

KS1 & KS2 Literacy Topic Overview 2025-2026

	YEAR 1					
	AUTUMN		SPRING		SUMMER	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Topic Titles & Synopsis	Izzy Wizzy let's get busy. Children will read, discuss, perform and write magic spells and potions. Children opportunity to develop their application of phonic skills as they get creative writing their own spells and potions.	The Place Value of Grammar and Punctuation Sentence Building	Winter Wonderland Children will read a range of books linked to winter and retell one of them. They will also write a non-chronological report about one of the animals in the story.	Once Upon A Time... During the topic the children will experience role play through traditional stories and continue to write simple sentences.	Dear Friend During this topic, we will look at kindness and friendship and how we have to look after our relationships with others.	Food Glorious Food We will be using food as a stimulus for writing. We will look at The Tiger Who Came to Tea
Fiction Writing/ Reading	Narrative Handwriting and presentation focus. Sentence writing of specific plot points in weekly stories (which include repetitive language) with a	The Place Value of Grammar and Punctuation 4 Week Block (20 Sessions) A, are, has, his, house, is, to -s	Narrative – One Snowy Night Paragraphs, commas in lists, exclamation marks, co-ordinating conjunctions, adverbs/adverbial	Narrative – Hansel and Gretel Paragraphs, commas in lists, exclamation marks, co-ordinating conjunctions, adverbs/adverbial	Recount – Postcard/letters To write a letter of apology to the crayons Brief introduction, Chronological order, First person, Past tense, Facts and opinions,	Narrative – The Tiger who Came to Tea Paragraphs, third person, expanded noun phrases sights, sounds and smells, Co-ordinating conjunctions, Adverbials of place,

	<p>particular focus on broadening vocabulary.</p> <p>Spells</p> <p>To write a repetitive spell, using phonics knowledge.</p> <p>Role Play and Oracy</p> <p>Repetitive songs</p> <p>The wheels on the bus, Old McDonald, Row, row, row your boat, Hickory dickory dock, 5 little men in a flying saucer, 5 little speckled frogs.</p> <p>Spellings – common exception words list and Sounds-Write</p>	<p>Sentence Building You, were, the, of, one, was, were, go, a</p> <p>-ed</p> <p>-s, -es</p>	<p>phrases, expanded noun phrases.</p> <p>A, there, so, go, one, where, the, by, love, be, do, of, to, they, is</p> <p>-s, -es</p> <p>wh-</p> <p>-er</p> <p>Once, there, house, some, his, they, come, so, said, he, was, friend/ly, pull/ed</p> <p>Non-Chronological report – Foxes</p> <p>Brief introductions, technical vocabulary, third person – formal, co-ordinating conjunctions, adverbs/adverbial phrases, expanded noun phrases.</p>	<p>phrases, expanded noun phrases.</p> <p>One, his, to, where, ask/ed, you, are, a we, no, be, she, there, so, was, the, I, of, once, he, were, they</p> <p>Instructions - How to make an edible house made to look like the witches' gingerbread house in Hansel and Gretel.</p> <p>Title statement, list of equipment or materials, Present tense, sequence, chronological steps, adverbials of time (First, then, next, finally), commands, commas for lists</p> <p>Poetry</p> <p>Acrostic Poem linked to Spring</p>	<p>Rhetorical questions, Co-ordinating conjunctions, Expanded noun phrases, Adverbs/adverbials of time, Adverbs/adverbials of place, Commas in a list, Exclamation marks</p> <p>You, of, it, so, do, go, you, where, there, to, are, they, house</p> <p>-s</p> <p>Wh-</p> <p>Instructions – How to Grow a Plant (Science link)</p> <p>Title statement, List of equipment or materials, Sequence, chronological steps, Diagrams or illustrations, Present tense, Commands, Detailed information,</p>	<p>Capital letters for proper nouns, Question marks, Exclamation marks</p> <p>You, of, it, so, do, go, you, where, there, to, are, they, house</p> <p>-s</p> <p>Wh-</p> <p>Invitation/menu – A Summer tea party</p> <p>First person, Title statement, present tense, persuasive language, adverbials of time, date, time, location, reply instructions, comma for lists.</p> <p>There, the, a, go, are, we, some, school, I, love, come, is, friend,</p>
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			Poetry Shape Poem linked to Winter.		Co-ordinating conjunctions, Expanded noun phrases, The imperative, Positional language, Question marks You, a, do, some, your, the, put, to -s -es Un- Poetry Riddles	so, do, where, to, you, your, of, our, she, today -est -ing -er Poetry Poems about senses
Class Readers (linking to either Creative Curriculum or English topic)	**Funny Bones** We're going on a bear hunt Wonky Donkey The Paper Dolls The smartest giant in town A squash and a squeeze	**Jack and the bean stalk** Three little pigs Rumpelstiltskin Three billy Goats Gruff The enormous turnip The elves and the shoemaker	**One Snowy Night** The Gruffalo's Child Stickman Snowball Snowflake The Snowman	**Hansel and Gretel** Goldilocks and the three bears Little red riding hood The magic porridge pot	**The Day the Crayons Quit** The snail and the whale Dogger Rainbow fish Lost and found	** The Tiger who Came to Tea ** Kitchen Disco The Very Hungry Caterpillar The Lighthouse Keepers lunch Green Eggs and Ham

	The Gruffalo Room on the broom	The story of Christmas	Little robin red vest	The gingerbread man		
Spellings	Discrete Spelling Lessons 1 words ending in 'y' – e.g. try, fly, spy 2 compound words – e.g. bedroom 3 ph words for 'f' – e.g. elephant 4 wh words for 'w' – e.g. white 5 (ongoing) common exception words					

YEAR 2

TERM	AUTUMN		SPRING		SUMMER	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Topic Titles & Synopsis	Under the sea The children will look at non-fiction-based documents which look at creatures from under the sea. The topic will inspire the children to write a range of different pieces using real facts to support their ideas.	Once upon a time... The Grimm fairy tales will be the focus of this topic with some other similar fairy tales used. The children will be encouraged to use the features used in grammar lessons to show off their skills.	Monsters The children will then have a focus on monsters. The children will write instructions for making monsters and using imperative verbs to support the activity.	Explorers The children will look at explorers and Amy Earhart in particular. The children will have a focus on noun phrases and biographies.	Around the World The children will look at different places in the world but will focus on persuasive writing so that they can encourage someone to visit Paris. They will learn to find appropriate examples to support their views.	Spotlight on Roald Dahl As the children are reading The Twits, the children will use this to inspire their writing. The children will write descriptive pieces of writing about The Twits and use Roald Dahl's style to create their own stories.
Writing	Place Value of Grammar and Punctuation – 4 Weeks. Narrative Children to retell a 3-part story that has a key central character using the story of, The Day	Narrative Children to retell a traditional tale –with repeated events using the rule of three. Questions Expanded noun phrases Co-ordinating conjunctions	Instructions Children to write instructions with some expansion about making monsters including imperative verbs and precise language choices, commands and negatives command	Narrative Children to plan and write their own four-part story about a famous explorer, showing the use of a range of sentence types and language to add detail.	Non-chronological report Children to produce a Non-chronological report about different places in the world - Use the language and structural features in a specific form	Narrative The children will be able to write in the style of Roald Dahl to create their own stories. Introduction Paragraphs plan the setting

	<p>the Crayons Came Back.</p> <p>Third person Chronological order Expanded noun phrases Capital letters for proper nouns</p> <p>who, could, after, most, many, busy, great</p> <p>Non-chronological report</p> <p>Using information from research, children to group and assemble information into a short non-chronological report about creatures Under the Sea.</p> <p>Heading and subheadings Brief introduction Technical vocabulary Pictures and captions Statements giving factual information</p>	<p>Subordinating conjunctions Commas for lists Apostrophes for possession (GDS)</p> <p>cold, door, behind, path, because, told, should</p> <p>Recount</p> <p>Children will rewrite familiar fairy tales. They will need to sequence them and use description to show off their writing skills.</p> <p>Recap of previous grammar.</p> <p>offer, smart, replied, behind, because, should, could</p> <p>Spelling patterns: oe, n, er, i, oo, j, y, g, f, gh, m, or, h</p>	<p>Title statement</p> <p>List of equipment or materials</p> <p>Sequence, chronological steps</p> <p>Diagrams or illustrations</p> <p>Direct address using 'you'</p> <p>Commands</p> <p>Commas for lists</p> <p>should, because, after, every, firstly, secondly, next, finally</p> <p>Poetry</p> <p>Diamante</p> <p>Haiku</p> <p>Free Verse</p>	<p>Expanded noun phrases Co-ordinating conjunctions Subordinating conjunctions Apostrophes for omission</p> <p>because, could, should, everybody, beautiful, people, wild, any</p> <p>Biography</p> <p>Children to write about a famous person – Amelia Earhart.</p> <p>Detailed information Co-ordinating conjunctions Subordinating conjunctions Adverbials of place Apostrophes for possession (GDS) Apostrophes for omission</p>	<p>Introduction Adverbials of manner including similes Adverbials of place Commas in a list Capital letters for proper nouns Question marks Facts and statistics</p> <p>country, capital, town, city, river, climate, world</p> <p>Persuasion</p> <p>Children to write a simple persuasive piece based on research about somewhere in the world.</p> <p>Introduction Rhetorical questions Adverbials of manner including similes Adverbials of place Commas in a list</p>	<p>Third person Conclusion including a cliff hanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Adverbials of place</p> <p>beautiful, climb, great, sure, whole, again</p> <p>Narrative</p> <p>Children to plan and write a familiar story – applying the skills of Year 2.</p> <p>All grammar taught in KS1</p> <p>All spellings taught in KS1</p> <p>Free Write</p>
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	Sea, ocean, fish, octopus, dolphin, coral, shark			Pilot, flight, Atlantic Ocean, American, solo, navigator, record-breaking Spelling patterns: k, r, t, z, eer Days of the week, tion, ey, w,	Capital letters for proper nouns Question marks Deals and bargains Direct address (can include flattery) Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of threes should, now, could, best, famous, wonderful, exciting	Children to be given topic but to choose own style of writing Spelling patterns: ful, ness, ment, ly, less, tion, n't, common exception words
Class Readers (linking to either Creative Curriculum or English topic)	The Day the Crayons Came Back by Charlie Cook's Favourite Book by Julia Donaldson		The Tunnel by Anthony Browne The Twits by Roald Dahl.		Paddington by Michael Bond	
Spellings	Discrete Spelling Lessons 1 homophone – e.g. hear/her					

- 2 words ending in **-tion** – e.g. action
- 3 **'j'** spelt as **dge**– e.g. bridge, judge
- 4 words ending in **'-il'** e.g. pencil, soil, tail
- 5 soft **'c'** e.g. race, ice, nice
- 6 silent letters (**kn, wr**) e.g. knight and write
- 7 words ending in **'le' 'el' 'al' 'ey'** e.g. while, label, total, ke

YEAR 3

YEAR 3						
	AUTUMN		SPRING		SUMMER	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Topic Titles & Synopsis	Never judge a book by its cover This topic links to themes of home, family, change and differences. This topic will look at relationships and perspectives.		Fun, Fantasy and Facts This topic will make several links to the wider curriculum. It will allow us to explore various writing styles e.g. fun; enchanted; fantasy; informational pieces where we can expand on our knowledge from other subjects and support with our own research.		Stories, spooks and spells This topic will explore magic and mystery, making links to our class reader 'The Witches'. Children will be given the opportunity to let their imaginations take them to other realms and really explore their creative writing skills.	
Writing	The Place Value of Punctuation and Grammar 4-week block (20 sessions) Setting description Describing a setting with a focus on the five senses, using 'Home Sweet Home' as a stimulus. <i>Figurative language, rhetorical questions,</i>	Recount – Letter Writing as a person from the Stone Age addressed to someone living in the present. <i>Expanded noun phrases, adverbs/adverbials of time, adverbs/adverbials of place, chronological order</i>	Non-Chronological Report A non-chronological report to compare two different countries in the United Kingdom, linking with our geography topic 'My Place In The World'. <i>Technical vocabulary, co-ordinating conjunctions,</i>	The Place Value of Punctuation and Grammar 4-week block (20 sessions) Setting description Describing a setting with a focus on the five senses, using 'Home Sweet Home' as a stimulus. <i>Figurative language, rhetorical questions,</i>	Recount – Letter Writing as a person from the Stone Age addressed to someone living in the present. <i>Expanded noun phrases, adverbs/adverbials of time, adverbs/adverbials of place, chronological order</i> <i>Caveman, hunter, gather(er/ing),</i>	Non-Chronological Report A non-chronological report to compare two different countries in the United Kingdom, linking with our geography topic 'My Place In The World'. <i>Technical vocabulary, co-ordinating conjunctions, subordinating</i>

	<p>expanded noun phrases, short sentences for effect</p> <p>Extreme, heard, disappear(ed), notice, strange, various, eerie, dilapidated, atmosphere, miserable</p>	<p>Caveman, hunter, gather(er/ing), settlement, agriculture, sincerely, century, potatoes, difficult, extreme</p> <p>Narrative A first-person narrative using basic dialogue, based on our class novel 'Double Act'.</p> <p>Dialogue, fronted adverbials, alliteration, first person</p> <p>Peculiar, ordinary, opposite, occasionally, certain, imagine, suppose, actually, busy, complete(ly)</p>	<p>subordinating conjunctions, present perfect tense</p> <p>Continent, capital, landmark, although, because, since, island, different, earth, popular</p> <p>Narrative A narrative focusing on dialogue, based on 'The Little Shoemaker'. https://www.literacyshed.com/littleshoemaker.html</p> <p>Dialogue, expanded noun phrases, subordinate conjunctions, similes</p> <p>Unusual, yelled, imagine, though, disappear, experience, arrive(d), said, replied, stuttered</p>	<p>expanded noun phrases, short sentences for effect</p> <p>Extreme, heard, disappear(ed), notice, strange, various, eerie, dilapidated, atmosphere, miserable</p>	<p>settlement, agriculture, sincerely, century, potatoes, difficult, extreme</p> <p>Narrative A first-person narrative using basic dialogue, based on our class novel 'Double Act'.</p> <p>Dialogue, fronted adverbials, alliteration, first person</p> <p>Peculiar, ordinary, opposite, occasionally, certain, imagine, suppose, actually, busy, complete(ly)</p>	<p>conjunctions, present perfect tense</p> <p>Continent, capital, landmark, although, because, since, island, different, earth, popular</p> <p>Narrative A narrative focusing on dialogue, based on 'The Little Shoemaker'. https://www.literacyshed.com/littleshoemaker.html</p> <p>Dialogue, expanded noun phrases, subordinate conjunctions, similes</p> <p>Unusual, yelled, imagine, though, disappear, experience, arrive(d), said, replied, stuttered</p>
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Class Readers (linking to either Creative Curriculum or English topic)	Voices in the Park by Anthony Browne Stone Age Boy by Satoshi Kitamura Double Act by Jacqueline Wilson	Gangsta Granny by David Walliams The Magic Faraway Tree by Enid Blyton	The Witches by Roald Dahl
Spellings	Discrete Spelling Lessons 1 homophones/near homophones e.g. hear/here 2 'ou' – e.g. young, touch 3 prefix – dis-, mis-, re-, sub 4 suffix -ness 5 silent letters (kn, wr) e.g. knight and write 6 double consonant and add suffix e.g. forgotten, forgetting 7 'gue' 'que' e.g. tongue and cheque		

YEAR 4

	AUTUMN		SPRING		SUMMER	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Topic Titles & Synopsis	Friendship, Feelings and Empathy This topic will be driven by the book which is built upon loyalty and friendship will lead in to the children creating their own emotive narrative. As the class reader focuses on feelings, empathy and emotions, we focus on compassion and the impact of words/actions		Take a Bow This topic will link with the class reader which is also a film. It will look at how a story is built and consider characters and their traits.		Local Legend and History This topic is driven by the class reader and will link in to the war and local myths.	

Writing	<p>The Place Value of Grammar & Punctuation 4 Week Block (20 Sessions)</p> <p>Non- chronological report</p> <p>Comparing the 3 local rivers Tyne, Wear & Tees- Geography link.</p> <p>Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense</p> <p>Igneous, sedimentary, metamorphic, although, different, earth, extreme, natural, strength, through</p>	<p>Narrative- Setting description</p> <p>write a setting description based on the farm (Charlotte's Web- class reader link)</p> <p>Expanded noun phrases sights, sounds and smells, Adverbials of manner including similes, Commas for fronted adverbials, alliteration.</p> <p>Accident, appear, believe, caught, consider(ed), disappear, heard, peculiar, potatoes, separate.</p> <p>Instruction text</p> <p>How to mummify a body- history link.</p> <p>Present tense, imperative words/ commands, prepositional phrases, adverbial of time.</p>	<p>Narrative- Children will focus on writing a story with clear stages: introduction, build up, climax or conflict and resolution.</p> <p>Based on literacy shed video - The lighthouse Inverted commas for speech, adverbials of manner, short sentence for effect, expanded noun phrases.</p> <p>Continue, certain, surprise(d), guard, important, enough, forward, ordinary, imagine, strange.</p> <p>Diary entry</p> <p>Link with Artemis Fowl</p> <p>Facts and opinions, first person, subordinate conjunctions, apostrophe for possession.</p>	<p>Explanation text</p> <p>How does the digestive system work?</p> <p>Formal language, prepositions, present tense, fronted adverbials.</p> <p>Straight, eventually, digestive, process, system, nutrients, enzymes, stomach, mouth, furthermore. (Any other technical vocab)</p> <p>Poetry</p> <p> kennings</p> <p>Tetractys</p> <p>Free verse</p>	<p>Narrative- speech</p> <p>Based on the rabbit Remembrance- Day video.</p> <p>Standard/ non- standard English with colloquialisms/ discourse markers, inverted commas, ellipsis to show a pause or incomplete thought.</p> <p>Thought(ful/fully), promise, early, consider, swiftly, particular, cautiously, merrily, completely, gracefully.</p> <p>Persuasive letter</p> <p>War Horse link</p> <p>Rhetorical questions, alliteration, coordinating conjunctions, ENP, relevant persuasive techniques.</p> <p>Courageous, obviously, however, soldier,</p>	<p>Narrative- Myths and legends.</p> <p>Lambton worm- local history/ legend.</p> <p>Participle phrases and clauses, adverbials of manner, subordinate conjunctions/ clauses, apostrophe for omission.</p> <p>Envious, adventurous, intimidating, grotesque, enormous, entirely, irritable, legendary, heroic, creature.</p> <p>Non-chronological report</p> <p>Biography/ fact file of JK Rowling- class reader link- independent research.</p> <p>Time conjunctions, ellipsis, quotations (inverted commas), facts, past tense.</p>
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		Mummification, embalm, preserve, difficult, history, material, occasionally, various, possession(s), position.	Favourite, imagine, remember, probably, though, experience, appear, minute, actually, unusual.		valuable, eager, determined, enthusiastic, defeat, colossal.	Accordingly, consequently, interest, perhaps, beforehand, talented, novel, hence, achievements, influenced.
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Class Readers (linking to either Creative Curriculum or English topic)	Cloud Bursting by Malorie Blackman Charlotte's Web by E.B. White	War Horse by Michael Morpurgo Artemis Fowl by Eoin Colfer	The Boy at the Back of the Class by Onjali Q Rauf Harry Potter and the Philosophers Stone by J K Rowling
Spellings	Discrete Spelling Lessons 1 'sc' for 's' (science and scene) 2 'sion', 'tion', 'ssion' and 'cian' spellings 3 'k' as 'ch' e.g. chemist, echo 4 prefix anti-, auto-, super-, inter-, in/im/il/ir 5 silent letters (kn-. wr-. gn-) 6 words with the /ei/ sound spelt ei, eigh, or ey 7 suffix -ation 8 'sh' spelt 'ch'		

	YEAR 5					
	AUTUMN		SPRING		SUMMER	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Topic Titles & Synopsis	Heroes Old and New! This topic will be driven by Beowulf (where a hero battles a monster) and Wonder (where a child battles to fit in and be accepted). Non-fiction writing will be linked to the class' residential trip to Robinwood, with children able to build on real-life experiences.		Monsters and Mysteries! This topic will use various stimuli for writing, including the class readers Frankenstein and Room 13. Non-fiction writing will be linked with mythical/fantastical creatures such as aliens, Yeti, Loch Ness Monster and Anglo-Saxon history topics.		Journeys though Space and Time! Percy Jackson and the Lightning thief will be the main driver for English fiction writing alongside Cosmic – linking with the Science Topic. Non-fiction writing will be linked with Science and PE	
Fiction Writing/ Reading	The Place Value of Grammar & Punctuation 4 Week Block (20 Sessions) Narrative Plan and tell a story using language to evoke atmosphere and demonstrate awareness of audience by using techniques such as repetition, humour or suspense – Beowulf, story based on	Recount - diary/blog. Write a diary from the viewpoint of Auggie, the boy in Wonder, talking specifically to other children his age. Series of shortish entries (also linking to PSHE themes). <i>First person, informal and colloquial language, apostrophes for possession, past tense, personal pronouns, opinions, emotive language, expanded</i>	Narrative Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases – Room 13. <i>Dialogue to show character, -ed clauses or sentence starters, subordinate clauses.</i>	Narrative Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character – Frankenstein, looking at viewpoint of the monster. <i>Relative clauses, adverbials of manner including similes,</i>	Narrative Plan and write a non-linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts – Percy Jackson, explaining what happened (museum, furies and Minotaur). Use dialogue to build character and move the action forward.	Discussion Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion. Should we go to Mars? Should rich tourists be allowed to

	<p>monsters with lots of suspense.</p> <p>Figurative language, short sentences for effect, expanded noun phrases, ellipses, paragraphing, repetition, empty phrases such as something/someone.</p> <p>Vicious, malicious, suspicious, visible, invisible, horribly, terrible, deceive, although, environment.</p>	<p>noun phrases for description.</p> <p>Embarrass(ed), disastrous, excellent, marvellous, aggressive, apparent(ly), thought, interrupt, heard, morning.</p> <p>Persuasion – letters</p> <p>Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces. Scenario: Robinwood residential centre is under threat of closure! Write a formal letter to the Council to keep it open. Write a quick letter to a friend about why they should support your campaign (less formal).</p> <p>First person, rhetorical questions, alliteration, opinion, repetition, emotive/exaggerated</p>	<p>Immediately, hesitancy, malicious, innocent, confidence, noticeable, sensible, whose, accompany, temperature.</p> <p>Non-chronological Reports</p> <p>Plan, compose, edit and refine a non-chronological report. Compare different mythical and fantastical creatures.</p> <p>Headings/subheadings and other organisational devices, technical vocabulary, formal language parentheses, coordinating conjunctions, adverbials.</p> <p>Introduction, essential, considerable, vicious, observation, fictitious,</p>	<p>opinions, emotive language.</p> <p>Cemetery, conscious, conscience, curiosity, desperate, familiar, prejudice, pronunciation, sacrifice, solemn.</p> <p>Recount - News Report</p> <p>Write a report for a news website - could be about a monstrous sighting near St. Cuthbert's or about discoveries made during an archaeological dig (linked to Anglo Saxons).</p> <p>5Ws, facts, quotes using direct speech, pictures with captions, apostrophes for possession, ordering with most</p>	<p>Paragraphing, adverbials, participle phrases (-ing and -ed openers), direct speech to move action forward, mix of present and past tense, clear segue/transition.</p> <p>Desperate, mischievous, lightning, incredible, re-enter, recognise, wary, uncomfortable, possible, hesitant.</p> <p>Explanation</p> <p>Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. Life cycles - link with Science</p> <p>Headings/subheadings, technical vocabulary,</p>	<p>pay to go into space? (Link to Science.)</p> <p>A key question, modal verbs, subordinating conjunctions, imperative verbs, facts and opinions, adverbs for possibility/degree, introduction and conclusion.</p> <p>Opportunity, according, apparent, variety, criticise, marvellous, necessary, nuisance, interfere, individual.</p> <p>Procedural Text</p> <p>Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity – Sports Day- link with PE</p>
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		<p>language, rule of three, direct address - maybe flattery, modal verbs.</p> <p>Persuade, suggest(ed), recommend, correspond, especially, government, recognise, relevant, signature, sincerely.</p> <p>Japanese Poetry - Haiku & Renga</p> <p>Figurative language, syllables.</p> <p>Exaggerate, rhyme, rhythm, principle. (More vocab dependent on topic of poem.)</p>	<p>cautious, confidential, substance, frequent.</p>	<p>important/recent news first.</p> <p>According, community, sufficient, suggest(ed), thorough, advise, advice, doubt, enough, perceive.</p> <p>Japanese Poetry - Haiku & Renga</p> <p>Figurative language, syllables.</p> <p>Exaggerate, rhyme, rhythm, principle. (More vocab dependent on topic of poem.)</p>	<p>third person - formal, chronological order e.g. steps, introduction and conclusion.</p> <p>Explanation, frequently, environment, especially, develop, occur, variety, observant, through, considerable.</p>	<p>Detailed information, commas in a list, step-by-step format, imperative verbs, adverbials, present tense.</p> <p>Equipped, equipment, essential, muscle, competition, achieve, amateur, average, thorough, prefer(red).</p>
Class Readers (linking to either Creative Curriculum or English topic)	Beowulf by Michael Morpurgo Wonder by R.J.Palacio		Frankenstein by Mary Shelley Room 13 by Robert Swindells		Percy Jackson and the Lightning Thief by Rick Riordan Cosmic by Frank Boyce	
Spellings	<p>Discrete Spelling Lessons</p> <p>1 i before e except after c</p> <p>2 homophones</p>					

- 3 **silent letters** e.g. doubt, lamb
- 4 **'fer' + suffix** e.g. referral
- 5 **suffix -ness** e.g. happiness
- 6 **revisit prefixes**
- 7 **-ant/ancy, -ent, ence/ency**
- 8 **words containing ough**
- 9 **hyphen** (joining prefix to root)

	Year 6					
	AUTUMN		SPRING		SUMMER	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Topic Titles & Synopsis	Every Stranger has a Story This topic will be initially based upon Kensuke's Kingdom. The children will continue Michael's story creating a distinct atmosphere of their own choosing. They will compare the boys in both books and the friendships they develop. It will also provide a stimulus in endangered animals and provide cross curricular links to Biomes.		Every Life Matters This topic takes its focus from our History topics of conflict and crime and punishment. Once will provide the children with the opportunity to investigate the Holocaust and look at survivors stories. In addition, A Kind of Spark, will introduce the children to a more diverse way of thinking and encourage them to question the past further.		I'm a Survivor This topic will be linked to the book Holes. Children will do writing linked to the novel whilst also writing about other disasters that have happened around the world such as Titanic, Twin Towers, Munich Air Disaster and Mount Everest Videos from Literacy Shed such as Francis.	

<p>Writing</p>	<p>The Place Value of Grammar & Punctuation 4 Week Block (20 Sessions)</p> <p>Poetry Children to use Kensuke's Kingdom as inspiration to write a Haiku, Tanka and Backwards poem.</p> <p>Non-Chronological Report Write about the dangers facing animals, in particular the orangutans as discussed in Kensuke's Kingdom.</p> <p>Subordinating conjunctions, Passive voice, Colons and Semi-Colons and parenthesis.</p> <p>Variety, environment, mischievous, according, communicate, aggressive, excellent, occupying, foreign, curiosity.</p>	<p>Recount - Letter Michael writing a letter to his baby sister about Skellig using figurative language linked to his feelings and hopes.</p> <p>Past tense, Relative clauses, Active voice, Subjunctive mood.</p> <p>Conscious, apparently, accompany, familiar, equipped, sincerely, attached, nuisance, aggressively, desperately.</p> <p>Setting description Children to plan and write a description of entering an abandoned abbey and finding a creature. This will include features of suspense.</p> <p>Figurative language, Adverbials of place, Adverbials of manner, Relative clauses.</p>	<p>Narrative – Characterising speech Broken Children to write a narrative linked to the literacy shed video broken based on Rock, Paper, Scissors.</p> <p>Inverted commas, Action and Emotive speech, Colloquial language, Dashes and hyphens.</p> <p>Aggressively, lightning, immediately, desperately, frequently, necessary, determined, foreign, nuisance, interrupted.</p> <p>Recount - Diary Write a series of diary entries, recounting the events from the day he meets Zelda moving forwards. Focussing on thoughts and feelings as he begins to realise the true horrors of what is going on.</p>	<p>Persuasive Advert Derwent Hill</p> <p>Alliteration, Adverbs of possibility, commands, Exaggerated language.</p> <p>Guarantee, opportunity, restaurant, variety, existence, curiosity, necessary, marvellous, professional, individual, persuade.</p> <p>Recount – Letter - Holes Children to write a letter to mom, after working through a series of writing tasks getting them to understand life at camp from Stanley's perspective.</p> <p>Past tense, Adverbs of place/prepositional phrases, Relative clauses, Expanded noun phrases.</p>	<p>Instructions How to make a spell for witches.</p> <p>Sequencing, Conjunctions, Imperative verbs, Apostrophes, Fronted adverbials.</p> <p>Amateur, thorough, rhyme, rhythm, dictionary, pronunciation, ancient, sacrifice, bruise, cemetery.</p> <p>Discussion What caused the sinking of the Titanic? Children to look at the various reasons to blame for the sinking of the Titanic and create a discussion based on research. Written in formal style for a magazine article</p> <p>Formality, Balanced argument, Technical vocabulary, Parenthesis.</p>	<p>Poetry – Ottava Rima and Free Verse.</p> <p>Figurative language, Vocabulary, Rhyme, Pattern.</p> <p>Vocabulary dependent on topic.</p> <p>Non Chronological report – Free Choice Children to use all previous knowledge to write a non-fiction piece of their choosing.</p> <p>Passive voice, Subjunctive form, Various clauses, Technical vocabulary.</p> <p>Vocabulary dependent on topic.</p> <p>Narrative The Final Week</p> <p>Children to use all previously taught grammar.</p>
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	<p>Persuasive Text A speech to persuade children to vote for them for positions such as Head Boy/Girl, Sports Captain.</p> <p>Emotive language, Expanded noun phrases, Modal verbs, Rhetorical questions.</p> <p>Opportunity, necessary, recognise, familiar, communicate, immediately, determined, frequently, thorough, sacrifice.</p>	<p>Lightning, curiosity, awkward, bruise, temperature, ancient, rhythm, hindrance, sacrifice, achieve.</p> <p>Narrative – Non Linear The Piano</p> <p>Expanded noun phrases, Parenthesis, Emotive language, Adverbials of time and place.</p> <p>Desperate, marvellous, individual, interrupted, immediately, conscious, foreign, opportunity, temperature, familiar.</p>	<p>Active voice, Subjunctive mood, Subordinating conjunctions, Colons and Semi-colons.</p> <p>Conscious, accompanied, unfamiliar, stomach, environment, sincerely, apparently, equipped, ancient, cemetery.</p>	<p>Equipped, exaggerate, persuade, sacrifice, frequent, available, interfering, equipment, communicate, familiar.</p> <p>Explanation How does the circulatory system work? Using presentational and organisational devices children to write a structured text to explain how the circulatory system works.</p>	<p>Awkward, appreciate, especially, foreign, recognise, curiosity, determined, harass, hindrance, according.</p> <p>Narrative Write an extended narrative divided into chapters, using figurative language to create atmosphere – based on Francis..</p> <p>Adverbials, Parenthesis, Multi clause sentences, Recap all punctuation.</p>	<p>Vocabulary dependent on topic.</p>
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				Passive voice, Evaluative adverbs, Subordinating conjunctions, Formal language, Present tense. System, muscle, physical, explanation, rhythm, occur, necessary, immediately, individual, average.	Unfamiliar, curiosity, recognise, aggressively, desperately, nuisance, mischievous, especially, yacht, environment.	
Class Readers (linking to either Creative Curriculum or English topic)	Kensuke’s Kingdom by Michael Morpurgo Skellig by David Almond Once by Morris Glietzman		Holes by Louis Sacher The Titanic Detective Agency by Lindsay Littleton The Final Year by Matt Goodfellow		A Kind of Spark by Ellie Nichol. The First Year by Matt Goodfellow	
Spellings	Discrete Spelling Lessons 1 i before e except after c 2 homophones 3 silent letters e.g. island, solemn					

	<p>4 'fer' + suffix e.g. referral</p> <p>5 'gue' and 'que' e.g. tongue and cheque</p> <p>6 revisit prefixes</p> <p>7 -ant/ancy, -ent, -ence/ency</p> <p>8 words containing ough</p>
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