Nighting ale	Autumn 1 Dreams & Ambitions	Autumn 2 Journeys Through	Spring 1 Extreme Earth	Spring 2 Creatures Great and	Summer 1 Around the World	Summer 2 Express Yourself
		Time		Small		•
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	Journey to the River Sea by Eva Ibbotson	Journey to the River Sea by Eva Ibbotson  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	make the purpose clear			
		range of layouts				
		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	Identifying and	Identifying and	Identifying and	Identifying and discussing	Identifying and
	discussing themes and	discussing themes	discussing themes and	discussing themes and	themes and conventions in	discussing themes and
	conventions in and	and conventions in	conventions in and	conventions in and	and across a wide range of	conventions in and
	across a wide range of	and across a wide	across a wide range of	across a wide range of	writing	across a wide range of
	writing	range of writing	writing	writing		writing
					Making comparisons within	
	Asking questions to	Making comparisons	Making comparisons	Asking questions to	and across books	Asking questions to
	improve their	within and across	within and across books	improve their		improve their
	understanding	books		understanding	Asking questions to	understanding
			Asking questions to		improve their	
	Drawing inferences	Asking questions to	improve their	Discuss and evaluate	understanding	Discuss and evaluate
	such as inferring	improve their	understanding	how authors use		how authors use
	characters' feelings,	understanding		language, including	Drawing inferences such as	language, including
	thoughts and motives		Drawing inferences such	figurative language,	inferring characters'	figurative language,
	from their actions, and	Drawing inferences	as inferring characters'	considering the impact	feelings, thoughts and	considering the impact
	justifying inferences	such as inferring	feelings, thoughts and	on the reader	motives from their actions,	on the reader
	with evidence	characters' feelings,	motives from their		and justifying inferences	
		thoughts and	actions, and justifying	Identifying how	with evidence	Provide reasoned
	Discuss and evaluate	motives from their	inferences with	language, structure and		justifications for their
	how authors use	actions, and	evidence	presentation contribute	Discuss and evaluate how	views.
	language, including	justifying inferences		to meaning	authors use language,	
	figurative language,	with evidence	Discuss and evaluate		including figurative	
	considering the impact		how authors use	Distinguish between	language, considering the	Summarising the main
	on the reader	Discuss and evaluate	language, including	statements of fact and	impact on the reader	ideas drawn from more
		how authors use	figurative language,	opinion		than 1 paragraph,
	Provide reasoned	language, including	considering the impact		Identifying how language,	identifying key details
	justifications for their	figurative language,	on the reader	Retrieve, record and	structure and presentation	that support the main
	views.	considering the		present information	contribute to meaning	ideas
		impact on the reader	Provide reasoned	from non-fiction		
	Summarising the main		justifications for their		Participate in discussions	Identifying how
	ideas drawn from	Identifying how	views.	Explain and discuss	about books that are read	language, structure and
	more than 1	language, structure		their understanding of	to them and those they can	presentation contribute
	paragraph, identifying	and presentation	Summarising the main	what they have read,	read for themselves,	

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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			
justifications for their		views.			
views.					