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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
													
Grammar and Punctuation	<p>Writing (Composition): Identify the audience and purpose of the writing, selecting, and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how choices can enhance meaning. Use a wide range cohesive devices across paragraphs. Use organisational devices to structure text [for example, headings, bullet points, underlining]. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar, and punctuation to enhance/ clarify meaning. Ensure the consistent and correct use of tense throughout writing. Proof-read for spelling/ punctuation errors.</p> <p>Vocabulary, Grammar & Punctuation: Use expanded noun phrases to convey information concisely. Indicate degrees of possibility using adverbs and modal verb. Relative clauses beginning with who, which, where, or that. Use commas to clarify meaning/ avoid ambiguity. Brackets, dashes, or commas for parenthesis.</p> <p>Writing Transcription (Spelling and Handwriting): Use of prefixes and suffixes. Use knowledge of morphology and etymology in spelling. Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.</p>			<p>Writing (Composition): Identify the audience and purpose of the writing, selecting, and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how choices can enhance meaning. Use a wide range cohesive devices across paragraphs. Use organisational devices to structure text [for example, headings, bullet points, underlining]. Secure the use of pronouns or nouns within and across a sentence to avoid repetition. Link ideas using adverbials of time, place, and number. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar, and punctuation to enhance/ clarify meaning. Ensure the consistent and correct use of tense throughout writing. Proof-read for spelling/ punctuation errors.</p> <p>Vocabulary, Grammar & Punctuation: Use expanded noun phrases to convey information concisely. Indicate degrees of possibility using adverbs and modal verbs. Relative clauses beginning with who, which, where, or that. Use of punctuation to ensure meaning is clear, particularly commas for clarity.</p> <p>Writing Transcription: Use of prefixes and suffixes, Y3/4 words, and previously taught homophones. Inclusion of Y5/6 words in context. Use knowledge of morphology and etymology in spelling. Use dictionaries to check the spelling and meaning of words. Use a thesaurus. Use of joined legible handwriting.</p>			<p>Writing (Composition): Identify the audience and purpose. Propose changes to vocabulary, grammar, punctuation to enhance meaning. Proofread spelling/ punctuation errors.</p> <p>Vocabulary, Grammar & Punctuation: Select appropriate grammar and vocabulary. Use of figurative language to enhance meaning. Use expanded noun phrases to concisely convey information. Relative clauses beginning with who, which, where, or that. Punctuation to ensure meaning is clear, particularly commas for clarity. Use of adverbial phrases and change of clause structures.</p>	<p>Writing (Composition) Identify the audience for and purpose of the writing. Consider how authors have developed characters and settings in what has been read, listened to, or seen performed. Select appropriate grammar and vocabulary to describe settings, characters, and atmosphere. Using a wide range of devices to build cohesion within and across paragraphs. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.</p> <p>Vocabulary, Grammar & Punctuation: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs or modal verbs. Linking ideas across paragraphs using adverbials of time and place, or tense choices [for example, he had seen her before]. Brackets, dashes, or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity. Use of expanded noun phrases. The difference between structures typical of informal speech and formal speech. Use of inverted commas and other punctuation to indicate direct speech. Use of topic-specific vocabulary. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. Apostrophes to mark plural possession [for example, the girl's name, the girls' names].</p> <p>Writing Transcription: Use of prefixes and suffixes, Y3/4 words, and previously taught homophones. Inclusion of Y5/6 words in context. Use knowledge of morphology and etymology in spelling. Use dictionaries to check the spelling and meaning of words. Use a thesaurus. Use of joined legible handwriting.</p>					

							Writing Transcription: Use of prefixes and suffixes, previously taught words, and homophones. Inclusion of Y5/6 words. Use a thesaurus. Use of joined legible handwriting.	Use further prefixes and suffixes. Use knowledge of morphology and etymology in spelling. Use dictionaries to check the spelling and meaning of words. Use a thesaurus.					
Alan Peat	Noun, which/where/who, 4A sentences			Noun, which/where/who sentence, 4A sentences			4A sentences.	3 bad – (dash) question? -ly sentences	Two pair sentences, emotion word, (comma) sentences, noun, which/where who sentence.				
Spelling Spelling Shed.	Week 1- Words ending in ‘-tious’ and ‘-ious’ Week 2- Words ending in ‘-cious’ Week 3 - Words ending in ‘-cial’			Week 4 - Words ending in ‘-tial’ Week 5 –Words ending in ‘-cial’ and ‘-tial’ Week 6- Challenge words			Week 7 - Words ending in ‘-ant’.	Week 8 - Words ending in ‘-ance’ and ‘-ancy’ Week 9 - Words ending in ‘-ent’ and ‘-ence’	Week 10 - Words ending in ‘-able’ and ‘-ible’ Week 11 – Words ending in ‘-ably’ and ‘-ibly’ Week 12 – Challenge words Week 13 - Words ending in ‘-able’, where the ‘e’ from the root word remains				
Handwriting	Letter ‘c’. Focus on grip, letter formation; line into and out of letter and letter size consistency.	Letter ‘o’ model using year 5/6 spellings	Letter ‘d’ and modelled paragraph. Focus on join and sitting letters on line.	Letter ‘g’ and modelled paragraph. Focus on increased quality with speed.	Letter ‘q’ and modelled paragraph. Focus on improving stamina.	Letter ‘e’ and modelled paragraph. Focus on improving stamina with quality.	Letter s and modelled paragraph.	Letter ‘u’ model using year 5/6 spellings.	Letter ‘r’ model using year 5/6 spellings.	Letter ‘w’ model using year 5/6 spellings.	Letter ‘e’ model using year 5/6 spellings.	Letter m, model using year 5/6 spellings.	Letter ‘n’ model using year 5/6 spellings
VIPERS	Autumn 1: ‘Harriet Versus the Galaxy’ by Samantha Baines						Autumn 2: ‘The Kid Who Came from Space’ by Ross Welford						
VIPERS Sequence	See separate Reading VIPERS document.												
Class reading books						Reading for Pleasure.							
Writing outcomes	Outcomes: written speculative response, proposal, explanation text. Main outcome: explanation text (assessed piece).			Outcomes: character description, non-chronological report. Main outcome: non-chronological report (assessed piece).			Outcomes: Exploration of poetry styles. Main Outcome: Complete poem about Rosa Parks	Outcomes: report, character description, role play, persuasive letter, newspaper opinion piece. Main outcome: newspaper opinion piece.		Outcomes: dialogue, setting description, retellings. Main outcome: fantasy sequel narrative.			
Writing Sequence	INSET. Lesson 1. LO: To ask questions and speculate answers. Lesson 2. LO: To speculate answers using modal verbs. Lesson 3.	Lesson 1. LO: To write multi-clause sentences. Lesson 2 LO: To convert informal to formal language Lesson 3. LO: To sequence events using adverbs.	Lesson 1. LO: To use cohesive devices. Lesson 2. LO: To use SURPRISES to edit. Lesson 3. LO: To use expanded noun phrases to create labels.	Lesson 1. LO: To edit my explanation text (AP) Lesson 2. (Curiosity) LO: To present my explanation text (AP) Lesson 3.	Lesson 1. LO: To use cohesive devices. Lesson 2. LO: To use a range of cohesive devices. Lesson 3. LO: To uses a range of cohesive devices.	Lesson 1. LO: To write a non-chronological report (AP) Lesson 2. LO: To write a non-chronological report (AP) Lesson 3. LO: To write a non-chronological report (AP).	Lesson 1. LO: To write a list poem. Lesson 2. LO: To use figurative language in poetry. Lesson 3. LO: To use expressive language in poetry. Lesson 4	Lesson 1. LO: To write a report. Lesson 2. LO: To describe a character using noun phrases. Lesson 3. LO: To explore a character through role play.	Lesson 1. LO: To write a diary entry. Lesson 2. LO: To gather evidence to form an opinion. Lesson 3. To plan an opinion piece.	Lesson 1. LO: To make predictions about the theme and events in a story. Lesson 2. LO: To write a recount using noun phrases. Lesson 3. LO: To use the	Assessment Week Lesson 1. LO: To identify the main events of a story. Lesson 2. CELT Writing Day. Lesson 3. LO: To use paragraphs.	Lesson 1. LO: To use paragraphs. Lesson 2. LO: To self and peer edit my narrative. Lesson 3. LO: To write a narrative sequel (AP). Lesson 4.	Add assessed pieces to blue folders. Use themes of story to create debate.

	<p>LO: To write a proposal.</p> <p>Lesson 4. LO: To use clauses to clarify meaning.</p>	<p>Lesson 4. LO: To use cohesive devices.</p> <p>Lesson 5. LO: To use cohesive devices.</p>	<p>Lesson 4. LO: To write explanation text. (AP)</p> <p>Lesson 5. LO: To write explanation text (AP).</p>	<p>Space dome session.</p> <p>Lesson 4. LO: To use a range of clause structures</p> <p>Lesson 5. LO: To use expanded noun phrases.</p>	<p>Lesson 4. LO: To write an introduction (AP)</p> <p>Lesson 5. LO: To develop a character (AP).</p>	<p>Lesson 4. LO: To edit my non-chronological report (AP).</p> <p>Lesson 5. LO: To present my non-chronological report (AP).</p>	<p>LO: To compose my final poem.</p> <p>Lesson 5. LO: To edit and present my poem.</p>	<p>Lesson 4. LO: To write a formal persuasive letter.</p> <p>Lesson 5. LO: To edit my formal letter.</p>	<p>Lesson 4. LO: To complete and edit my opinion piece.</p> <p>Lesson 5. LO: To conclude unit watching 'Hidden Figures'.</p>	<p>conventions of speech to show a character's feelings.</p> <p>Lesson 4. LO: To identify and use noun phrases.</p> <p>Lesson 5. LO: To identify the main events of a story</p>		<p>LO: To write a narrative sequel (AP).</p> <p>Lesson 5. To complete and edit my narrative sequel (AP).</p>	
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