


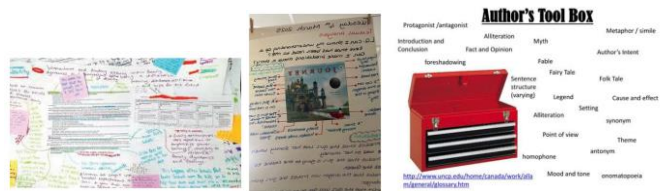


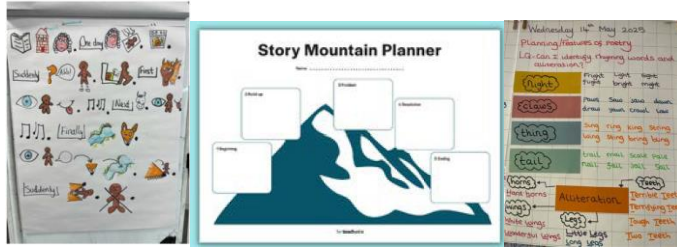


	Autumn 1	Autumn 2
Topic	Scrumdiddlyumptious	Tribal Tales
Book	Charlie and the Chocolate Factory	Stone Age Boy
Possible Writing Outcomes	<p>Non-fiction: Non-chronological report</p> <p>Fiction: - Character description</p>	<p>Fiction: Retelling stories</p> <p>Non-fiction: Play scripts</p>
Structure of Writing	<p>Textual analysis:</p>  <p>Vocabulary:</p>  <p>Sentence Structure:</p> 	<p>Textual analysis:</p>  <p>Vocabulary:</p>  <p>Sentence Structure:</p> 

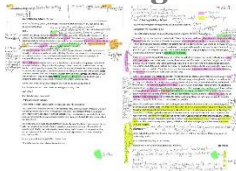
Planning:



Writing:



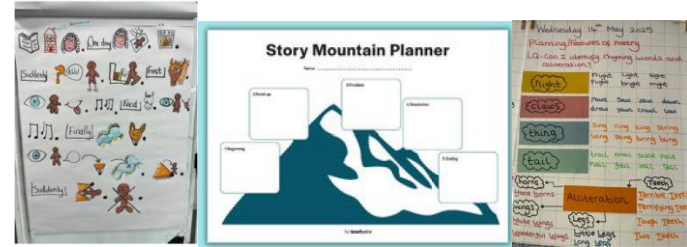
Evaluating:



Publishing:



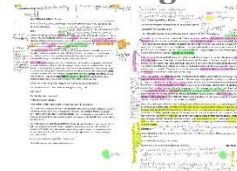
Planning:



Writing:





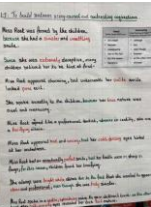

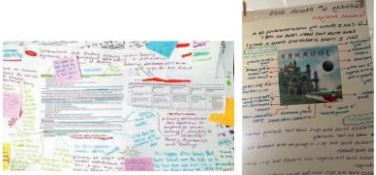

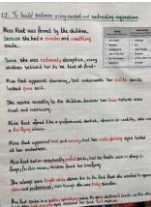

Evaluating:



Publishing:





<p>Progression Statements</p>	<ul style="list-style-type: none"> - Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch. - Discuss and record ideas. - In non-narrative material, use simple organisational devices such as headings and subheadings. - Introduction to paragraphs as a way to group related material. - Headings and sub-headings to aid presentations. 	<ul style="list-style-type: none"> - Use of the present perfect form of verbs instead of the simple past. - Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. - Use the first two or three letters of a words to check its spelling in a dictionary. - Use further prefixes and suffixes and understand how to add them. - Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un- joined.
<p>Spellings</p>	<p>Week 1: mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud</p> <p>Week 2: touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish</p> <p>Week 3: symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics</p> <p>Week 4: treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure</p> <p>Week 5: adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture</p> <p>Week 6: actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular</p>	<p>Week 1: redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge</p> <p>Week 2: disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree</p> <p>Week 3: mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid</p> <p>Week 4: developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened</p> <p>Week 5: forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped</p> <p>Week 6: centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore</p>

	Spring 1	Sprig 2
Topic Book	Ancient Egyptians	Ancient Egypt
Book	Marcy and the Riddle of The Sphinx.	Marcy and the Riddle of The Sphinx.
Possible Writing Outcomes	<p>Fiction: Diary extract</p> <p>Non-fiction: Newspaper articles</p>	<p>Fiction: Narrative</p> <p>Non-fiction: Persuasive writing Poetry</p>
Structure of writing	<p>Textual analysis:</p>  <p>Vocabulary:</p>  <p>Sentence Structure:</p>  <p>Planning:</p> 	<p>Textual analysis:</p>  <p>Vocabulary:</p>  <p>Sentence Structure:</p>  <p>Planning:</p> 

	<p>Writing:</p>	<p>Writing:</p>
	<p>Evaluating:</p>	<p>Evaluating:</p>
<p>Publishing:</p>	<p>Publishing:</p>	

<p>Progression Statements</p>	<ul style="list-style-type: none"> -Read words containing common suffixes -Expressing time, place and course using conjunction, adverbs or prepositions Text Structure - Assess the effectiveness of their own and others’ writing and suggest improvements. - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> - Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. - Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. - In narratives, create settings, characters and plot. - Proof read for spelling and punctuate errors. -Introduction to inverted commas to punctuation direct speech - Use of the present perfect form of verbs instead of the simple past. - Expressing time, place and course using conjunction, adverbs or prepositions Text Structure - Introduction to paragraphs as a way to group related material.
<p>Spellings</p>	<p>Week 1: straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter</p> <p>Week 2: freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh</p> <p>Week 3: obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey</p> <p>Week 4: calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly</p> <p>Week 5: great, main, grown, missed, meet, grate, mane, groan, mist, meat</p> <p>Week 6: build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight</p>	<p>Week 1: arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical</p> <p>Week 2: battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable</p> <p>Week 3: gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly</p> <p>Week 4: basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically</p> <p>Week 5: truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily</p> <p>Week 6: address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence</p>

Topic	Summer 1 Predators	Summer 2 Gods and Morals
Book	Toms Sausage Lion	Hercules
Possible Writing Outcomes	<p>Fiction: Poetry Play scripts</p> <p>Non-fiction: Persuasive writing</p>	<p>-Myths and legends -Fiction: Narrative writing</p> <p>Non-fiction: Non-chronological report</p>
Textual analysis:	<p>Textual analysis:</p>  <p>Vocabulary:</p>	<p>Textual analysis:</p>  <p>Vocabulary:</p>



Sentence Structure:

14. The child writes a paragraph of handwriting responses. This task was done by the children because they had a choice and writing time. Some like using different shapes, every sentence started with an adverb. Some had different shapes, but not every sentence started with an adverb. Some had different shapes, but not every sentence started with an adverb. Some had different shapes, but not every sentence started with an adverb. Some had different shapes, but not every sentence started with an adverb.



Planning:

Wednesday 14th May 2025
 Planning/Features of poetry
 Lit. Can I identify rhyming words and consonant/vowel?

Flight light light
 Flight light light
 Flight light light

Class class class
 Class class class
 Class class class

Thing thing thing
 Thing thing thing
 Thing thing thing

Ball ball ball
 Ball ball ball
 Ball ball ball

Alteration
 Alteration
 Alteration

Think think
 Think think
 Think think

Legs legs legs
 Legs legs legs
 Legs legs legs

Just just just
 Just just just
 Just just just

Writing:



Evaluating:

Handwritten evaluation notes with various annotations and colors.

Publishing:



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Writing:



Evaluating:

Handwritten evaluation notes with various annotations and colors.

Publishing:

		
<p>Progression Statements</p>	<ul style="list-style-type: none"> - Spell further homophones. - Spell words that are often misspelt. - Use the first two or three letters of a words to check its spelling in a dictionary. - Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> -Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - In narratives, create settings, characters and plot. - Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. - Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. - Introduction to inverted commas to punctuation direct speech.
<p>Spellings</p>	<p>Week 1: teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher</p> <p>Week 2: scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos</p> <p>Week 3: vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque</p> <p>Week 4: science, scene, discipline, scissors, ascends, scented, fascinate,</p>	<p>Week 1: accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter</p> <p>Week 2: special, strange, difficult, important, length, perhaps, position, pressure, question, purpose</p> <p>Week 3: exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise</p> <p>Week 4: freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically</p> <p>Week 5: teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable</p> <p>Week 6:</p>

	<p>scenery, crescent, descend</p> <p>Week 5: ball, bawl, break, brake, male, mail, fair, fare, berry, bury</p> <p>Week 6: accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter</p>	<p>disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion</p>
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