

Curriculum Planning – Subject Overview

English

KS2

Year 3											
Theme 1 Do You Want to be a Caveman?						Theme 2 Can You Feel the Force?					
Key Text	Linked Texts	Writing Outcomes	Speaking and listening	Genre	Purpose/Audience	Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience
NA	NA	Baseline narrative	Review writing targets	Narrative	Assessment CT						
The Stolen Spear Saviour Priotta	The Story of the Blue Planet Andri Magnason	Write a short narrative piece focusing on setting description	Offer comparisons for different settings, explaining how they are the same/different	Fiction: Narrative	Writing to Entertain Miss Harrison	Coming to Birmingham (chapter book) Floella Benjamin	Journey tale examples	Write a journey tale of a child coming to live in Birmingham	Act out characters upon arriving in the UK. Focus upon positive and negative impressions.	Fiction	Writing to entertain/Floella Benjamin
The Pebble in My Pocket Meredith Hooper	Other non-chron reports e.g. grammarsaurus for WAGOLL and WABOLL	Non-chron based on the 3 types of rock to include how rocks are formed and shaped over time.	Discussion- linked science/museum visit	Non fiction	Writing to Inform Lapworth Museum of Geology	This is Birmingham Jan Bowman	How to spend a weekend in Birmingham – Rough Guides A Walk in London Salvatore Rubbino	Write a hybrid text about Birmingham e.g. vlog and fact file using formal and informal tone	Interview ‘Brummies’ or visitors to Birmingham to explore viewpoint and possible bias	Non Fiction	Writing to inform and persuade/Rough Guide
Stone Girl, Bone Girl Laurence Anholt	Mary Anning: Little people BIG DREAMS Maria Vegara	Write a mini biography of Mary Anning	Hotseat Mary Anning	Non-Fiction	Writing to Inform Class Library	Little People-Big Dreams (Any) Maria Isabel Sanchez Vegara	Grammarsaurus Examples of biography	Write a biography based on one of the golden statue 3 or another significant ‘Brummie’	Share most interesting facts about significant person/hot seating	Non fiction	Writing to inform/Birmingham History Forum
Grammar	Grammarsaurus: Place Value of Grammar Write using expanded noun phrases, use co-ordinating conjunctions in multi-clause, compound sentences Write using multi-clause compound sentences using subordinating conjunctions Address misconceptions at the point of writing for incorrect use of apostrophe					Grammar	Use multi-clause sentences particularly when, while, although, where Adverbials, drip in: using speech Expressing time, place and cause using conjunctions, adverbs or prepositions. Using fronted adverbials. Paragraphs as a way to group related material. A/an. Using nouns/pronouns appropriately.				
Punctuation	Full stop, commas in a list (power of 2), commas after -ly adverb sentence starters Y2 punctuation. Inverted commas to punctuate direct speech. Ellipsis. colon. Apostrophes for possession					Punctuation	Y2 punctuation. Inverted commas to punctuate direct speech. Formation of nouns				
Spelling	Adding suffixes beginning with vowel letters to words of more than one syllable. Words with the s sound spelt sc (science, scene, crescent). Word lists for Y1/2 and Y3/4.					Spelling	Suffix -ly, possessive apostrophe with plural words. Word lists for Y1/2 and Y3/4				
Theme 3						Theme 4					
Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose/ Audience	Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience
Into the Forest Anthony Browne	Bob Cox: Foundling unit	Write an adventure story	Bring a threat/danger to	Fiction	Writing to Entertain	Poetry Pie Roger McGough	Magic Box Kit Wright	Write a poem (rhyme or free verse) about	Performing poetry either Poetry Pie or	Poetry	Writing to Entertain Miss Platten

	Fairy Tales Hilary McKay Blackberry Blue Jamila Gavin	with a setting in a forest. TOOLKIT: Suspense	life through role play and talk		Class Library			what would be in their poetry pie.	their own compositions. This can be to each other or to another class, filmed etc.		
The Secret Garden Frances Hodgson Burnett (garden extracts only)	Bob Cox: Richer Curriculum age 10-13 The Green Door in the Wall HG Wells	Write a diary from Mary's perspective including imagery of what she finds in the garden focusing on wonder.	Narrating along to clip of Secret Garden film (1993) in first person to describe using senses.	Non-fiction	Writing to inform Parents	Alice Dent and the Incredible Germs Gwen Lowe	Other beating the baddie tales for genre structure e.g. Three Little Pigs, Harry Potter Raid books for examples of speech: How do writers use speech to show the reader what is happening in a story?	Write a defeating the baddie tale. Toolkit: Speech	Acting out speech. Focus on body language to help choose effective words to show what characters are thinking or feeling for stage direction.	Fiction	Writing to Entertain Parents
The Big Book of the UK Imogen Russell Williams Maps of the United Kingdom Rachel Dixon	Meerkat Mail Emily Gravett	Write informal postcards about their trips around the different countries and cities (cross curricular linked to Geography)	Tableau to highlight body language showing if a place visited is liked or disliked. Turn this into writing to use in postcard.	Non-fiction	Writing to inform Class book of postcards	George's Marvellous Medicine Roald Dahl	Bob Cox: That is Disgusting! The American Woman's Home Catherine E Beecher The Disgusting Sandwich Gareth Edwards	Write a short cumulative descriptive piece collecting words to build a negative attitude towards a food item/medicine Write instructions as part of it to make the disgusting item.	Act in the role as a famous chef, explaining how to make their disgusting item so others could make it too.	Fiction and Non-fiction	Writing to Entertain and Inform New class teacher for Y4
Grammar	Formation of nouns using a range of prefixes. A/an. Expressing time, place and cause using conjunctions, adverbs or propositions. Paragraphs. Using the present perfect form of verbs. Commas in lists. Bullet points Possessive apostrophe, present perfect tense, paragraphs around a theme, adverbs and commas after fronted adverbials.					Grammar	Conjunctions, adverbs and prepositions for time, paragraphs, figurative language. Conjunctions and prepositions to express time and cause, fronted adverbials, using a/an correctly as set out in Appendix 2 of the NC Year 3 and 4 English				
Punctuation	Direct speech, commas					Punctuation	Colons, semi colons, commas				
Spellings	Spell words that are often misspelt, spell further homophones, continue to learn the word list for years 3 and 4					Spellings	Formation of nouns using a range of prefixes, using a/an correctly, word families for common words.				

Year 4											
Theme 1 What did the Romans Do for Us?						Theme 2 What Happened to the Mayans?					
Key Text	Linked Texts	Writing Outcomes	Speaking and listening	Genre	Purpose/Audience	Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience

NA	NA	Baseline narrative	Review writing targets	Narrative	Assessment CT						
Empire's End – A Roman Story Leila Rasheed	Journey Aaron Becker	Write a journey tale that includes a description of setting	Tableau/Role play exploring different settings	Fiction	Writing to Entertain Mrs Beesley	Oh Maya Gods! Maz Evans	Bob Cox – Once Upon a time there was a piece of wood Pinocchio Carlo Collodi	Write a Maya civilisation defeating the baddie tale to include comedy	Interviewing a baddie to understand motives and to develop character	Fiction	Writing to entertain/Usborne books
The Strong and the Crazy Emperors of the Roman Empire Baby Professor		Create a fact file for their own Roman Emperor.	Hot seating Roman Emperors to understand character	Fiction	Writing to inform Dame Mary Beard	Avoid being a Mayan Soothsayer! Rupert Matthews	The Day of Ahmed's Secret Florence Heide Mirror Jeannie Baker	Write two contrasting day in the life recounts based on someone in England, or Ancient Rome vs someone in Maya civilisation	Discuss daily events and use tableaux to snapshot character thoughts or feelings	Non Fiction	Writing to inform/Mrs Beesley
So You Think You've Got it Bad – Ancient Rome Chae Strathie	We Are the Romans David Long Grammarsaurus WAGOLL/WABOLL	Write a short balanced argument "Were the Romans Good or Bad for Britain?"	Debate club in class	Non-Fiction	Writing to Discuss Bettany Hughes	Disgusting Digestion Nick Arnold	Science texts	Write an explanation of the digestive system from the point of view of a pea	Interview the pea so that they can explain what is happening at different parts of the journey	Non Fiction	Writing to inform/Natural History Museum
Grammar	Grammarsaurus: Place Value of Grammar Write using expanded noun phrases Write multi-clause complex sentences using a variety of coordinating conjunctions Write using pronouns and nouns within and across sentences Prepositions/Conditionals Comparative and superlatives Difference between plural and singular/ apostrophes Verb inflections Appropriate choices of nouns or pronouns Sentence of 3 for action/ repetition to persuade					Grammar	Vary sentence openers through adverbs Using present perfect Use adverbs Recapping complex sentences fronted adverbials Introducing commas to mark clauses + fronted adverbials Pronouns Connectives				
Punctuation	Full stop, commas (in a list), Inverted commas, question marks, exclamation marks.					Punctuation	Inverted commas, commas after clauses e.g. fronted adverbials, Apostrophes to mark singular and plural possession				
Spelling	Purple Mash Autumn 1 and 2 Spelling					Spelling	Spring 1 Purple Mash spelling scheme				
Theme 3						Theme 4					
Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose/Audience	Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience
Egyptian Cinderella Shirley Climo	Bob Cox – A Power Struggle The Frost, the Sun and the Wind folk tale. The Little Blue Slipepr Jude Daly	Write a rags to riches tale that includes personifying the human and physical geography of Birmingham/California. TOOLKIT: Speech	Role play conversations between characters. Revisit character development	Fiction	Writing to Entertain Mrs Rudd	Around the World in 80 Days Jules Verne	David Copperfield Charles Dickens in Bob Cox: A Home for David	Write an adventure tale linked to travel with suspense/danger. TOOLKIT: Suspense	Freeze frame image linked to journey that could be included in the final version. e.g. A moment of terror A moment of grief	Fiction	Writing to Entertain Parents

									Explain choices and magpie for working wall to include in own writing.		
Pop Up Volcano Tom Valliant	Until I Met Dudley Roger McGough Fact Planet: Volcanoes Izzy Howell 21 Balloons William Pere du Bois Grammarsaurus	Write a hybrid (one imagined and one real) explanation of how a volcano works	Cause and effect games to practise sentence patterns for writing e.g. The 500 tardigrades in the centre of the earth ate 100 cans of baked beans each. As a consequence, there was a huge build up of gas.	Non-fiction	Writing to Inform Class display	Wind in the Willows Kenneth Grahame	Car adverts for superlative and other persuasive language Grammarsaurus WAGOLL	Invent, design, draw and advertise a new car/mode of transport that would be suitable for Mole. This can be written up in books, typed or filmed. Drafts should be in books	Salesman. Can you persuade people to do something? Explore types of persuasion: flattery, threat and bribery. Which is most effective?	Non-fiction	Writing to Persuade Top Gear car magazine.
Wind Dionne Brand	I Pulled a Hummingbird out of the Sky Bob Cox	Write a powerful poem about earthquakes	Performing poem with fluency and expression – link to Skills Builder.	Fiction	Writing to entertain Year 4	Variety of Non-chron books from library	WAGOLLS Grammarsaurus Previous non-chron work	Write a double page spread non-chron on Herbert Austin/ James Norton and the contribution made to the local area.	Professor Know it All. 2 minutes with a partner to recall the most facts to put in the non-chron. Speak aloud with clarity and confidence.	Non-fiction	Writing to Inform Transport Museum, Gaydon
Grammar	Some other sentences, Noun, which, who sentence Conjunctions, Ordering information Alan Peat's Double ly ending, Comparatives/ superlatives Ing/Ed clauses, Dialogue Repetition to persuade Using speech correctly, conjunctions, adverbs and prepositions to express time and cause, correct use of adverbs, writing using correct tense					Grammar	Groups of 3, Rhetorical questions. Superlatives, Emotive language Short sentences, Dialogue Similes/metaphor Repetition to persuade Comparative and Superlative adjectives Correctly punctuated fronted adverbials, paragraphs around a theme, apostrophe for possession				
Punctuation	Full punctuation for direct speech. Commas to mark clauses and to mark off fronted adverbials					Punctuation	Apostrophes to mark singular and plural possession Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause				
Spellings	Spring 2 Purple Mash spelling scheme					Spellings	Summer 1 and 2 Purple Mash spelling scheme				

Year 5											
Theme 1 Who Came Next?						Theme 2 Is There Anybody Out There?					
Key Text	Linked Texts	Writing Outcomes	Speaking and listening	Genre	Purpose/Audience	Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience
NA	NA	Baseline narrative	Review writing targets	Narrative	Assessment CT						
How to Be a Viking Cressida Cowell	Pinocchio Carlo Collodi	Write a humorous short narrative including instructions on how to be a Viking	Interview different Vikings on how to be a good Viking.	Fiction and Faction	Writing to Entertain Class Library	The Many Worlds of Albie Bright Christopher Edge	Bob Cox unit: Shame and Pain Little Women Louisa May Abbot	Portal Story moving from Earth into space to include a build up of tension	Use space themed backgrounds on IWB to interview characters from	Narrative	Writing to entertain/class library

							Leigh: KS2 writing exemplification	once through the portal	the other side of the portal to gather ideas for speech		
Beowulf Michael Murpurgo	Odd and the Frost Giants Neil Gaiman Norse Myths Kevin Crossley Holland	Write a narrative about defeating a baddie using description of character and setting	Re tell the story through drama	Narrative	Writing to entertain Year 6	Hidden Figures Margot Lee Sheterly & Laura Freeman	Planetarium Science museum	Non chronological report about female figures involved in the space race	Hot seat characters from hidden figures to learn more about them	Non Fiction	Writing to inform/NASA
The Genius of the Anglo Saxons Izzy Howell	Viking Voyagers Jack Tite Grammarsaurus history unit links	Create a double page spread information report on how Britain changed as a result of Anglo Saxon and Viking influences	Video news report about the invasion	Non-Fiction	Writing to inform Mrs Rudd	The Moon Robert Louis Stevenson	Bob Cox – Making Magic Talk The Magnifying Glass Walter de la Mare	Write a zooming in poem focused on part of a planet	Performing poetry with expression	Poetry	Writing to entertain/Bob Cox
Grammar	Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Expanded –ed clauses as openers e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> Elaboration of openers using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i> Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Metaphor, Personification, Onomatopoeia, Rhetorical question Tense: present and past progressive					Grammar	NOUN, which/who, where sentence, 3 bad-(dash) question? Sentence, Use of rhetorical questions, Sentence reshaping techniques e.g. lengthening or shortening sentences for meaning and /or effect, Relative clause/pronoun, Modal verb, Developed use of technical language, Moving sentence chunks (how, when, where) around for different effects, Puns, oxymorons, alliteration				
Punctuation	Use of commas to clarify meaning or avoid ambiguity Brackets / dashes /commas for parenthesis					Punctuation	Parenthesis, Use of commas to clarify meaning or avoid ambiguity, Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i> Use of speech punctuation				
Spellings	Purple mash spellings Autumn 1- Autumn 2 week 3- Recap of mixed spellings from previous years, Statutory list – Random, Words ending in -able and – ably, Words with silent letters, Words with the /i:/ sound spelt ei after c and other consonants, Exceptions to the i before e rule except after c					Spellings	Converting nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify, Develop use of technical language, Purple mash spelling planning (autumn 2 week 3- spring 1):- Exceptions to the i before e rule except after c, Statutory list – Random, Words containing the letter string ough, Recap Autumn Term, Words ending in able, Homophones – words that are confused				
Theme 3						Theme 4					
Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose/Audience	Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience
The Last Bear Hannah Gold	Are Humans Damaging the Atmosphere? Catherine Chambers	Diary entries from 2 different conservation viewpoints.	Reading aloud their diary entries (to be filmed and added to seesaw for parents to watch. – as relevant for class needs)	Non-fiction	Writing to Inform Parents	Percy Jackson and the Lightning Thief Rick Riordan	Iliad Greek Myths Both by Marcia Williams	Writing warning tale involving ancient Greek mythological figures. Toolkit: Suspense	Class discussion about suspense writing. How is it created? What could we use in our writing? Examples and non examples	Fiction	Writing to Entertain Mr Hill
The Last Bear Hannah Gold	Search for the Giant Arctic Jellyfish Chloe Savage	Write an adventure story linked to The Last Bear with a focus on character description and	Class discussion zones of relevance looking at how characters and settings are described and	Fiction	Writing to Entertain Walker Books	Mythologica Dr Stephen P. Kershaw and Victoria Topping	Tales of the Greek Heroes Roger Lancelyn Green	Biography or Non-Chron based on Greek Gods or Legens either imaginary or real.	Professor Know it All. Give pairs/groups a different piece e.g. different Greek God of	Non-fiction	Writing to inform Usborne Publishers

		description of setting TOOLKIT: Characterisation and setting	how effective that is. Run an example through AI to create the image – is this what they pictured? Why? Why not?						mythical beast to read and then summarise to the rest of the class. Children then magpie ideas for their own writing.		
The orangutan Rescue Gang Joyce Major	There's a Rang Tan in My Bedroom James Selleck Grammarsaurus WAGOLLS linked to theme and genre.	Persuasive argument. Use of palm oil in products.	Debating using point and evidence.	Non-Fiction	Writing to persuade Nature Journal	Who Let the Gods Out? Maz Evans	The Forsaken Merman Matthew Arnold from Bob Cox Opening Doors to Quality Writing age 10-13	Write an opening to a mythical story using suspense and tension in the style of Matthew Arnold.	Oracy work linked to the opening image in the Bob Cox unit.	Fiction	Writing to entertain Bob Cox
Grammar	Develop complex sentences:(Subordination) Main and subordinate clauses with full range of conjunctions 2 pairs sentence O.(I.) sentence NOUN, which/who, where sentence 3 bad-(dash) question? Sentence P.C. sentence The more, the more sentence Irony sentence Modal verbs, perfect form of verbs, passive verbs, colons to introduce a list					Grammar	Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Indicating degrees of possibility using modal verbs e.g. might, should, will, must or adverbs perhaps, surely Expanded -ed clauses as openers Elaboration of openers using adverbial phrases Cohesion within paragraph, advanced punctuation to mark boundaries between independent clauses, using a range of punctuation e.g. commas, hyphen, dashes or brackets to create clarity and avoid ambiguity				
Punctuation	Dashes Brackets / dashes /commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity					Punctuation	Consolidate Year 4 list Rhetorical question, Brackets / dashes /commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity				
Spellings	Purple mash spellings Spring 1 week 4-summer 1 week 2 (Statutory list – Random, Homophones – words that are confused, Endings which sound like /ʒə/ spelt -ious, Words ending in -ancy, Nouns that end in -ce/-cy and verbs that end in -se/-sy, Statutory list – Random, Words with silent letters, Recap – Spring Term, Homophones – words that are confused.					Spellings	Purple mash spellings summer 1 week 2 (Words ending in ably (continued), Words with silent letters, ly endings, Words with silent letters, Statutory list – Random, Consolidating all of the words from this year.				

Year 6											
Theme 1 What Was the Impact of World War 2?						Theme 2 Where did we Come From?					
Key Text	Linked Texts	Writing Outcomes	Speaking and listening	Genre	Purpose/Audience	Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience
NA	NA	Baseline narrative	Review writing targets	Narrative	Assessment CT						
Friend or Foe Michael Morpurgo	Model texts in English folder Online footage: Imperial War Museum, BBC, Youtube: Operation Pied Piper	Write an informal diary based around the events of the 1 st September 1939 from different view points	Hotseat: war officials, host families, evacuees, parents	Non-Fiction Recount (informal)	Writing to Inform Mr Hill	Princess Sophia Duleep Singh Sufiya Ahmed	The Arrival Shaun Tan Freedom Catherine Johnson Bob Cox – The Bird that sings Sympathy	Write a narrative piece that focuses on discrimination and overcoming this	Discussion relating to discrimination, democracy and equality Interviewing characters from books to ascertain	Fiction	Writing to entertain/Year 6

							Paul Laurence Dunbar		thoughts and feelings. Use this to develop narrative voice in their writing		
Blitzcat Robert Westall	Grammarsaurus and online newspapers	Write a newspaper article based on the events of the Coventry Blitz	Interviewing survivors	Non-fiction recount (formal)	Writing to inform Class library	Animalium Jenny Broom	Fantastic Beasts and Where to Find Them JK Rowling The Lost World Sir Arthur Conan Doyle	Write a non-chronological report on a mythical creature with a particular focus on adaption to its environment. Include a formal language extract of its discovery.	Mantle of an Expert – present their mythical creature	Non Fiction	Writing to inform/Natural History Museum
The Piano Literacy Shed	Model Text in English folder The Woman in White Wilkie Collins	Write a portal/flashback story that links present day to WW2 focussing on characterisation in the present day and mystery to introduce the flashback	Short Burst Poetry of character	Fiction	Writing to Entertain Mrs Beesley	World Tour Collins The Ultimate Journey Around the Globe	Examples of non-chronological writing	Write a non-chronological report on their researched country to include flora, fauna and biome information (Can be in the form of a travel brochure)	Role Play as David Attenborough observing natural habitats to use passive voice	Non Fiction	National Geographic Kids Magazine
Grammar	Word classes (noun, adjective, verb, adverb), determiners, prefixes/suffixes, punctuating speech, extended noun phrases, subordination (clauses and sentence structure), synonyms and antonyms					Grammar	Modal verbs, coordinating/subordinating conjunctions, parts of a sentence – identifying phrases clauses (main / subordinate) noun phrase in sentence Synonyms / antonyms				
Punctuation	Revision of basics – ,!? Use of inverted commas for direct speech/quotes					Punctuation	Parenthesis – () , apostrophes possession/contraction, semi colons lists / Colon lists				
Spellings	Spelling -Purple Mash Autumn 1 weeks 1-6 Autumn 2 weeks 1-6					Spellings	Spelling Purple Mash – Spring 1 weeks 1-6				
Theme 3						Theme 4					
Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose/Audience	Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience
Brightstorm Vashti Hardy	The Mapmakers' Race Eirlys Hunter	Write an adventure story to include a detailed map drawing. TOOLKIT: Speech and Openings and Endings	Acting out speech to explore how body language can be used to advance action/show character	Fiction	Writing to Entertain Scholastic UK – book publisher for Brightstorm	Kite Rider Geraldine McCaughrean	The Hobbit J R R Tolkein	Write a journey tale set in Shang Dynasty Toolkit: Suspense and revisit all others taught	Acting out effective use of suspense.	Fiction	Class book to sell for Enterprise Week – or to just sell to the school – or just for themselves to take home as an end of year “Yes we’re brilliant writers”
Pig Heart Boy	Grammarsaurus and other	Argument for or against use of	Controlled debate –	Non-fiction	Writing to Persuade	N/A	N/A	Study time:	Performance rehearsal time –	Various linked to	

Malorie Blackman	speeches/debates e.g. from MPs	animal parts to support human life.	understanding viewpoints, right to respectfully disagree, what freedom of speech actually means.		British Medical Journal			Revisit previous pieces to improve Create fact file on Shang dynasty Free/short burst write on an area/book of their own interest Writing poetry Writing letters to new Year 6 children.	speaking confidently, clearly and with good intonation	writing opportunities	
Human Body: Heart and Circulatory System Wonder House Books	The Circulatory Story Mary K Corcoran	Write an informal comic about the journey of a red blood cell then write a more formal medical style explanation of the circulatory system	Reading comics to Reception.	Non-fiction	Writing to Inform EYFS and British Heart Foundation						
Grammar	subjunctive form, sentence structure, clauses and phrases, synonyms/antonyms, hyphenated words, Alan Peat sentences, active and passive voice, formal language, tier 3 words (spelling and vocab), figurative language: alliteration, rhyme, effective use of descriptive language, simile and metaphor, word play Organisational devise, plan writing selecting appropriate form, subjunctive mood, consistent tense, describe settings, characters and atmosphere, speech to convey character and advance action.				Grammar	Application of all learnt skills: manipulation of clause structure for effect, punctuation of parenthesis in a variety of ways, use of author voice, setting description, awareness of audience/manipulating style/language for effect, persuasive language – rhetorical questions. Application of all learnt skills Proofread to edit and remove unnecessary repetition.					
Punctuation	Hyphen, dash for parenthesis, ellipses for tension				Punctuation	Consolidate use of full range of KS2 punctuation					
Spellings	Purple MASH Spring 2 weeks 1-6 Purple MASH Summer 1 weeks 1-6				Spellings	Spellings – Purple Mash Summer 2 weeks 1-6					