across the year. In addition, discrete grammar lessons may be delivered to pre-teach, revisit, or reinforce specific grammar objectives, informed by assessment for learning and the needs of individual cohorts. This ensures that pupils develop both a secure understanding of grammatical concepts and the ability to apply them effectively within their writing.					
	Class Author	Author – Anthony Browne Nursery Rhymes – There was an old lady who swallowed a fly/Old Mother Hubbard Poetry – If I were a Hawk – Clare Bevan Fairy and Traditional Tales – Hansel and Gretel		Author – Francesca Simon Nursery Rhymes – There was an old lady who swallowed a fly/Old Mother Hubbard Fairy and Traditional Tales – Sleeping Beauty		Author – Jill Tomlinson Nursery Rhymes – There was an old lady who swallowed a fly/Old Mother Hubbard Poetry – Desk Diddler – Michael Rosen Fairy and Traditional Tales – Elves and the Shoemaker	

	Spellings	Review 2.1 – The or sound 2.2 Soft C 2.3 – Adding the suffix -y 2.4 - Adding the suffix -y (2) 2.5 - Adding the suffix -ly 2.6 - The n sound spelt kn and gn 2.7 – The igh sound spelt y 2.8 – Adding the suffix -ing 2.9 – Adding the suffix -ing (2) 2.10 – The j sound 2.11 – The o sound spelt a after w and qu	2.12 – Adding the suffix -ed 2.13 – Adding the suffix -ed (2) 2.14 – Adding the suffix -ed (3) Review of Book 2A spelling patterns 2.1b – The r sound spelt wr 2.2b – Adding the suffixes -er or -est 2.3b – Adding the suffixes -er or -est (2) 2.4b – Adding the suffixes -er or -est (3) 2.5b – The ee sound spelt ey 2.6b – Adding the suffix -ness	2.7b Adding the suffix -ness (2) 2.8b – Words ending in -le 2.9b – Words ending in -el 2.10b – Words ending in -al 2.11b – Adding the suffix -ful 2.12b – Adding the suffix -less 2.13b – Adding the suffix -ment 2.14b – Words ending in -tion 2.15b – Adding the suffix -es Review of year 2 spelling patterns
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Ready Steady Write Units	1. The Iron Man – Approaching Threat Narrative 2. The Iron Man – Trap Explanation	1. Fox – Fable Narrative 2. Fox – Information Report	1. The Rhythm of the Rain – Setting Narrative 2. The Rhythm of the Rain – Information Leaflet	1. Wisp – Promise Narrative 2. A Midsummer’s Night’s Dream – Potion Recipe	1. Marcy and the Riddle of the Sphinx – Egyptian Mystery Narrative 2. Marcy and the Riddle of the Sphinx – Secret Diary	1. Into the Forest – Lost Narrative 2. The Secret Elephant - Diary

	Grammar taught through sentence accuracy	-Develop an understanding of a range of prefixes - Correct use of 'a' and 'an' -Use of a wider range of conjunctions (subordinating) - Apostrophes for contraction - Apostrophe for singular possession - Correct use of 'a' and 'an' -Use of a wider range of conjunctions (subordinating) -Express time, place and cause using adverbs -Expressing time and place using prepositions -Expanded noun phrases for description and specification	- Correct use of 'a' and 'an' -Use of a wider range of conjunctions (subordinating) -Expressing time and place using prepositions -Inverted commas to indicate direct speech -Use ly to turn adjectives into adverbs - Apostrophe for singular possession -Develop an understanding of a range of prefixes -Use of a wider range of conjunctions (subordinating) -Present perfect form -Commas to separate items in a list	- Correct use of 'a' and 'an' -Use of a wider range of conjunctions (subordinating) -Expressing time and place using prepositions - Apostrophe for singular possession - Correct use of 'a' and 'an' -Use of a wider range of conjunctions (subordinating) -Express time, place and cause using adverbs -Present perfect form -Commas to separate items in a list	-Develop an understanding of a range of prefixes - Correct use of 'a' and 'an' -Use of a wider range of conjunctions (subordinating) -Express time, place and cause using adverbs -Inverted commas to indicate direct speech - Correct use of 'a' and 'an' - Understanding of word families -Express time, place and cause using adverbs -Expressing time and place using prepositions	-Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel -Word families based on common words showing how words are related in form and meaning -Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) -Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) -Inverted commas to punctuate direct speech - Correct use of 'a' and 'an' - Understanding of word families -Express time, place and cause using adverbs -Expressing time and place using prepositions -Present perfect form	- Correct use of 'a' and 'an' - Understanding of word families -Express time, place and cause using adverbs -Expressing time and place using prepositions -Inverted commas to indicate direct speech -Develop an understanding of a range of prefixes - Correct use of 'a' and 'an' -Express time, place and cause using adverbs -Expressing time and place using prepositions -Present perfect form
	Ready Steady Read Units	The Wild Robot (F) Charlotte's Web (F) The Wonders of Nature (NF) Usborne Complete Book of Art Ideas (NF) Ted Hughes Collected Poems for Children (P)	Cloud Busting (P) The Last Firefox (F) Varjak Paw (F) An Anthology of Intriguing Animals (NF) Feather Flower Forest Fur (NF)	Hot Like Fire and Other Poems (P) Quick, Let's Get Out of Here (P) How to Train your Dragon (F) My Encyclopedia of Very Important Science: For Little Learners Who Want to Know How Everything Works (NF)	The Wonder Brothers (F) My Very Important Human Body Encyclopedia: For Little Learners Who Want to Know About Their Bodies (NF) A Whale of a Time (P)	When Poems Fall from the Sky (P) Hello, Universe (F) Harry and the Poisonous Centipede (F) Explore (NF) There's No Such Thing as a Silly Question (NF)	Classic Poems (P) The Day I Fell into a Fairytale (F) Rumaysa (F) Welcome to My Crazy Life (P) The Funny Life of Football (NF)

	Focus Vocabulary	Valley Strange Steep Skyline Inland Frowned Occasional Bewildered Emerged Trembled Magnitude Jolted Monstrous Surveyed Possessions Devouring Mayhem Bait Ploughed Sheer Disguising Disastrous	Charred Clamped Rejoices Exults Scarcely Triumph Huddles Adrift Dusk Stealthily Deceitful Deviously Scampering Mocked Quadrupled Reputation Accused Inquisitive Culprit Predators Iridescent Curious	Streams Plunge Current Winding Jets Gratefully Summit Wondrous Leathery Melodies Emerging Nourishes Diverse Graze Formidable Devastating Overshadow Staggering Awe-inspiring Craggy slopes Elevation Erosion Landslides	Swarms Wriggle Flitting Bustled Flickered Blossomed Peculiar Illuminated Fluttered Murmured Disbelief Assured Uncertainty Vivid Quarrelling Protested Sprite Defiant Wretched Mockery Exasperation Charm Remedy Potent Mischievous Havoc Intoxicating	TBC	Huddling Terrified Delicious Dreadful Alien Bustled Concealed Clutch Eerie Forbidden Lurched Thronged Sniffing Dangled Chores Blasts Snuck'd Stealthy Campaign Stale
	Discrete Grammar taught	All grammar objectives from the National Curriculum are taught and applied through the writing units across the year. In addition, discrete grammar lessons may be delivered to pre-teach, revisit, or reinforce specific grammar objectives, informed by assessment for learning and the needs of individual cohorts. This ensures that pupils develop both a secure understanding of grammatical concepts and the ability to apply them effectively within their writing.					
	Class Author	Author – Tom Fletcher Poetry – The Sound Collector – Roger McGough Classic – Alice in Wonderland – Lewis Carroll		Author – Jeremy Strong Shakespeare – Midsummer Night's Dream		Author – Enid Blyton Poetry – The Owl and the Pussycat – Edward Lear Classic – The Diary of a Killer Cat – Anne Fine	
	Spellings	Review of Y2 key spelling patterns 3.1 – Adding the prefixes dis- and in- + 3/4 statutory 3.2 – Adding im- to root words beginning with m or p 3.3 – Adding the suffix -ous + 3/4 statutory spelling practice Spaced retrieval – Review of 3.1/3.2/3.3 spelling patterns 3.4 – Adding the suffix -ly + 3/4 statutory spelling practice 3.5 – Words ending in -ture		3.5 – Words ending in -ture + SF2 (homophones) 3.6 – Adding -ation to verbs to form nouns + 3/4 words Spaced retrieval – Review of 3.4/3.5/3.6 spelling patterns 3.7 – Words with the c sound + 3/4 statutory spellings practice 3.8 – Words with the sh sound spelt ch + SF3 (short i sound) 3.9 – Adding the suffix -ion + 3/4 statutory spelling practice Spaced retrieval – Review of 3.7/3.8/3.9 spelling patterns 3.10 – Adding the suffix -ian		3.10 – Adding the suffix -ian + 3/4 statutory spelling practice 3.11 – Adding the prefix re- + SF4: Homophones 3.12 – Adding the prefix Anti- + 3/4 words Spaced retrieval – Review of 3.10/3.11/3.12 spelling patterns 3.12 – Adding the prefix super- + 3/4 statutory spelling practice 3.14 – Adding the prefix sub- + 3/4 statutory spelling practice Review of Y3/4 key spelling patterns	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Ready Steady Write Units	1. The Whale – Setting Narrative 2. The Whale – Newspaper Report	1. Leaf – Outsider Narrative 2. Leaf - Diary	1. Arthur and the Golden Rope – Myth Narrative 2. Arthur and the Golden Rope – Information Guide	1. The Great Kapok Tree – Persuasive Letter 2. The Tempest – Summoning Narrative	1. The Journey – Refugee Narrative 2. The Journey - Diary	1. Manfish – Invention Narrative 2. Manfish - Biography
	Grammar taught through sentence accuracy	-Standard form verb inflections -Expanded noun phrases including pre and post modification -Alternate noun/synonyms for cohesion -Fronted adverbials marked by commas -Speech punctuation (comma after reporting clause) -Standard form verb inflections -Expanded noun phrases including pre and post modification -Alternate noun/synonyms for cohesion -Speech punctuation (comma after reporting clause)	-Standard form verb inflections -Expanded noun phrases including pre and post modification -Pronouns to aid cohesion -Fronted adverbials marked by commas -Singular and plural possession -Alternate noun/synonyms for cohesion -Fronted adverbials marked by commas	-Singular and plural possession -Expanded noun phrases including pre and post modification -Pronouns to aid cohesion -Alternate noun/synonyms for cohesion - Fronted adverbials marked by commas -Singular and plural possession -Expanded noun phrases including pre and post modification -Pronouns to aid cohesion -Alternate noun/synonyms for cohesion - Fronted adverbials marked by commas	-Singular and plural possession -Standard form verb inflections -Expanded noun phrases including pre and post modification -Alternate noun/synonyms for cohesion - Fronted adverbials marked by commas -Singular and plural possession -Expanded noun phrases including pre and post modification -Alternate noun/synonyms for cohesion - Fronted adverbials marked by commas -Speech punctuation (comma after reporting clause)	-Standard form verb inflections -Pronouns to aid cohesion -Alternate noun/synonyms for cohesion - Fronted adverbials marked by commas -Speech punctuation (comma after reporting clause) -Singular and plural possession -Standard form verb inflections -Pronouns to aid cohesion -Alternate noun/synonyms for cohesion - Fronted adverbials marked by commas	-Standard form verb inflections -Pronouns to aid cohesion -Alternate noun/synonyms for cohesion - Fronted adverbials marked by commas -Speech punctuation (comma after reporting clause) -Standard form verb inflections -Pronouns to aid cohesion -Alternate noun/synonyms for cohesion - Fronted adverbials marked by commas

	Ready Steady Read Units	Stories from Around the World (F) When Life Give you Mangoes (F) The Travel Book (NF) How to Spaghetotify Your Dog (NF) Werewolf Club Rules (P)	The Lost Words (P) The Last Bear (F) Jummy at the River School (F) Make your Own Magic (NF) F2 Ultimate Footballer (NF)	Cherry Moon (P) Gargling with Jelly (P) Beowulf (F) Viking Boy (F)	Quiz Yourself Clever! Animals of the World (NF) Start to Cook (NF) Where Zebras Go (P)	Over to You (P) The Boy at the Back of the Class (F) The Song Walker (F) You Can Do Anything (NF) A Day in the Life of a Caveman , a Queen, and Everything in Between (NF)	Odder (P) Poems from a Green and Blue Planet (P) The Land of Roar (F) The Legend of Podkin One-Ear (F) Atlas of Ocean Adventures (NF)
	Focus Vocabulary	Rickety Ominous Unkempt Elusive Looming Billowed Tense Torrents Hoax Legend Inconclusive Speculation Region Mythical	Habit Situation Drifted Deserted Rifled Matted Shunned Landmark Consume Vast Hostile Retain Lairs Determining Native to Harsh Winters Easily Accessible Omnivore Carrion Predators	Solemnly Ancestors Subsequent Embers Unlikeliest Plunged Canopy Meddling Piped Up Death-defying Enchanted Staff Truly Stumped Realms of the Gods Agile Felled Wielding Summoning Crucial Docile Gaping Ransack Hailing from Ancestry Severely Limited To Brutal Effect Combat Outmanoeuvre Poorly Coordinated Approximately	Squawking Slithered Ancestors Scampered Canopy Underbrush Smouldering Fragrant Urge Irresponsible Devastating Indigenous Consumption Destruction Vital Fate Wrecked Somersault Sorrowfully Treacherous Castaway Fluttering Thee Gloominess Morphed Sprite Gruesome Unsuspecting Tittered	Chaos Escape Sighs Avoid Border Appears Migrating Guard Reassuring Burrowed Dusk Makeshift Dehydrated Provisions Ventured Consumed Neighbours Harrowing Essentials Powerless Anguished Cautiously	Allowance Villainous Dove Camouflaged Glided Unpredictable Mysterious Anticipation Reassured Vision Miraculously Persevered Determined Contributions Decades Legacy Unparalleled Intrigued Transmitted Pioneering Prestigious Universally acclaimed
	Discrete Grammar taught	All grammar objectives from the National Curriculum are taught and applied through the writing units across the year. In addition, discrete grammar lessons may be delivered to pre-teach, revisit, or reinforce specific grammar objectives, informed by assessment for learning and the needs of individual cohorts. This ensures that pupils develop both a secure understanding of grammatical concepts and the ability to apply them effectively within their writing.					

	Class Author	Author - Frank Cottrell-Boyce Poetry - Still I Rise – Maya Angelou Classic – Charlotte’s Web	Author – Roald Dahl Shakespeare – The Tempest	Author – Michael Morpurgo Poetry – The River – Valerie Bloom Classic – The Suitcase Kid – Jacqueline Wilson
	Spellings	Review of Y3 key spelling patterns 4.1 - Adding the prefix mis - + 3/4 statutory spelling 4.2 – Words ending in –zhuh spely -sure+ SF1 (short u) 4.3 – Adding the prefix auto- + 3/4 statutory spelling Spaced retrieval – Review of 4.1/4.2/4.3 spelling patterns 4.4 – Adding the suffix –ly + 3/4 statutory spelling practice 4.5 – Adding the prefix inter-	4.5 – Adding the prefix inter- + SF2 (homophones) 4.6 – Words with ay sound spelt eigh, ei and ey + 3/4 words Spaced retrieval – Review of 4.4/4.5/4.6 spelling patterns 4.7 – Words ending in –ous + 3/4 statutory spelling practice 4.8 - Words with the s sound spelt sc + SF3 (apostrophes) 4.9 – Words ending in zhun spelt –sion + 3/4 statutory spelling Spaced retrieval – Review of 4.7/4.8/4.9 spelling patterns 4.10 – Adding il-	4.10 – Adding il- ++ 3/4 statutory spelling practice 4.11 – The c sound spelt –que and g spelt –gue + SF4 4.12 – Adding ir- to words beginning with r + 3/4 words Spaced retrieval – Review of 4.10/4.11/4.12 spelling patterns 4.13 – Adding ion (1) + 3/4 statutory spelling practice 4.14 – Adding -ion (2) + 3/4 statutory spelling practice Review of Y3/4 key spelling patterns

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Ready Steady Write Units	1. Curiosity – Space Journey Narrative 2. Curiosity – Formal Mission Log	1. FArTHER – Setting Narrative 2. FArTHER - Letter	1. The Hound of the Baskervilles – Cliffhanger Narrative 2. The Hound of the Baskervilles – Formal Report	1. Wild is the Wind – Journey Narrative 2. Macbeth – Persuasive Letter	1. The Lost Book of Adventure – Survival Narrative 2. The Lost Book of Adventure – Survival Guide	1. King Kong – Dilemma Narrative 2. King Kong – Balanced Argument

	Grammar taught through sentence accuracy	-Fronted Adverbials marked with commas - Speech punctuation (comma after reporting clause) - Verb prefixes - Modal verbs -Expanded noun phrases to convey complicated information concisely -Dashes to indicate parenthesis -Verb Prefixes -Correctly punctuated relative clauses -Modal verbs -Cohesive devices within paragraphs -Brackets to indicate parenthesis	-Verb prefixes - Modal verbs - Expanded noun phrases to convey complicated information concisely - Cohesive devices within paragraphs - Dashes to indicate parenthesis -Verb prefixes - Modal verbs -Brackets to indicate parenthesis -Commas to indicate parenthesis -Fronted Adverbials marked with commas	-Verb prefixes -Correctly punctuated relative clauses -Cohesive devices within paragraphs -Commas to indicate parenthesis -Converting nouns or adjectives into verbs using suffixes -Correctly punctuated relative clauses - Cohesive devices within paragraphs - Commas to clarify meaning or avoid ambiguity	-Verb prefixes -Correctly punctuated relative clauses - Expanded noun phrases to convey complicated information concisely - Commas to clarify meaning or avoid ambiguity -Dashes to indicate parenthesis -Speech punctuation (comma after reporting clause) -Verb prefixes -Correctly punctuated relative clauses -Modal Verbs -Cohesive devices within paragraphs -Commas to indicate parenthesis	-Verb prefixes -Converting nouns or adjectives into verbs using suffixes -Correctly punctuated relative clauses -Modal verbs -Commas to indicate parenthesis -Converting nouns or adjectives into verbs using suffixes -Modal Verbs -Cohesive devices within paragraphs - Commas to clarify meaning or avoid ambiguity -Brackets to indicate parenthesis	-Correctly punctuated relative clauses - Expanded noun phrases to convey complicated information concisely -Cohesive devices within paragraphs - Commas to clarify meaning or avoid ambiguity -Converting nouns or adjectives into verbs using suffixes -Modal verbs -- Expanded noun phrases to convey complicated information concisely -Cohesive devices within paragraphs -Brackets to indicate parenthesis
	Ready Steady Read Units	The Wolves of Willoughby Chase (F) Black Beauty (F) The Moon (NF) Knowledge Encyclopaedia: Space – A Romani story (NF) The Final Year (P)	Overhead in a Tower Block (P) The Island at the End of Everything (F) The House with Chicken Legs (F) The Diary of a Young Girl (NF)	The Place for Me (NF) The Barefoot Book of Class Poems: Single Poem Used: The Highwayman (P) Digging for Victory (P) Safiyyah's War (F)	When the Sky Falls (F) Can You See Me? (NF) The Story of Science (NF)	Where My Wellies Take Me (P) On The Move (P) The Explorer (F) Refugee (F) Against All Odds (NF)	Rise (NF) New and Collected Poems for Children (P) Wonder (F) Darwin's Dragons (F) Follow your dreams (NF)

	Focus Vocabulary	Intrigues Atmosphere Delayed Detached Hurling Slack Surge Juddering Precise Void Jolt Pock-marked Disembarked Fragile Destabilising Disembark Deployed Reliably Undertaken Initial Operate Historic	Lined Grace Wonder Navigate Beckoned Tormented Rallied Erratic Crevices Swarming Clutching Ambitions Contraption Meticulously Brink Components Navigate Crave Persistence	Circumspectly Furtive Craggy Flanked Vehemence Hark Exultant Smouldering Imperceptible Disregarding Chamber Solemn Obscuring Afoot Consume Curdle Complexity Grandeur Noteworthy Blemish Vast Moorland Delved Hence	Nursed Thicket Urging Cresting Ceaseless Streamlined Vulnerable Converge Desolate Protrude Quivering Buffeted Heather Gnarled Wickedness Ruthless Suspicious Grief-stricken Siege Defiance Prophecies Seldom Authority Disillusions Monarch Conjures Thrive Unparalleled	Adventurous Inhabit Unveils Wilderness Silhouetted Unmistakeable Transfixed Voyage Meandering Misinterpreting Inhospitable Arrogance Hostile Imperceptibly Eddied Writhe Exposure Foliage Windswept Intrepid Boughs Boundary Trench Excavate	Veil Never-Ending Rumours Ambitious Astounded Gaped Nagging Fathoms Gargantuan Unscathed Volatile Obstinate Undeterred Resonate Pivotal Trudged Criticise Astute Imminent Depleted Preserve Sponsor Conversely Spectators Captivity Extinction
	Discrete Grammar taught	- punctuating bullet points consistently All other grammar objectives from the National Curriculum are taught and applied through the writing units across the year. In addition, discrete grammar lessons may be delivered to pre-teach, revisit, or reinforce specific grammar objectives, informed by assessment for learning and the needs of individual cohorts. This ensures that pupils develop both a secure understanding of grammatical concepts and the ability to apply them effectively within their writing.					
	Class Author	Author – David Walliams Poetry – Macavity the Mystery Cat – TS Elliot Classic – The Railway Children – E Nesbitt		Author – Cressida Cowell Shakespeare – Macbeth Poetry – The Highwayman – Alfred Noyes		Author – Malorie Blackman Classic – Carrie’s War – Nina Bawden	

	Spellings	Review of 3/4 words and key spelling patterns 5.1 - Words with silent b + SF1 (orange words) 5.2 – Words ending in –ible + SF2 (orange words) 5.3 – Words ending in –able + SF3 (orange words) Spaced retrieval – Review of 5.1/5.2/5.3 spelling patterns Space retrieval – 3/4 spelling patterns and statutory spellings 5.4 – Words with silent letter t + SF4 (orange words)	5.5 – Words ending in –ibly and –ably + SF5 (orange words) 5.6 – Words ending in –ent + SF6 (orange words) Spaced retrieval – Review of 5.4/5.5/5.6 spelling patterns Space retrieval – previously taught spelling patterns 5.7 – Words ending in –ence + SF 7 (orange words) 5.8 – The ee sound spelt ei + SF8 (orange words) 5.9 – Words ending in –ant –ance and –ancy + SF9	Spaced retrieval – Review of 5.7/5.8/5.9 spelling patterns Space retrieval – previously taught spelling patterns 5.10 – Words ending in shus spelt cious + SF10 (orange words) 5.11 – Words ending in shus spelt –tious + SF11 (orange) 5.12 – Words ending in shul soelt –cial and –tial + SF12 Spaced retrieval – Review of 5.10/5.11/5.12 spelling patterns Space retrieval – previously taught spelling patterns
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Ready Steady Write Units	1. Rose Blanche -Diary 2. Story Like the Wind – Flashback Narrative	1. Story Like the Wind – Newspaper Report	1. On the Origin of Species – Discovery Narrative 2. On the Origin of Species – Explanation Text	1. The Ways of the Wolf – Balanced Argument	1. Shackleton’s Journey – Endurance Narrative 2. Shackleton’s Journey - Biography	Paradise Sands – 1 st Person Narrative Paradise Sands – Warning Letter

	Grammar taught through sentence accuracy	- vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing -synonyms and antonyms -structures typical of informal speech and structures appropriate for formal speech and writing -the colon to introduce a list -using semi-colons within lists -dashes to indicate parenthesis -synonyms and antonyms -Use expanded noun phrases to convey complicated information concisely -the semi-colon to mark the boundary between independent clauses -hyphens to avoid ambiguity -Converting nouns or adjectives into verbs using suffixes	-vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing -structures typical of informal speech and structures appropriate for formal speech and writing -using the semicolon to mark the boundary between independent clauses -hyphens to avoid ambiguity	-vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing -synonyms and antonyms -expanded noun phrases to convey complicated information concisely -structures typical of informal speech and structures appropriate for formal speech and writing -using the semi-colon to mark the boundary between independent clauses -using the dash to mark the boundary between independent clauses - vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing -synonyms and antonyms - the use of subjunctive forms in some very formal writing and speech - using the colon to mark the boundary between independent clauses - using the colon to introduce a list Their ability to forage efficient - using brackets to indicate parenthesis	- vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - Develop understanding of the passive to affect the presentation of information in a sentence - the use of subjunctive forms in some very formal writing and speech - using the colon to mark the boundary between independent clauses - using semicolons within lists	- vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - synonyms and antonyms - Develop understanding of the passive to affect the presentation of information in a sentence - using the semi-colon to mark the boundary between independent clauses - vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - synonyms and antonyms - Develop understanding of the passive to affect the presentation of information in a sentence - using the dash to mark the boundary between independent clauses - using commas to clarify meaning or avoid ambiguity	- synonyms and antonyms - structures typical of informal speech and structures appropriate for formal speech and writing - use of subjunctive forms in some very formal writing and speech - using the semi-colon to mark the boundary between independent clauses - using hyphens which can be used to avoid ambiguity
	Ready Steady Read Units						

	Focus Vocabulary	satchel mayor a clearing shrouded paraded triumphed lumbering boorish disbelieving injustice smirked frenzy puffed-up clunking coltish ravines gullies yurt etched flanks citadel forbade	billowing onslaught jolting ominous brace amplify huddled familiar treacherous ferocious fortuitous negotiated corroborate minimal vulnerable scour	accurately abundant arbitrarily domesticated barbed oppressive intrigue preserve magnitude radiated pondered unfathomable majestic reluctant thus plummet dense muzzles	majestic heartrending misrepresented spirited imminent savage bloodthirsty sophisticated hindrance detrimental compromise coppice populated inhabited	endurance deteriorating treacherous ingenious recuperated shrouded epic disturbances perseverance resolve laboured compressed irrespective disrupted undeterred confrontation intrigued keen exceptional controversy foundation influence	chalice laden beckoned terms banquet dust-beaten wrenched residents inevitably insatiable awe-inspiring relentless vacant deter defiantly abode
	Discrete Grammar taught	All grammar objectives from the National Curriculum are taught and applied through the writing units across the year. In addition, discrete grammar lessons may be delivered to pre-teach, revisit, or reinforce specific grammar objectives, informed by assessment for learning and the needs of individual cohorts. This ensures that pupils develop both a secure understanding of grammatical concepts and the ability to apply them effectively within their writing.					
	Class Author	Author – Anthony Horowitz Poetry – Eat Your Word – Benjamin Zephaniah Classic – Goodnight Mr. Tom – Michelle Magorian		Author – Joseph Coelho Poetry – Tyger – William Blake Shakespeare – Romeo and Juliet		Author – Onjamli Rauf Classic – The Borrowers – Mary Norton	
	Spelling Patterns	Review of 3/4 words and Y5 key spelling patterns 6.1: Suffixes (1) + SF1: Words containing ough 6.2: Suffixes (2) + SF2: Orange words 6.3: Suffixes (3) + SF3: Homophones 6.4: Suffixes (4) + SF4: Orange words 6.5: Suffixes (5) + SF5: Orange words 6.6: The sh sound spelt ti or ci + SF6: Homophones 6.7: The sh sound spelt si or ssi		6.7: The sh sound spelt si or ssi + SF7:Orange words 6.8: Silent letters + SF8:Orange words 6.9: The spellings ei and ie + SF9:Hyphens 6.10: Words ending in -ible and -able 6.11: Plural nouns + SF11:Orange words 6.12: Plural nouns (2) + SF:Homophones Revision of 3/4/5/6 spellings		Revision of 3/4/5/6 spellings	