Nighting ale	Autumn 1 Dreams & Ambitions	Autumn 2 Journeys Through Time	Spring 1 Extreme Earth	Spring 2 Creatures Great and Small	Summer 1 Around the World	Summer 2 Express Yourself
Topic Focus	Saviours	Anglo Saxons	Natural Disasters	Biodiversity	South America	Leisure and Entertainment
Purpose of writing	Write to entertain and inform	Write to entertain and inform	Write to entertain and discuss	Write to inform and entertain	Write to entertain and persuade	Write to inform and discuss
Suggest ed Texts	Rock, Paper, Scissors (Literacy Shed animated film) Who Was Harriet Tubman? Dr Barnardo Biography	Anglo-Saxon Boy Tony Bradman Beowulf	Flood by Alvaro Villa Tsunami by Kimiko Kajikawa	The Explorer by Katherine Rundell	The Explorer by Katherine Rundell Love and Roast Chicken: A trickster tale from the Andes Mountains by Barbara Knutson	The Lego Story (Literacy Shed animated film) Shakespeare – A Midsummer Night's Dream
Writing Outcom es	Story with a detailed setting and strong character Biographies and Autobiographies	Historical story Journalistic writing (newspaper reports)	Alternate version of part of the story Compare and Contrast writing	Narrative poems Non-chronological reports	Adventure story Persuasive holiday leaflets	Chronological reports Playscripts Review
Spelling	Words with the letter string 'ough' Words with 'silent' letters Etymology Words ending in '-able' and '-ible'	From previous years: plurals (adding '-s', '- es' and '-ies) Apostrophe for contraction and possession Use of the hyphen Using a dictionary to	apostrophe for possession Rare GPCs etymology Words ending in '-ably' and '-ibly' Homophones	Building words from root words Homophones Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words	Etymology Homophones	Problem suffixes Spelling aspects from Year 5 that are not secure

	Homophones	support learning.				
Text	Organise each part of	Organise each part	Organise each part of	Develop use of a topic	Secure independent use of	Secure independent use
level	the story to indicate a	of the story to	the story to indicate a	sentence	planning tools	of planning tools
features	change in place or a	indicate a change in	change in place or a			
	jump in time	place or a jump in	jump in time	Use of bullet points and	Vary connectives within	Vary connectives within
		time		diagrams	paragraphs to build	paragraphs to build
	Clear distinction		Clear distinction		cohesion	cohesion
	between resolution	Clear distinction	between resolution and	Secure independent use		
	and ending	between resolution	ending	of planning tools	Introductions which	Secure use of a range of
		and ending		Secure use of a range of	include action, description,	layouts suitable to the
	Develop use of a topic		Secure independent use	layouts suitable to the	character and setting	text
	sentence	Secure independent	of planning tools	text		
		use of planning tools			Build-up which develops	Use a variety of ways to
	Introductions which		Vary connectives within	Use a variety of ways to	suspense	draw the reader in and
	include action,	Vary connectives	paragraphs to build	draw the reader in and		make the purpose clear
	description, character	within paragraphs to	cohesion	make the purpose clear	Dilemmas where more	
	and setting	build cohesion			than one problem to be	Use rhetorical questions
			Introductions which	Use rhetorical	solved	to draw the reader in
	Build-up which	Introductions which	include action,	questions to draw the		
	develops suspense	include action,	description, character	reader in	Endings where character	Consistently maintain
		description,	and setting		reflects on changes or	viewpoint
	Endings where	character and setting		Secure use of a range of	looks forward to the future	
	character reflects on		Build-up which develops	layouts suitable to the		Use change of place,
	changes or looks	Build-up which	suspense	text	Secure use of a range of	time and action to link
	forward to the future	develops suspense			layouts suitable to the text	ideas across paragraphs
			Dilemmas where more			
	Secure independent	Dilemmas where	than one problem to be		Use rhetorical questions to	Express own opinions
	use of planning tools	more than one	solved		draw the reader in	clearly
		problem to be solved				
	Vary connectives		Endings where		Clear summary at the end	Clear summary at the
	within paragraphs to	Endings where	character reflects on		to appeal directly to the	end to appeal directly to
	build cohesion	character reflects on	changes or looks		reader	the reader
		changes or looks	forward to the future			
	Use change of place,	forward to the				
	time and action to link	future	Use a variety of ways to			

	ideas across	_	draw the reader in and			
	paragraphs	Secure use of a range of layouts	make the purpose clear			
		suitable to the text	Express own opinions			
			clearly			
Sentenc	Short sentence to	Standard English for	Appropriate choice of a	Prepositions	Repetition to persuade	Proper nouns
e level	move events on	verb inflections	pronoun or a noun			
features	quickly	instead of local	within a sentence to	The grammatical	Use of a simile at the start	Comparatives and
(includi		spoken forms	avoid ambiguity	difference between	of a sentence	superlatives
ng	Prepositions			plural and possessive s		
gramma		Use of long	Comparatives and		Commas to mark clauses	Apostrophes to mark
r and	Proper nouns	sentences to	superlative adjectives	Commas to mark	and fronted adverbials	singular and plural
punctua		enhance description		clauses and fronted		possession
tion)	Dialogue – verb +	or information	Relative clauses	adverbials	Full punctuation for direct	
	adverb		beginning with who,		speech	Develop complex
		Commas to mark	which, that, where,	Develop complex		sentences using main
	Secure use of	clauses and fronted	when, whose	sentences using main	Short sentence to move	and subordinate clauses
	simple/embellished	adverbials		and subordinate clauses	events on quickly	and the full range of
	simple sentences		Develop complex	and the full range of	Sentence of three for	conjunctions
		Relative clauses	sentences using main	conjunctions	action e.g. Sam rushed	
	Secure use of	beginning with who,	and subordinate clauses		down the road, jumped on	Use of rhetorical
	compound sentences	which, that, where,	and the full range of	Sentence reshaping	the bus and sank into his	questions
		when, whose	conjunctions	techniques e.g.	seat	
	Expanded –ed clauses			lengthening or		Sentence reshaping
	as starters e.g.	Elaboration of	Expanded –ed clauses	shortening sentence for	Develop complex	techniques e.g.
	encouraged by the	starters using	as starters	meaning or effect	sentences using main and	lengthening or
	bright weather, Jane	adverbial phrases			subordinate clauses and	shortening sentence for
		e.g. Beyond the dark	Drop in –ed clause e.g.	Converting nouns or	the full range of	meaning or effect
	Sentence reshaping	gloom of the cave,	Poor Tim, exhausted by	adjectives into verbs	conjunctions	
	techniques e.g.	Zach saw	so much effort, ran	using suffixes		Use of commas to
	lengthening or		home		Elaboration of starters	clarify meaning or avoid
	shortening sentence	Moving sentence		Developed use of	using adverbial phrases	ambiguity
	for meaning or effect	chunks (how, when,	Dashes	technical language		
		where) for different			Drop in –ed clause	Colons
	Use of commas to	effects	Use of commas to			

	clarify meaning or avoid ambiguity	Stage directions in speech (speech + verb + action) Elaboration of starters using adverbial phrases	clarify meaning or avoid ambiguity Use of modal verbs to indicate degrees of possibility Brackets, dashes and commas for parenthesis		Moving sentence chunks (how, when, where) for different effects Use of modal verbs to indicate degrees of possibility Brackets, dashes and commas for parenthesis Use of rhetorical questions	
Spoken Languag e	Articulate and justify answers, arguments and opinions Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play/improvisations	Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Participate in discussions, presentations, performances, role play/improvisations and debates	Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Articulate and justify answers, arguments and opinions Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Participate in discussions, presentations, performances, role play/improvisations and debates

	exploring ideas	and debates				
Reading	Identifying and discussing themes and conventions in and across a wide range of writing	Identifying and discussing themes and conventions in and across a wide range of writing	Identifying and discussing themes and conventions in and across a wide range of writing	Identifying and discussing themes and conventions in and across a wide range of writing	Identifying and discussing themes and conventions in and across a wide range of writing	Identifying and discussing themes and conventions in and across a wide range of writing
	Asking questions to improve their understanding	Making comparisons within and across books	Making comparisons within and across books	Asking questions to improve their understanding	Making comparisons within and across books Asking questions to	Asking questions to improve their understanding
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and	Asking questions to improve their understanding	Asking questions to improve their understanding Drawing inferences such	Discuss and evaluate how authors use language, including figurative language,	improve their understanding Drawing inferences such as inferring characters'	Discuss and evaluate how authors use language, including figurative language,
	justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and	as inferring characters' feelings, thoughts and motives from their actions, and justifying	considering the impact on the reader Identifying how	feelings, thoughts and motives from their actions, and justifying inferences with evidence	on the reader Provide reasoned
	Discuss and evaluate how authors use language, including figurative language,	motives from their actions, and justifying inferences with evidence	inferences with evidence Discuss and evaluate	language, structure and presentation contribute to meaning	Discuss and evaluate how authors use language, including figurative	justifications for their views.
	considering the impact on the reader Provide reasoned	Discuss and evaluate how authors use	how authors use language, including figurative language,	Distinguish between statements of fact and opinion	language, considering the impact on the reader	Summarising the main ideas drawn from more than 1 paragraph,
	justifications for their views.	language, including figurative language, considering the impact on the reader	considering the impact on the reader Provide reasoned	Retrieve, record and present information from non-fiction	Identifying how language, structure and presentation contribute to meaning	identifying key details that support the main ideas
	Summarising the main ideas drawn from more than 1 paragraph, identifying	Identifying how language, structure and presentation	justifications for their views. Summarising the main	Explain and discuss their understanding of what they have read,	Participate in discussions about books that are read to them and those they can read for themselves,	Identifying how language, structure and presentation contribute

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key details that	contribute to	ideas drawn from more	including through	building on their own and	to meaning
support the main	meaning	than 1 paragraph,	formal presentations	others' ideas and	
ideas		identifying key details	and debates,	challenging views	Distinguish between
	Participate in	that support the main	maintaining a focus on	courteously	statements of fact and
Identifying how	discussions about	ideas	the topic and using		opinion
language, structure	books that are read		notes where necessary		
and presentation	to them and those	Participate in			Retrieve, record and
contribute to meaning	they can read for	discussions about books	Preparing poems and		present information
	themselves, building	that are read to them	plays to read aloud and		from non-fiction
Distinguish between	on their own and	and those they can read	to perform, showing		
statements of fact and	others' ideas and	for themselves, building	understanding through		Explain and discuss their
opinion	challenging views	on their own and	intonation, tone and		understanding of what
	courteously	others' ideas and	volume so that the		they have read,
Retrieve, record and		challenging views	meaning is clear to an		including through
present information	Preparing poems and	courteously	audience		formal presentations
from non-fiction	plays to read aloud				and debates,
	and to perform,	Explain and discuss their	Learning a wider range		maintaining a focus on
Explain and discuss	showing	understanding of what	of poetry by heart		the topic and using
their understanding of	understanding	they have read,			notes where necessary
what they have read,	through intonation,	including through			,
including through	tone and volume so	formal presentations			
formal presentations	that the meaning is	and debates,			
and debates,	clear to an audience	maintaining a focus on			
maintaining a focus on		the topic and using			
the topic and using		notes where necessary			
notes where necessary		,			
		Provide reasoned			
Provide reasoned		justifications for their			
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justifications for their views.		views.			