

Writing		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction
Pre - School	Text Author	The Early Years team work on children's interests so their planning will vary throughout the year											
Year R	Text Author												
	Text type	<p>Traditional Tales Stories set in a Familiar Setting Stories from different cultures A range of fiction stories to support their learning in topics</p> <p>A range of information books to support their learning in topics</p>											
	GPS	<ol style="list-style-type: none"> 1. Recognise whether or not oral sentences make sense. 2. Know that words are ordered from left to right. 3. To orally use 'and' and 'because' in everyday speech. 4. To use past, present and future tenses when talking about events. 5. Begin to use capital letters for the start of sentences and full stops at the end. 6. Use finger spaces between words. 											
	Poetry	Rhyme and Repetition Nursery Rhymes				Rhyme and Repetition Nursery Rhymes				Rhyme and Repetition Nursery Rhymes			

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Year 2	Text Author	Tiger who came to tea	Dogger	Polar bears	The Sound Collector	The true story of the 3 little pigs	Samson's Titanic Adventure	Little Red Riding Hood	Goldilocks	The Twits	How to make bird pie	Snail and the whale	African safari hunt
	Poetry /Song	Sam Sharp: Here by the Sea How Far i'll go - Moana		Best of Friends by S Jill Wolf When I grow up - Matilda		Wings by Pie Corbett You are the Magic - Disney		Let no one steal your dreams Paul Cookson Fight Song - Rachel Platten		The owl and the pussycat Try Everything - Shakira		Revolting rhymes Poor Unfortunate Souls - Little Mermaid	
	GPS	<ol style="list-style-type: none"> 1. Joining words and joining clauses using 'and' 2. Commas to separate items in a list 3. Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] 4. Conjunctions Co-ordination (using or, and, or but) Subordination (using when, if, that, or because) 5. Write "question" sentences 6. Write "command" sentences 				<ol style="list-style-type: none"> 1. Use of -ly in Standard English to turn adjectives into adverbs 2. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 3. Write "exclamation" sentences 4. Write "statement" sentences 5. Tenses Learn how to use the present and past tenses correctly and consistently including the progressive form 6. Suffixes Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) 				<ol style="list-style-type: none"> 1. Use of the suffixes -er, -est in adjectives 2. Revision of all KS1 GPS objectives 			
	Poetry	Acrostics Shape Poems				Riddles Haikus				Limericks Free Verse			

Writing		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
Year 4/5	Text Author	How to Train your Dragon	Really Remarkabl e Reptiles - Jake Williams Non Chron	Narnia	Book of mythical beasts and magic creatures Non Chron	Wonder	I am not a label - Cerrie Burnell Non Chron	Tom's Midnight Garden	The Secret World of Plants - Ben Hoare Explanation	The Boy at the back of the class	Dreams of Freedom - Amnesty International Persuasion	Holes	Texas Non-Chron Report / fact file		
	Poetry/ Song	The Dragon of Andor		Go and open the door - Miroslav Holub		The Wonder of Wonder		The Midnight Garden - Philipa Pearce		The Day the War Came - Nicola Davies		Poem from Holes - Louis Scaher			
		The Dragon Song - Will Oldham		Wunderkind - Alanis Morissette		Out there (Hunchback of Notre Dame) - Tom Hulse		Garden Song - John Denver		True Colours - Cyndi Lauper		The Climb - Miley Cyrus			
	GPS Y4	<ol style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] Express time, place and cause using adverbs [for example, then, next, soon, therefore] Express time, place and cause using prepositions [for example, before, after, during, in, because] Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Introduction to paragraphs as a way to group related material Fronted Adverbials Fronted adverbials [for example, Later that day, I heard the bad news.] Using commas after fronted adverbials 					<ol style="list-style-type: none"> Pronouns Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Speech Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit!"] Apostrophes Indicating possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive s Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Noun Phrases Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Suffixes Spell words with endings sounding like / ʒə / or tʃə / Spell words with endings which sound like / ʒə n 					<ol style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Paragraphs Use of paragraphs to organise ideas around a theme Suffixes 2 Spell using the suffix -ation Spell using the suffix -ly Spell using the suffix -ous Spell words with endings which sound like /ʃə n /, spelt tion sion , ssion , cian 			
GPS Y5	<ol style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict mathsteacher with curly hair) Using fronted adverbials Using commas after fronted adverbials The grammatical difference between plural and possessive -s Use of inverted commas and other punctuation to indicate direct speech [for example, a comma 					<ol style="list-style-type: none"> Modal Verbs Using modal verbs to indicate degrees of possibility [for example, might, should, will, must] Adverbs Indicating degrees of possibility using adverbs [for example, perhaps, surely] Parenthesis Using brackets, dashes or commas to indicate parenthesis Expanded Noun Phrases Using expanded noun phrases Tenses Using the perfect form of verbs to mark relationships of time and cause 					<ol style="list-style-type: none"> Commas Using commas to clarify meaning or avoid ambiguity in writing Cohesion Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Prefixes Verb prefixes [for example, dis —, de —, mis —, over and re Suffixes 				

		<p>after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>7. Relative Clauses Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>		<p>Converting nouns or adjectives into verbs using suffixes [for example, ate; ise -ify]</p>
	Poetry	<p>Acrostics Shape Poems Riddles</p>	<p>Diamantes Haikus</p>	<p>Limericks Free Verse</p>

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Y6	Text Author	When Stars are Scattered	Stormy seas - Stories of young boat refugees - Newspaper Recount	War Horse	Diary of Anne Frank - abridged version Diary Recount	Clockwork	Impossible inventions Explanation	Skellig	Myths and Legends of the World Non-Chron Report	Cogheart (Pig heart boy as extra extract Wk2)	lluminatory by Katie Davies Extracts to support about heart transplants	Shakespeare - Macbeth	All the Worlds a Stage Instructions
	Poetry/ Song	Refugee by Brian Bilston Waving through a window - Ben Platt		Flanders Fields Keep the Home Fires Burning		The clockwork crow - Caroline Fisher Rise up - Andrea Day		Overheard on a saltmarsh You will be found - Evan Hansen		The Charge of the light brigade Touch the sky - Brave film		Song of the Witches Defying Gravity from Wicked the Musical	
	GPS	<ol style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Indicating degrees of possibility using modal verbs [for example, might, should, will, must] Indicating degrees of possibility using adverbs [for example, perhaps, surely] Using brackets, dashes or commas to indicate parenthesis. Using expanded noun phrases to convey complicated information concisely. Using the perfect form of verbs to mark relationships of time and cause. Using commas to clarify meaning or avoid ambiguity in writing. Synonyms and Antonyms How words are related by meaning as synonyms and antonyms [for example, big, large, little] Subjunctive Form Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out discover; ask for request; go in enter]</p>				<ol style="list-style-type: none"> Punctuation Using a colon to introduce a list Use of semi colons within lists Punctuation of bullet points to list information Active and Passive Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] Formal and Informal Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out discover; ask for request; go in enter] Punctuation Use of the semi colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to mark the boundary between independent clauses Use of the dash to mark the boundary between independent clauses Hyphens Using hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, 				<ol style="list-style-type: none"> Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub headings, columns, bullets, or tables, to structure text] Consolidation (Key Stage 2 Coverage of all KS2 Grammar, Vocabulary 			
	Poetry	Acrostics Shape Poems Riddles Diamantes Haikus				Tetractys Free Verse Iambic pentameter				Limericks Free Verse Kenning Poems			