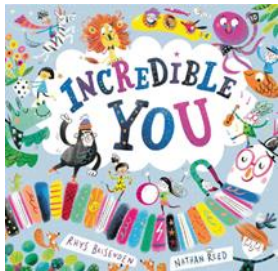
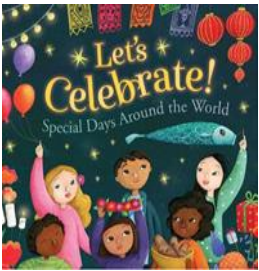
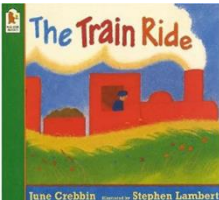

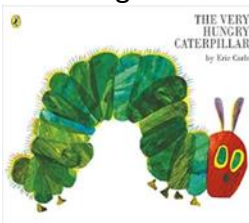
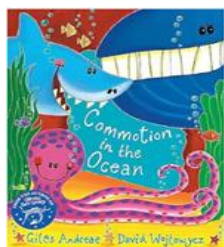


Griffin Park

English Long Term Plan



Nursery

2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Incredible me 	Let's celebrate 	Ticket to Ride 	Growing 	Amazing Animals 	Fun at the Seaside 
Communication and language Children engage in stories, songs, rhymes, poems and non-fiction texts.	Baseline Incredible you Real Superheroes Super Daisy	Brown bear, brown bear what do you see? Each, peach, pair. Plum Where's spot? The Christmas story	The train ride Hug Wheels on the bus Naughty bus	Jaspers beanstalk Peepo Titch	The Very Hungry Caterpillar Come on Daisy	Rainbow Fish Billy's Bucket What we do at the Seaside
Literacy	Sound discrimination – environmental	Sound discrimination – instrumental	Sound discrimination – body percussion	Rhythm and rhyme	Voice sounds	Oral segmenting and blending
Focused writing opportunities				<ul style="list-style-type: none"> Orally joining in with traditional tales and repeated phrases. Letters of the alphabet. Initial letters of names. Labels List Orally retelling nursery rhymes. 		

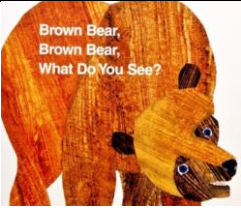

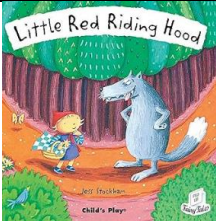

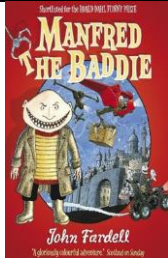
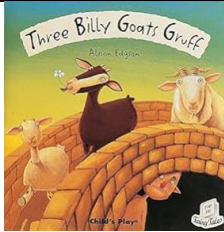
Specific Areas	School Readiness End of Year Goals
Literacy	<ul style="list-style-type: none"> • I can spot and suggest rhymes. • I can count or clap syllables in a word. • I can recognise words with the same initial sound, such as money and mother. • I can engage in extended conversations about stories, learning new vocabulary. • I can use print and letter knowledge in my early writing e.g. writing a pretend shopping list that starts at the top of the page.
Communication and language	<ul style="list-style-type: none"> • I understand questions or instructions that have two parts, such as “Get your coat and wait at the door.” • I am able to talk about rhymes and books and tell a story. • I use longer sentences of 4 -6 words. • I use talk to organise my play and myself: “Let’s go on a bus, you sit there, I will be the driver.” • I can listen attentively and respond to what I hear.

Reception


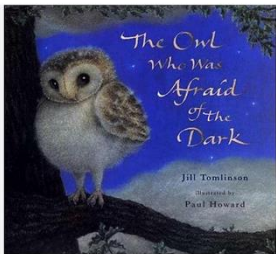
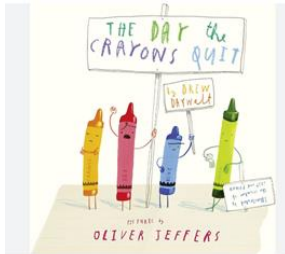
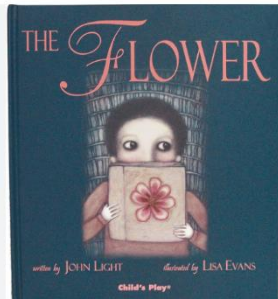
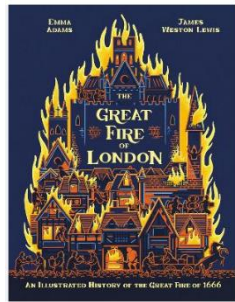
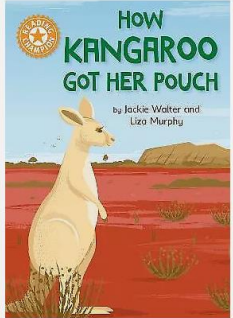
2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Incredible Me	Let's Celebrate	Ticket To Ride	Growing	Amazing Animals	Fun At The Seaside
Books	<p>We are Family</p>  <p>A Superpower like Mine</p>  <p>Mine</p> <p>The Colour Monster Goes to School</p>  <p>Find Your Happy We're</p>  <p>Going on a Leaf Hunt</p> 	<p>Room on the Broom</p>  <p>The Best Diwali Ever</p>  <p>The Stickman</p>  <p>Owl Babies</p>  <p>The Nativity Story</p> 	<p>Whatever Next</p>  <p>The Naughty Bus</p>  <p>Mr Grumpy's Outing</p>  <p>Emma Jane's Aeroplane</p> 	<p>Jack and the Beanstalk</p>  <p>From Seed to Sunflower</p>  <p>Farmer Duck</p>  <p>Lola Plants a Garden</p> 	<p>The Very Hungry Caterpillar</p>  <p>Handa's Surprise</p>  <p>The Dance of the Dinosaurs</p>  <p>Giraffes Can't Dance</p> 	<p>Sharing a Shell</p>  <p>Pirates Love Underpants</p>  <p>The Rainbow Fish Look</p>  <p>What I Found at the Seaside</p> 

Literacy	<ul style="list-style-type: none"> • Baseline • Give meanings to marks • Write initial sounds • Writing a group of letters to represent a word • Write some of their name • Begin to read individual letters by saying the sounds for them 	<ul style="list-style-type: none"> • Attempting to write CVC words • Read some tricky words • Read individual letters by saying the sounds for them • Write all the letters of their name • Write simple captions 	<ul style="list-style-type: none"> • Write CVC words with known letter sounds • Write their name with the correct letter formation • Orally rehearse what they're writing • Begins to write simple sentences • Write a shopping list 	<ul style="list-style-type: none"> • Write and spell a wider range of familiar words • Write some tricky words • Write simple sentences that the child can read back • Orally rehearse what they are writing • Write words with digraphs and trigraphs 	<ul style="list-style-type: none"> • Write a range of simple repetitive sentences (e.g. I can see) • Writes simple sentences that can be read by others • Spell tricky words • Begin to form all lower case letters correctly 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Writes phonetically plausible words • Writes a range of simple sentences independently that can be read by others
Phonics	<p>Little Wandle Phase 2</p> <p>s a t p i n m d g o c k c k e u r h b f l</p>	<p>Little Wandle Phase 2</p> <p>ff ll ss j v w x y z zz qu ch sh th ng nk</p>	<p>Little Wandle Phase 3</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p>	<p>Little Wandle Phase 3</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p>	<p>Little Wandle Phase 4</p> <p>short vowels with adjacent consonants</p>	<p>Little Wandle Phase 4</p> <p>long vowel graphemes with adjacent consonants</p>

Year 1

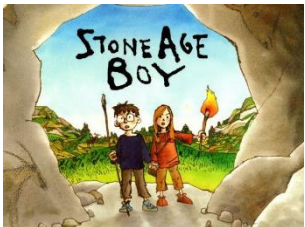

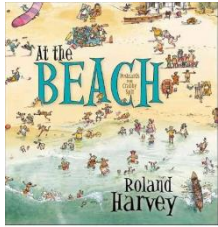
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Polar Bear, Polar Bear, what do you hear? We're Going on a Bear Hunt</p>	 <p>Up and Down The Way back home The Gingerbread Man</p>	 <p>The Three Little Pigs Jack and the Beanstalk</p>			 <p>Little Red Riding Hood Goldilocks and the Three Bears</p>
Focus writing outcomes Simple sentences Repetitive sentences Labels Lists	Focus writing outcomes Recounts Descriptions Instructions Acrostic poems	Focus writing outcomes Traditional tales Character descriptions Setting descriptions Repetitive stories	Focus writing outcomes Shape poems- calligrams Fact files Information texts	Focus writing outcomes Instructions Character interviews Character descriptions Setting descriptions Riddles	Focus writing outcomes Different traditional tales Innovate their own repetitive stories Recounts
Grammar Proper nouns-capitals including pronoun I Capital and lower case Full stops Finger spaces	Grammar Singular and plural words- adding s/es Nouns Verbs Adjectives Sentence order/sense including conjunction-and	Grammar Suffixes-ing/ed/er Prefixes-un Adjectives-adding er/est suffixes Conjunctions- and/because	Grammar Question marks Exclamation marks Adjectives Verbs Conjunctions Plurals-adding s/es	Grammar Compound words Days of the week Alphabet-order Verbs Proper nouns-places, days of the week, people and pronoun-I	Grammar Question marks Exclamation marks Adverbs Adjectives Conjunctions
Spelling/Phonics Reception CEW Phase 3 phoneme revision from Reception ai, ee, igh, oa etc Introduce Phase 5 ay, ou, oy and ea (Little Wandle)	Spelling/Phonics Reception CEW Phase 5 continued ir, ie, ue, u etc (Little Wandle)	Spelling/Phonics Year 1 CEW Phase 5 alternative sounds-y, ea, wh, oe etc (Little Wandle)	Spelling/Phonics Year 1 CEW Phase 5 alternative sounds-or, oul, are, au etc (Little Wandle)	Spelling/Phonics Year 1 CEW Phase 5 revision starting with ay, ea etc etc (Little Wandle)	Spelling/Phonics Year 1 CEW Phase 5 alternative sounds- ey, aigh, eigh etc including silent letters too eg, mb, kn, gn etc

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Narrative: Little Red Reading Hood Narrative: Corin's First Day</p>	 <p>Narrative: The Owl who was Afraid of the Dark Poetry: four seasons Instructions: How to make a hand puppet.</p>	 <p>Letter : The Days the Crayons Quit Narrative: Ultra Kid and the Terrible Tornado</p>	 <p>Narrative: The Flower Poetry: Been a Bean</p>	 <p>Diary: The Great Fire Of London Narrative: The Marvellous, Fluffy, Squishy, Itty, Bitty</p>	 <p>Narrative: How Kangaroo got her pouch. Explanation: If you want to be healthy</p>
Focus writing outcomes Character description Setting description Traditional tale with a twist Recount Story structure – beginning, middle, end	Focus writing outcomes Sequence events Instructions Information text Describing weather Poem – seasons	Focus writing outcomes Persuasive letter Address Email Character hot seat Adventure story Describing feelings Scientific Report (science)	Focus writing outcomes Story starters Research Poem – life cycle of a bean Labelled diagram Blurb Fact file (History)	Focus writing outcomes Description of Events Timeline of events Research –non-fiction texts Diary Extract Handwritten notes Recipe (DT)	Focus writing outcomes Research Story structure Story – geography Explanation List Poster
Grammar Revision of capital letters and full-stops. Noun Adjectives Verbs Sentence types questions/exclamation	Grammar Noun phrases Homophones Contractions/possession Sentence types Commas in a list Conjunctions subordinating Present tense	Grammar Revision Apostrophes for Contractions/possession Expanded noun phrases Conjunctions Homophones Adverbs	Grammar Revision Homophones Conjunctions Commas in a list Sentence types Tenses	Grammar Expanded noun phrase Past tense Commas in a list Sentence types - Exclamations Apostrophes Contractions/possession Adverbs	Grammar Consolidation of learning Homophones All sentence types Conjunctions Commas in a list


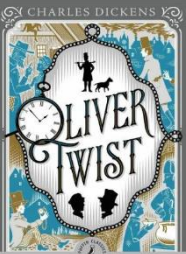
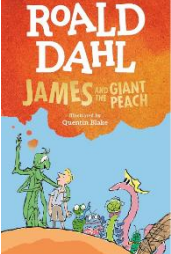
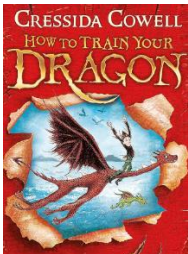


Conjunctions co-ordinating Past tense					
Spelling/phonics Phase 5 consolidation Revision of Year 1 CEW ‘d’ spelled as ‘ge’ and ‘dge’ at the end of words ‘s’ spelled ‘c’ before ‘e’, ‘l’ and ‘y’ ‘n’ spelled kn- and gn	Spelling/phonics Phase 5 consolidation Homophones sound spelled ‘o’, as in other, mother, brother contractions words ending -il, as in p Days of the week	Spelling/phonics Phase 5 consolidation Revision Yr 2 CEW the /l/ or /əl/ sound, le at the end of words the /l/ or /əl/ sound spelled -el at the end of words the /l/ or /əl/ sound spelled -al at the end of words	Spelling Homophones the /aɪ/ sound spelled -y at the end of words -es to nouns and verbs ending in -y suffixes -ed, -ing, -er and -est	Spelling Revision CEW ‘a’ before ‘l’ and ‘ll’ -ey, as in key, donkey, valley a’ after ‘w’ and ‘qu’	Spelling ‘or’ after ‘w’ ‘ar’ after ‘w’ ‘s’, as in television suffixes -ment, -ness, -ful, -less and -ly, tion possessive apostrophe
Comprehension Cracking comprehension units 1 - 3 Letts guided read 2:1 Little Wandle	Comprehension Cracking comprehension units 4 -6 Letts guided read 2:1 Little Wandle	Comprehension Cracking comprehension units 7-9 Letts guided read 2:2 Little Wandle	Comprehension Cracking comprehension units 10-12 Letts guided read 2:2 Little Wandle	Comprehension Cracking comprehension units 13-15 Letts guided read 2:3 Little Wandle	Comprehension Cracking comprehension units 16-18 Letts guided read 2:3 Little Wandle

Year 3

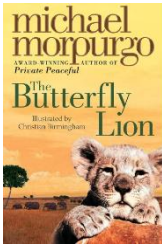
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Stone Age Boy Prehistoric Britain: Skara Brae Until I Met Dudley</p>	 <p>The True Story of the 3 Little Pigs The Nightmare Before Christmas</p>	 <p>Flat Stanley The Secret World of Polly Flint The Shakespeare Stories</p>	 <p>At The Beach: Postcards from Crabby Spit Let's Visit...Wales</p>	 <p>Escape From Pompeii Bill's New Frock The Tree and the River</p>	 <p>The Osborne Book of First Greek Myths Two Dragon Tales</p>
<p>Focus writing outcomes Retelling a story read Setting description Non-chronological report Instructions</p>	<p>Focus writing outcomes Narrative adventure Character description Recount familiar events Quatrain</p>	<p>Focus writing outcomes Extended story Simple playscripts Letter writing Cinquain</p>	<p>Focus writing outcomes Postcards Recipes Directions Setting description</p>	<p>Focus writing outcomes Adventure story Poetry without rhyme Diary Entry Scientific report</p>	<p>Focus writing outcomes Narrative legend Invent narrative myth Character description Informal letter / email</p>
<p>Grammar Expanded noun phrases Imperative verbs Adverbs for preciseness Past tense Direct speech</p>	<p>Grammar Conjunctions Prepositions Adverbs for time Personal pronouns Rhyme and rhythm</p>	<p>Grammar Sentence types Paragraphs to organise Complex sentences Commas in addresses</p>	<p>Grammar Adjectives for description Commas in lists Verbs and prepositions Figurative language</p>	<p>Grammar Sentence structure Complex punctuation Past / present tense Conjunctions Subordinate clauses</p>	<p>Grammar Fronted adverbials Present perfect tense Coordinating conjunctions Word families Pronouns</p>
<p>Spelling Y2 suffixes -ed, -ing, -er, -est Y2 suffixes -ness, -ment, -ful, -less</p>	<p>Spelling 'ai' sound spelt 'ei', 'eigh', 'ey' Prefixes un-, dis-, mis- Adding suffixes</p>	<p>Spelling Autumn term review 1 Autumn term review 2 Y3/4 word list spellings Prefix re-</p>	<p>Spelling Prefixes anti- and sub- Prefix auto- Prefix inter-</p>	<p>Spelling Spring term review 1 Spring term review 2 Y3/4 word list spellings Suffix -ly</p>	<p>Spelling Suffixes -ally, -ation Suffixes vowel letters Endings -sion and -tion Prefixes in- and il-</p>

Y3/4 word list spellings 'i' sound spelt with a 'y' 'u' sound spelt 'ou' Own spelling errors	Split digraphs Y3/4 word list spellings Own spelling errors	Prefix super- Own spelling errors	Homophones and near homophones Y3/4 word list spellings Own spelling errors	Suffix -ly Own spelling errors	Prefixes im- and ir- Y3 words review from Y3/4 word list
Comprehension The Pebble in My Pocket Stone Circles My Brother is a Superhero The Magic Finger Sugar: The Facts Prawn Pizza	Comprehension The Iron Man The Selfish Giant (PC) (PIRA test) The Ice Palace A House of Snow and Ice	Comprehension The Heavenly River New Year Celebrations Night Comes Too Soon Tom's Midnight Garden	Comprehension The Story of Tutankhamun Secrets of a Sun King (PC) (PIRA test) The Butterfly Lion	Comprehension Wild Animals to be Banned from Circuses Alice's Adventures in Wonderland The Madhatters Stig of the Dump 1	Comprehension Stig of the Dump 2 Norse Mythology Discover the Vikings (PC) (PIRA test)

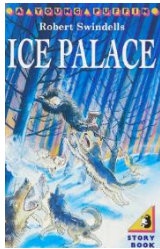
Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Focus writing outcomes Descriptive language Dialogue Wanted poster Newspaper report	Focus writing outcomes Story openings Character descriptions Historical recount Balanced argument	Focus writing outcomes Postcard Persuasive poster Scientific report	Focus writing outcomes Character descriptions Information leaflet Biography	Focus writing outcomes Setting descriptions Improving sentences Letter recount	Focus writing outcomes Poems based on similes and metaphors Limericks
Grammar Nouns and pronouns Possessive pronouns Fronted adverbials	Grammar Indicating possession Direct speech Plural and possessive -s	Grammar Standard English Noun phrases Fronted adverbials	Grammar Paragraphs around a theme Pronouns/nouns Direct speech	Grammar Apostrophes Commas after fronted adverbials	Grammar Determiners Pronouns Possessive pronouns Adverbials
Spelling Suffixes Prefixes ¾ word list Missing letters Suffixes (vowel letters)	Spelling -sion and -tion -ssion -ation -cian ¾ word list	Spelling Review ¾ spelling list -ous	Spelling /k/ spelled 'ch' Review ¾ word list /sh/ spelled 'ch' Unstressed vowels	Spelling Review ¾ word list /sh/ spelled 'ch' -gue endings	Spelling -que endings /s/ spelled 'sc' Homophones Near homophones Un-, dis-, mis- and re-
Comprehension Roman Britain Time travelling cat Volcanoes in action Tsunamis on the move Russian Doll	Comprehension The Little Daughter The Moomins History behind Christmas A Christmas Tree	Comprehension For Forest The Borrowers Max and the Millions My Secret War Dairy Adolphus Tips	Comprehension Secret world of Polly Flint Lost 'Atlantis' Threats to Africa Great Elephant Chase	Comprehension Black Beauty Charlottes' Web Series of Unfortunate Events Little Women	Comprehension Everything Castles Sir Gawain and the green night

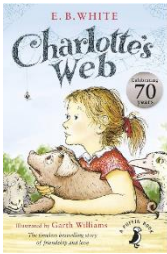
Guided reading



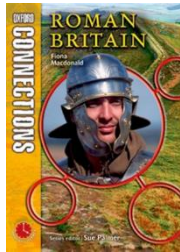
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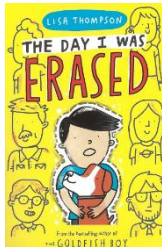
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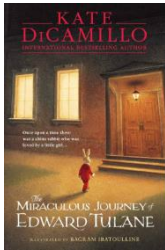
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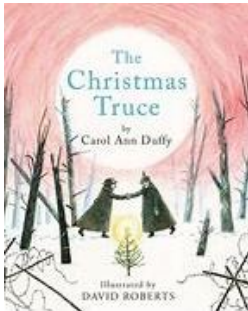

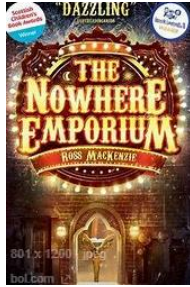

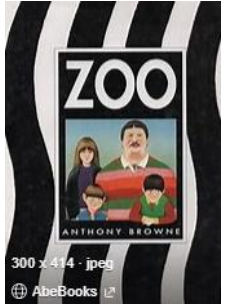
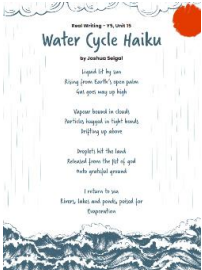



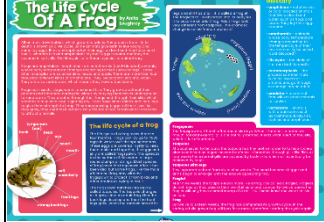

Guided reading



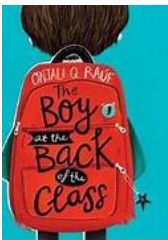

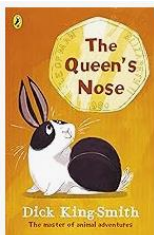
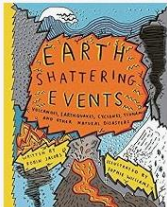


Guided reading



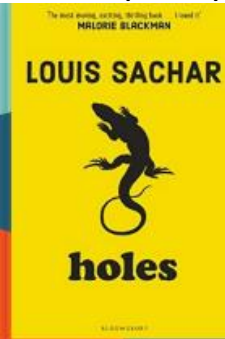


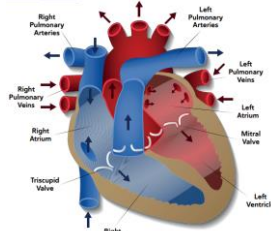


Year 5



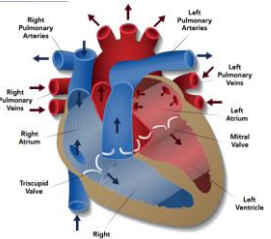



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative 	Narrative 	Narrative The Wrong Path 	Narrative 	Narrative A Chilli Day 	Narrative 
Focus Writing Outcomes Descriptive language Setting descriptions Dialogue Written in third person Parenthesis Adverbials Personification	Focus Writing Outcomes Setting descriptions Dialogue Use range of words for said Written in first person	Focus Writing Outcomes Extended writing Written in third person Paragraphs Metaphors Personification	Focus Writing Outcomes Character descriptions Use characters actions to show not tell characters feelings Personification	Focus Writing Outcomes Dialogue Figurative Language Modals of possibility Adverbs of possibility Parenthesis	Focus Writing Outcomes Creating atmosphere Paragraphs Figurative language Similes Metaphors Personification
Poetry- Water Cycle Haiku 	Persuasion- Visit Lancashire 	Recount- The Diary of Neil Armstrong 	Poetry- The Highway Man 	Explanation text- The Lifecycle of a Frog 	Non- chronological report- Emperor Penguins 

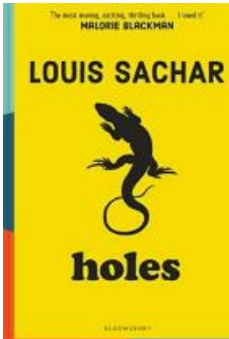
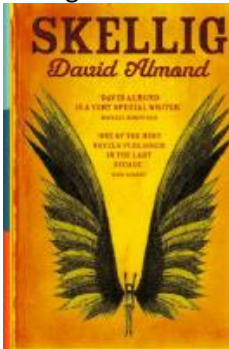

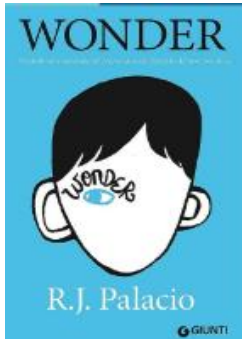
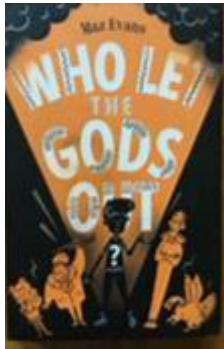

Focus writing outcomes Poetry Figurative language Understand and organise the syllabic structure Use range of rich vocabulary	Focus writing outcomes Persuasive text- Leaflet Present tense Range of conjunctions and clauses Repetition- use of key ideas Rhetorical questions Adverbs to show possibility	Focus writing outcomes Recount- Diary entry Past tense Chronological order Modal verbs Use of brackets First or third person Parenthesis	Focus writing outcomes Poetry Extended writing Rhyming words Hyphens Onomatopoeia	Focus writing outcomes Explanation text- Scientific writing Chronological order Prepositions Topic sentences and sequencing ideas Headings	Focus writing outcomes Extended writing Non- Chronological report Third person and present tense Organised into sections with headings Relative Clauses Subheadings, columns, bullet points
Grammar Past/present perfect tense Perfect/progressive tense Adverbs of possibility	Grammar Modal verbs Commas to clarify meaning parenthesis	Grammar Converting nouns/adjectives into verbs using suffixes Verb prefixes Relative clauses	Grammar Paragraphs around a theme Pronouns/nouns Direct speech	Grammar Degrees of possibility using adverbs Linking ideas across paragraphs Parenthesis	Grammar Commas to clarify meaning Consolidation
Spelling Prefixes Suffixes Yr3-4 CEW -ough words Yr 5 CEW Homophones	Spelling Individual spellings -cious/-tious words -cial/-tial words Focus words Focus words Individual spellings	Spelling Recap Autumn -able/-ible -ably/-ibly Homophones Yr 5 CEW Individual spellings	Spelling Silent letters -ant/-ent -ancy/-ency Homophones Yr 5 CEW Individual spellings	Spelling Recap Spring Prefixes Suffixes Homophones Yr 5 CEW Individual spellings	Spelling Homophones Apostrophe Adjectives/adverbs Yr 5 CEW Technical language Recap Yr 5 CEW
Reading  The Wizards of Once	Reading  Nevermoor, the Trials of Morrigan Crow	 Reading The Boy at the Back of the Class	 Reading The Last Bear	 Reading The Queen's Nose	 Reading Earth Shattering Events

Comprehension Dragonology How to Train your Dragon Life in Tudor Britain Love Letter from Mary Tudor	Comprehension The House with Chicken Legs The Wizards of Once The Polar Bear Explorers' Club A Boy called Christmas	Comprehension The Wolf Wilder The Wolves of Willoughby Chase Whale Boy Sea World decides to stop Killer Whale Beetle Boy	Comprehension Beetle Boy The Boy at the Back of the Class Who are Refugees and Migrants? The Jamie Drake Equation	Comprehension Once Upon a Star Harry Houdini The Nowhere Emporium Plague! The Island of Everything	Comprehension The London Eye Mystery The Last Chance Hotel Consolidation
Handwriting Alphabet practice Sloped writing in letter families Diagonal join to ascender	Handwriting Diagonal join, no ascender Diagonal join to an anticlockwise letter Horizontal join to an ascender	Handwriting Horizontal join no ascender Horizontal join to an anticlockwise letter Practice sloped writing	Handwriting Joining f to an ascender Joining from f, no ascender Writing a paragraph Writing speed Writing speed and legibility	Handwriting Practice size, proportion and spacing Practice building speed Practice decorative alphabets Practice decorative alphabets Different styles for different purposes	Handwriting Practice writing for speed Practice writing for fluency Print alphabet Practice personal style Practice personal style Capital letters

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Narrative (Fiction)</p>  <p>Focus writing outcomes Descriptive language Non-Chronological report Informal letter writing</p>	<p>Poetry (Fiction)</p>  <p>Focus writing outcomes Poem for Impact. Developing personification. Write a short synopsis. Write a series about their favourite author. Fronted adverbials. Use co-ordinating and Subordinating conjunctions. Write in the third person.</p>	<p>Narrative (Fiction)</p>  <p>Focus writing outcomes Narrative retelling Range of poetry</p>	<p>Non-Fiction. Explanation – The Workings of a Human Heart.</p>  <p>Focus writing outcomes To use organisational devices – headings and diagrams To punctuate bullet points to list information</p>	<p>Narrative (Fiction)</p>  <p>Focus writing outcomes Character description Emotive speech Poetry Diary Informal letter</p>	<p>Narrative (Fiction)</p>  <p>Focus writing outcomes Play scripts Performance Improvise</p>

<p>Non-Fiction. Persuasion – Is This The Perfect Trainer?</p>  <p>Focus writing outcomes Descriptive language. Non-Chronological report. Informal letter writing. Use relative clauses. Use language features that persuade. Use hyphenated words.</p>	<p>Non-Fiction. Biographical recount of the life and achievements of al-Razi</p>  <p>Focus writing outcomes Recount events in chronological order. Use a range of layout devices to organise information Use a range of verb forms. Use brackets, dashes or commas to separate parenthesis. Use a range of cohesive devices to link ideas within and across paragraphs</p>	<p>Non-Fiction. Explanation – The Workings of a Human Heart.</p>  <p>Focus writing outcomes To use organisational devices – headings and diagrams. To punctuate bullet points to list information.</p>	<p>Narrative (Fiction)</p>  <p>Focus writing outcomes Balanced argument Newspaper Report Journalistic writing Discussion</p>	<p>Non-Fiction. Report- How to Reduce your Carbon Footprint</p>  <p>Focus writing outcomes To evaluate and edit, checking that the subject and verb agree To use a range of cohesive devices to link ideas within and across paragraphs</p>	<p>Narrative (Fiction)</p>  <p>Focus writing outcomes Play scripts Performance Improvise</p>
<p>Grammar Subjunctive Form Formal and Informal Language. Active and Passive Verbs Concise Expanded Noun Phrases. Semi-Colons. Colons.</p>	<p>Grammar Formal and Informal Language. Formal and Informal Language Antonyms Synonyms and Antonyms Active and Passive Verbs Cohesion across paragraphs</p>	<p>Grammar Colons and Semi colons in a list. Hyphens Subject and Object. Active and Passive Verbs Active and Passive Verbs</p>	<p>Grammar Synonyms Antonyms Ellipsis Hyphens Colons Semi-colons</p>	<p>Grammar Bullet Points Degrees of possibility Using adverbs Linking ideas across paragraphs Parenthesis</p>	<p>Grammar Consolidation</p>

Colons and semi-colons in lists.	Ellipsis Layout Devices				
Spelling -ant and -ent -tious or -cious Homophones -able or -ible -ough Year 5 and 6 word list Review.	Spelling Year 5/6 words Suffix –fer Challenging words words ending in -gue and –que ‘ch’ makes ‘k’ sound; ‘ch’ makes ‘sh’ sound words from the Year 5/6 word list words from children’s own writing: technical vocabulary.	Spelling Recap Autumn Words from the Year 5/6 word list words from the Year 5/6 word list words ending in -sure and –tur ‘ou’ spells ‘u’,	Spelling words from children’s own writing and Year 3/4 word list role and use of suffixes role and use of suffixes role and use of suffixes -able/-ably and -ible/-ibly endings words from children’s own writing and Year 3/4 word list	Spelling Revise the use of the -ough letter string Review of homophones Review of the use of apostrophes Year 5/6 word list Strategies for spelling in test conditions Etymology	Spelling ‘ei’, ‘eigh’ and ‘ey’; ‘ea’; ‘aigh’ words with the /s/ sound spelled ‘sc’ American and British spelling txtng and splng: what are the rules? a review of English technical vocabulary end-of-year spelling review
Reading Holes 	Reading Skellig 	Reading Kensuke’s Kingdom 	Reading Wonder 	Reading Who Let the Gods Out? 	Reading The Land of Roar 
Comprehension Who Let the Gods Out? To Asgard! Hidden Figures. The British.	Comprehension Tin The Wonderful Wizard of Oz Welcome to Nowhere.	Comprehension What’s So Special about Shakespeare Macbeth	Comprehension Marius the Giraffe Killed at Copenhagen Zoo Evolution Revolution.	Comprehension A Journey to Al-Andalus Baghdad - The Round City Muhammad ibn Musa al-Khwarizm	Comprehension Surprise Piggy Shocker In Courtroom Drama Mr Wolf’s Diary Police Statement

War Horse. Sky Song The Snow Queen Progress Check	Mala Yousazai: Nobel Award Is for All the Voiceless Children. The Crooked Sixpence Cogheart Alice's Adventures in Wonderland The Hunting of the Snark.	Deforestation of Palm Oil. The Explorer The Crooked Sixpence	Charles Darwin: History's Most Famous Biologist. What is Pride Month Journalistic Writing Greek Myths	The Elephant Clock The Tale of the Ebony Horse A Fairy Gruesome Murder	Consolidation
Handwriting Crossbar join from t. Looping from g. Looping from j and y. Looping from f. Joining from v,w,x,z. Abbreviations Spacing between words.	Handwriting The importance of spacing. The importance of consistent sizing of parallel ascenders and descenders. The importance of closed and open letters. The importance of proportion pen breaks in longer words Annotations Handwriting for different purposes. Choice of handwriting tools	Handwriting Fast joined and print letters. Note making. Neat writing Print letters for personal details. Different styles of writing.	Handwriting Presentation Decorated capitals Layout Write a book review. Write a book review. Write a book review.	Handwriting Practice size, proportion and spacing Practice building speed Practice decorative alphabets Practice decorative alphabets Different styles for different purposes Different styles for different purposes	Handwriting Consolidation