12	Long Term Curricu	luminap								
Week	Book Title	Genre	Purpose	Grammar & Punctuation objectives	Spelling Objectives	Composition Objectives	Specific Vocabulary	Outcome	Assessed Piece	Text Type/Success criteria
1	Burger Boy	Stories with familiar settings	Entertain	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	RWI 2A Unit 1 The or sound spelt a before I and II	Identify the sequence: opening – something happens – events to sort it out – ending: identify temporal connectives and taik about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes. Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the vary that characters pack reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. Re-teil familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), Narrative, Frantsy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes	Writing narratives	Ν	
2				Correct choice and consistent use of present tense and past tense throughout writing	RWI 2A Unit 2 Soft C & Special Focus Red Words				N	
3					RWI 2A Unit 3 Adding the suffix - y				N	
4				Expanded noun phrases for description and specification	RWI 2A Unit 4 Adding the suffix - y (Part 2) & Special Focus Homophones				Y	Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, g. by adapting idea: about typical story characters; include some dialogue; use phrases drawn from story languag to add interest, (e.g.) she couldn't believe her eyes.
5			Writing to inform	Use of the sulfixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	- ly	Pose and onally rehearse questions ahead of writing and record these in writing, before reading. Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand. Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down merus and other thyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. Identify main features of non-chronological reports, including grammatical features and key vocabulary Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing	Report, Title, Subheading, Organise, Information, Question, Pictures, Charts, Captions, Labels	Non-chronological report about Kings and queens	N	
6				Subordination (using when, if, that, because) and co- ordination (using or, and, but)	RWI 2A Unit 6 The n sound spelt <i>kn</i> and <i>gn</i> & Special Focus Red Words				Y	Write simple non-chronological reports organising their ideas into general themes, subheadings, key details and information. Write a paragraph on a theme, using subheadings, key details and information to structure the text Maintain consistency in non-narrative, including purpose and tense
7		Instructions	Writing to inform	Use of commands	RWI 2A Unit 7 The <i>igh</i> sound spelt y	Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features.	statement of purpose, list of materials, sequential steps, of direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used	Instructions of how to make bunting	Ν	Compose a set of instructions with additional diagrams. Write simple instructions independently.
8					RWI 2A Unit 8 Adding the suffix -ing (1) & Special Focus on Homophones				Y	
	The Way Back	Stories by the	Entertain	Expanded noun	RWI 2A Unit 9 Adding the suffix	Identify and discuss stories from a particular author and explain their reaction to it, referring to the	noun, noun phrase, statement, question.			

10	Lost and Found			specification Commas to separate items in a list. Subordination	RWI 2A Unit 10 The <i>j</i> sound & Special Focus on Contractions and Apostrophes RWI 2A Unit 11 The <b>o</b> sound spelt <i>a</i> after w and qu	connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shoulde (oked.	Fantasy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes		N	
12				(using when, if, that, because) and co- ordination (using or, and, but)How the grammatica the grammatica the grammatica the sentence indicate its function as a statement, question, exclamation or command	RWI 2A Unit 12 Adding the suffix - ed & Special Focus The u sound spelt a, and the or sound spelt ar after w.	Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.		Writing Narratives	N	Write sustained stories about a character they have selected from one of the stories they have read, including details to sustain the readers interest
13	Assessment Week				RWI 2A Unit 13 Adding the suffix -ed (2)				Y	Initiate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes
14	Notes for Living on Planet Earth	Stories by the same author	Writing to inform		RWI 2A Unit 14 Adding the suffix -ed (3) & Special focus Possessive apostrophes		statement of purpose, list of materials, sequential steps, - direct/imperative language - use of adjectives and adverts limited to giving essential information - emotive/value-laden language not generally used	Instructions of how to live on planet Earth	Y	Using knowledge if how to write instructions from weeks 7 & 8 the children are to write their own instructions of how to live on planet Earth.
15	Christmas									
16	The Day the Crayons Quit	Letter writing	Inform	Apostrophes to mark where letters are missing in	RWI 2B Unit 1 The r sound spelt wr	Listen to and read a series of different informal letter types. Identify features of a letter, language and structure.	Audience; Informal tone; Personal; Conversational		Ν	
17				spelling and to mark singular possession in nouns	RWI 2b Unit 2 Adding the suffixes -er or -est & Special Focus - Red Words			Writing a letter to Duncan as one of his crayons	Y	Sender's address, Date, Informal greeting, Introduction, Detail, Conclusion, Sign off with 'from' or best wishes' or 'love'
18		Writing Instructions	Inform		RWI 28 Unit 3 Adding the suffixes -er or -est (2)	Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple ests of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: • statement of purpose, list of materials or ingredients, sequential steps, • idencimperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used	statement of purpose, list of ingredients, sequential steps, - direct/imperative language - use of adjectives and adverbs limited to giving essential information - emotive/value-laden language not generally used	Writing instructions of how to make a sandwich	Y	Compose a set of instructions with additional diagrams. Write simple instructions independently.
19 20	The Day the Teacher Went Batty	Poetry	Entertain		RWI 2B Unit 4 Adding the suffixes -er or -est (3) & Special Focus on Homophones RWI 2B Unit 5 The ee sound spell ey	Talk about own views, the subject matter and possible meanings; Comment on which words have most effect, noticing alliteration, onomatopoeia, puns and word-play, as well as repeated patterns; Identify descriptive words and phrases Discuss single poetry patterns Perform individually or together; speak clearly and audibly. Use actions and sound effects to add to the poem's meaning Express opinions about language used by the poet and th intended impact of the language Experisent with alliteration to create humorous and suprising combinations; Make adventurous word choices to describe closely observed experiences;	Poem, Rhyme, Repeat, Rhythm, Adjective, Adverb, Simile, Metaphor	Children are to write their own shape poems	N	Write a poem; Create a pattern or shape on the page; use simple repeating phrases or lines as models Use precise vocabulary to describe specific aspects in order to create a feeling of wonder and respect in the reader

21       Assessment Week       RWI 2B Unit 6 Adding the suffix on Words ending in -iI and words ending in -iI and sound       RWI 2B Unit 6 Adding the suffix on Words ending in -iI and words where s makes the 2h sound         21       The Worst Witch 22       Narrative writing       Entertain Entertain       RWI 2B Unit 7 Adding the suffix -ness (2)       Identify the sequence: opening - something happens - events to sort it out - ending; identify temporal exclamation, suffix, ad write yeents take place in a particular order by looking at characters' actions and their consequences. Yee (particular)       noun, noun phrase, st exclamation, suffix, ad write yeents take place in a particular order by looking at characters' actions and their consequences. Yeed, tempophones       noun, noun phrase, st exclamation, suffix, ad write yeents take place in a particular order by looking at characters' actions and their consequences. Yeed, tempophones       noun, noun phrase, st exclamation, suffix, ad write, tempophones	, adjective, adverb, N present), Narrative, agine, Imaginary
21       The Worst Witch       Narrative writing       Entertain       RWI 2B Unit 7 Adding the suffix ones (2)       Identify the sequence: opening - something happens - events to sort it out - ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, ste connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, ste connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, ste connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, ste connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, ste connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, ste connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, ste connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, ste connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tense (2)       noun, noun phrase, ste connectives about the same character or common         23       Use of capital letters, full stops, and letters, full stops, and letters, full stops, and letters, full stops, and letters (2)       RWI 2B Unit 8 Words ending in tense (2)       Begin to understand elements of an author's style, e.g. books about the same	, adjective, adverb, N present), Narrative, agine, Imaginary
21       21       Image: Special Focus 4 on Homophones       Narrative writing       RWI 2B Unit 7 Adding the suffix Adding the suffix Adding the suffix connectives and talk about how they are used to signal the passing of time; make deductions about writing writing       Narrative writing       RWI 2B Unit 7 Adding the suffix Adding the suffix Adding the suffix connectives and talk about how they are used to signal the passing of time; make deductions about writing writing       Normative writing       Normative writing       Normative writing       RWI 2B Unit 7 Adding the suffix addi	, adjective, adverb, N present), Narrative, agine, Imaginary
21       21       21       21       21       22       The Worst Witch       Narrative writing       Entertain       RWI 2B Unit 7 Adding the suffix ress (2)       Identify the sequence: opening - something happens - events to sort it out - ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, step connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, step connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, step connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tenses (2)       noun, noun phrase, step connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tense (past, pres Fantasy, Magic, Imagii Pasters, full stops, and the stop connectives and talk about how they are used to signal the passing of time; make deductions about wrep, tense (past, pres Fantasy, Magic, Imagii Pasters, full stops, and tense (past, pres Fantasy, Magic, Imagii Pasters, full stops, and tense (past, pres Fantasy, Magic, Imagii Pasters, full stops, and tense (past, pres Fantasy, Magic, Imagii Pasters, full stops, and tense (past, pres Fantasy, Magic, Imagii Pasters, Paste	, adjective, adverb, N present), Narrative, agine, Imaginary
Image: 22 23     The Worst Witch 23     Narrative writing     Entertain guestion marks and the special focus 4 on homopones     RWI 2B Unit 7 Adding the suffix ness (2)     Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about writing     noun, noun phrase, ste exclamation, suffix, adding the suffix connectives and talk about how they are used to signal the passing of time; make deductions about writing at characters actions and their consequences.     noun, noun phrase, ste exclamation, suffix, add write vents take place in a particular order by looking at characters actions and their consequences.     noun, noun phrase, ste exclamation, suffix, add write, temps and the suffix letters, full stops, alteres full stops, al	, adjective, adverb, N present), Narrative, agine, Imaginary
22     writing     -ness (2)     connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.       23     Use of capital locus 4 on locus 4 on locus 4 on locus 4 o	, adjective, adverb, N present), Narrative, agine, Imaginary
22     writing     -ness (2)     connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.       23     Use of capital locus 4 on locus 4 on locus 4 on locus 4 o	, adjective, adverb, N present), Narrative, agine, Imaginary
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22     writing     -ness (2)     connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.       23     Use of capital letters, full s	, adjective, adverb, N present), Narrative, agine, Imaginary
22     writing     -ness (2)     connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their particular order by looking at characters' actions and their consequences.     exclamation, suffix, ad why events take place in a particular order by looking at characters' actions and their consequences.       23     Use of capital letters, full s	, adjective, adverb, N present), Narrative, agine, Imaginary
22 why events take place in a particular order by looking at characters' actions and their consequences. Vech, tense (past, pres Use of capital letters, full stops, question marks and homophones 23	present), Narrative, IN nagine, Imaginary
Constraint         Constraint         Fantasy, Magic, Imagi Use of capital         Fantasy, Magic, Imagi Use of capital         Fantasy, Magic, Imagi Begin to understand elements of an author's style, e.g. books about the same character or common themes         Fantasy, Magic, Imagi world, Creatures, Agie           23         1980 mill stops, question marks and Homophones         1980 mill stops, themes	nagine, Imaginary
23 letters, full stops, question marks and Homophones	diectives. Similes
23 guestion marks and Homophones	
question marks and Homophones	Ν
Expanded noun RWI 2B Unit 9 Words ending in Understand that we know what characters are like from what they do and say as well as their	Create their own character Imitate familiar stories by borrowing and adaptin
phrases for -el appearance; make predictions about how they might behave; notice that characters can change during	structures; write complete stories with a
description and the course of the story; the way that characters speak reflects their personality; the verbs used for	sustained, logical sequence of events; use past
24 specification dialogue tell us how a character is feeling, e.g. sighed, shouted, joked.	N tense and 3rd person consistently; include setting; create characters, e.g. by adapting idea
	about typical story characters; include some
	dialogue; use phrases drawn from story language
Apostrophes to RWI 2B Unit 10 Words ending Settings are created using descriptive words and phrases; particular types of story can have typical	Create their own story setting to add interest, (e.g.) she couldn't believe her
mark where letters in -al & Special Focus on the ir settings - use this experience to predict the events of a story based on the setting described in the	eyes.
are missing in sound spelt or after w. story opening.	
25 spelling and to mark signular possession	N
A Singular possession in nouns	
In total	
Formation of RWI2B Unit 11 Adding the Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and	Write their own story using knowledge from
adjectives using suffix ful sustained atoms and another sufficient and an adjectives subject for the text in the start of the sufficient atom and an adjectives fully and the start of the sufficient atoms and an adjectives atoms and an adjectives atoms and an adjectives atoms and an adjectives atoms	weeks 1 - 4.
26 & 27 suffixes such as -ful situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	Y
Tiddalick the Front Stories from Entertain RWI2B Unit 14 Words ending activities designed to support revision for SATs	
28 other cultures in -tion	N
29 SATS Prep	N
ATS/Tiddalick the Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal	N
Frog Connectives and taik about now they are used to signal the passing of time; make deductions about	
Tiddalick the Frog Stories from Entertain Correct choice and RWI 2bB Unit 15 Adding the object of suffix es & Special Focus on Special Focus on Find evidence about the setting, identifying expressive and descriptive language.	
other cultures consistent use of suffix-se & Special Focus on Find evidence about the setting, identifying expressive and descriptive language. exclamation, suffix, ad provide the setting and the setting identifying expressive and descriptive language. exclamation, suffix, ad the setting identifying expressive and descriptive language.	
past tense appearance; make predictions about how they might behave; notice that characters can change during Fantasy, Magic, Imagi	pagine, Imaginary past tense and 3rd person consistently; include
throughout writing. the course of the story; the way that characters speak reflects their personality; the verbs used for world, Creatures, Adje	Adjectives, Similes setting; create characters, e.g. by adapting idea
Expanded noun dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. nbrases for Settings are created using descriptive words and phrases; particular toxes of story can have troical	about typical story characters; include some
phrases for Settings are created using descriptive words and phrases; particular types of story can have typical description and settings – use this sepretience to predict the events of a story based on the setting described in the	dialogue; use phrases drawn from story languag to add interest
specification story opening.	
Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and	
31 sustain the listener's interest, tell own real and imagined stories; explore characters' feelings and	Ý
situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	
Recounts Inform Formation of RW12B Unit 12 Adding the Describe incidents from own experience in an autible voice usion sequencion works and obrasses such	
Recounts Inform Formation of RWI2B Unit 12 Adding the Describe incidents from own experience in an audible voice using sequencing words and phrases such adjectives using suffix-less RECAP -ed as 'then', 'after that', 'isten to other's recounts and ask relevant questions. Read personal recounts and	
adjectives using suffix-less RECAP-ed suffixes such as endings for recounts and endings for recounts and endings for recounts and begin to recognise generic structure, e.g. ordered sequence of events,	N
adjectives using suffix less RECAP ed as 'then', 'after that', listen to other's recounts and ask relevant questions. Read personal recounts and	N
32 adjectives using suffix-less RECAP -ed endings for recounts and suffixed such as less as 'then', 'after that', listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events,	
32 33 33 34 35 35 35 35 35 35 35 35 35 35 35 35 35	ctives like first, next, Write a recount of our school trip to Harlow Carr Write simple first person recounts linked to topic
32 32 32 32 32 34 34 34 34 34 34 34 34 34 34 34 34 34	ctives like first, next, Write a recount of our school trip to Harlow Carr Write simple first person recounts linked to topic of interest/study or to personal experience, usin
32     adjectives using suffixes such as less     suffixes such as endings for recounts     as 'then', 'after that', 'isten to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events,       Use of the suffixes -er, -est in adjectives and the suffix -ment & Special Focus on adjectives and the     RVI 2B Unit 13 Adding the suffix -ment & Special Focus on adjectives and the     Use of time connective after, when.	ctives like first, next, Write a recount of our school trip to Harlow Carr Write simple first person recounts linked to topic of interest/study or to personal experience, usin the language of texts read as models for own
32     adjectives using suffix-less RECAP ed endings for recounts     as 'then', 'after that', 'listen to other's recounts and ask relevant questions. Read personal recounts and suffix set using suffix set using endings for recounts       32     Use of the suffixes     RWI 2B Unit 13 Adding the suffix set and the suffix rement & Special Focus on adjectives and the use of three contractions and apostrophes     Use of the suffixe	ctives like first, next, Write a recount of our school trip to Harlow Carr Write simple first person recounts linked to topic of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and
32     adjectives using suffix-less RECAP ed endings for recounts     as 'then', 'after that', 'listen to other's recounts and ask relevant questions. Read personal recounts and suffix essuch as 'less'       32     Use of the suffixes such as 'less'     RVI 2B Unit 13 Adding the suffix renet & Special Focus on adjectives into     RVI 2B Unit 13 Adding the suffix renet & Special Focus on adjectives into	ctives like first, next, Write a recount of our school trip to Harlow Carr Write simple first person recounts linked to topic of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person
32     adjectives using suffix-less RECAP-ed endings for recounts     as 'then', 'after that', 'isten to other's recounts and ask relevant questions. Read personal recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events,       Use of the suffixes and the use of -ly in Standard English to tum adjectives into advertes     RWI2 B Unit 13 Adding the soft approximation and apostrophes	ctives like first, next, Write a recount of our school trip to Harlow Carr Write simple first person recounts linked to topic of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and
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34	Story of a Mars Rover			letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list.		Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: • statement of purpose, list of materials or ingredients, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used	statement of purpose, list of ingredients, sequential steps, - direct/imperative language - use of adjectives and adverbs limited to giving essential information - emotive/value-laden language not generally used	Write instructions of how to make a cardboard box car.	Y	Compose a set of instructions with additional diagrams. Write simple instructions independently.
35		Diary writing				Using paragraphs to organise events; Writing about events in chornological order; Commenting on		Write a diary extract as the little boy in Grandad's		Introduction to set the scene, Past tense,
36		Letter Writing				emotions, thoughts and feelings; Conclusion to sum up what has happened and what might happen next; informal language use	thoughts, chronological order, informal language	Island	Y	Personal pronouns, time conjunctions, Talks about feelings, thoughts and emotions, Informal language - write as though 'talking' to the reader, Paragraphs to organise events
37		Narrative Writing	Entertain	punctuation and	To include all spelling patterns and common exception wods spellings.	identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and taik about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common			Ν	
38						themes Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave indice that characters can change during	noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), Narrative, Fantasy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes	Write their own sequal to Grandad's Island.	Y	Imitate familiar stories by borrowing and adapting structures; wite complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.
39	Transition									
L					1		1			