

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader-Taken from reading spine						
Unit/Book						
Publish	History essay		History essay			
Spelling-Following SCODE	<p>SCODE focus sound /er/ coded ur, er, ir, ear, ar, our, or, re</p> <p>including curriculum words; century, natural, surprise, purpose, answer, consider, exercise, different, certain, interest, perhaps, quarter, circle, heard, earth, early, learn, separate, regular, peculiar, particular, grammar, popular, forward, calendar, centre.</p> <p>Superb suffixes; er & est</p> <p>Hip homophones; weather/whether</p>	<p>SCODE on focus sound /i/ coded i, y, -y including curriculum words; difficult, consider, possible, continue, interest, notice, experiment, position, imagine, accident, increase, history, minute, February, library, probably, ordinary, busy, business, build, fruit.</p> <p>Hip homophones; links/lynx, sink/sync,</p> <p>Superb Suffix; -ly</p> <p>Powerful Prefixes; il, im, in, ir</p>	<p>SCODE Apostrophe Academy – contractions</p> <p>focus sound /ul/ coded -le, -al, -el, -il, ul including curriculum words; bicycle, circle, possible, accidental, actual, material, natural, occasional, difficult.</p> <p>Superb Suffixes; -ful, -ly</p> <p>Hip homophones; angle/angle, heel/heel/he'll</p>	<p>SCODE focus sound /s/ coded s, ss, c, -ce, -se, sc</p> <p>including curriculum words; sentence, suppose, special, strength, consider, possess, possible, address, recent, centre, medicine, bicycle, accident, decide, circle, certain.</p> <p>Hip homophones; mist/misled, accept/except, scene/seen</p> <p>Powerful prefixes; dis & mis</p>	<p>SCODE Suffix -ous including curriculum word; various.</p> <p>Powerful prefixes; super & sub</p> <p>Apostrophe Academy - Possession</p> <p>word endings sure/ture</p>	<p>SCODE focus sound /igh/ coded i_e, i, -y, igh, y including curriculum words; arrive, decide, describe, surprise, guide, opposite, medicine, favourite, promise, imagine, notice, library, bicycle, peculiar, material, island, height, eight.</p> <p>Common confusions; quite/quiet</p>

<p>Punctuation and Grammar</p>	<p>Use full stops, capital letters accurately to demarcate sentences</p> <p>I can use question marks accurately I can use a capital letter for names of people, places, the days of the week, and the personal pronoun "I"</p> <p>I can use a range of sentences (statement, command, exclamation and questions) in my writing and punctuate them properly.</p> <p>I can use adverbs in my sentences. (e.g. then, next, soon, therefore),</p> <p>I can use a range of sentences with more than one clause by using a wider range of conjunctions (see</p>	<p>Use full stops, capital letters accurately to demarcate sentences</p> <p>I can use question marks accurately</p> <p>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun "I</p> <p>I can use a comma to mark an adverbial phrase.</p> <p>I can use conjunctions to express time (after, when, before, next, while)</p> <p>I can use past tense verbs correctly.</p>	<p>I can use inverted commas to punctuate direct speech</p> <p>I can punctuate using apostrophes to mark contractions.</p> <p>I can punctuate sentences using apostrophes to mark singular possession</p> <p>I can vary the use of adjectives and adverbs to create a particular effect.</p> <p>Use of the present perfect form of verbs instead of the simple past (For example, He has gone out to play contrasted with He went out to play)</p>	<p>I can punctuate using apostrophes to mark contractions.</p> <p>I can punctuate sentences using apostrophes to mark singular possession</p> <p>Use prepositions in my sentences.</p>	<p>I can use a colon to introduce a list.</p> <p>Practise all year punctuation A . ? ! "" , ' ,</p> <p>Use a range of sentences (statement, command, exclamation and questions) in my writing and punctuate them properly.</p> <p>Use a range of sentences with more than one clause by using a wider range of conjunctions (see earlier years + re-teach when, if, although, because)</p> <p>Use conjunctions to express time and cause (e.g. when, before, after, while, because, so)</p> <p>Use prepositions and conjunctions at the start of of my sentences as well as in the middle (before,</p>	<p>Practise all year punctuation A . ? ! "" , ' ,</p> <p>Use a range of sentences with more than one clause by using a wider range of conjunctions (see earlier years + re-teach when, if, although, because)</p>
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	earlier years + re-teach when, if, although, because)				after, because of, during, in)	
Handwriting-Following Letter-join-see link below	Ascenders and descenders are correctly formed.	Use the diagonal and horizontal strokes that are needed to join letters.	Understand which letters, when next to each other, are best left unjoined.	Increase the legibility, consistency and quality of handwriting.	Increase the legibility, consistency and quality of handwriting.	Increase the legibility, consistency and quality of handwriting
Text Structure and Organisation	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>analyse different text types before writing to understand structure, vocabulary and grammar.</p> <p>Group ideas into paragraphs accurately around a theme.</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings, bullet points.</p> <p>use paragraphs to show the difference between different information and events.</p> <p>analyse different text types before writing to understand</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings, bullet points.</p> <p>use paragraphs to show the difference between different information and events.</p> <p>analyse different text types before writing to understand</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings, bullet points.</p> <p>use paragraphs to show the difference between different information and events.</p> <p>analyse different text types before writing to understand</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings, bullet points.</p> <p>use paragraphs to show the difference between different information and events.</p> <p>analyse different text types before writing to understand structure, vocabulary and grammar</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings, bullet points.</p> <p>use paragraphs to show the difference between different information and events.</p> <p>analyse different text types before writing to understand structure, vocabulary and grammar</p>

		structure, vocabulary and grammar.	structure, vocabulary and grammar.	structure, vocabulary and grammar		
Composition and Effect	Write for a range of purposes.	Write for a range of purposes.	Write for a range of purposes.	Write for a range of purposes.	Write for a range of purposes.	Write for a range of purposes.
Write for a range of purposes.	Use a range of punctuation for effect.	Use a range of punctuation for effect.	Use a range of punctuation for effect.	Use a range of punctuation for effect.	Use a range of punctuation for effect.	Use a range of punctuation for effect.
Use a range of punctuation for effect.	Plan writing by discussing and recording ideas.	Plan writing by discussing and recording ideas.	Vary the structure of sentences.	Vary the structure of sentences.	Vary the structure of sentences.	Vary the structure of sentences.
Plan writing by discussing and recording ideas.			Plan writing by discussing and recording ideas.	Plan writing by discussing and recording ideas.	Plan writing by discussing and recording ideas.	Plan writing by discussing and recording ideas.
Evaluate and edit my writing				Evaluate and edit my writing	Evaluate and edit my writing	Evaluate and edit my writing
Proof read for spelling and punctuation errors.				Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.