



Topic	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
Key Texts and Contexts	The Sagas of Erik the Viking by Terry Jones	Performance (Class Assembly/ Christmas performance) In Flanders Fields by John McCrae The Viking and Anglo-Saxon Struggle for England by Claire Throp	King of the Cloud Forest by Michael Morpurgo	Rivers and Mountains by Joanna Brundle Today I met a Whale by Michael Morpurgo	Secrets of a Sun King by Emma Carroll	Daily Life in Ancient Sumer by Nick Hunter Ancient Egypt, Tales of Gods and Pharaohs by Marcia Williams
Term Focus and Genre	Term 1 Imaginative story: <i>The day I had to interrupt the teacher/ Viking Saga</i> Poetry: <i>Sea Creature</i> Playscripts: Anglo-Saxons Children can...	Term 2 Poetry: <i>Remembrance</i> Diary entry: <i>Invader</i> Imaginative story: <i>Christmas</i> Children can...	Term 3 Persuasive leaflet: <i>Windmill Woods</i> Newspaper: <i>Invasion of Japan</i> Persuasive: <i>Do Yetis exist?</i> Diary entry: <i>Stuck in the mountains</i> Children can...	Term 4 Character description: <i>Yeti</i> Imaginative story: <i>Alice in Wonderland</i> Recount: <i>King of the Cloud Forests</i> Biography: <i>Edmund Hillary</i> Children can...	Term 5 Newspaper report: <i>Finding the feet</i> Informal letter: <i>From Professor Selim</i> Argument: <i>Should the backpack be returned?</i> Children can...	Term 6 Instructions: <i>Mummification</i> Poetry: <i>Sumerian temple hymns</i> Story from another culture: <i>Ancient civilisations</i> Children can...
Handwriting	Develop fluent and legible style Decide whether or not to join specific letters		Check accuracy		Practise as required	
Phonics into Spelling	<ul style="list-style-type: none"> • Common exception words • Adding -ed, -ing, -er and -est • Prefixes (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-) • Words ending in -able and -ible • Words containing the letter-string ough 	<ul style="list-style-type: none"> • Common exception words • Adding -s, -es and -ies to words (plurals of nouns and the third-person singular of verbs) • Prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-) 	<ul style="list-style-type: none"> • The /dz/ sound spelt as -ge and -dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y common exception words • Prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-) 	<ul style="list-style-type: none"> • The suffixes -ment, -ness, -ful, -less and -ly • Common exception words prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-) • The suffix -ly with root words ending 'le' or 'ic' • Words with the /i:/ sound spelt ei after c (and other ie/ei words) 	<ul style="list-style-type: none"> • Common exception words • Adding suffixes beginning with vowel letters to words of more than one syllable • Prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-) • Words with the /s/ sound spelt sc 	<ul style="list-style-type: none"> • Common exception words • The /i/ sound spelt y other than at the end of words • The /ʌ/ sound spelt ou • Prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-) • The suffix -ation • Homophones and other words that are often confused



	<ul style="list-style-type: none"> • Words with 'silent' letters • Homophones and other words that are often confused 	<ul style="list-style-type: none"> • Words ending with -gue and -que • Words with 'silent' letters 	<ul style="list-style-type: none"> • The suffix -ly • Words with the /k/ sound spelt ch and with the /j/ sound spelt ch • Words ending in -able and -ible <p>Homophones and other words that are often confused</p>	<ul style="list-style-type: none"> • Homophones and other words that are often confused 	<ul style="list-style-type: none"> • Words with the /ei/ sound spelt ei, eigh, or ey • Homophones and other words that are often confused 	
Grammar/Terminology	<ul style="list-style-type: none"> • Secure understanding of the four sentence functions • Review common, proper and collective nouns • Secure understanding of four sentence functions • Model relative clauses in which the relative pronoun refers back to the noun • Identify modal verbs in sentences 	<ul style="list-style-type: none"> • Secure understanding of the four sentence functions • Identify and use pronouns to avoid repetition • Compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases • Collect a bank of relative pronouns • Edit sentences or short paragraphs which mix tenses. 	<ul style="list-style-type: none"> • Different types of determiners • Identify preposition phrases in sentences, including prepositions of place and time • Identify statements when reading cross curricular texts • Identify adverbials both within and at the front of sentences • Identify the verb forms of a challenging extract which may mix forms 	<ul style="list-style-type: none"> • Model use of fronted adverbial, ensuring correct use of comma; discuss the effect of moving position of adverbial; apply fronted adverbials to own writing • Identify statements when reading cross curricular texts • Identify adverbials both within and at the front of sentences; • Collect sets of time connectives from texts • Experiment with writing from 1st person point of view in the present tense 	<ul style="list-style-type: none"> • Commands and questions • Conjunctions • Revise relative clauses • Maintain consistency of tense when writing fiction and non-fiction texts; • Identify and revise present perfect and past perfect verb forms 	<ul style="list-style-type: none"> • Identify word classes in contexts which are challenging • Identify commands and questions from more abstract possibilities • Write a variety of sentence types when writing dialogue • Write formal and informal sentences, • Increasingly control a variety of verb forms in spoken and written contexts
Sentence Building Punctuation	<ul style="list-style-type: none"> • Use commas to separate clauses effectively Insert comma accurately when writing a relative clause 	<ul style="list-style-type: none"> • Revise use of comma to separate items in a list • Revise use of possessive apostrophe for 	<ul style="list-style-type: none"> • Edit deliberate punctuation errors • Add punctuation to dictated sentences; 	<ul style="list-style-type: none"> • Use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for 	<ul style="list-style-type: none"> • Use bullet points where appropriate • Revise use of apostrophe for omission and possession 	<ul style="list-style-type: none"> • Read sentence aloud to hear its sense • Discuss, highlight and analyse range of punctuation in texts • Revise meaning of ambiguity



	<ul style="list-style-type: none"> • Discuss idea of 'ambiguity', when meaning is not clear 	singular, regular and irregular plural nouns	<ul style="list-style-type: none"> • Punctuate parenthesis using pairs of commas, dashes or brackets 	clarity; begin to use a single dash	<ul style="list-style-type: none"> • Write dictated sentences which require decisions about punctuation 	
Sentence Building Construction	<ul style="list-style-type: none"> • Uses relative conjunctions e.g. that, which, who • Writes two main clauses within the same sentence 		<ul style="list-style-type: none"> • Includes parenthesis within sentences • Writes dialogue alongside narrative successfully • Begins to use the passive voice 		<ul style="list-style-type: none"> • Writes short, irregular sentences for effect • When tense is varied, it is appropriate to the writing 	
Text Building	<p>Know and use the features of a range of genres</p> <p>Sometimes independently, write poetry in different forms using models to guide and inspire</p>	<p>Select from a range of conjunctions and adverbials, to achieve fluency and cohesion through the piece; link ideas across paragraphs using adverbials of time or place e.g. <i>later, nearby</i>; or tense choices e.g. <i>he had seen her before</i></p>	<p>Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece</p> <p>Sustain and adjust tense accurately through the piece</p>	<p>With adult model, begin to write a précis of longer passages</p>	<p>With some independence, organise information from beginning to end, using meaningful paragraphs</p>	<p>Use organisational devices to structure non-narrative texts e.g. headings/underlining/bullet points</p>
Authorial Effect	Communicate coherently and effectively with increased confidence, independence and audience awareness:					
	<p>Use other similar writing as models for their own draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience</p> <p>Experiment with and discuss vocabulary and effect when writing poetry</p>	<p>Identify audience / different possible audiences describe e.g. settings, character, atmosphere, using well-chosen vocabulary</p>	<p>Identify purpose and how the pupil intends to affect that audience</p>	<p>Plan writing, noting and developing initial ideas structure the text to guide the reader</p>	<p>Begin to write in formal ways proof-read for clarity of meaning and effect</p>	<p>With adult support, integrate dialogue to convey character and advance the action</p>