

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Cycle A – Set in Stone		Cycle A – Rocks, Relics, Rumbles		Cycle A – Ruthless Romans	
	Cycle B – Raided, Invaded, Stayed		Cycle B – Misty Mountains, Winding Rivers		Cycle B – Tomb Raiders	
<b>Reading Key Texts Cycle A</b>	Stig of the Dump Ug – Boy Genius of the Stone Age Diamante poetry The Secrets of Stonehenge Stone Age Boy		Stone Girl Bone Girl Firework Makers Daughter Escape from Pompeii		Julius Caesar Roman Diary – The Journal of Iliona	
<b>Reading Key Texts Cycle B</b>	How to be a Viking Arthur and the Golden Rope Kennings Poetry Winter Riddle of the Runes Beowulf Viking Long ship DK Find out Vikings Discover the Vikings The Genius of the Vikings		Everest: Reaching the roof of the world Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay Majestic Mountain: Discover Earth’s Mighty Peaks. The Lost Happy Endings Jabberwocky Mghty mountains and Swirling Seas – Valerie Bloom There is a Boy in the Girls Bathroom		Cinderella of the Nile – Marjan Vafaeian The Story of Tutankhamun by Patricia Cleveland-Peck Egyptian Myths – Jean Menzies Egyptology: Search for the Tomb of Osiris. The Ancient Egypt Sleepover Iron Man – Ted Hughes. Slam poetry (Pinda Cake) – Valerie Bloom	
<b>Reading Intent</b>	Through the year there will be opportunities to listen to and discuss a wide range of contemporary and classic poetry, stories, non-fiction beyond a level beyond what they can read independently. Children will be encouraged to take turns and to listen to what others are saying as well as expressing their own thoughts and opinions. Children will be exposed to a range of texts including:					

Poetry	
Love of reading	
Non-Fiction	
Classic	
Diversity	
Inclusive	

	<ul style="list-style-type: none"> <li>• Range of fiction</li> <li>• Poetry including performance poetry and a variety of forms</li> <li>• Play scripts</li> <li>• Range of non-fiction/ reference books</li> <li>• Fairy stories</li> <li>• Myths and legends</li> </ul>		
<b>Guided Reading</b>	<ul style="list-style-type: none"> <li>• How to be a Viking</li> <li>• Viking longship</li> <li>• Ivor the Boneless</li> </ul>	<ul style="list-style-type: none"> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Gain, maintain and monitor the interest of the listeners</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Select and use appropriate registers for effective communication</li> </ul>		
	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Participate in discussions, presentations, performances, role play, improvisations &amp; debates</li> </ul> <p>Year 5 Focus</p> <ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Gain, maintain and monitor the interest if the listener(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate and justify answers, arguments &amp; opinions</li> <li>• Give well-structured descriptions, explanations and narrative for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> <p>Year 5 Focus</p> <ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvising and debates</li> <li>• Select and use appropriate registers for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Select and use appropriate registers for effective communication</li> </ul> <p>Year 5 Focus</p> <ul style="list-style-type: none"> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>

<b>Spelling</b>  <b>Book - Cycle B</b>	<p>We follow the RWI scheme to teach spellings throughout years 3 -4 supplemented by RWI on line.  Those children who struggled to pass the phonics check in KS1 may receive additional precision teaching and the Fresh Start RWI – KS2 Program</p>
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<b>Year 4</b> <b>Book -Cycle B</b>	<b>Book 3</b> <ul style="list-style-type: none"> <li>Prefixes dis and in</li> <li>Adding im to root words beginning with m and p</li> <li>Suffix ous</li> <li>Expected year 3-4 spellings</li> </ul>	<b>Book 3</b> <ul style="list-style-type: none"> <li>Suffix ly</li> <li>Words ending in ture</li> <li>Homophones</li> <li>Expected year 3-4 spellings</li> </ul>	<b>Book 3</b> <ul style="list-style-type: none"> <li>Adding ation to verbs to form nouns</li> <li>Words ending with c sound spelt ch</li> <li>Words ending with sh sound spelt sh</li> <li>Expected year 3-4 spellings</li> </ul>	<b>Book 3</b> <ul style="list-style-type: none"> <li>The short sound spelt y</li> <li>Adding suffix ion</li> <li>Adding suffix ian</li> <li>Adding prefix re</li> <li>Expected year 3-4 spellings</li> </ul>	<b>Book 3</b> <ul style="list-style-type: none"> <li>Homophones</li> <li>Adding prefix anti</li> <li>Adding prefix super</li> <li>Adding prefix sub</li> <li>Expected year 3-4 spellings</li> </ul>	<b>Book 3</b> <ul style="list-style-type: none"> <li>Expected year 3-4 spellings</li> <li>Recap and revision</li> </ul>
<b>Book 4 – Cycle A</b>	<b>Book 4</b> <ul style="list-style-type: none"> <li>Prefix Mis</li> <li>Words ending in zhuh – sures</li> <li>short u, spelt ou</li> <li>prefix auto</li> </ul>	<b>Book 4</b> <ul style="list-style-type: none"> <li>Adding ly</li> <li>Prefix inter</li> <li>Homophones</li> </ul>	<b>Book 4</b> <ul style="list-style-type: none"> <li>Ay – spelt eigh, ei, ey</li> <li>Words ending in ous</li> <li>Words with s sound spelt sc</li> </ul>	<b>Book 4</b> <ul style="list-style-type: none"> <li>Possessive apostrophes</li> <li>Words ending zhun spelt sion</li> <li>Adding il, recap, un, in, mis, dis</li> </ul>	<b>Book 4</b> <ul style="list-style-type: none"> <li>C sound spelt que/ G sound spelt gue</li> <li>Homophones</li> <li>Adding ir to words starting with r</li> </ul>	<b>Book 4</b> <ul style="list-style-type: none"> <li>Suffix ion</li> <li>Expected year 3-4 spellings</li> <li>Recap and revision</li> </ul>
<b>Year 5</b>	<b>Book 5</b> <ul style="list-style-type: none"> <li>Silent B</li> <li>Ough</li> <li>ible</li> <li>Homophones</li> </ul>	<b>Book 4</b> <ul style="list-style-type: none"> <li>Words ending in able</li> <li>Tricky words</li> <li>Silent t</li> </ul>	<b>Book 4</b> <ul style="list-style-type: none"> <li>Prefix ending in ibly, ably</li> <li>Homophones</li> <li>Ent</li> <li>Tricky Words</li> </ul>	<b>Book 4</b> <ul style="list-style-type: none"> <li>ence</li> <li>Tricky words</li> <li>ee sound spelt ei</li> </ul>	<b>Book 4</b> <ul style="list-style-type: none"> <li>Pr Homophones</li> <li>Words ending ant, ance, ancy</li> <li>Tricky words</li> <li>Shus spelt cious</li> </ul>	<b>Book 4</b> <ul style="list-style-type: none"> <li>Prefix Tricky words</li> <li>Shus spelt tious</li> <li>Shul spelt tial, cial</li> <li>Tricky words</li> </ul>

Punctuation & Grammar						
	<p><b>Year 4</b></p> <p><b>Ready to write</b></p> <p>Using a and an consistently</p> <p>Using a wider range of conjunctions to extend sentences</p> <p>Expressing time, place and cause using conjunctions</p> <p>Expressing time place cause using prepositions – before, after, during, in, because of</p> <p>Using inverted commas for direct speech</p>	<p><b>Year 4</b></p> <p><b>Tenses</b></p> <p>Using the present perfect form of verbs instead of simple past</p> <p><b>Pronouns</b></p> <p>Choosing pronouns appropriately for clarity, cohesion and to avoid repetition</p> <p>Across sentences</p> <p><b>Fronted Adverbials</b></p> <p>Using fronted adverbials</p> <p>Using a comma after fronted adverbials</p>	<p><b>Year 4</b></p> <p><b>Word families</b></p> <p>Recognising word families and how these aid our understanding and spelling</p> <p>The grammatical difference between plural and possessive S</p> <p><b>Speech</b></p> <p>Using and punctuating direct speech</p> <p>Using a comma after the reporting clause and ending with punctuation</p>	<p><b>Year 4</b></p> <p><b>Expanded noun phrases</b></p> <p>by the addition of modifying adjectives</p> <p><b>Apostrophes</b></p> <p>Indicating possession using an apostrophe</p> <p>With plural nouns</p> <p>The grammatical difference between plural and possessive S</p>	<p><b>Year 4</b></p> <p><b>Standard English</b></p> <p>Recognising and using standard English rather than colloquial forms</p> <p><b>Paragraphs</b></p> <p>Organising content around a theme</p>	<p><b>Year 4</b></p> <p><b>Standard English</b></p> <p>Recognising and using standard English rather than colloquial forms</p> <p>Paragraphs</p> <p>Organising content around a theme</p>
<p>Vocab</p> <p>Determiner</p> <p>Pronoun</p> <p>Possessive</p> <p>Pronoun</p> <p>adverbial</p>			<p>Vocab</p> <p>Parenthesis</p> <p>Bracket</p> <p>dash</p>		<p>Vocab</p> <p>Cohesion</p>	
<p><b>Year 5</b></p> <p><b>Ready to write</b></p> <p>Choosing nouns and pronouns appropriately for clarity and to avoid repetition</p> <p>Noun phrases expanded by the addition of modifying adjectives,</p>	<p><b>Year 5</b></p> <p><b>Tenses</b></p> <p>Using the perfect form of verbs to mark time and cause</p> <p><b>Relative Clauses</b></p> <p>Using modal verbs to indicate degrees of</p>	<p><b>Year 5</b></p> <p><b>Word families</b></p> <p>Recognising word families and how these aid our understanding and spelling</p> <p><b>Speech</b></p> <p>Inverted commas for speech including comma</p>	<p><b>Year 5</b></p> <p><b>Expanded noun phrases</b></p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p><b>Parenthesis</b></p> <p>Using brackets, dashes</p>	<p><b>Year 5</b></p> <p><b>Cohesion</b></p> <p>Using devices to build cohesion within paragraphs and to link ideas between paragraphs</p> <p><b>Punctuation</b></p> <p>Using commas to clarify meaning and to avoid</p>	<p><b>Year 5</b></p> <p><b>Prefixes</b></p> <p>Verb prefixes e.g. – did, de, mis, over, re</p> <p><b>Suffixes</b></p> <p>Converting nouns or adjectives into verbs using suffixes e.g. ate, ise, ify</p>	

	nouns, and prepositional phrases  Correct use of fronted adverbials  The grammatical difference between plural S and possessive S	possibility e.g. might, should, will, must  <b>Adverbs</b>  Using adverbs to indicate degrees of possibility	after reporting clause and ending with inverted comma	and commas to indicate parenthesis	ambiguity	
	Vocab  Inverted Model verb Relative pronoun Relative clause		Vocab  Parenthesis Bracket dash		Vocab  Cohesion	
<p><b>Whilst this gives an overview of when specific concepts will be taught during lessons there is an expectation that teachers will explore the appropriate knowledge and skills within classes during English and other text related opportunities. Grammar is an integral part of how we approach reading, writing and talk at Brans Green. We will not restrict its use or exploration.</b></p>						
<b>Writing Cycle B</b>	<p><b>How to be a Viking</b></p> <p><b>Short setting scene</b></p> <p><b>Short character description</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<p><b>Arthur and the Golden Rope.</b></p> <p><b>Diary Entry</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose before writing, and adapt accordingly</li> <li>Use the correct tense consistently throughout a piece of writing</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p><b> kennings Poems</b></p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Assess effectiveness of own / others writing</li> <li>Selecting appropriate form</li> <li>Perform own compositions</li> </ul>	<p><b>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</b></p> <p><b>Letter writing</b></p> <ul style="list-style-type: none"> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p><b>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</b></p> <p><b>Recount</b></p> <ul style="list-style-type: none"> <li>using expanded noun</li> </ul>	<p><b>Everest: Reaching the roof of the world</b></p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs.</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, dashes or commas to indicate</li> </ul>	<p><b>The Story of Tutankhamun by Patricia Cleveland-Peck</b></p> <p><b>Balanced Argument</b></p> <ul style="list-style-type: none"> <li>Using cohesive devices including across paragraphs</li> <li>Appropriate grammar and vocabulary</li> <li>Editing and changing writing to enhance effect and clarify meaning</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p><b>The Story of Tutankhamun by Patricia Cleveland-Peck</b></p> <p><b>Newspaper Report</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose before writing, and adapt accordingly</li> <li>Use grammatical connections and</li> </ul>	<p><b>Egyptian Myths – Jean Menzies</b></p> <p><b>Recount</b></p> <ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Slam poetry (Pinda Cake) – Valerie Bloom</b></p> <p><b>Rhyming poetry</b></p> <ul style="list-style-type: none"> <li>converting nouns or adjectives into verbs</li> <li>verb prefixes</li> <li>assessing the</li> </ul>

	<p>Viking Longship</p> <p><b>Non – chronological report</b></p> <ul style="list-style-type: none"> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul>		<p>phrases to convey complicated information concisely</p> <p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</p> <p><b>Persuasive letter</b></p> <ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<p>parenthesis</p> <ul style="list-style-type: none"> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p>Majestic Mountain: Discover Earth's Mighty Peaks.</p> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• devices to build cohesion, including adverbials of time, place and number</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p>Jabberwocky Free Verse Poetry</p> <ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<p>adverbials for cohesion</p> <p>The Story of Tutankhamun by Patricia Cleveland-Peck</p> <p><b>Brochure</b></p> <ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<p>effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>
<p><b>Handwriting</b></p>	<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 unjoined.</li> <li>• Practice letter joins linked to spelling patterns</li> <li>• Expectation is for writing in pen</li> </ul>					

**Terminology we want the children to know by the end of year 5**

- Recap of non-negotiables 8KS1, Finger spaces, capital letters, full stops, question marks, exclamation marks, commas in a list.
- noun, noun phrase, • statement, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present
- Recap L-KS2 • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech, inverted commas, speech marks • consonant, vowel • determiner • pronoun, possessive pronoun adverbial
- modal verb, relative pronoun • relative clause • parenthesis, bracket, dash, cohesion, ambiguity
- subject, object • active, passive • synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
- modal verb, relative pronoun • relative clause • parenthesis, bracket, dash cohesion, ambiguity
- subject, object • active, passive • synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet point

**Enrichment Opportunities**

Trip to Winchester