

Reading Long Term Plan and Progression Document

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>					
<b>Vehicle Text</b>					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardner	The Storm Whale
<b>Writing Outcomes and Purpose</b>					
<b>Narrative:</b> A Friendship and Animal Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Narrative:</b> A Star Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Narrative:</b> A Superhero Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Narrative:</b> A Traditional Tale <b>Purpose:</b> To tell and write sentences around the theme	<b>Narrative:</b> A Plant Growing Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Narrative:</b> A Seaside Theme <b>Purpose:</b> To tell and write sentences around the theme
<b>Recount:</b> Animal Information <b>Purpose:</b> To inform	<b>Information:</b> Poster to find a lost star <b>Purpose:</b> To inform and describe	<b>Information:</b> A letter wanting to be sidekick <b>Purpose:</b> To inform	<b>Instruction:</b> How to trap an animal <b>Purpose:</b> To instruct	<b>Instruction:</b> How to grow a garden plant/ vegetables <b>Purpose:</b> To instruct	<b>Instructions:</b> Sea creature poems <b>Purpose:</b> To describe

**Grammar: Word**

**Focus on:**

Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught. GPC This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts Until new graphemes have been taught. There is an emphasis in this progression document on the role of Mark Making and Writing as forms of communication.

Children will be at different stages of development from mark making for meaning to writing sentences. Children’s physical development and letter formation knowledge will also be developing at different rates influencing their ability to write in sentences.

\*Words shown below need to be in line with phonics scheme being followed by your school.

<b>Focus on:</b> ●Recognise spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs ●Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Word is, it, in, at, and, the	<b>Build on previous units &amp; focus on:</b> ●Represent words in print segmenting using known GPs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words I, no, go, to	<b>Build on previous units &amp; focus on:</b> ●Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words he, she, we	<b>Build on previous units &amp; focus on:</b> ●Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words me, be, was, no	<b>Build on previous units &amp; focus on:</b> ●Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words my, they, her, all, are	<b>Build on previous units &amp; focus on:</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach: Common Exception Words have, like, some, come, you, were, little, one, all, do, when, out what
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**Grammar: Sentence**

<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse sentences and Word Count the number of words spoken prior to writing.</li> <li>Focus on a simple sentence – Subject, verb object. e.g. <i>Dan had a dog.</i></li> <li>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</li> <li>Teacher model use of the Sentence Accuracy Check.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse sentences and Word Count the number of words spoken prior to writing.</li> <li>Focus on a simple sentence – Subject, verb object. e.g. <i>I lost a star.</i></li> <li>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</li> <li>Teacher model and support correct use of the Sentence Accuracy Check.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse sentences and Word Count the number of words spoken prior to writing.</li> <li>Connect one idea or action using a range of connectives.</li> <li>Re-read what they have written to check for meaning.</li> <li><b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>Joining words using and joining words and clauses using 'and'</li> <li>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse and recall sentence prior to writing.</li> <li>Connect one idea or action using a range of connectives.</li> <li>Write short sentences with words with known sound letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> <li><b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>Joining words using and joining words and clauses using 'and'</li> <li>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.</li> <li>Re-read what they have written to check that it makes sense.</li> <li><b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>Joining words using and joining words and clauses using connectives (e.g. but, because, and).</li> <li>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.</li> <li>Re-read what they have written to check that it makes sense.</li> <li><b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>Joining words using and joining words and clauses using connectives (e.g. but, because, and).</li> <li>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</li> </ul>
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**Grammar: Text**

<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn new vocabulary from texts.</li> <li>Support recognition of the four parts of a simple narrative – opening, build up, problem and ending</li> <li>Begin to retell familiar stories and texts in their words and / or exact repetition.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn new vocabulary from texts.</li> <li>Recognise four parts of a simple narrative – opening, build up, problem and ending.</li> <li>Retell the story -some as exact repetition and some in own words. including; Once upon a time, One day, Suddenly and Finally.</li> <li>Sequence sentences to form short narratives.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn new vocabulary from texts.</li> <li>Recognise four parts of a simple narrative – opening, build up, problem and ending</li> <li>Retell the story - some as exact repetition and some in own words including; Once upon a time, One day, Suddenly and Finally.</li> <li>Sequence sentences to form short narratives.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn new vocabulary from texts.</li> <li>Recognise four parts of a simple narrative – opening, build up, problem and ending</li> <li>Retell the story - some as exact repetition and some in own words including; Once upon a time, One day, Suddenly and Finally.</li> <li>Sequence sentences to form short narratives.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary from texts.</li> <li>Recognise four parts of a simple narrative – opening, build up, problem and ending</li> <li>Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems.</li> <li>Retell the story - some as exact repetition and some in own words including; Once upon a time, One day, Suddenly and Finally.</li> <li>Sequence sentences to form short written narratives.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary from texts.</li> <li>Recognise four parts of a simple narrative – opening, build up, problem and ending</li> <li>Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems.</li> <li>Retell the story - some as exact repetition and some in own words including; Once upon a time, One day, Suddenly and Finally.</li> <li>Sequence sentences to form short written narratives.</li> </ul>
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**Grammar: Punctuation**

<b>Focus on:</b> Letter formation Separation of words with spaces	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Personal pronoun - I	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names
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**Year 1**

**Vehicle Texts**

Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
<b>Writing Outcome and Writing Purpose</b>					
<b>Narrative:</b> Discovery Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> A Traditional Tale <b>Purpose:</b> To narrate	<b>Narrative:</b> A Detective Story <b>Purpose:</b> To narrate	<b>Narrative:</b> A Portal Story <b>Purpose:</b> To narrate	<b>Narrative:</b> A Return Story <b>Purpose:</b> To narrate	<b>Narrative:</b> A Hunting Story <b>Purpose:</b> To narrate
<b>Recount:</b> Messages <b>Purpose:</b> To recount	<b>Instructions:</b> How to catch a witch <b>Purpose:</b> To instruct	<b>Recount:</b> Letters <b>Purpose:</b> To recount	<b>Information:</b> Wild Things <b>Purpose:</b> To inform	<b>Recount:</b> Postcards <b>Purpose:</b> To recount	<b>Instructions:</b> Recipes <b>Purpose:</b> To instruct

**Grammar: Word**

<b>Build on previous year &amp; focus on:</b> Plural noun suffix -s	<b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s -es Suffix added to verbs - er	<b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectives	<b>Build on previous units &amp; focus on:</b> Suffix added to verbs – ing ed er	<b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives	<b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s -es Suffix added to verbs - ed
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**Grammar: Sentence**

<b>Build on previous year &amp; focus on:</b> Combining words to make sentences Joining words and clauses using-and	<b>Build on previous units &amp; focus on:</b> Combining words to make sentences Joining words and clauses using-and	<b>Build on previous units &amp; focus on:</b> Combining words to make sentences Joining words and clauses using-and, because, so	<b>Build on previous units &amp; focus on:</b> Combining words to make sentences Joining words and clauses using-and, because, so, but	<b>Build on previous units &amp; focus on:</b> Combining words to make sentences Joining words and clauses using-and, because, so, but	<b>Build on previous units &amp; focus on:</b> Combining words to make sentences Joining words and clauses using-and, because, so, but
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**Grammar: Text**

<b>Build on previous year &amp; focus on:</b> Sequencing sentences to form short narratives	<b>Build on previous units &amp; focus on:</b> Sequencing sentences to form short narratives	<b>Build on previous units &amp; focus on:</b> Sequencing sentences to form short narratives	<b>Build on previous units &amp; focus on:</b> Sequencing sentences to form short narratives	<b>Build on previous units &amp; focus on:</b> Sequencing sentences to form short narratives	<b>Build on previous units &amp; focus on:</b> Sequencing sentences to form short narratives
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<b>Grammar: Punctuation</b>					
<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops	<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops	<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
<b>Year 2</b>					
<b>Vehicle Texts</b>					
<b>A River</b>	<b>The Night Gardener</b>	<b>The Bog Baby</b>	<b>Grandad's Island</b>	<b>The King Who Banned the Dark</b>	<b>Rosie Revere</b>
<b>Writing Outcome and Writing Purpose</b>					
<b>Narrative:</b> Circular Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Finding Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Return Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Mistake Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Invention Narrative <b>Purpose:</b> To narrate
<b>Recount:</b> Letter <b>Purpose:</b> To inform	<b>Recount:</b> Diary <b>Purpose:</b> To recount	<b>Instructions:</b> How to build a habitat <b>Purpose:</b> To instruct	<b>Information:</b> Jungle Animals <b>Purpose:</b> To inform	<b>Information:</b> How to be a Regal Leader <b>Purpose:</b> To inform	<b>Explanation:</b> How a machine works <b>Purpose:</b> To explain
<b>Grammar: Word</b>					
<b>Build on previous units &amp; focus on:</b> Use of the Suffixes –er & –est in adjectives	<b>Build on previous year &amp; focus on:</b> Use of the suffix –ly to turn adjectives into adverbs	<b>Build on previous units &amp; focus on:</b> Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	<b>Build on previous units &amp; focus on:</b> Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	<b>Build on previous units &amp; focus on:</b> Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	<b>Build on previous units &amp; focus on:</b> Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
<b>Grammar: Sentence</b>					
<b>Build on previous year &amp; focus on:</b> Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification	<b>Build on previous units &amp; focus on:</b> Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification	<b>Build on previous units &amp; focus on:</b> Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification	<b>Build on previous units &amp; focus on:</b> Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation	<b>Build on previous units &amp; focus on:</b> Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence	<b>Build on previous units &amp; focus on:</b> Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation.

		How the grammatical patterns in a sentence indicates its function as a statement, question and command	Expanded Noun Phrases for description and specification	indicates its function as question, exclamation and statement.	Expanded Noun Phrases for description and specification
<b>Grammar: Text</b>					
<b>Build on previous year &amp; focus on:</b>	<b>Build on previous units &amp; focus on:</b>	<b>Build on previous units &amp; focus on:</b> Correct choice and consistent use of past and present tense throughout writing	<b>Build on previous units.</b> Correct choice and consistent use of past and present tense throughout writing	<b>Build on previous units &amp; focus on:</b> Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	<b>Build on previous units &amp; focus on:</b> Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
<b>Grammar: Punctuation</b>					
<b>Build on previous units &amp; focus on:</b> Use of capital letters, full stops and question marks to demarcate sentences  Use apostrophes to mark singular possession in nouns	<b>Build on previous year &amp; focus on:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list	<b>Build on previous units &amp; focus on:</b> Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	<b>Build on previous units &amp; focus on:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	<b>Build on previous units &amp; focus on:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list	<b>Build on previous units &amp; focus on:</b> Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
<b>Year 3</b>					
<b>Vehicle Texts</b>					
The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
<b>Writing Outcomes and Writing Purpose</b>					
<b>Narrative:</b> Approach Threat Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Fable Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Return Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Egyptian Mystery Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Lost Narrative <b>Purpose:</b> To narrate
<b>Explanation:</b> How to capture the Iron Man <b>Purpose:</b> To explain	<b>Information:</b> Foxes <b>Purpose:</b> To inform	<b>Recount:</b> River Information Leaflet <b>Purpose:</b> To inform	<b>Information:</b> Letters <b>Purpose:</b> To recount	<b>Instructions:</b> Secret Diary <b>Purpose:</b> To recount	<b>Recount:</b> Newspaper Report <b>Purpose:</b> To recount
<b>Grammar: Word</b>					
<b>Build on previous year &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti-	<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	<b>Build on previous units &amp; focus on:</b> Use of the forms a or an when next word starts with a consonant or a vowel	<b>Build on previous units &amp; focus on:</b> 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	<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) in-, dis-, un- 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	<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) 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
<b>Grammar: Sentence</b>					
<b>Build on previous year &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	<b>Build on previous units &amp; focus on:</b> 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)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)
<b>Grammar: Text</b>					
<b>Build on previous year &amp; focus on:</b> Present perfect form of verbs	<b>Build on previous units &amp; focus on:</b> Present perfect form of verbs Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	<b>Build on previous units &amp; focus on:</b> Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
<b>Grammar: Punctuation</b>					
<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	<b>Build on previous units &amp; focus on:</b> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech	<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech	<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech
<b>Year 4</b>					
<b>Vehicle Texts</b>					
<b>The Whale</b>	<b>Leaf</b>	<b>Arthur and the Golden Rope</b>	<b>The Lost Happy Endings</b>	<b>The Journey</b>	<b>Manfish</b>
<b>Writing Outcomes and Writing Purpose</b>					
<b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Outsider Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Myth Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Twisted Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Refugee Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Invention Narrative <b>Purpose:</b> To narrate

<b>Recount:</b> Newspaper Report <b>Purpose:</b> To recount	<b>Information:</b> Polar Bears <b>Purpose:</b> To inform	<b>Information:</b> Defeating a Viking monster <b>Purpose:</b> To inform	<b>Persuasion:</b> Letter <b>Purpose:</b> To persuade	<b>Recount:</b> Diary <b>Purpose:</b> To recount	<b>Recount:</b> Jacques Cousteau Biography <b>Purpose:</b> To recount
<b>Grammar: Word</b>					
<b>Build on previous units &amp; focus on:</b> Verb inflections (we were instead of we was)	<b>Build on previous year &amp; focus on:</b> Grammatical difference between plural and possessive -s	<b>Build on previous units &amp; focus on:</b> Grammatical difference between plural and possessive -s	<b>Build on previous units &amp; focus on:</b> Grammatical difference between plural and possessive -s	<b>Build on previous units &amp; focus on:</b> Verb inflections (we were instead of we was)	<b>Build on previous units &amp; focus on:</b> Verb inflections (we were instead of we was)
<b>Grammar: Sentence</b>					
<b>Build on previous units &amp; focus on:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	<b>Build on previous year &amp; focus on:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	<b>Build on previous units &amp; focus on:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	<b>Build on previous units &amp; focus on:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	<b>Build on previous units &amp; focus on:</b> Fronted adverbials	<b>Build on previous units &amp; focus on:</b> Fronted adverbials
<b>Grammar: Text</b>					
<b>Build on previous units &amp; focus on:</b> Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	<b>Build on previous year &amp; focus on:</b> Paragraphs to organise ideas around a theme	<b>Build on previous units &amp; focus on:</b> Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	<b>Build on previous units &amp; focus on:</b> Paragraphs to organise ideas around a theme	<b>Build on previous units &amp; focus on:</b> Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	<b>Build on previous units &amp; focus on:</b> Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
<b>Grammar: Punctuation</b>					
<b>Build on previous units &amp; focus on:</b> Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	<b>Build on previous year &amp; focus on:</b> Apostrophes for possession (plural nouns) Use commas after fronted adverbials	<b>Build on previous units &amp; focus on:</b> Apostrophes for possession (plural nouns)	<b>Build on previous units &amp; focus on:</b> Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	<b>Build on previous units &amp; focus on:</b> Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	<b>Build on previous units &amp; focus on:</b> Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
<b>Year 5</b>					
<b>Vehicle Texts</b>					
<b>Where Once We Stood</b>	<b>FARThER</b>	<b>The Hound of the Baskervilles</b>	<b>The Promise</b>	<b>The Lost Book of Adventure</b>	<b>King Kong</b>
<b>Writing Outcomes and Writing Purpose</b>					
<b>Narrative:</b> Exploration Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Cliff hanger Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Character Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Survival Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Dilemma Narrative <b>Purpose:</b> To narrate
<b>Recount:</b> Formal Report <b>Purpose:</b> To recount	<b>Recount:</b> Letter <b>Purpose:</b> To recount	<b>Recount:</b> Formal Event Report <b>Purpose:</b> To inform	<b>Instructions:</b> Newspaper Report <b>Purpose:</b> To recount	<b>Explanation:</b> Survival Guide <b>Purpose:</b> To explain	<b>Discussion:</b> Balanced Argument <b>Purpose:</b> To discuss
<b>Grammar: Word</b>					

<b>Build on previous year &amp; focus on:</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	<b>Build on previous units &amp; focus on:</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	<b>Build on previous units &amp; focus on:</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	<b>Build on previous units &amp; focus on:</b> Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	<b>Build on previous units &amp; focus on:</b> Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs	<b>Build on previous units &amp; focus on:</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
<b>Grammar: Sentence</b>					
<b>Build on previous year &amp; focus on:</b> Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	<b>Build on previous units &amp; focus on:</b> Indicate degrees of possibility using modal verbs	<b>Build on previous units &amp; focus on:</b> Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses	<b>Build on previous units &amp; focus on:</b> Indicate degrees of possibility using modal verbs and adverbs	<b>Build on previous units &amp; focus on:</b> Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	<b>Build on previous units &amp; focus on:</b> Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form
<b>Grammar: Text</b>					
<b>Build on previous year &amp; focus on:</b> Linking ideas across paragraphs, using adverbials	<b>Build on previous units &amp; focus on:</b> Linking ideas across paragraphs, using adverbials	<b>Build on previous units &amp; focus on:</b> Linking ideas across paragraphs, using adverbials	<b>Build on previous units &amp; focus on:</b> Linking ideas across paragraphs, using adverbials	<b>Build on previous units &amp; focus on:</b> Linking ideas across paragraphs, using adverbials	<b>Build on previous units &amp; focus on:</b> Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions
<b>Grammar: Punctuation</b>					
<b>Build on previous year &amp; focus on:</b> Dashes to mark boundaries between independent clauses	<b>Build on previous units &amp; focus on:</b> Commas for parenthesis Dashes to mark boundaries between independent clauses	<b>Build on previous units &amp; focus on:</b> Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points	<b>Build on previous units &amp; focus on:</b> Use hyphens to avoid ambiguity	<b>Build on previous units &amp; focus on:</b> Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity	<b>Build on previous units &amp; focus on:</b> Recap speech punctuation Brackets for parenthesis
<b>Year 6</b>					
<b>Vehicle Texts:</b>					
<b>Rose Blanche</b>	<b>A Story Like the Wind</b>	<b>The Origin of the Species</b>	<b>Wolves</b>	<b>Shackleton’s Journey</b>	<b>Hansel and Gretel</b>
<b>Writing Outcomes and Writing Purpose:</b>					
<b>Recount:</b> Diary <b>Purpose:</b> To recount	<b>Narrative:</b> Flashback Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Discovery Narrative <b>Purpose:</b> To narrate	<b>Recount:</b> First Person Narrative <b>Purpose:</b> To narrate <b>Discussion:</b> Balanced Argument <b>Purpose:</b> To discuss	<b>Narrative:</b> Endurance Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Dual Narrative <b>Purpose:</b> To narrate
<b>Recount:</b> Bravery Speech Award <b>Purpose:</b> To recount & inform (hybrid)	<b>Recount:</b> Newspaper Report <b>Purpose:</b> To recount	<b>Explanation:</b> Adaptation <b>Purpose:</b> To explain	<b>Information Text:</b> Wolves <b>Purpose:</b> To inform <b>Narrative:</b> Suspense Narrative	<b>Recount:</b> Magazine Article <b>Purpose:</b> To recount	<b>Persuasion:</b> Letter <b>Purpose:</b> To persuade



			Purpose: To narrate		
<b>Grammar: Word</b>					
<b>Build on previous year &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	<b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	<b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	<b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone	<b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	<b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
<b>Grammar: Sentence</b>					
<b>Build on previous year &amp; focus on:</b> The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech	<b>Build on previous units &amp; focus on:</b> The difference between structures typical of informal speech and structures appropriate to formal	<b>Build on previous units &amp; focus on:</b> The difference between structures typical of informal speech and structures appropriate to formal	<b>Build on previous units &amp; focus on:</b> Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	<b>Build on previous units &amp; focus on:</b> Use of the passive to affect the presentation of information in a sentence	<b>Build on previous units &amp; focus on:</b> The difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form in some very formal speech and writing Wish – if I were...
<b>Grammar: Text</b>					
<b>Build on previous year &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	<b>Build on previous units &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	<b>Build on previous units &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	<b>Build on previous units &amp; focus on:</b> Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	<b>Build on previous units &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	<b>Build on previous units &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns
<b>Grammar: Punctuation</b>					
<b>Build on previous year &amp; focus on:</b> Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses	<b>Build on previous units &amp; focus on:</b> Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	<b>Build on previous units &amp; focus on:</b> Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	<b>Build on previous units &amp; focus on:</b> Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	<b>Build on previous units &amp; focus on:</b> Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses	<b>Build on previous units &amp; focus on:</b> Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity