

Topic	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
Key Texts and Contexts	The Sagas of Erik the Viking by Terry Jones  The Dragon's Hoard by Lori Don	Performance (Christmas performance)  Beowulf by Michael Morpurgo  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	King of the Cloud Forest by Michael Morpurgo  Rivers and Mountains by Joanna Brundle  This Morning I Met a Whale by Michael Morpurgo	Daily Life in Ancient Sumer by Nick Hunter  Secrets of a Sun King by Emma Carroll	Secrets of a Sun King by Emma Carroll  Ancient Egypt, Tales of Gods and Pharaohs by Marcia Williams
Term Focus and Genre	<b>Term 1</b> Description: <i>Character – Viking / Setting - Saga</i> Imaginative story: <i>Viking Saga</i> Playscripts: <i>Vikings</i>  <b>Children can...</b>	<b>Term 2</b> Poetry: <i>Beowulf inspired creature</i> Poetry: <i>Remembrance</i> Imaginative story: <i>Christmas</i>  <b>Children can...</b>	<b>Term 3</b> Setting description: <i>of the mountains</i> Biography: <i>Edmund Hillary</i> Persuasive: <i>Do Yetis exist?</i> Character description: <i>Yeti</i>  <b>Children can...</b>	<b>Term 4</b> Diary entry: <i>Stuck in the mountains</i> Imaginative story: <i>Alice in Wonderland</i> Newspaper: <i>This morning, I met a whale – Whale stranded in Thames River</i>  <b>Children can...</b>	<b>Term 5</b> Poetry: <i>Sumerian temple hymns</i> Newspaper report: <i>Finding the feet</i> Informal letter: <i>From Professor Selim</i>  <b>Children can...</b>	<b>Term 6</b> Argument: <i>Should Lil travel to Egypt to return the jar?</i> Instructions: <i>Mummification</i> Story from another culture: <i>Ancient civilisations</i> Persuasive leaflet: <i>Windmill Woods</i>  <b>Children can...</b>
Handwriting	<ul style="list-style-type: none"> <li>Check and correct any errors in letter formation</li> <li>Ensure even sized lower-case letters</li> </ul>		<ul style="list-style-type: none"> <li>Check that lines are spaced sufficiently so that descenders and ascenders do not touch</li> <li>Consider introducing ink pen – optional</li> </ul>		<ul style="list-style-type: none"> <li>Build stamina and fluency to handwrite longer pieces</li> </ul>	
Phonics into Spelling	<ul style="list-style-type: none"> <li>the /s/ sound spelt c before e, i and y the /r/ sound spelt wr at the beginning of words 15/09/23</li> <li>the /l/ or /al/ sound spelt -le at the end of words; the /l/ or /al/ sound spelt -el at the end of words; the /l/ or /al/ sound spelt -al at the end of words; words ending in -il 22/09/23</li> <li>adding -ed, -ing, -er and -est 29/09/23</li> <li>the /i/ sound spelt y other than at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>vowel digraphs and trigraphs</li> <li>adding suffixes beginning with vowel letters to words of more than one syllable: <ul style="list-style-type: none"> <li>-ing, -er, -en, -ed</li> <li>the /ow/ sound spelt ou</li> <li>prefixes: the prefixes in-, il-, im- and ir-</li> <li>words with the /sh/ sound spelt ch</li> <li>words with the /eɪ/ sound spelt ei, eigh, or ey</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>words with endings sounding like /sure/ or /ture/ (spelt -sure and -ture)</li> <li>the g sound spelt gu-</li> <li>homophones and other words that are often confused</li> </ul>	<ul style="list-style-type: none"> <li>the /ɒ/ sound spelt a after w and qu; the /ɔ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w</li> <li>words ending in -tion</li> <li>prefixes: the prefixes anti- and inter-</li> <li>The suffix -ation</li> <li>endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</li> </ul>	<ul style="list-style-type: none"> <li>adding suffixes beginning with vowel letters to words of more than one syllable: -ing, -er, -en, -ed</li> <li>endings which sound like /sɪən/ spelt 'sion'</li> <li>words with the /k/ sound spelt ch</li> <li>words with the /s/ sound spelt sc</li> <li>homophones and other words that are often confused</li> <li>possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>The suffix -ly:</li> <li>the suffix -ous</li> <li>common exception words</li> </ul>

	<ul style="list-style-type: none"> <li>• words with endings sounding like /sure/ (spelt -sure and -ture)</li> <li>• words ending with -gue and -que</li> <li>• homophones and other words that are often confused</li> <li>• possessive apostrophe</li> </ul>					
<b>Grammar/Terminology</b>	<ul style="list-style-type: none"> <li>• common and proper nouns (19/09/23); revise vowels and consonants</li> <li>• Determiners.</li> <li>• Identify and compose a range of sentence types, punctuating appropriately.</li> <li>• Revise the present perfect / past tense.</li> <li>• Collect nouns made from verbs using the suffixes .</li> <li>• Revise use of inverted commas (and commas) to indicate direct speech; identify direct and indirect speech. 26/09/23</li> </ul>	<ul style="list-style-type: none"> <li>• Collective nouns</li> <li>• Pronouns</li> <li>• Expanded noun phrases</li> <li>• Identify and use main clauses and subordinate clauses</li> <li>• Revising past tense verbs</li> <li>• Commas in a list</li> <li>• Using apostrophe for singular and regular plural nouns and irregular plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• vary position of the adverbial in a sentence, ensuring correct use of comma</li> <li>• using past tense verb forms as appropriate; secure spelling of verbs in progressive form.</li> <li>• model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?;</li> <li>• define meaning of a range of homophones; revise and expand understanding of further words with a prefix</li> </ul>	<ul style="list-style-type: none"> <li>• ensure correct use of determiners</li> <li>• identify prepositions in sentences</li> <li>• understand different sentence functions</li> <li>• cohesive devices</li> <li>• identify the tense of a challenging extract</li> <li>• revise use of apostrophe for omission, and ensure pupils know term 'contracted form'</li> <li>• define meaning of a range of homophones; revise and expand understanding of further words with a prefix</li> </ul>	<ul style="list-style-type: none"> <li>• identify word class of words in 'human sentences' using word cards, including prepositions and determiners; identify possessive determiners</li> <li>• independently make suitable choices of sentence type according to chosen genre.</li> <li>• make successful choices when composing sentences, according to the genre.</li> <li>• increasingly control a variety of verb forms in spoken and written contexts.</li> <li>• model regular use of a comma to separate main clause from subordinate clause.</li> <li>• refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing</li> </ul>	
<b>Sentence Building Punctuation</b>	<ul style="list-style-type: none"> <li>• revise use of inverted commas (and commas) to indicate direct speech26/09/23; clarify the difference when writing a playscript; identify direct and indirect speech when reading texts</li> </ul>	<ul style="list-style-type: none"> <li>• revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. <i>children's</i></li> </ul>	<ul style="list-style-type: none"> <li>• revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences</li> </ul>	<ul style="list-style-type: none"> <li>• model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; use punctuation fans during class game, to make best choice</li> </ul>	<ul style="list-style-type: none"> <li>• demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense</li> </ul>

<b>Sentence Building Construction</b>	<ul style="list-style-type: none"> <li>• All sentences demarcated</li> <li>• Successfully uses fronted adverbials to open sentences</li> <li>• Uses a range of tenses accurately, maintaining the chosen tense</li> <li>• Uses apostrophe for regular and irregular plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Commas between clauses</li> <li>• Commas after fronted adverbials</li> <li>• Includes dialogue within narratives</li> <li>• Varies position of the main clause within sentences, either before or after the subordinating clause</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a colon to introduce a long list</li> <li>• Writes more complex lists of longer items</li> <li>• Uses inverted commas accurately for dialogue</li> </ul>		
<b>Text Building</b>	<p>With some independence, organise paragraphs around a theme</p> <p>Create settings, characters and plot when writing stories, sometimes innovating with own ideas</p>	<p>Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition</p>	<p>Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity</p> <p>Know and use some features of the chosen genre</p>	<p>Independently use fronted adverbials to open some sentences</p>	<p>Maintain correct tense to achieve cohesion, sometimes managing change of tense when required</p> <p>Write poems in different forms e.g. haiku / list / free verse / narrative poetry</p>
<b>Authorial Effect</b>	<p>Read and discuss similar texts to consider the effect on the reader</p> <p>Experiment with words and their placement, including in poetry, discussing the effect of making changes</p> <p>Assess the effectiveness of their own and others' writing, and suggest/make improvements</p>	<p>Use vocabulary to create mood and atmosphere e.g. of settings or feelings</p>	<p>Know the purpose of the writing and who the audience will be</p>	<p>Orally rehearse dialogue for effect; what does it tell the reader?</p>	<p>Experience and discuss formality within texts, and how it contrasts with informality</p> <p>Use new and less familiar vocabulary to add further detail and interest</p>