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<b>Topic</b>	Misty Mountain Sierra	The Roman Empire
<b>Book</b>	Freaky Peaks	Rotten Romans
<b>Possible Writing Outcomes</b>	<p><b>Fiction:</b> Poetry</p> <p><b>Non-fiction:</b> Non-chronological reports leaflets</p>	<p><b>Fiction:</b> Haikus</p> <p><b>Non-Fiction:</b> -Balanced argument on who was an effective leader</p>
<b>Structure of Writing</b>	<p><b>Textual analysis:</b></p>  <p><b>Vocabulary:</b></p>  <p><b>Sentence Structure:</b></p>  <p><b>Planning:</b></p> 	<p><b>Textual analysis:</b></p>  <p><b>Vocabulary:</b></p>  <p><b>Sentence Structure:</b></p>  <p><b>Planning:</b></p> 



	<p><b>Story Mountain Planner</b></p> <table border="1"> <tr> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> <td>Friday</td> </tr> <tr> <td>Start</td> <td>Rising</td> <td>Falling</td> <td>Resolution</td> <td>End</td> </tr> </table> <p>Wednesday 14<sup>th</sup> May 2023              Planning (Features of poetry)              L23 can I identify rhyming words and consonants?</p> <p><b>Monday</b> (rhyming words)              night light high night              dream dream dream</p> <p><b>Tuesday</b> (rhyming words)              ring ring ring              long long long              tall tall tall</p> <p><b>Wednesday</b> (rhyming words)              horn horn horn              horn horn horn              white white white              white white white</p> <p><b>Thursday</b> (rhyming words)              alter alter alter              alter alter alter              alter alter alter</p> <p><b>Friday</b> (rhyming words)              long long long              long long long              long long long</p>	Monday	Tuesday	Wednesday	Thursday	Friday	Start	Rising	Falling	Resolution	End	<p><b>Story Mountain Planner</b></p> <table border="1"> <tr> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> <td>Friday</td> </tr> <tr> <td>Start</td> <td>Rising</td> <td>Falling</td> <td>Resolution</td> <td>End</td> </tr> </table> <p>Wednesday 14<sup>th</sup> May 2023              Planning (Features of poetry)              L23 can I identify rhyming words and consonants?</p> <p><b>Monday</b> (rhyming words)              night light high night              dream dream dream</p> <p><b>Tuesday</b> (rhyming words)              ring ring ring              long long long              tall tall tall</p> <p><b>Wednesday</b> (rhyming words)              horn horn horn              horn horn horn              white white white              white white white</p> <p><b>Thursday</b> (rhyming words)              alter alter alter              alter alter alter              alter alter alter</p> <p><b>Friday</b> (rhyming words)              long long long              long long long              long long long</p>	Monday	Tuesday	Wednesday	Thursday	Friday	Start	Rising	Falling	Resolution	End
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<p><b>Publishing:</b></p>	<p><b>Publishing:</b></p>																					

<p><b>Progression Statements</b></p>	<ul style="list-style-type: none"> <li>-Maintain positive attitudes to reading and understanding of what the child reads by listening and discussing a wide range of texts.</li> <li>- Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un- joined.</li> <li>-Use the first two or three letters of a words to check its spelling in a dictionary</li> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- Discuss and record ideas</li> <li>- Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. - Organise paragraphs around a theme.</li> <li>- Noun phases expanded by the addition of modifying adjectives, nouns and preposition phrases (<i>e.g. the teacher expanded to: the strict maths teacher with curly hair</i>).</li> </ul>	<ul style="list-style-type: none"> <li>- Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un- joined.</li> <li>- 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.</li> <li>- Use the first two or three letters of a words to check its spelling in a dictionary.</li> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- Organise paragraphs around a theme.</li> <li>- Use of commas after fronted adverbials.</li> </ul>
<p><b>Spellings</b></p>	<p>Week 1: accept, except, knot, not, peace, piece, plain, plane, weather, whether</p> <p>Week 2: inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible</p> <p>Week 3: illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible</p> <p>Week 4: subdivide, subheading, subject, submarine, submerge, submit,</p> <p>substandard, subtitle, subtropical, subway</p> <p>Week 5: interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview</p>	<p>Week 1: information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination</p> <p>Week 2: adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration</p> <p>Week 3: sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly,</p> <p>nervously, happily</p> <p>Week 4: usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally</p> <p>Week 5:</p>


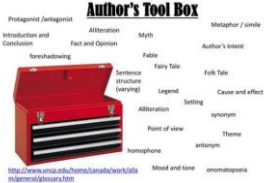

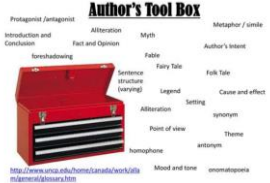
	<p>Week 6: strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe</p>	<p>chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche Week 6: favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous</p>
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	Spring 1	Spring 2
<b>Topic</b>	<b>Potions</b>	<b>Anglo Saxons</b>
<b>Book</b>	<b>Georges' Marvellous Medicine</b>	<b>Beowulf</b>
<b>Possible Writing Outcomes</b>	<p><b>Fiction:</b> Narrative</p> <p><b>Non-fiction:</b> Instruction writing Playscripts</p>	<p><b>Fiction</b> Myths and Legends Historical narratives Poetry</p>
<b>Structure of Writing</b>	<p><b>Textual analysis:</b></p>  <p><b>Vocabulary:</b></p> 	<p><b>Textual analysis:</b></p>  <p><b>Vocabulary:</b></p> 





		
<p><b>Progression Statements</b></p>	<ul style="list-style-type: none"> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- In narratives, create settings, characters and plot.</li> <li>- Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>- Proof read for spelling and punctuate errors.</li> <li>- 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.</li> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (<i>e.g. the teacher expanded to: the strict maths teacher with curly hair</i>).</li> <li>- Fronted adverbials (<i>e.g. Later that day. I heard bad news</i>).</li> <li>- Use paragraphs to organise ideas around a theme.</li> <li>- Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</li> <li>- Use of inverted commas and other punctuation to indicate direct speech.</li> <li>- Apostrophes to mark plural possession.</li> <li>- Use of commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain positive attitudes to reading and understanding of what the child reads by listening and discussing a wide range of texts.</li> <li>- Read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>- Proof read for spelling and punctuate errors.</li> <li>- In narratives, create settings, characters and plot.</li> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (<i>e.g. the teacher expanded to: the strict maths teacher with curly hair</i>).</li> <li>- Fronted adverbials (<i>e.g. Later that day. I heard bad news</i>).</li> <li>- Use paragraphs to organise ideas around a theme.</li> <li>- Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. Punctuation</li> <li>- Use of inverted commas and other punctuation to indicate direct speech.</li> <li>- Apostrophes to mark plural possession.</li> <li>- Use of commas after fronted adverbials.</li> </ul>

<p style="text-align: center;"><b>Spellings</b></p>	<p>Week 1: expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion</p> <p>Week 2: poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous</p> <p>Week 3: courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous</p> <p>Week 4: merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness</p> <p>Week 5: serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous</p> <p>Week 6: extreme, although, breath, caught, different, exercise, medicine, thought, business, possession</p>	<p>Week 1: automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience</p> <p>Week 2: invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection</p> <p>Week 3: expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion</p> <p>Week 4: musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician</p> <p>Week 5: reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously</p> <p>Week 6: surprise, separate, group, height, potatoes, though, particular, through, caught, woman</p>
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<b>Topic</b>	<b>Summer 1</b> <b>Vikings</b>	<b>Summer 2</b> <b>Blue Abyss</b>
<b>Book</b>	<b>The Dragon's Hoard</b>	<b>Manfish</b>
<b>Possible Writing Outcomes</b>	<p><b>Fiction:</b> Narrative</p> <p><b>Non-fiction:</b> Newspaper Report Instruction Writing</p>	<p>Picture Book</p> <p><b>-Fiction:</b> Ballads Poetry</p> <p><b>Non-fiction:</b> Biography</p>
<b>Structure of Writing</b>	<p><b>Textual analysis:</b></p>  <p><b>Vocabulary:</b></p> 	<p><b>Textual analysis:</b></p>  <p><b>Vocabulary:</b></p> 



		
<p><b>Progression Statements</b></p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Use paragraphs to organise ideas around a theme.</li> <li>- In non-narrative material, use simple organisational devices such as headings and subheadings.</li> <li>- Assess the effectiveness of their own and others' writing and suggest improvements</li> </ul> <p>Maintain positive attitudes to reading and understanding of what the child reads by listening and discussing a wide range of texts.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound.</p> <ul style="list-style-type: none"> <li>- Spell further homophones.</li> </ul>	<ul style="list-style-type: none"> <li>-Read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- Discuss and record ideas</li> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (<i>e.g. the teacher expanded to: the strict maths teacher with curly hair</i>).</li> <li>- Use paragraphs to organise ideas around a theme.</li> <li>- Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</li> </ul>
<p><b>Spellings</b></p>	<p>Week 1: scene, who's, affect, hear, whose, heal, effect, here, heel, seen</p> <p>Week 2: circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil</p> <p>Week 3: solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble</p> <p>Week 4: signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone,</p>	<p>Week 1: guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward</p> <p>Week 2: girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's</p> <p>Week 3: expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except</p> <p>Week 4:</p>

	<p>design</p> <p>Week 5: supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic</p> <p>Week 6: bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect</p>	<p>incorrect, illegible, subject, international, believe, wildly, preparation, coronation, bravely, thoughtfully</p> <p>Week 5: brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician</p> <p>Week 6: gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial</p>
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