

Teacher notes

Real Writing: Progression Map

Unit progression with spaced repetition of genre and NC objectives

This overview offers a suggested structure for schools wishing to use Real Writing to meet all NC writing objectives from years 1-6.

For each year group, units have been arranged to build progression of skills, whilst ensuring there is spaced repetition wherever possible and skills build upon themselves – so, for example, children build knowledge of coordinating conjunctions, then subordinating conjunctions and then a combination of both in Year 2.

Fiction, **non-fiction** and **poetry** texts have been ordered so that if the units were separated into 3 terms (9, 8, 8 units) there would be a reasonable balance in each term. It should be noted that there are more units than there is time to deliver them, and so schools will still need to select which they will choose in order to fit in with the rest of their planning, for example, by topic. However, progression is focused on grammar objectives, which are all covered in the 2 or 3 discrete grammar/vocab/ composition lessons included in each unit, and which can be delivered without the full teaching sequence for the model text.

By repeating genre and NC objectives at different points in the year, schools should be able to evidence that they use spaced repetition to ensure that children retrieve previous knowledge and build upon it rather than experience several units using the same objectives or of a similar genre at the same time. So for example, in Year 5 children encounter relative clauses several times in the year, which should keep this learning fresh – and of course, some repetition could be dropped if it were felt to be unnecessary, to allow for more units to be explored.

Some content is more seasonally relevant at some times of the year than others. To this end fireworks, Christmas, seaside, sunflowers etc. have been placed in the term where they are most likely to make relevant links to what is taking place in the wider world. Nonetheless, sometimes, to ensure balance and progression, a unit may appear where it is not necessarily expected. Schools should certainly feel free to move them around – but there will usually be a reason why a unit appears in the position it does.



Year One - Autumn term

	Text features			Teaching resources		
	Common exception words	Tier 2/3	Spelling patterns from Appendix 1	Lesson 1 Vocabulary	Lessons 2/3 Grammar and punctuation	Full sequence Final writing outcome
Text 1 Enormous Turnip (linear story)	the, a, pull, so, once (upon), there, was, house, were, they, one, love	Tier 2 enormous, favourite, budge, plait, fetch, beard Tier 3 turnip, vegetable, autumn, harvest, crop	man, boy, rat, cat, dog, turnip, grew	> Read and write phonically regular words from the text	> Leaving spaces between words > How words combine to make sentences (sort out the jumbled-up words to build sentences)	> Use a timeline to say out loud events from the story. Rewrite the story but with a different enormous vegetable.
Text 2 Gingerbread Man (linear story)	the, said, he, his, me, once (upon), there, was, one (day), come, love	Tier 2 sly, cottage, boasted, gobbled, tossed Tier 3 gingerbread, stirred, dough, delicious	catch, kitchen	> Spelling words that use the -tch pattern e.g. <i>catch, kitchen fetch notch hutch</i>	> Use of exclamation marks - you can't catch me I'm the gingerbread man! > How words combine to make sentences (sort out the jumbled-up words to build sentences)	> Plan, write and retell the story of the gingerbread man.



	Text features			Teaching resources		
Text 5 My life – a simple biography text for a 5-year-old child.	I, my, house, our, friend, school, you, me, so, was, he, a, she, one, says, the, there, we	Tier 2 baby, toddler, child, parents Tier 3 past, present	Words ending in –y (that make the ee sound) <i>family, very, funny, happy, baby, mummy, daddy, granny</i>	<ul style="list-style-type: none"> Read and spell words ending in –y (that make the ee sound) family, very, funny, happy, baby, mummy, daddy, granny 	<ul style="list-style-type: none"> Leaving spaces between words. Using a capital letter for the personal pronoun 	<ul style="list-style-type: none"> Labels and captions on a timeline about their own life.
Text 3 Little Red Hen (linear story)	the, she, some, so, ask(ed), once (upon), there, was, one (day), come	Tier 2 plant, sow, grow, yard, grind Tier 3 corn, bake, flour, delicious	Reading and writing words that use the ‘wh’ pattern who, when, where etc. (flashcards to read in pairs) Phase 5 Letters and Sounds	<ul style="list-style-type: none"> Reading and writing words that use the ‘wh’ pattern who, when, where etc. 	<ul style="list-style-type: none"> Use of question marks – who is going to help me plant the corn? Use of capital letters for the pronoun I not I said the cat...not I said the dog 	<ul style="list-style-type: none"> Retell the story of the Little Red Hen. Could be captions or sentences to meet the needs of children.
Text 4 Autumn themed story about an animal (linear journey style – like Leaf Man)	was, go, one, a, the, she, were, so, full	Tier 2 hedgehog, beetle, blackberry, caterpillar, snail, slug Tier 3 season, autumn, winter, hibernate	Compound words: Playground, farmyard, blackberry, hedgehog	<ul style="list-style-type: none"> Compound words: match root words to build compound words 	<ul style="list-style-type: none"> Capital letters and full stops Compose sentences orally before writing 	<ul style="list-style-type: none"> Write a story about an autumn creature using the linear structure of the model text. Could be captions or sentences to meet the needs of children.



	Text features			Teaching resources		
Text 6 Simple info text about autumn	the, a, is, there, some, are, we, come, so, put, pull	Tier 2 apples, blackberries, rosehips, pears, chestnuts, pumpkins, swell, shrubs, hoarding, feast, swallow, swift Tier 3 autumn, weather, seasons, wind, chill, clouds, gust, fog	Suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. <i>cold/er</i> , <i>long/er</i>	<ul style="list-style-type: none"> Suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. <i>cold/er</i>, <i>long/er</i> 	<ul style="list-style-type: none"> How words can combine to make sentences. Capital letters and full stops 	<ul style="list-style-type: none"> Create a class book about autumn (different groups write different sections through guided writing activities).
Text 8 Autumn list poem	I, my, the, a, of	Tier 2 rustling, tenderly, gleaming, palm, crackles, gleeful Tier 3 see, scent, feel, hear, taste, smell touch	Division of words into syllables Text includes some multi-syllabic words	<ul style="list-style-type: none"> Division of words into syllables Clap the beats of words of more than one syllable 	<ul style="list-style-type: none"> Add adjectives to nouns e.g. crunchy apples Leaving spaces between words 	<ul style="list-style-type: none"> Write a list poem about autumn. Read their poem aloud. Read aloud to peers.
Text 9 Fireworks poem (science – seasonal changes autumn, history)	love, the	Tier 2 crash, flash, swirl, marvellous, whirl, explode Tier 3 firework, sparkler	Adding the endings -ing to verbs where no change is needed to the root word e.g. flashing, whirling, zooming	<ul style="list-style-type: none"> Add the suffix -ing to verbs where no change is needed in spelling to root words 	<ul style="list-style-type: none"> Write sentences with onomatopoeia. Use of exclamation marks 	<ul style="list-style-type: none"> Write a poem about fireworks using onomatopoeia. Read aloud to peers.



	Text features			Teaching resources		
Text 7 A letter to Father Christmas	love, I, you, to, ask, put, are, be, my, some, the, one, once, do, of, she	Tier 2 wrap, dear, joy, gift Tier 3 Father Christmas	Adding s and es to words (plural nouns and the third person singular of verbs)	<ul style="list-style-type: none"> › Regular noun suffixes –s or –es. Pluralise items on a Christmas list e.g. <i>cars/s, doll/s, watch/es, brush/es,</i> 	<ul style="list-style-type: none"> › Capital letters and full stops. › Use of capital letters for the pronoun I › Leaving spaces between words. › Use exclamation marks to show surprise 	<ul style="list-style-type: none"> › Simple letter (or list for the least able writers – What I'd like for Christmas).



Year One – Spring term

	Text features			Teaching resources		
	Common exception words	Tier 2/ 3	Spelling patterns from Appendix 1	Lesson 1 Vocabulary	Lessons 2/3 Grammar and Punctuation	Full sequence Final writing outcome
Text 10 Fairy Tale which includes a magic spell (e.g. Sleeping Beauty)	once, a, was, she, he, love, one, they, by, said, the, there, were, ask	Tier 2 bloomed, curse, dozing, needle, spell, spinning wheel, thorns Tier 3 castle, kingdom, throne, tower	Division of words into syllables.	> Sort words into 1 syllable/more than 1 syllable (magic, spell, castle, asleep, prince, princess etc) > Clap the beats of words and sort	> Sequence sentences – put sentences in order using adverbials and knowledge of the story to help > Capital letters – matching alphabet	> Write their own version of the story but with a change to the spell.
Text 11 Fairy Tale which includes a magic portal (e.g. Jack and the Beanstalk) (home-away-home)	once (upon), a, was, he, she, his, no, there, our, to, said, full, my, be	Tier 2 beanstalk, brave, climbed, giant, harp, hen, market, treasure	How prefixes change the meaning of words. <i>Prefix un</i>	> How prefixes change the meaning of words > Prefix un– (<i>unkind, unhappy, untidy, unlucky, unusual, untie</i>)	> How words can combine to make sentences. > Use exclamation marks to show surprise	> Retell the story in their own words
Text 17 Poem about toys (history)	the, a, push, pull, go	Tier 2 soft, fast, spin, bounce, cord, scaly, dainty, fluffy, slash, bendy, gleaming, row, boulders, cubes	Regular plural noun suffixes e.g. <i>toys, cars, dolls</i>	> Singular and plural nouns –s/–es	> Simple adjectives to modify nouns > Leaving spaces between words > Exclamation marks to show surprise and excitement	> Children write poems about toys. > Read aloud to peers.



	Text features			Teaching resources		
Text 14 Simple info text about tigers (animals, including humans and physical geography – location)	are, go, they, the, so, to, of, a, be, by, there, we, do	Tier 2 Africa, Asia, destroy, fierce, male Tier 3 carnivore, claws, cubs, fur, herbivore, hunting, mammal, paws, predator, prey, whiskers	Adding s to words (<i>plural nouns and the third person singular of verbs</i>)	> Regular noun suffixes –s. e.g. <i>tiger/tigers, mammal/mammals</i>	> To compose sentences orally that include adjectives > Question marks	> Plan and write a fact file about tigers.
Text 13 Magic Key type story (home-away-home) e.g. magic button, pebble	once (upon), a, was, there, he, love, his, she, you, the, I, to, of, they, said	Tier 2 adventure journey magic magical polish	The sounds <i>f, l, s, z and k</i> spelt <i>ff, ll, ss, zz and ck, whizz, off, back, miss</i>	> Spell words that use <i>ff, ll, ss, zz and ck, whizz, off, back, miss</i>	> Adjectives to describe > Capital letters for names and pronoun I	> Write their own story with a different magic object.
Text 12 Three Little Pigs story (links to DT/ materials)	once (upon), a, said, no, to, be, you, of, the, house, come, my, was, his, were, one, they	Tier 2 adventure, chimney, clever, collapsed, pan, strong, weak	Suffixes where no change required	> Suffixes where no change required e.g. <i>tall, taller, tallest, small, smaller, smallest, clever, cleverer, cleverest; strong, stronger, strongest</i>	> Sequence sentences – put sentences in order using adverbials and knowledge of the story to help > Joining words and clauses with and	> Rewrite the story using the materials they built their house with.



	Text features			Teaching resources		
Text 16 Houses and homes	house, has, a, the, are, one, of, they, some	Tier 2 house, home, building Tier 3 detached, mansion, semi-detached, terraced, town, city, flats, lift, bungalow, cottage, village, countryside, thatched roof	Adding s to words (<i>plural nouns and the third person singular of verbs</i>)	› Regular noun suffixes –s. e.g. <i>door/doors, window/windows, flat/flats</i>	› Joining words and clauses with and › Capital letters and full stops	› Write a simple non-chronological report about houses and homes.
Text 15 How to make a rainstick (Links to music and DT)	the, a, do, to, of, you, your, so, some, one, put, push, pull	Tier 2 place, draw, cut, squash, wrap, decorate, tie, attach, spring, pour Tier 3 rainstick	Compound words – rainstick, cardboard, newspaper, without	› Compound words – rainstick, cardboard, newspaper, without	› Explore verbs › Enact verbs and begin to identify verbs in sentences › Use imperative verbs to write simple sentences.	› Make musical instruments. › Write their own instructions.



Year One – Summer term

	Text features			Teaching resources		
	Common exception words	Tier 2/ 3	Spelling patterns from Appendix 1	Lesson 1 Vocabulary	Lessons 2 & 3 Grammar and punctuation	Full sequence Final writing outcome
Text 18 Home-away-home story – a journey to another continent and back again. (locational knowledge geography)	said, I, we, here, says, there, was, one, school, the, my, to, me, a, are, is, by, of, here, you, come, go, so	Tier 2 adventure, torch Tier 3 country, jaguar, mountains, Peru, rainforest. river, village	Adding the ending -ed and to verbs where no change is needed to the root word e.g. looked, asked, jumped	> Suffix -ed when no other change is need to root word	> Sequencing sentences to form short narratives. > Capital letters for people, places, days of the week and the personal pronoun I.	> Write a story (in first person) about going to another continent and returning to their normal life.
Text 25 Weather poem (geography)	love, go, to, they, the, my	Tier 2 window pane Tier 3 clouds, fog, hailstones, lightning, rain, sunshine, thunder	Adding the ending -ing and to verbs where no change is needed to the root word e.g. <i>snowing, raining, listening</i>	> Suffix -ing when no other change is needed	> Sentences that use adjectives. > Using onomatopoeia to describe	> Write poems in different shapes to reflect the weather e.g. raindrops, sunshine, clouds etc. > Read aloud to peers.



	Text features			Teaching resources		
Text 22 Teddy Bears' Picnic – How to make a delicious sandwich	the, a, you, your, be, some, put, love, one, of, to, are	Tier 2 delicious, tub, jar, half Tier 3 sandwich, sandwich filling, table knife, teaspoon, bread, honey, butter, spread	Vowel digraph 'ea' and alternatives e.g. spread, bread, eat, treat, meat	> Words with 'ea'	> Imperative verbs > Sequencing sentences > Capital letters and full stops	> Write instructions for making a sandwich.
Text 19 A mysterious object appears at school one day... (e.g. a dragons egg, a space ship)	the, a, do, to, of, you, your, so, some, one, put, push, pull	Tier 2 buried, librarian, library, mysterious, peach, strange, treasure	Adding the ending -ed and to verbs where no change is needed to the root word e.g. walked, peered, whispered	> Past or present? Sort words into past or present tense using the -ed suffix to support.	> Joining words and clauses using 'and' > Add adjectives to nouns to create simple noun phrases	> Plan, write and read a story using the structure of the model text.
Text 20 A day in the life of a pirate (geography)	I, my, me, put (on), do, some, love, the, they, were, so, a, to, today, there, was, are	Tier 2 captive, crew, cutlass, eyepatch, hook, parrot, skull, treasure Tier 3 beach, coast, cove, jungle, mountain, ocean, sea, waves	The v sound at the end of words love, have, live, give, cove, dive, five etc.	> 'v' sound at the end of words	> Read and spell days of the week > Use capital letters for names and the pronoun I. > Use adverbials of time to sequence sentences.	> Write their own pirate diary.



	Text features			Teaching resources		
Text 21 Description of the seaside (links to geography)	there, is, where, the, are, go, of, my, so, to, one, some, a, me, has, I	Tier 2 fairground, jolly, scoop, seagull, seaweed Tier 3 beach, cliff, coast, harbour, ocean	Compound words: seagull, seashell, sandcastle, ice-cream, fairground	> Compound words	> Use 'and' to join clauses. > Adjectives and simple noun phrases	> Write a setting description – what they can see, hear and smell.
Text 23 Non-chronological report about the seaside in the past and now (history)	Today, was, there, of, the, is, go, by, are, a, you, to, has, they, be, your	Tier 2 bathe, bathing suit, beach, camp, caravan, cockles, crab, fibres, hotel, seafood, shrimp Tier 3 bathing machine, Victorian	suffixes ed / ing / er	> Suffixes	> Write sentences with capital letters and full stops. > Use 'and' to join words and phrases	> Write a simple report about the seaside.
Text 24 Sunflower lifecycle (plants topic)	The, a, to, today, is, has, are, some	Tier 2 centre, feast, surface Tier 3 bud, cycle, earth, flower, leaves, petal, plant, pollinate, root, seed, seedling, shoot, soil, stem	Building words from root words (where no changes are required) Seed, seeds, seedling; flower, flowers, flowering; water, waters, watering	> Suffixes where no change is needed to root word	> Use 'and' to join words and clauses. > Adverbials of time and sequence. > Letters of the alphabet in order	> Draw and label diagrams of sunflower at different stages of growth.



Year Two - Autumn term

	Text features			Teaching resources		
	Common exception words	Tier 2/ 3	Spelling patterns from App 1	Lesson 1 Vocabulary	Lesson 2 Grammar and punctuation	Full sequence Final writing outcome
Text 1 Linear story – in the style of Little Red Hen, Enormous Turnip etc.	floor, everybody, people, pass, could, water	Tier 2 exclaim, join, journey, lair, reply, searched, valley	The /i:/ sound spelt -ey	› ‘ey’ spelling for /ee/; investigate the rule for pluralising words that end -ey (just add -s). How does this compare to other known patterns for pluralising?	› How to use commas for lists.	› Plan and draft their own story using the structure of the model text. Read their story aloud and check for any spelling or punctuation errors they may have made.
Text 6 Story set in a familiar setting	parents, every, everybody, children, after, child, old, could, would, because, class, Mr	Tier 2 congratulated, duffle coat, extraordinary, familiar, unusual, usual	Understand the rules for adding -ing and -ed to root words	› Revisit and extend children’s understanding of adding -ing to root words. › Double, drop, change, do nothing rule could be introduced here.	› Explore the progressive form of verbs. Identify examples in the text and write their own sentences using the progressive form.	› Plan and draft their own story using the structure of the model text. Read their story aloud and check for any spelling or punctuation errors they may have made.



	Text features			Teaching resources		
Text 19 Diary in role as a person in the Great Fire of London	most, after, last, prove, water, again, half, people, sugar, gold(en), should	Tier 2 double, hollow, loaf Tier 3 dough, grams, ingredients, knead, mix, oven, pour, preheat, prove, stir, tablespoon, teaspoon, utensils, weigh	use of -ly to turn adjectives into adverbs – <i>gently, carefully, slowly</i>	> Adverbs of manner – gently, carefully, slowly	> Imperative verbs – collect verbs linked to recipes	> Write a recipe for how to make bread.
Text 25 My life story – the story of a bean – as a poem	climb, pretty, beautiful, plant, whole, again	Tier 2 absorb, commence, healthy, miniscule, temperature Tier 3 bean, flower, nutrients, plant, roots, seed, shoots, sprout	Homophones and near homophones: <i>bean/ been, sun/ son</i>	> Homophones	> Adding the suffix -ly to form adverbs	> Write their own poem about a lifecycle. > Perform their poems to the rest of the class.
Text 17 Information text – Animals around the world	find, mind, wild, most, cold, even, fast, move, every, could, because, eye	Tier 2 common, communication, disease, emotion, malaria, microscope, radiation, smartest, survivalist Tier 3 amphibian, bird, carnivore, fish, herbivore, mammal, omnivore, predator, prey, reptile	Adding -er and -est using the spelling rules	> Adjectives: comparative and superlative adjectives. Sorting and organising words to show relationships between them	> Four sentence types – statements. > Lions are carnivores; It's hot in the desert.	> Write an information text about animals around the world.



	Text features			Teaching resources		
Text 5 Story from a different culture (Australian folk tales/ dreamtime links to art)	told, path, many, both, father, water, kind(ly) hold, behind, grass	Tier 2 apron, beliefs, creature, native, traditional Tier 3 Aboriginal, Australia, billabong, dingo, emu, kangaroo, wombat	Build new words using root words and the suffixes, -ful and -less. Extend learning to understand that these suffixes create adjectives.	> Build new words using root words and the suffixes ment, -ness, -ful, -less and -ly.	> Coordinating conjunctions	> Plan, draft and edit their own story inspired by the Dreamtime
Text 12 Non-chronological report The Queen/Royal Family	children, old, father, who, many, people, money, every	Tier 2 banquet, duties, fortune, hobbies Tier 3 Church of England, commonwealth, government, Head of State, heir, king, laws, monarch, parliament, Prime Minister, Queen, reign, throne, United Kingdom	The /l/ sound spelt -al at the end of words (royal, metal, capital, hospital, regal etc.)	> Words ending with the /l/ sound spelt 'al'	> Commas in a list > Know the difference between proper and common nouns and recognise when to use capitals to denote proper nouns	> Plan, draft and write a non-chronological report about the Queen/ Royal Family
Text 7 Diary in role as a person in the Great Fire of London	door, floor, children, cold, father, people, Mr, could, would, every, last, half, parents, whole, path, because, great(est), break	Tier 2 columns, terrified, valuables Tier 3 ash, bakery, embers, fiery, London, scorching, Thames	Adding endings (-er, -est) using the spelling rules	> Use of the suffixes -er, -est in adjectives - bigger, biggest, hotter, hottest	> Expanded noun phrases - cold water, hot fire, huge flames, terrified children	> Write a diary entry in first person of a child during the Great Fire of London



	Text features			Teaching resources		
Text 22 Poetry (riddles – what am I?) – Minibeasts and their habitats	floor, behind, wild, climb(ing), cold, beautiful, fast, eye, water, plant	Tier 2 huddling, scuttle Tier 3 antennae, crustacean, environment, habitat, predator, shell	Compound words	> Compound words	> Question and exclamation marks > Noun phrases with adjectives	> Write riddles about minibeasts and their habitats with a range of clues



Year Two – Spring term

	Text features			Teaching resources		
	Common exception words	Tier 2/ 3	Spelling patterns from App 1	Lesson 1 Vocabulary	Lessons 2/3 Grammar	Full sequence Final writing outcome
Text 2 Adventure story – superhero theme	because, after, fast, past, clothes, last, old, class, everybody, could, children	Tier 2 distant, flight, power, shelter, speed, strength, tornado	Suffix –ed	› Past tense verbs to describe action (–ed suffix) e.g. walked, shouted, grabbed, punched	› Past/present tense and the progressive form › Editing sentences to the correct form	› Plan and draft their own story using the structure of the model text. Read their story aloud and check for any spelling or punctuation errors they may have made.
Text 14 Non-chronological report (Florence Nightingale, history)	old, past, kind, prove, improve, people, because, after	Tier 2 statistics, legacy Tier 3 Florence Nightingale, nurse, The Lady with the Lamp, hospital, soldier, Crimean War, infection, injured	Formation of noun using suffixes such as –ness – kindness, darkness, quietness, illness, helpfulness, calmness	› Words ending in suffix –ness	› Sort nouns and proper nouns (capital letters) › Explore irregular past tense verbs e.g. <i>am/was; have/had; read/read; swim/swam; bring/brought</i>	› Write a non-chronological report about Florence Nightingale. › Use sub-headings to structure information.



	Text features			Teaching resources		
Text 20 Instructions – How to make a hand puppet	hold, after, should, could, would, sure, even, fasten	Tier 2 distance, flip, heel, oval Tier 3 attach, fabric, fasten, felt, glue gun, join, materials, needle, scissors, sew, thread, tools	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full	> Word class quiz. > Sort sets of words into nouns, adjectives, adverbs and verbs.	> Four sentences types. > Contracted words	> Make a hand puppet then write their own instructions.
Text 11 Transport poems – shape poetry	poor, kind, even, after, again, told, could	Tier 2 blizzard, carve, elation, hoist, stealth, tame, tantalising, teleportation Tier 3 beep, bob, chug, glide, honk, motion, toot, zip, zoom	Words ending in –tion – station, motion, commotion	> Words ending in –tion	> Suffixes –ing and –ed > Exploring onomatopoeia	> Write a poem about transport, using onomatopoeia.
Text 13 Information text (book) – Transport in the past (history)	behind, old, fast, past, move, improve, people, kind, after, many, any, most, find, would, could	Tier 2 invented, invention, soar Tier 3 aeroplane, cart, hot air balloon, passengers, penny farthing, propeller, steam locomotive, tram, transport	Irregular past tense verbs ; built, flew, rode, drove	> Irregular past tense verbs	> Questions and question marks. > Expanded noun phrases	> Write their own information text about transport in the past. Use questions to structure the text.



	Text features			Teaching resources		
Text 4 Alternative fairy tale	poor, kind, even, after, again, told, could	Tier 2 buffet, clumsy, companion, enchantment, good fortune, plunged, sneered, sobbed, spectacular, wallow, wicked	The /l/ sound spelt –le at the end of words Table, little, middle, apple, bottle	> The /l/ sound spelt –le at the end of words	> Sequencing using adverbials of time. > Synonyms	> Plan, write and edit their own alternative fairy tale.
Text 10 School poem	Mr, Mrs, door, kind, children, break, fast, class, again, floor	Tier 2 chat, educate, lazing, register	Adding endings (ing) using the spelling rules – chattering, whispering, laughing, shouting	> Compound words	> Present tense – laughing, chattering, > Contracted words	> Write a poem based in a school setting
Text 9 Simple recount (diary format) – A day in the life of a (civil) engineer	could, should, would, because, old, door, every, last, many	Tier 2 accurate, double glazing, lift, plank, profession, professional, satellites, skyscraper, solutions Tier 3 angles, calculations, engineer, installation, measurement, pulley	The j sound spelt as g before e, l, and y	> Engine, engineer etc. > The j sound spelt as g before e, l, and y – gem, giant, magic, giraffe, energy...	> Subordinating conjunctions – identify them and begin to explore how they extend sentences beyond one clause.	> Plan and write a first-person diary account about the day in the life of a professional person.



Year Two – Summer term

	Text features			Teaching resources		
	Common exception words	Tier 2/ 3	Spelling patterns from App 1	Lesson 1 Vocabulary	Lessons 2/3 Grammar	Full sequence Final writing outcome
Text 21 Story about one of the animals in The Carnival of the Animals by Saint-Saëns	Wild, again, every, after, great, last, people, beautiful, children, grass, parents, climb	Tier 2 carnival, enclosure, float, fountain, herd, lumbering, march, parade, patiently, trumpeted Tier 3 composer, orchestra	The /l/ sound spelt –al at the end of words Carnival, animal, natural, musical, loyal, original, coral, opal	> The /l/ sound spelt –al at the end of words	> Identify similes in the text. Write their own similes. > Explore synonyms	> Write descriptive passages based on listening to The Carnival of the Animals.
Text 23 Explanation Text – How to keep yourself healthy Magazine article (informal)	bath, water, sugar, fast	Tier 2 memory, mood, relaxing, strengthen, supple Tier 3 balanced diet, exercise, fibre, healthy, heart, hygiene, mindfulness, muscle	Words with the /s/ sound spelt with a ‘c’ before e, i or y	> words with the /s/ sound spelt with a ‘c’ before e, i or y	> Conjunctions – Use coordinating and subordinating conjunctions within different sentences > Commas in lists	> Write an informal magazine article for keeping healthy aimed at children



	Text features			Teaching resources		
Text 18 Recount – postcard from the seaside	because, cold, gold, pretty, beautiful, busy, people, water, could, every, after	Tier 2 anemones, scuttling Tier 3 beach, cliffs, coast, cove, harbour, pier, promenade, rockpool	Homophones/near homophones – sea/see, sun/ son, here/hear, quite/quiet Compound words	> Homophones and near homophones	> –ed suffix <i>walked, played, licked, watched</i> > Apostrophes for contraction	> Write a postcard to family/friends recounting a seaside holiday
Text 24 Poetry – the Four Seasons	pass, again, gold(en), path, last, wild, children	Tier 2 changes, don, emerge, flux, fungi, nought, sprout, teem, verge, yield Tier 3 rays, season, temperature	The long I sound spelt –y at the end of words (icy, dry, July, fly)	> The long I sound spelt –y at the end of words	> Using poetic devices > Tricky words with multiple meanings (could be words that are nouns and verbs) e.g. spring, season, duck, leaf, wind.	> Write a poem about the seasons, based on Vivaldi’s Four Seasons
Text 16 Weather reports Science link	Cold, after, improve, could	Tier 2 dramatically Tier 3 – cloud, cold front, degrees Celsius, extreme weather warning, forecast, hail, rain, seasons, snow, storm, summer, temperature, weather, wind, winter	Use of the suffixes –er, –est in adjectives – sunnier, sunniest, colder, coldest, windier, windiest	> Use of the suffixes –er, –est in adjectives	> Co-ordinating and subordinating conjunctions > Adjectives to create expanded noun phrases	> Write a weather report and perform like a weather reporter



	Text features			Teaching resources		
Text 3 Fantasy world story – different planet (home-away-home)	wild, water, grass, cold, beautiful, hour, full, could, hold, fast, behind, past, pull, only	Tier 2 amber, collector, emerged, surface, tufts Tier 3 atmosphere, crater, galaxy, Mars, meteorite, moon, planet	Suffix –ing	> Verbs to describe sound and movement (-ing suffix) e.g. shining, shimmering, falling, floating	> Expanded noun phrases	> Plan and draft their own story using the structure of the model text. Read their story aloud and check for any spelling or punctuation errors they may have made.
Text 15 Information text – travel brochure – UK Geography link	old, cold, great, break, beautiful, busy, many, hold, whole, after, could, find	Tier 2 break, hike, kilt, natural history, surfing, tartan, Titanic Tier 3 beach, capital, city, country, landscape, mountains, seaside, town	Formation of adjectives using –ful (wonder, beautiful, delightful)	> Formation of adjectives using –ful	> Four sentence types. Command sentences ‘Come to Coventry; visit Warwickshire!’	> Plan and write a travel brochure about the 4 countries of The United Kingdom
Text 8 Biography about a famous children’s author: Benjamin Zephaniah	great, move, pass, father, could, child, after, should, people, would	Tier 2 Barbados, campaign, inspirational, Jamaica, performance, popular, Rastafarianism, vegan Tier 3 dyslexic, novels, poet, publish, rap	Revise /f/ sound spelt as /ph/ from Year 1	> Verbs – ensure that pupils recognise that not all verbs are doing words. Undertake a verb ‘treasure hunt’ in the text to locate verbs that are doing words but also verbs that are ‘being’ words (be, being, been, was, were, am, are, is).	> Apostrophes to show singular possession – find examples in the text. Practise using apostrophes to show singular possession.	> Plan and write a simple biography about Benjamin Zephaniah. The text should include questions for headings and simple noun phrases to add description



Year Three – Autumn term

	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 2 How to make a healthy fruit salad	experiment, fruit, natural, remember, various	Tier 2 carefully, while, after that, finally, chef, seasonal, segments, grateful, tropical Tier 3 sieve, colander, pesticides, ingredients	VOCABULARY To use the suffix –ly to change adjectives to adverbs > What’s an adverb? – revision of Y2 objective concerned with –ly suffix to form adverbs from adjectives but to extend understanding that not all adverbs use –ly – list of adverbs/ adverbials from the tier 2/3 words and elsewhere in the model text.	COMPOSITION To compose and rehearse sentences orally > Be a bossy-boots! > Practise forming command sentences. Compose and rehearse these orally before writing (this could be combined with vocabulary work on adverbs e.g. carefully chop the bananas).	> Design and make their own healthy fruit salad. Write up how to do this as a set of informal instructions for other children to follow. > Propose changes to grammar and vocabulary.
Text 6 How magnets help us	opposite, separate, strength, different, enough, important, possible	Tier 2 consequently, credit card, microscopic, interpret Tier 3 magnet, magnetic, magnetism, attract, repel, pole, iron, nickel	VOCABULARY To use a dictionary to explore the meanings of words > Use dictionaries and thesauruses to explore words associated with magnets e.g. attract, repel, pole, opposite etc.	GRAMMAR To identify different types of sentences > What type of sentence is it? > Identify different sentence types. Write the four sentence types.	> Plan and write an information leaflet about the practical uses of magnets. > Proofread for spelling and punctuation errors.



	Text features		Teaching resources		
Text 18 Baba Yaga story	believe, promise, strange, notice, separate	Tier 2 wisdom, delicious Tier 3 pestle, mortar	VOCABULARY To use a thesaurus to find synonyms <ul style="list-style-type: none"> › Thesaurus work › Use thesauruses to find synonyms for key words used in the text e.g. believe, promise, wisdom. 	GRAMMAR To write direct speech <ul style="list-style-type: none"> › Direct speech › Children should write direct speech using the pattern exemplified in the model text (e.g. reporting clause after speech or reporting clause before speech – I'd advise not teaching both at the same time). [Direct Speech is also included in Text 18] 	<ul style="list-style-type: none"> › Write their own Baba Yaga story. This could be a retelling or an original story. › The story should include direct speech and noun phrases. › Read aloud their writing with the correct intonation
Text 7 The Beautiful Game (sport)	century, popular, extreme, describe, famous, different)	Tier 2 genius, individual, regarded, championed) idiomatic phrases the beautiful game, blow away the competition, kill time	VOCABULARY To explore idiomatic phrases <ul style="list-style-type: none"> › Explore well-known idiomatic expressions e.g. the beautiful game; blow the competition away etc. 	GRAMMAR To expand noun phrases to add description <ul style="list-style-type: none"> › Expand the noun. › Build up noun phrases to add detail and description. 	<ul style="list-style-type: none"> › Work in groups to write sections of a whole class text about South American football. E.g. different groups to write about teams, cups, stadia etc. › Assess the effectiveness of their own and others' writing.



	Text features		Teaching resources		
Text 11 Who was Queenie McKenzie?	Earth, interest, woman/ women, continue, natural, often, decide, favourite, knowledge, popular	Tier 2 heritage, activist Tier 3 pigments, landscape, dreamtime, Aboriginal, indigenous	VOCABULARY To build a varied and rich vocabulary <ul style="list-style-type: none"> Sort the synonyms. Provide children with synonyms and non-synonyms from key words from the text. Which are synonyms and which are not? Check their work with a thesaurus. 	COMPOSITION To group information into short paragraphs <ul style="list-style-type: none"> Grouping information to create short paragraphs Sort the information (from the text and/ or other sources) to form sections or paragraphs. Think of suitable titles for each section. A spider diagram may be helpful. 	<ul style="list-style-type: none"> Write a biography about Queenie McKenzie Read aloud their own writing using correct intonation.
Text 24 Rucksack mystery/ hiking story	accidentally, possessions, weight, group, remember, surprise	Tier 2 symbol, exhausting, rucksack Tier 3 compass, grid references, key, map	VOCABULARY To understand the meanings of words <ul style="list-style-type: none"> Match the meaning Provide children with key words and definitions from the text. Can they match the meanings? 	GRAMMAR To expand noun phrases to add description <ul style="list-style-type: none"> Extend the sentence Extend a range of sentences with a range of conjunctions including when, if, because, although etc. 	<ul style="list-style-type: none"> Create characters, setting and plot to write their own mystery rucksack/ hiking story. The story should include direct speech and noun phrases formed in different ways. Propose changes to grammar and vocabulary to improve their work.



	Text features		Teaching resources		
Text 17 Cave painting story	special, though/ although, ordinary, learn	aurochs, stags, hunters, gatherers, cave dweller	VOCABULARY To explore further suffixes <ul style="list-style-type: none"> Explore the suffixes –er and –or. Investigate words with –er and –or suffixes to determine word class (nouns) and that they denote a profession or the place of origin. e.g. <i>teacher, doctor, composer, sailor, hunter, gatherer, cave dweller etc. Islander, villager etc.</i> 	GRAMMAR To use expanded noun phrases to add description <ul style="list-style-type: none"> Expanding noun phrases Revisit the Year 2 objective to form noun phrases in different ways (the blue butterfly, plain four, the man in the moon). Establish that there are no rules as to the amount of adjectives required to become an expanded noun phrase and that some noun phrases have description after the noun e.g. The Hall of the Bulls... a painting of a bull... the large painting in charcoal... 	<ul style="list-style-type: none"> Create characters, setting and plot to write their own Cave Painting story. The story should include direct speech and noun phrases formed in different ways. Propose changes to grammar and vocabulary to improve their work.
Text 15 Letter to a pen pal	address, recent, favourite, peculiar, reign, occasion, often, though, history, special	Tier 2 museum, queen Tier 3 United Kingdom, custom, scenery	VOCABULARY To understand the meanings of words <ul style="list-style-type: none"> Match the meaning Provide children with key words and definitions from the text. Can they match the meanings? 	GRAMMAR To use a and an <ul style="list-style-type: none"> Extend the sentence Children to decide which words and phrases need a or an based on the initial letter of the following word. e.g. a Bakewell tart, an enormous Yorkshire pudding. 	<ul style="list-style-type: none"> Plan and write a reply to the letter in the model text. This should be in role as a child from the country/ region being studied in geography lessons. Proofread for spelling and punctuation errors.



	Text features		Teaching resources		
Text 12 Product review	consider, complete, favourite, heard, build, occasion, often, thought, decide, enough, weight).	Tier 2 regret, recommend Tier 3 product, purchase	VOCABULARY To use comparative and superlative adjectives > Revisit learning about comparative and superlative adjectives from year 2 using –er and –est > Extend this learning to include the use of most (most expensive), least (least interesting), worst (worst watch) and irregular forms such as good (better, the best) and far (farther, farthest, further, furthest)	GRAMMAR To identify and use the present perfect tense > Present perfect > Practise forming the present perfect with ‘has’ and ‘have’ e.g. everyone has told me how cool I look wearing these trainers; I have worn these space boots every day... <i>(present perfect with ‘have’ suggested for model text 9 and present perfect with ‘has’ suggested for model text 10)</i>	> Plan and write product reviews in the style of the model text. > Propose changes to grammar and vocabulary to improve consistency.



Year Three – Spring term

	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 1 How to make an Iron Age roundhouse	circle, complete, strength, material/s, naturally	Tier 2 straw, flexible, circular, conical, heather, hearth Tier 3 thatch, weave, wattle, daub	VOCABULARY To identify word families based on common words > Word families based on common words: > Circle, circular, circus, > Complete, completed, incomplete etc.	GRAMMAR To use the correct form of a or an. > Use of the forms a or an according to whether the next word begins with a consonant or a vowel > An Iron Age roundhouse; a village; an early farmer etc.	> Make an Iron Age roundhouse from craft materials. Write up how to do this as a set of instructions for other children to follow. > Proofread for spelling and punctuation errors.
Text 5 Roman Army formations	century, guard, position, surprise, experienced, continue, famous, though, women	Tier 2 advantage, crouch, interlock, protective Tier 3 formation, military, combat, commander, strategy, legion, tactics	VOCABULARY To use a dictionary to explore the meanings of words > Word families based on common words e.g. <i>century, centurion, cent, centigrade etc. guard, guarded, guards, guarding, guarded etc. tactic, tactical, tactician etc</i>	COMPOSITION To organise paragraphs around a topic sentence > Topic sentences e.g. cut short paragraphs (3–4 sentences) up and ask children to identify the topic sentence. They should then reconstruct the paragraphs.	> Plan and write a report text about the Roman army ensuring that topic sentences are used to start paragraphs. > Propose changes to grammar and vocabulary.



	Text features		Teaching resources		
Text 19 Mardi Gras story	arrive, centre, heart, quarter	Tier 2 prepare, overexcited, transform Tier 3 carnival, costume, Easter, French, Lent, Mardi Gras, parade	VOCABULARY To use a range of prefixes > Forming nouns with a range of prefixes > Explore a range of prefixes to understand their meaning and how they form nouns. E.g. Pre- prepare; over- overexcited; trans- transform etc.	GRAMMAR To use inverted commas to punctuate direct speech > Direct speech > Children should write direct speech using the pattern exemplified in the model text (e.g. reporting clause after speech or reporting clause before speech – I'd advise not teaching both at the same time). <i>[Direct Speech is also included in Text 18]</i>	> Create characters, setting and plot to write their own Mardi Gras story. > The story should include direct speech and noun phrases. > Read aloud their writing with the correct intonation.
Text 10 Who was Ibn al-Haytham?	experiment, important, straight, famous, different, often, appear, actually, opposite, thought	Tier 2 modern, logical Tier 3 optics, optical, light, ray, theory, vision	VOCABULARY To explore word families > Word families based on common words: > Biography, autobiography, biographical, > Experiment, experimental > Optics, optical, optician, ophthalmic etc.	GRAMMAR To use the present perfect tense > Present perfect Practise forming the present perfect with 'has' e.g. Ibn al-Haytham has been called... Ibn al-Haytham's work has influenced (present perfect with 'have' suggested for model text 9)	> Write a biography about Ibn al-Haytham. > Read aloud their own writing using correct intonation.



	Text features		Teaching resources		
Text 22 Present Perfect Poem	caught, famous	Tier 2 guitar, hike, strum, surf	VOCABULARY To express time, place or cause using prepositions > identify a range of prepositions	GRAMMAR To identify tense, including different verb forms > What's the tense? > Ask children to sort sentences into the tense used. This should include opportunity to use and understand key vocabulary listed in Tier 2 and tier 3 vocabulary e.g. • I am sitting on the chair (present progressive) • I have sat on the chair (past perfect) > This activity could be extended to writing sentences using the different verb forms taught so far	> Discuss the structure of the model text. > Write their own poem using the present perfect form of verbs and structure of the model text. > Read aloud their writing with the correct intonation.
Text 13 Smetana The Moldau	describe, early, popular, different, through, often	Tier 2 moisture, formation, essential Tier 3 pollination, reproduction, germinate, nutrients, photosynthesis, dispersed	VOCABULARY Italian words in English > Most of the vocabulary used in music is Italian (tempo, pizzicato, piano, forte etc.) Explore other words that are in wide use in English and unearth their Italian roots (easy ones – pizza, pasta, cappuccino) trickier words (inferno, confetti, camera).	GRAMMAR Figurative language, specifically similes > Create similes to help describe the movement of a river at different points on its journey	> Work in groups (each to cover a different section) to discuss and record ideas about the music and how it is associated with the journey of the river or the scene it is depicting. Write their section and combine with other groups to create a class guide to The Moldau. > Read their work aloud.



	Text features		Teaching resources		
Text 3 Lifecycle of a flowering plant	circle, natural	Tier 2 moisture, formation, essential Tier 3 pollination, reproduction, germinate, nutrients, photosynthesis, dispersed	VOCABULARY To explore words ending in the suffix –tion > Explore words ending –tion (pollination, formation, reproduction, pollution, experimentation etc.) and understand that –tion enables us to make nouns from verbs. [children are asked to explore the range of ‘shun’ suffixes in Year 4 text 3 – please differentiate accordingly]	GRAMMAR To explore joining sentences using causal conjunctions > Causal connections > Explore how to join clauses and sentences with causal connections e.g. causal conjunctions (so, because etc.); and causal adverbials (due to, as a consequence of) [similar task in Y5 text 24 so differentiate accordingly]	> Write their own explanation text to describe process of flowering plant [quite nice to have circles on top of each other – one with segment cut out– and attached with split pins for children to revolve through the lifecycle]. > Read aloud their own writing using correct intonation.
Text 4 Why should I visit Skara Brae?	history, island/s, knowledge, possible, perhaps, probably	Tier 2 lifestyle, community, destination, dwelling, indicate, unique Tier 3 settlement, prehistoric, Neolithic, era, archaeology,	VOCABULARY To identify word families > Word families based on common words e.g. know, knowing, knowledge, knowledgeable history, historical, prehistory, prehistoric ords (inferno, confetti, camera).	To organise paragraphs around a theme > Sort and organise information from the model text and/or additional sources under headings (practising grouping information to form paragraphs/ sections around a theme e.g. tools, food, homes etc.)	> Plan and write a promotional leaflet about Skara Brae or another historical location well-known to the children. > Propose changes to grammar and vocabulary



Year Three – Summer term

	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 8 Biomes	describe, particular, therefore, different, natural, often	Tier 2 animals, humid, igniting, isolated Tier 3 tropical, rainforest, biome, vegetation, climate, landscape, hemisphere, temperate, tundra, savanna	VOCABULARY To explore words with the prefix -bio > Explore words using the prefix bio- (life) > Biome, biology, bioscience, biochemist, biosphere etc. How does understanding of 'bio' help children work out the meaning of the words? What family do these words belong to? (nouns)	GRAMMAR To use the correct and consistent tense when writing > Check the tense. Read a text where the tense is inconsistent. Can children proofread, edit and improve?	> Research and write a report about one biome. Sections could be climate, vegetation, animals etc. > Proofread for spelling and punctuation errors.
Text 9 What are time zones?	calendar, imagine, straight, different, through, length, Earth, opposite, separate	Tier 2 deviate, segment Tier 3 globe, meridian, GMT, longitude	VOCABULARY To identify concrete and abstract nouns > Nouns – abstract and concrete. Time is an abstract noun. Find other abstract nouns.	GRAMMAR To use the present perfect tense > Present Perfect form of verbs > Have already eaten... have been to school... have finished... etc. (you may want to focus on 'have' only as present perfect will be covered in several model texts)	> Discuss the features of the model text. Use these to write an explanation text about time zones. > Assess the effectiveness of their own and others' writing.



	Text features		Teaching resources		
Text 20 Journey to the Arctic Circle	appear, disappear, continue, enough, heard, purpose	Tier 2 miracle, survival, beset Tier 3 Arctic Circle, avalanche, base camp, environment, expedition, landscape	VOCABULARY To use the suffix -ly to form adverbs <ul style="list-style-type: none"> › Using the suffix -ly to form adverbs › Provide children with adjectives to turn into adverbs using the suffix -ly. Include the range of spelling patterns so that -ly is added with no change, words ending in -y with a consonant before (y changes to -l then add -ly); words ending -le – -le becomes -ly; words ending -ic add -ally; and the words truly, duly, wholly. 	GRAMMAR To use synonyms for said when writing direct speech <ul style="list-style-type: none"> › Synonyms for said › Change the synonym for said, change the meaning of the sentence. › Take neutral dialogue and show children how changing the way it is said implies different meaning. E.g “Come here,” coaxed Mum... “Come here,” demanded Mum. This activity could be combined with the vocabulary skill to include effective use of adverbs. › <i>Children should rehearse and perform these sentences to appreciate how meaning is changed through the synonym for said and adverb choice.</i> 	<ul style="list-style-type: none"> › Journey to the North Pole story. › The story should include direct speech, synonyms for said and adverbs using the suffix -ly. › Assess the effectiveness of their own and others’ writing.



	Text features		Teaching resources		
Text 23 Volcano poem	height, pressure, surprise, build	Tier 2 perch, vicious, yearn Tier 3 ash, crater, dormant, lava, magma, mantle, volcano	VOCABULARY To explore the etymology and morphology of words <ul style="list-style-type: none"> › Etymology and morphology › Explore the history and meaning of key words from the text, making links to other words where possible. (etymonline.com is an excellent resource to help with this) e.g. dormant – old French from Latin means ‘to sleep’. Other words 	GRAMMAR To identify structural features of a poem <ul style="list-style-type: none"> › Poetry doctor › Analyse the poem to identify features used by the poet. E.g. vocabulary choices, structure of the poem and the grammatical choices. 	<ul style="list-style-type: none"> › Use their Poetry Doctor analysis to write their own poem using the structure of the model text. › Read aloud their writing with the correct intonation.
Text 16 Who was Ada Lovelace?	build, early, famous, possible, woman, women	Tier 2 complex, translate Tier 3 algorithm, analytical, calculate, computer, logic, program, programmer, mathematician, reasoning	VOCABULARY To explore word families <ul style="list-style-type: none"> › Word families based on common words e.g. compute, computer, computing, logic, logical, illogical 	GRAMMAR To extend sentences using a range of conjunctions, adverbials and prepositions <ul style="list-style-type: none"> › Extend the sentence › Extend a range of sentences with conjunctions, adverbials and prepositions. 	<ul style="list-style-type: none"> › Write a biography about Ada Lovelace. › Read aloud their own writing using correct intonation.



	Text features		Teaching resources		
Text 21 School report	answer, continue, difficult, library, naughty, particularly, question, regular	Tier 2 confidence, collage, effort, improvement Tier 3 achieve, attain, progress, satisfactory	VOCABULARY To explore irregular past tense verbs > Past tense verbs > Explore irregular past tense verbs – those that don't use -ed – (include the verbs 'to be' and 'to have'). e.g. am/was; have/had; read/read; swim/swam; bring/brought	GRAMMAR To identify and use the present perfect tense > Present perfect > Practise forming the present perfect with 'has' and 'have'. Possibility to extend this to include present perfect progressive forms e.g. • I have been trying my best all year; she has been working hard... • (present perfect with 'have' suggested for model text 9 and present perfect with 'has' suggested for model text 10)	> Plan and write their own school report. > Propose changes to grammar and vocabulary to improve consistency.
Text 25 Diary of a fossil hunter	actually, appear, complete, decide, enough, suppose, thought, although, woman	Tier 2 discover, magnificent Tier 3 ammonite, belemnite, excavate, fossil, geological, limestone, ichthyosaur, plesiosaurus, rock, specimen	VOCABULARY To explore the etymology and morphology of words: dinosaur names > Etymology and morphology > Investigate the origins and morphological meaning of different dinosaur names. • e.g. velociraptor = speedy + robber • ichthyosaurus = fish + lizard • tyrannosaurus = tyrant + lizard	GRAMMAR To use a range of conjunctions, adverbials and prepositions to express a passage of time > Time, please! > Using conjunction, adverb and prepositions to express time.	> Plan and write a diary extract about discovering fossils. > Assess the effectiveness of their own and others' writing.



	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 14 Come to Small Town Academy	answer, continue, difficult, library, naughty, particularly, question, regular	Tier 2 confidence, collage, effort, improvement Tier 3 achieve, attain, progress, satisfactory	VOCABULARY To build a rich vocabulary: synonyms > Explore less formal alternatives for words used in the text. Enrol/ join, awarded/given, completed/done, achieved/ gained etc.	GRAMMAR To compose and rehearse sentences orally. > Compose and rehearse creating formal sentences to promote their school	> Plan and write a promotional leaflet about their own school. > Propose changes to grammar and vocabulary to ensure that a suitable level of formality is achieved.



Year Four – Autumn term

	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 16 Story set on Hadrian's wall	appear, caught, enough, favourite, guard, quarters, separate	Tier 2 antisocial, culprit, lure, lurk, misfortune, plummet, pompous, ransack, sodden, stalk, superstructure Tier 3 barracks, Britannia, Caledonia, centurion, legion, outpost, tunic	VOCABULARY To form nouns using prefixes (auto-, super-, anti-, mis-) > Prefixes that create nouns > Explore prefixes used in the Tier 2 and tier 3 words and other prefixes that create nouns.	GRAMMAR To punctuate direct speech > Change the reporting clause, change the meaning. > Challenge children to change the meaning of dialogue by changing the reporting clauses. This could be combined with drama so that they both compose and rehearse dialogue before using it in their compositions.	> Plan, write and edit a defeating the monster story set on Hadrian's Wall or in Roman Britain. Pupils should proofread for errors in spelling and punctuation. They should read their story aloud.
Text 1 How to look after your teeth	although, appear, different, strengthen, probably, important, regular	Tier 2 bacteria, tissue Tier 3 canines, decay, dentine, enamel, incisor, molar, plaque, pulp	VOCABULARY To investigate and spell irregular plurals > Investigate and spell irregular plurals e.g. tooth/ teeth, person/ people, loaf/ loaves/ foot/ feet ...	GRAMMAR To use pronouns for clarity and cohesion > Rewrite a passage with confusing pronouns and/ or overuse of nouns	> Write an information leaflet about caring for your teeth. To include sections with headings and subheadings to support pupils to organise information into sections/ paragraphs. > Proofread their work for spelling and punctuation errors.



	Text features		Teaching resources		
Text 10 The Staffordshire Hoard	believe, century, describe, earth, extremely, important, recently, surprise, thought, weight	Tier 2 fine, fragment, nestle, notify, ornate Tier 3 Anglo-Saxon, archaeologist, artefact, conservation, devotional, excavate, excavation, haul, hoard	VOCABULARY To use a dictionary to look up the spelling and meaning of words > Etymology and meaning: Investigate the polysemic (words capable of having several meanings) nature of some words and words that are homophones e.g. fine in the tier 2/ tier 3 words has several different meanings from feeling ok to being something that is delicate	GRAMMAR To use standard English instead of local spoken forms > Use the standard English verb inflections rather than those used in local spoken language (We were / we was, I did / I done)	> Write their own report about a hoard of treasure being found. > Assess the effectiveness of their own and others' writing and amend accordingly.
Text 3 Visit Russia	centre, eighth, famous, heart, heritage, history, potatoes, promise	Tier 2 bustling, heritage, luxury, remote, straddle Tier 3 continent, country, Federation, inhabit, landscape, nation, Russian	VOCABULARY To investigate the suffixes '-tion', '-sion', '-ssion' and '-cian' > Investigate the suffixes -tion, -sion, -ssion, -cian, Federation, Russian, nation.	GRAMMAR To use expanded noun phrases > Explore noun phrases and the different ways to use them to build description. E.g. with adjectives before nouns and/ or prepositional phrase after the noun.	> Create a fact sheet/ non-chronological report using expanded noun phrases to inform readers about a location/ region in Russia. > Propose changes to grammar and vocabulary to improve consistency, particularly the use of pronouns.



	Text features		Teaching resources		
Text 22 Changing states poem	breath, certain, experiment	Tier 2 alter, constant Tier 3 gas, liquid, matter, particle, solid, state, vapour	VOCABULARY To use adjectives to modify nouns > Investigate how nouns are expanded through the use of modifying adjectives.	COMPOSITION To investigate how figurative language is used in poetry > Figurative language > Use similes, metaphors, alliteration etc. to create interesting descriptions. These could be used in their own poems about changing states.	> Plan, write and edit a poem/ collection of poems based on the model text. > Read their poem/s aloud.
Text 9 Who is Bill Gates?	believe, consider, enough, increase	Tier 2 devise, influence, manufacturer, pioneering Tier 3 computing, programming, philanthropist, philanthropy, software	VOCABULARY To use further prefixes and suffixes, using etymology and morphology to explore words > Etymology/ morphology > Investigate root words e.g. philanthropy/ philanthropic/ philanthropist; compute/ computer/ computing/ recompute etc.	GRAMMAR To extend sentences using a wider range of conjunctions Conjunctions > Extend the sentence – add different conjunctions to extend and modify the meaning of sentences.	> Discuss and research Bill Gates and write a biographical text about his life and achievements. > They should propose changes to their writing to improve meaning and clarity.
Text 2 How to build a Roman Road	build, enough straight, material, weight	Tier 2 chariot, direct, durable, plough Tier 3 concrete, construct, foundation, surface	VOCABULARY To build a rich and varied vocabulary – synonyms > Sort the synonyms. Provide children with synonyms and non-synonyms of the tier 2 words. Which are synonyms and which are not? Check their work with a thesaurus.	GRAMMAR To use adverbials, conjunctions and prepositions to express time, place and cause > Revisit Year 3 work on expressing time, place and cause using conjunctions/ adverbs/ prepositions e.g. once you have dug the foundations... next you need to add...when this has been done...after doing this...	> Write a set of instructions for building a Roman road.



	Text features		Teaching resources		
Text 20 Around the world in emails	address, calendar, different, eighth, favourite, February, interest, island	Tier 2 feature, meditate Tier 3 climate, country, vegetation	VOCABULARY To spell words that are often misspelt > Words with the /ei/ sound spelt ei, eigh, or ey > Eight, eighth, vein, weigh, neighbour, they, obey (p.62 appendix 1, spelling)	GRAMMAR To use fronted adverbials > Move the adverbials to the front of sentences and mark with a comma.	> Write an email to a relative about a fictional trip to a location elsewhere in the world. > Read their work aloud using appropriate intonation.
Text 17 The Tale of Johnny Appleseed	decide, favourite, fruit, important, knowledge, particularly, peculiar, strange	Tier 2 generosity, produce, random Tier 3 frontier, native, orchard, pioneer, sapling	VOCABULARY Provide words from the story. Can they match words that are synonyms for them? Can the use the words in sentences? > Synonyms > Provide words from the story. Can they match words that are synonyms for them? Can the use the words in sentences?	GRAMMAR To use expanded noun phrases to describe characters and settings > Modifying nouns with other nouns to create noun phrases e.g. the tree – the apple tree; the boundary – the city boundary; a tower – a church tower... > These could be further extended with phrases after the noun if required	> Research and retell a North American folktale (e.g. Sasquatch, Maid of the Mist, Paul Bunyan and Babe the Blue Ox). Structure the retelling with adverbials of time and place.



Year Four – Spring term

	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 8 Countries in North America	although, century, different, island, length, position, separate	Tier 2 contrast, dictate, diverse, official, similarity, universal Tier 3 bilingual, climate, colonise, continent, country, currency, language, populous, season, temperature, tourism	VOCABULARY To use comparatives and superlatives > Comparative and superlative adjectives > The USA is a rich country whilst Nicaragua is one of the poorest in North America. > The USA has the largest population in North America. > Canada has a smaller population than the USA but a larger population than Mexico.	COMPOSITION To use simple organisational devices > Explore how headings are used to organise the text to create structure	> Discuss the model text to find key features at the text, sentence and word level. Choose 2–3 North American countries. Research them and write a compare and contrast style text about them. > Proofread for spelling and punctuation errors.
Text 4 Sutton Hoo	century, certain, imagine, knowledge, early).	Tier 2 ceremonial, haul, ornate, precious Tier 3 archaeological, artefact, evidence, excavate	VOCABULARY To use dictionaries and thesauruses to explore words > Use dictionaries and thesauruses to explore words associated with the Sutton Hoo e.g. archaeological, evidence, artefact	COMPOSITION To organise paragraphs around a theme > Sort the facts > Sort captions and information about Sutton Hoo into categories to practise creating paragraphs and sections	> Use the sorted facts and other research to write a report about Sutton Hoo/ aspects of Anglo Saxon life. > Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear



	Text features		Teaching resources		
Text 23 Echo and Narcissus	answer, completely, continue, decide, different, enough, heart, sentence	Tier 2 distraught, instantly, nymph, wilt Tier 3 echo, fainter, pitch, vibration, volume	VOCABULARY To use the possessive apostrophe in words that are plurals > Investigate how the possessive apostrophe is used for plural nouns (nymphs' home)	GRAMMAR To punctuate direct speech > Compose and rehearse dialogue between characters Write their dialogue using the correct layout and punctuation.	> Write their own myth to explain a natural/ scientific phenomenon. (e.g. night and day) or retell one that they are familiar with > Proofread for spelling and punctuation errors.
Text 5 Who do you think you are? Anglo-Saxon, Roman and Viking place names	actually, describe, different, history, island, popular, strange	Tier 2 associated, notable Tier 3 derived, feature, location, physical, pronunciation, settlement	VOCABULARY To explore etymology and morphology of words and build vocabulary > Etymology and morphology: investigate Anglo-Saxon place names e.g. barrow – wood; ham – village; ing and –folk used to indicate a chieftain's village. This activity could be extended to include wider investigation of Anglo-Saxon words.	GRAMMAR To edit writing to check tenses are used consistently > Controlling tense > Practise forming past and present tense. Proofread and edit a passage with inconsistent use of tense.	> Research place names in your locality. Discuss and record this research in order to write an information sheet about those place names and what they tell you about the history of your area. > Proofread for spelling and punctuation errors.



	Text features		Teaching resources		
Text 11 Amazing Animals: Arctic Fox	circle, difficult, height, natural, weight	Tier 2 harsh, hostile, temporary, typically, vertically Tier 3 adapt, adaptation, Arctic, Arctic Circle, camouflage, climate, habitat, omnivore, predator, prey, scavenger, survive, wilderness	VOCABULARY To explore the morphology of words > Explore the morphology of words associated with the arctic e.g. sub-arctic, Antarctic etc. The following is helpful: https://www.etymonline.com/word/arctic	GRAMMAR To create expanded noun phrases using prepositional phrases > Expanding noun phrases after the noun > Practise creating noun phrases that include information after the noun e.g. the man in the moon, the strict maths teacher with curly hair.	> Choose an arctic animal. Research its lifecycle and habitat. Write a magazine article about the animal using expanded noun phrases > Assess the effectiveness of their own and other pupils' compositions.
Text 13 Banksy: artist or vandal?	appear, consider, decide, different, naughty, often, probably, therefore	Tier 2 anonymous, anonymously, controversial, outrage, unique, vandal, vandalism Tier 3 artist, deface, gallery, graffiti, influential, sculpture	VOCABULARY To use a dictionary to check the spelling and meaning of words > Explore the etymology of graffiti (-graphy) and the words derived from this root	GRAMMAR To use the present perfect form of verbs > Revisit present perfect form of verbs first taught in Year 3 e.g. rewriting sentences in the simple present in the present perfect and vice versa.	> Discuss the model text and use it to plan, draft and edit their own discussion text about graffiti. > Assess the effectiveness of their and their peer's work.



	Text features		Teaching resources		
Text 18 Cowboy story	probably, weight	Tier 2 companion, descended, excess, lowing Tier 3 brand, chaps, chuck wagon, coyote, driving, herd, lasso, mountain, plain, rain slicker, ranch, reins, settlers, vaquero, wrangler	VOCABULARY To spell words that are homophones > Explore homophones > E.g. match to the definition; choose the correct homophone for a sentence. To include the suggestions rein/ rain/reign, herd/heard, plain/ plane, weight/wait	GRAMMAR To recognise the difference between Standard English and Non-Standard English > Explore Standard and non-Standard English and how they are used in speech and writing. > Explore how non-Standard English can be used in direct speech when writing.	> Discuss the model text to learn from its structure, vocabulary and grammar. > Plan, write and edit a story about cowboys. > Pupils should proofread for errors in spelling and punctuation.
Text 24 Boudica	answer, caught, continue, disappear, forward, heart, sentence, straight, through, woman	Tier 2 abandon, discipline, emerge, expedition, furious, gorge, grimy, harsh, holler, horde, hurtle, infuriate, loyal, menacing, narrow, rabble, ridiculous, scornfully, superior, triumphant, vengeance, vermin, victory Tier 3 army, Boudicca, chariot, comrade, goblet, Iceni, massacre, rebellion, warrior	VOCABULARY To build a varied and rich vocabulary through the use of synonyms > Snap! Match the synonyms > Provide key words from the text and synonyms. Challenge children to match the pairs. > Extension could be to use the words in sentences and evaluate which synonym is most effective.	GRAMMAR To use adverbials to show time, place and manner, including fronted adverbials > Adverbials > Evaluate a paragraph where adverbials are all fronted/ all at the end of sentences. Which could be moved, which sound awkward, which should stay where they are? Discuss and amend.	> Discuss the model text to learn from its structure, vocabulary and grammar. > Plan, write and edit a story about the resistance of the Iceni. This could be from the perspective of the Romans. > Assess effectiveness of their writing and others' and suggest improvements.



Year Four – Summer term

	Text features		Teaching resources		
Text 15 Stay safe with electricity story set in the present day	accidentally, breathe, build, caught, centre, favourite	Tier 2 haughtily, plummet, precaution, shallow, stealth, streak, unconsciousness Tier 3 current, electric, electrocuted, hazardous, pylon, smoulder, voltage	VOCABULARY To build a varied and rich vocabulary – synonyms and antonyms > Synonyms and antonyms > Provide children with key words from the text and a selection of synonyms and antonyms. Can they match each word to its synonym and/or antonym/s.	COMPOSITION To create characters > Create characters for a story using noun phrases, similes and other descriptive techniques including the way characters speak and behave.	> Rehearse sentences that they would like to write. > Plan, write and edit a warning story about electricity. Pupils should proofread for errors in spelling and punctuation. They should read their story aloud.
Text 14 Gustav Holst	famous, guide, imagine	Tier 2 cancient, inspiration, ominous, evoke, eager, ebb and flow Tier 3 composer, astronomy, astrology, composition, solar system, movement, tempo, pitch, chord, orchestra, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune	VOCABULARY To understand the meaning of words (Greek and Roman gods) > Explore the influence of words associated with Greek and Roman mythology on everyday life e.g. Mars confectionery; Hermes delivery service; names of NASA spacecraft and missions; Nike sportswear (and the swoosh); Pandora jewellery; Olympic games; Apollo theatres etc.	COMPOSITION To organise paragraphs around a theme > Group and sort > Group information that is related to form sections/ paragraphs. Give these groups names/ titles. > This could be done as a spider diagram and could include content from the model text or additional information about. Holst and The Planets.	> Use the fact cards and other research to write a paragraph about one of the planets in our solar system.



	Text features		Teaching resources		
Text 7 Who is Matthew Bourne?	different, famous, history, popular, strength, various	Tier 2 autograph, stereotype Tier 3 audience, ballet, choreographer, contemporary, director, musicals, performer, production, theatre	VOCABULARY To use further prefixes and suffixes > Etymology/ morphology: Explore how words are related in form and meaning through the study of root words, prefixes and suffixes based on key words in the model text e.g. choreographer (choreograph, choreographed, choreographing etc.), dance, produce etc.	GRAMMAR To use the present perfect verb forms > Revisit present perfect form of verbs first taught in Year 3 e.g. rewriting sentences in the simple present in the present perfect and vice versa.	> Undertake further reading and research about Matthew Bourne in order to write a question and answer article. > Read their work aloud.
Text 25 Stay safe in the sun	although, caught, different, early, earth, important, notice, particularly, remember, through	Tier 2 apply, benefit, essential, indicate, precaution, prevent Tier 3 premature, radiation, ray, solar, ultraviolet, Vitamin D, wave	VOCABULARY To add the prefix ‘pre-’ to words > Word building > Explore how ‘pre-’ can be added to words and investigate its meaning.	COMPOSITION To organise paragraphs around a theme > Organise related information to create paragraphs	> Discuss the model text to appreciate the structure, vocabulary and grammar. Plan and write a safety leaflet. Propose changes to their own work including accurate use of pronouns.



	Text features		Teaching resources		
Text 7 Who is Matthew Bourne?	different, famous, history, popular, strength, various	Tier 2 autograph, stereotype Tier 3 audience, ballet, choreographer, contemporary, director, musicals, performer, production, theatre	VOCABULARY To use further prefixes and suffixes > Etymology/ morphology: Explore how words are related in form and meaning through the study of root words, prefixes and suffixes based on key words in the model text e.g. choreographer (choreograph, choreographed, choreographing etc.), dance, produce etc.	GRAMMAR To use the present perfect verb forms > Revisit present perfect form of verbs first taught in Year 3 e.g. rewriting sentences in the simple present in the present perfect and vice versa.	> Undertake further reading and research about Matthew Bourne in order to write a question and answer article. > Read their work aloud.
Text 25 Stay safe in the sun	although, caught, different, early, earth, important, notice, particularly, remember, through	Tier 2 apply, benefit, essential, indicate, precaution, prevent Tier 3 premature, radiation, ray, solar, ultraviolet, Vitamin D, wave	VOCABULARY To add the prefix ‘pre-’ to words > Word building > Explore how ‘pre-’ can be added to words and investigate its meaning.	COMPOSITION To organise paragraphs around a theme > Organise related information to create paragraphs	> Discuss the model text to appreciate the structure, vocabulary and grammar. Plan and write a safety leaflet. Propose changes to their own work including accurate use of pronouns.



	Text features		Teaching resources		
Text 21 Life in the tropics	earth, uncertainty	Tier 2 frolic, luscious, mozzies, replete, swarm Tier 3 equator, foliage, humidity, season, Tropic of Cancer, Tropic of Capricorn, tropics	VOCABULARY To use further suffixes: vowel suffixes <i>-al</i> , <i>-ic</i> and <i>-ity</i> > Adding suffixes beginning with vowel letters to words of more than one syllable > Tropic/al; season/al; climate/climatic etc. > (appendix 1 p.59)	GRAMMAR To use pronouns for clarity and to avoid repetition > Pronouns > Explore the range of pronouns and identify the different types of pronouns (e.g. possessive, personal etc.)	> Plan, write and edit a tropics poem based on the model text. > Read their poem aloud.
Text 19 The first elephant in Britain: Diary of a Roman Soldier	centre, group, island	Tier 2 beset, nudge, swift Tier 3 centurion, combat, conquer, defend, invade, military, troops, warfare	VOCABULARY To build a varied and rich vocabulary through the use of synonyms > Find the pairs > Provide synonyms for key words including the tier 2 and tier 3 words and ask children to find the pairs. Dictionaries and thesauruses will help.	COMPOSITION To proof-read for punctuation errors > Proof-reading and improving > Read the passage and correct the punctuation > Commas to mark fronted adverbials, punctuation of direct speech, demarcation of different sentence types, the use of apostrophes for contracted words and singular possession.	> Write a diary account about the Roman invasion of Britain from the perspective of one of the Britons. > Pupils should proof-read their work to check for correct punctuation and accurate use of pronouns.



	Text features		Teaching resources		
Text 6 Fair Trade	business, enough, interest	Tier 2 exploitation, fair, fund, guarantee, poverty, profit Tier 3 commerce, commercial, consumer, developing country, ethical, produce, producer, sustainable	VOCABULARY To show possession by using the possessive apostrophe for plural nouns > Singular and plural possession > The grower's v's the growers'; producer's/ producers'; cacao tree's flowers/ cacao trees' flowers etc.	GRAMMAR To extend the range of sentences with more than one clause by using subordinating conjunctions > Investigate subordinating conjunctions and use these to add subordinating clauses to sentences.	> Research a fair-trade supply chain. Discuss and record this research in order to write an explanation text about the food and how it is brought to the consumer > Assess the effectiveness of their own and others' writing and suggest improvements.
Text 12 Protect our Ancient Woodlands	build, exercise, interest, natural, often, particular, popular, purpose, recent, through	Tier 2 albeit, assertion, contrary, express, furthermore, however, in addition, outrageous, precious, preserve, proposal, reconsider, urge Tier 3 biodiversity, habitat, species	VOCABULARY To use the suffix -ous > Explore this suffix and the spelling rules that should be applied when adding it to root words.	GRAMMAR To use fronted adverbials in discursive writing > Using discursive language > Explore adverbials that enable discussion, contrast and balance e.g. however, furthermore, in addition, whilst, contrary etc. > Use the adverbials to write short persuasive and discursive texts.	> Compose and rehearse formal sentences and use these to write a protest letter about a local issue. (e.g. new housing, pollution, litter, destruction of a local habitat, school uniform)



Year Five – Autumn term

	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 19 Viking invasion Story First person narrative	foreign	Tier 2 clamber, mercy, ransack, relic, scribe, sea farer Tier 3 Brother, conquer, habit, invasion, monastery, monk, Norse, Prior, pulpit, The Gospel	GRAMMAR To use noun phrases to describe characters and settings > Noun phrases. Revisit y4 work on expanded noun phrase to improve description of characters and settings	COMPOSITION To use dialogue to convey character and advance action > Revisit how to punctuate direct speech and explore how this can be used to describe characters and advance action	> Plan, write and edit own story about a Viking invasion.
Text 2 Biographical account about Katherine Johnson	achieve prejudice programme (program) opportunity	Tier 2 acknowledged, assertive, asset, congratulate, discrimination, exceed, indispensable, inspired, install, manually, originate, permit, proposed, research Tier 3 atmosphere, mathematician	GRAMMAR To use the perfect form of verbs to mark relationships of time and cause > Explore how to use the past perfect tense.	COMPOSITION To proofread, proposing changes to punctuation > Punctuate the passage. Proofread a passage to add suitable and missing punctuation.	> research and write a biography about another significant individual in the field of space exploration
Text 13 Retell the story of Beddgelert	desperate recognise	Tier 2 cursed, hides, lodge, loyalty, milled, mounted, muzzle, revenge, shrill, snarl, sodden, territory, tragic Tier 3 cairn, forests, mountainous, Snowdonia, valley, Wales	VOCABULARY To use dictionaries to check meanings of words > Use dictionaries and thesauruses to explore words associated with the themes of Beddgelert e.g. Loyalty, revenge, tragedy, remorse.	GRAMMAR To use relative clauses beginning with <i>who, which, where, when, whose, that</i> > Investigate relative pronouns and clauses	> Retell a well-known British legend



	Text features		Teaching resources		
Text 8 Letter to an Agony Aunt	sincerely, suggest, embarrass/ ed	Tier 2 advice, advise, agony, autism, concern, deliver, guilty, literally, remedy, solution	COMPOSITION To select appropriate synonyms in my writing > Synonyms: explore words children may already know such as help, worry, pain and explore how synonyms such as solution, concern and advice can be used in their place. Reflect on the effect of these synonym choices on meaning.	GRAMMAR To indicate degrees of possibility by using modal verbs. > Modal verbs > What should I do? I think you may want to... You should talk to your teacher...	> Write letter and answer from Agony Aunt setting out what you could, should might want to do to remedy a situation.
Text 4 Diary of Neil Armstrong	sacrifice, guarantee	Tier 2 ascent, cumbersome, destination, insignificant, intense, leaky, mission, preparations, trudge, valves Tier 3 atmosphere, cockpit, Command Module, docked, gravity, launch, Lunar module, orbit	VOCABULARY To distinguish between homophones and other words that are often confused (homonyms and homographs) > Explore words with polysemic meanings and use them in different contexts e.g. atmosphere, take-off etc.	GRAMMAR To use commas to clarify meaning and avoid ambiguity > The use of commas to avoid ambiguity. > Let's land, Michael. > Shall we walk, Buzz? Etc.	> Write a diary in role as Buzz Aldrin or Michael Collins.



	Text features		Teaching resources		
Text 7 A retelling of Beowulf's first battle (Grendel)	harass muscle (muscly)	Tier 2 battle, defeat, devour, gobbets, silhouette, sinew, slay, talons, tendril, writhing Tier 3 longsword, mead	VOCABULARY AND COMPOSITION To select appropriate synonyms in my writing > Investigate how prepositional phrases are used to create cohesion	GRAMMAR To link ideas across paragraphs using adverbials of time, place and number > Investigate how adverbials are used to create cohesion	> Find out about Beowulf's other two battles. Choose one and retell the story.
Text 5 Roman architecture	ancient familiar	Tier 2 adaptations, component, culturally, distinct, dominant, extravagant, inconceivable, influence, majestic, superior Tier 3 amphitheatre, architecture, architecture, dome, ornamentation, temple	VOCABULARY To investigate etymology and morphology in words > Investigate Latin words/ Latin roots at use in common words e.g. maximum, minimum, via, video etc.	COMPOSITION To use further organisational devices to structure text to guide the reader > Sort the facts > Sort captions and information about Roman architecture into categories to practise creating paragraphs and sections	> Use the sorted facts and other research to write a report about Roman architecture > Ensure correct subject/ verb agreement and check that register is correct throughout.



	Text features		Teaching resources		
Text 18 Crime and punishment through the ages	physical, parliament	Tier 2 abandon, boundary, community, deter, dishonest, harsh, honourable, humiliation, misdemeanour, preventative, reoffend Tier 3 banishment, combat, conscript, convict, crime, exile, incarceration, legionary, Magna Carter, peasants, punish, punishment, Senate, treason	VOCABULARY To explore the effect of adding the prefixes ‘dis-’, ‘mis-’ and ‘re-’ to words > Etymology/ morphology Explore prefixes e.g. dis-, mis-, pre- to establish their meaning and impact upon root words.	PUNCTUATION To use brackets to indicate parenthesis > How to use parenthesis to add information.	> Research how another aspect of social history has changed through time (eg: medicine, education) and write a report > When editing, pupils should propose changes to grammar, vocabulary and punctuation to clarify meaning and create desired effects.
Text 16 How to care for a pet	recommend especially	Tier 2 affectionate, affectionate, appreciate, considerate, considerate, fortunate, fortune	VOCABULARY To explore the effect of adding the suffix ‘-ate’ to words > Complete sentences with the missing word ending in -ate; write sentences showing how -ate changes the meaning of the root word.	PUNCTUATION To use adverbs to indicate possibility > Sort adverbs using a possibility scale.	> Plan, write and edit own how to care booklet. > When editing, pupils should propose changes to grammar, vocabulary and punctuation to clarify meaning and create desired effects.



Year Five – Spring term

	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 17 Email to a friend	excellent		VOCABULARY To use their knowledge of grammar and vocabulary to write in an informal style > Spot the pairs – formal and informal words and phrases. E.g. a card sort activity where words/ phrases from opposite ends of the register range are spotted and paired (determined/ don't give up...)	PUNCTUATION To use brackets, dashes or commas to indicate parenthesis > Parenthesis. e.g. pairs of dashes frequently used within emails	> Write an email/ or a reply to the email.
Text 9 A story set in the mountains.	foreign	Tier 2 admire, carved, dense, pillar, pursed, smother, strewn, weary Tier 3 compass, forest, glacier, mist, mountain, peak, plateau, summit, Trig Point, valley	VOCABULARY To select appropriate vocabulary when writing – using synonyms and antonyms > Investigate synonyms linked to mountains e.g. peak, ben (Scottish), beg, fell (English) etc.	COMPOSITION To use dialogue to convey character and advance action > Create a setting description using adverbials of place and context words associated with mountains	> Plan, write and edit a journey story based on a mountain or another setting



	Text features		Teaching resources		
Text 6 A biographical account of the life/ achievements of Sir Tim Berners-Lee	language	Tier 2 account, censorship, commercial, consultant, desire, devise, document, gadget, graduate, humble, inefficient, inspire, neutral, portable, prototype Tier 3 browser, engineer, hyperlinks, hypertext, Internet, metadata, network, processor, software, tweet	PUNCTUATION To use commas to clarify meaning > Investigate how commas are used to separate clauses to provide clarity	COMPOSITION To ensure correct subject and verb agreement > Subject/ verb agreement e.g. spot the errors including in sentences using perfect forms of verbs.	> Research, plan and write a biography of another significant British individual > Ensure correct subject/ verb agreement and check that register is correct
Text 11 Visit Yorkshire	leisure frequently	Tier 2 cuisine, cultural, destination, gothic, heritage, inhabit, isolated, pursuit, quaint, retail, rugged, trek, vibrant Tier 3 beach, cliff, cove, moors, National Park, promenade, riverbank, rock face, valley, waterfall	VOCABULARY To use knowledge of morphology and etymology in spelling ... > Explore how words are related in form and meaning through the study of root words, prefixes and suffixes based on key words in the model text e.g. heritage (heir, inherit, inherited, heirloom etc), cultural, historic etc.	PUNCTUATION To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun > Relative clauses e.g. Yorkshire, which is known as God's own county... Sheffield, a city once famous for its steel industry... the National Parks, that are visited by thousands of tourists each year...	> Create a persuasive leaflet about a location in England
Text 14 Information leaflet for parents about keeping children fit and active	sufficient especially	Tier 2 benefits, cornucopia, globe, inspire, prioritise, priority Tier 3 active, activity, healthy, inactive, lethargic, metabolism, physical, vigorous	VOCABULARY To select appropriate vocabulary, using their knowledge of synonyms > Sort the synonyms. Provide children with synonyms and non-synonyms of the tier 2 words. Which are synonyms and which are not? Check their work with a thesaurus.	GRAMMAR To use modal verbs or adverbs to indicate possibility > Identify different verb forms in a passage e.g. modal verbs and adverbs of possibility	> Write an advice leaflet about another aspect of healthy lifestyles.



	Text features		Teaching resources		
Text 22 Renewable energy	environment government	Tier 2 campaign, convert, decompose, dependably, deplete, devastate, exhaust, generate, overreaction, replenish, surplus, sustainable Tier 3 biomass, climate, emission, geothermal energy, greenhouse gas, hydro power, ozone layer, pollutant, renewable, solar power, wind power	VOCABULARY To add the prefixes ‘over–’, ‘de–’ and ‘re–’ to words > Morphology/ etymology: Investigate the origin, meaning and effect of the prefix re– and other prefixes.	GRAMMAR To use causal conjunctions to link ideas within paragraphs > Investigate and explore the use of causal and logical conjunctions and adverbials e.g. as a consequence, as a result of, therefore etc.	> Write a persuasive article about reducing single-use plastic
Text 1 Living things and their habitats (magazine article about an animal and its habitat)	individual	Tier 2 abundant, humid, influence, mound, population, release Tier 3 adapt, climate, continent, desert, environment, habitat, offspring, polar, predator, rainforest, region, species, survive	VOCABULARY To select appropriate ... vocabulary, understanding how such choices can change and enhance meaning > challenge children to create groups of five based on subjects e.g. five types of big cat, five different habitats, five words associated with lions etc. etc.	GRAMMAR To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun > Using relative clauses (including those with an omitted pronoun) to add information > Lions, which can be found in... Lions, members of the cat family	> Choose an animal. Research its lifecycle and lifestyle. Write fact sheet about the animal.



	Text features		Teaching resources		
Text 3 Alien Invasion! Told in the first-person past tense	existence	Tier 2 alien, alienate, apologise, apology, deep, deepen, note, notify	VOCABULARY To convert nouns or adjectives into verbs using suffixes > Investigate the suffix ate and other suffixes that create verbs e.g. Alien (alienate) deep, deepen, apology, apologise note, notify...	GRAMMAR To write in the past perfect tense > Past perfect structures e.g. I had been reading my comic when I looked up...it had been like any other day...the aliens had tried the first house with no luck... I had forgotten my laser gun, what could I do! I'd always doubted the existence of aliens...	> Write a story about an alien invasion



Year Five – Summer term

	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 20 Diary of an English soldier at The Battle of Hastings	soldier professional occupy (occupied) disastrous	Tier 2 bellow, defeated, exhausted, falter, flee, undisputed, victory Tier 3 fyrd, housecarls, infantry, overthrown	VOCABULARY To select appropriate vocabulary (exploring synonyms) > Grade the synonyms. > Pupils should sort synonym cards i.e. grading from fastest to slowest (trudged, meandered, skipped, raced), loudest to quietest (deafening, thunderous, noisy, audible) extend to use words to change effect of sentences.	GRAMMAR To use adverbials of time, place, frequency or manner > Adverbials > Identify whether adverbials are being used to describe where, when or how action takes place. Could extend to consider the how the position (i.e. whether fronted) impacts on narrative.	> Write a diary account about the Battle of Hastings from the perspective of a Norman soldier.
Text 25 Our class rules	appreciate, definite(ly)	Tier 2 acceptable, adhere, conjunction, consequences, devise, dignity, direct, discipline, encounter, forbidden, indicate, interact, maximum, minimum, orderly, permission, reinforce, resolve, seek, tolerate	VOCABULARY To select appropriate vocabulary to create a formal tone > Thesaurus work: > Use a thesaurus to explore synonyms for rule/s. Use the synonyms in sentences.	GRAMMAR To use modal verbs or adverbs to indicate possibility > Use of modals to express obligation, permission, prohibition etc	> Write a set of rules for class, home or club to which you belong.



	Text features		Teaching resources		
Text 12 Compare the savoury recipes (formal and informal styles)	vegetable, temperature	Tier 2 delicious, healthy, preparation, samosa, scrumptious Tier 3 carbohydrates, saturated, energy, fibre, protein	VOCABULARY To select appropriate vocabulary, understanding how such choices change and enhance meaning (levels of formality through the use of appropriate synonyms) > Grade the synonyms: provide children with lists or cards of synonyms that they must grade from least to most formal e.g. reduce, turn down, decrease, lessen...	COMPOSITION To link ideas within and across paragraphs using adverbials of time and number > Creating cohesion with adverbials of time e.g. first, after that, next... > Noting that some of these will be fronted.	> Plan, write and edit their own savoury recipe.
Text 21 The Beatles History – changes to British culture/ music	Identity (identify), rhythm, signature	Tier 2 cultures, docked, equality, generation, influenced, inspired, meditation, musicians, segregated, tailored, tribute, vinyl records	COMPOSITION To précis longer passages of writing > learn how to create a precise	GRAMMAR To use brackets, dashes or commas to indicate parenthesis > investigate how brackets, dashes and commas are used to punctuate parenthesis	> Research and write a question and answer article about a different musician or group
Text 23 How Odin Created the World (Norse creation myth)		Tier 2 banish, create, decisively, dwell, inhabit, void, warily	VOCABULARY To select appropriate vocabulary (exploring synonyms) > Etymology: Explore the etymology of the word ‘wisdom’ which is of Anglo-Saxon and Germanic heritage like the story of Odin.	COMPOSITION To use dialogue to convey character and advance action > Direct speech and reporting clauses used to progress action e.g. “Let’s run...” said Odin fearlessly... “I’m following,” she replied breathlessly as she chased after him...	> Write own story about the creation of the world/ story about Odin.



	Text features		Teaching resources		
Text 10 World War II Newspaper Report about the Blitz (significant events in British history)	neighbour	Tier 2 barrage, condolences, dense, devastate, devastation, raid, survey, urgency Tier 3 Blitz, defuse, incendiary	GRAMMAR To use brackets, dashes and commas to indicate parenthesis > Parenthesis > John Smith (54) told us that... Josie Jones, a teacher..., Thelma Smith, a neighbour, etc.	COMPOSITION To select appropriate grammar and vocabulary by using direct and reported speech > investigate the difference between direct and reported speech	> Create own newspaper article about an historic event.
Text 24 Lifecycle of a frog	develop	Tier 2 absorb, emerge, external, secrete Tier 3 amphibian, exothermic, hibernate, larva, lifecycles, metamorphosis, predator, tympanum, vertebrate	GRAMMAR To express cause using conjunctions > Revisit causal conjunctions and how these are used to extend sentences	PUNCTUATION To use brackets, dashes and commas to indicate parenthesis > Explore how brackets, dashes and commas are used to punctuate parenthesis	> Write an explanation text of a lifecycle of another animal.
Text 15 Water cycle haiku		Tier 2 bond, drift, droplet, poised, released Tier 3 cloud, condensation, condense, evaporate, evaporation, gas, liquid, particles, precipitation, solid, transpiration, vapour	VOCABULARY To select appropriate synonyms in my writing	COMPOSITION To explore figurative language choices used by writers – personification > Investigate how poets use personification in their writing	> Plan, write and edit a water cycle poem based on the model text. > Read the poem aloud.



Year Six – Autumn term

	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 9 A story set on board The Beagle	Controversy, develop, foreign, physical, muscle	Tier 2 conical, discover, dread, lurch, plume, voyage Tier 3 observe, specimen	VOCABULARY To know how words are related by meaning as synonyms > Sort the synonyms. Provide children with synonyms and non-synonyms of the tier 2 words. Which are synonyms and which are not? Check their work with a thesaurus.	GRAMMAR To use relative clauses beginning with who, which, where, when, whose, that > Relative clauses: pupils should decide which is the appropriate relative clause to be used in each sentence.	> Write a story about life aboard The Beagle.
Text 6 Retelling Aesop's Fables	ancient, nuisance persuade, suggest	Tier 2 arrogance, behaviour, calloused, grove, humility, smug	VOCABULARY To know words are related by meaning as antonyms > Investigate antonyms and how they can be used to describe characters with opposing characteristics	COMPOSITION To précis longer passages > Pupils should read and summarise examples of Aesop's Fables.	> Plan, write and edit a modern fable > Pupils could use 'The Tortoise and the Hare' and change this to a story about two children doing their schoolwork – slow and steady wins the race
Text 2 A 'question and answer' explanation text about the workings of the human heart	muscle, rhythm, system	Tier 2 contract, dispose of, function Tier 3 artery, atrium, blood vessel, carbon dioxide, cardiac, circulatory, oxygen, pulse, valve, vein, ventricle	COHESION To use organisation devices – headings and diagrams > Create headings and labelled diagrams for texts	PUNCTUATION To punctuate bullet points in a list > Investigate the use of bullet points to list information clearly.	> Pupils should write their own 'question and answer' style explanation text. > Pupils should their writing for consistent use of tense.



	Text features		Teaching resources		
Text 4 A tourist guide promoting Florida as a destination	leisure, queue, temperature, yacht	Tier 2 attraction, destination, distinct, hub, vacation Tier 3 peninsular	PUNCTUATION To use hyphens to avoid ambiguity > Investigate how hyphens are used to make meaning clear for the reader and to join adjectives.	GRAMMAR To use expanded noun phrases to convey information concisely > Create expanded noun phrases to convey complex information. > Pupils will revisit previous work on expanding noun phrases through the use of modifying adjectives, nouns and prepositions	> Design your own tourist attraction. > Pupils should design their own Florida tourist attraction and write a persuasive leaflet to attract visitors. > Pupils should proofread their work and check their work for consistent use of tense, the use of layout devices to aid cohesion and use of expanded noun phrases.
Text 11 River poem		Tier 2 grasp, precious, sustenance, embrace, ferociously, gracious Tier 3 source, meander, valley, estuary	VOCABULARY To spell words with endings that sound like /fəs/ , spelt ‘-cious’ or ‘-tious’ > Year 5/ Year 6 spelling objectives: Endings which sound like /fəs/ spelt -cious or -tious (e.g. gracious, ferocious, precious)	COMPOSITION To use figurative language, using other similar writing as models for their own > Investigate types of figurative language.	> Plan, write and edit a river poem based on the model text. > Read the poem aloud.



	Text features		Teaching resources		
Text 12 A biographical account of the life and achievements of Rhazes (Abu Bakr Muhammad ibn Zakariyya al-Razi)	achieve, determined, thorough	Tier 2 conduct, contradict, gild, ignorant, notable, systematic Tier 3 alchemy, anaesthesia, concussion, cataract, distil, epilepsy, ethanol, holistic, observation, ointment, opium, paralysis	VOCABULARY To use knowledge of morphology and etymology when spelling words > Explore how words are related in form and meaning through the study of root words, prefixes and suffixes. e.g. conduct, conducted, conducting etc. > Observation, observe, unobserved etc.	COMPOSITION To précis longer passages > Create a fact file about Rhazes. This could use bullet points and captions to organise the facts.	> Pupils should write a formal biography about another significant individual from the Islamic world – Muhammad ibn Musa al-Khwarizmi > He is a Muslim mathematician who introduced algebra to Europe. > They should propose changes to their writing to improve meaning and clarity.
Text 7 An advertisement for a pair of new trainers	marvellous, recommend, definite(ly), excellent	Tier 2 durability, durable, features, manoeuvre, manoeuvrability, material, product, stable, traction	VOCABULARY To use a dictionary to check the meaning of words > Investigate how words can have more than one meaning	COMPOSITION To use hyphens to avoid ambiguity > Pupils should determine the meaning of sentences with and without hyphens e.g. man eating shark/ man-eating shark.	> Design a trainer and write a persuasive article or leaflet advertising it. Pupils should check their work for subject verb agreement and the correct register.
Text 10 Diary of a chimney sweep	bruise, hindrance, nuisance	Tier 2 annoyance, flue, hearth, hesitant, labour, modesty, tolerant	VOCABULARY To use further suffixes: –ance, –ant > Morphology: use the suffix –ance and note the effect it has on words and their class.	COMPOSITION To evaluate and edit writing to ensure consistent tense throughout > Edit a provided passage to ensure that the correct tense is used throughout (a chance to practise some irregular verbs).	> Plan, write and edit a first-person story about the life of a chimney sweep. > Pupils should check for consistent use of tense throughout.



	Text features		Teaching resources		
Text 20 Story set in Ancient Egypt	ancient, mischievous, symbol	Tier 2 adorn, architect, bejewelled, cymbal, flank, practice, practise, scoundrel Tier 3 Egyptian, hieroglyphics, incarnation, Pharaoh, staff	PUNCTUATION To distinguish between homophones and other words that are often confused > Explore homophones. Choose the correct homophone to complete the sentence e.g. Symbol or cymbal, aisle or isle, prophet or profit etc.	GRAMMAR To consider how authors describe settings and use these techniques in their own setting descriptions > Describing settings > Evaluate extracts to explore the techniques used to create setting e.g. expanded noun phrases, figurative language, well-selected adjectives, the use of information key to a particular time or place.	> Plan, write and edit a story set in Ancient Egypt, based on a finding tale. > The story should include description of settings based on what has been learnt about Ancient Egypt and the techniques studied in Resource 2. > Pupils should read their work aloud.



Year Six – Spring term

	Text features		Teaching resources		
	Spelling words	Tier 2/ 3	Lesson 1	Lesson 2	Full sequence outcome
Text 8 A story featuring Oracle Bones	cemetery, language, curious, ancient, sacrifice, shoulder, soldier, stomach	Tier 2 acid, advice, smoulder Tier 3 ancestor, artefact, dynasty, excavate, prophesy, shrine	VOCABULARY To distinguish between words that are often confused: words ending in –ce and –se > Thesaurus work: choose words from the key vocabulary and explore the synonyms.	GRAMMAR To use dialogue to convey character > Using speech to develop character e.g. by considering the use of synonyms for said in reporting clauses and language choices to reflect characters.	> Plan and write a story with a flashback e.g. plan the story on cut-out cards so that the linear story can be re-arranged to create a flashback. Pupils should assess the effectiveness of their own writing and read it aloud.
Text 24 If I were a Greek God	lightning	Tier 2 command, lair, orchestrate, revel, skewer, succulent	VOCABULARY To know how words are related by meaning as synonyms > Investigate synonyms of words used in the poem, and plan and write own poems in a similar style using their knowledge of synonyms	GRAMMAR To use the subjunctive form to show wishes and desires > Identify when the subjunctive has been formed correctly (was/ were) to show wishes and desires (If I were ..., I wish I were...)	> Create own poem using the structure given. > Include modal verbs could, should etc. along with subjunctive to create the sense of a wish. > Pupils should check their work to check for subject verb agreement and proofread for spelling and punctuation errors.



	Text features		Teaching resources		
Text 15 Compare the job applications	sincerely, correspond environmental suggest	Tier 2 application, enclose, enrichment, punctual, qualification, unorthodox	VOCABULARY To identify the difference between vocabulary used in informal and formal speech and writing > Spot the pairs – formal and informal words and phrases. E.g. a card sort activity where words/ phrases from opposite ends of the register range are spotted and paired (determined/ don't give up...)	COMPOSITION To use the colon to introduce lists and the semi-colon within lists > Punctuate lists correctly using colons, semi-colons and commas.	> Write a formal letter of application for a job using the job advertisements supplied.
Text 13 A biographical account of the life and achievements of Zaha Hadid	ancient, competition, environment, government, profession, marvellous	Tier 2 confluence, contribution, industrialist, interference, prestigious, radical, reputation, turbulence, urban Tier 3 architect, architecture, commission	VOCABULARY To explore abstract and concrete nouns > Explore abstract and concrete nouns e.g. reputation, contribution and architecture	COMPOSITION To use a wide range of devices to build cohesion within and across paragraphs > Cohesion corrections > Edit and improve a passage so that it is more cohesive. E.g. replace repeated nouns with pronouns, use headings and subheadings to organise information, improve the use of adverbials.	> Research another modern architect, learning about their life and achievements (Norman Foster or Frank Gehry are given as examples) > Ensure devices are used to create cohesion and check that register is correct throughout.



	Text features		Teaching resources		
Text 23 Mayan fact file e.g. religion, government structure, agriculture (chocolate)	ancient, environment, equipment, government, sacrifice	Tier 2 agriculture, catastrophe, hierarchy, mural, noble, pandemic, plaza, society, terrace Tier 3 archaeologist, civilisation, hieroglyphs, observatory, parchment, sacrifice	VOCABULARY To distinguish between homophones and other words that are easily confused > Examples of homophones and homonyms will be studied, looking at different meanings. pupils can then use this to create jokes and puns.	GRAMMAR To use expanded noun phrases to convey complicated information concisely > Look at examples of expanded noun phrases and learn how to use knowledge of synonyms to make them concise.	> Write a fact file about modern day Mexico
Text 14 How to reduce your carbon footprint	community, individual, conscience, disastrous	Tier 3 carbon, carbon dioxide, climate, conserve, emission, methane, renewable, sustainability	GRAMMAR To evaluate and edit, checking that subject and verbs agree > Proof-read a piece of writing and edit to ensure that subjects and verbs agree.	COMPOSITION To use a range of cohesive devices to link ideas within and across paragraphs > Investigate how a range of cohesive devices are used to link ideas within and across paragraphs.	> Plan and write an information sheet about reducing your carbon footprint. Proofread for spelling and punctuation errors and check that subjects and verbs agree.
Text 5 A story set in South America	Disastrous, familiar, foreign, suggest, variety	Tier 2 eco-operation Tier 3 canopy, eco-system, habitat, vegetation	VOCABULARY To know how words are related by meaning as synonyms and antonyms > Synonyms and antonyms: research synonyms for vocabulary used in the story to show movement and how antonyms provide contrast	COMPOSITION To use semi-colons to mark boundaries between independent clauses > Investigate how semi- colons are used to join two related sentences with equal importance	> Plan and write a story set in the Amazon rainforest. > Pupils should proofread their work for spelling and punctuation errors. They should read their work aloud.



	Text features		Teaching resources		
Text 1 Report text describing the characteristics of the Peppered Moth and how it has changed over time	environment, existence, identity, variety	Tier 2 pollution, selection, theory, variation, vulnerable Tier 3 adapt, adaptation, camouflage, characteristic, evolution, genetic, mutation, nocturnal, predator, reproduce, species, specimen, survival	VOCABULARY To spell some words with silent letters > Look for examples of words with silent letters in the model text (subtle, known, islands, environments) and look at further examples of words with silent letters	GRAMMAR To use passive verbs > Look at how both active and passive verbs are used to change how information is presented in a sentence.	> Create own reports describing how animals have adapted and evolved over time.



Year Six – Summer term

	Text features		Teaching resources		
Text 17 Discursive text about the merits and problems with plastic	convenience suggest vehicle	Tier 2 biodegradable, disposable, seep, versatile, vital	VOCABULARY To know how words are related by meaning as antonyms > How antonyms can be used to create contrast in writing e.g. convenience/ inconvenience; quick and easy to produce/ takes a long time to biodegrade difficult to dispose of; cheap to produce/ expensive to recycle; merits/shortcomings etc.	COMPOSITION To link ideas across paragraphs using a wider range of cohesive devices > Creating cohesion through a range of devices, including determiners, pronouns, repetition, adverbials, and synonyms	> Plan, write and edit a discursive text about a topical issue > Ensure tense is used consistently throughout the text.
Text 21 Newspaper report about Peter and the Wolf.	accompany, aggressive, desperate, according	Tier 2 determined, commotion, obey, scold, hoist, postscript	VOCABULARY To understand the difference between vocabulary typical of informal speech and more formal speech and writing > Explore language used in formal and informal speech and writing	COMPOSITION To use passive verbs to affect the presentation of information in a sentence > Agentless passive in order to create formality within the newspaper report > The duck was snatched... the duck was eaten...the wolf was taken to the zoo...	> Create own newspaper report > Agentless passive for formality, informal structures within direct speech, opinion expressed through authorial/ editorial voice



	Text features		Teaching resources		
Text 19 A story about fleeing the volcanic explosion in Pompeii	soldier	Tier 2 drift, engulf, grove, laden, lair, panic, patron, shiver, wisp Tier 3 explosion, lava, sulphurous, volcano	VOCABULARY To know how words are related by meaning as synonyms and antonyms > Investigate how words are related by meaning.	COMPOSITION To integrate dialogue to advance action > Using speech to progress the narrative e.g. include action in the reporting clause “I agree,” said Rachel nodding her head...Include action in the speech “Run after her!” shouted Rachel.	> Plan, write and edit a story set in Pompeii. > Check their work for consistent use of tense.
Text 3 The diary of Alessandro Volta (inventor of the battery cell)	definite, equipment, explanation	Tier 2 cell, charge, conduct, conductor, current, gratification, intently, muse, phenomenon, ponder, simultaneously, unique Tier 3 cell, charge, conduct, conductor, current, electricity, hypothesis, insulate, insulator, repel	VOCABULARY To distinguish between words that are often confused – homonyms > Etymology and meaning: Investigate the polysemic (words capable of having several meanings) nature of some words e.g. current, charge, cell etc.	COMPOSITION To select appropriate grammar, understanding how these choices can change and enhance meaning – verb forms > Identify different verb forms (e.g. past/present perfect, past/present progressive). > Rewrite sentences using different verb forms.	> Write a diary entry / ies recounting the achievements of Luigi Galvani (discovered that muscles and cells produce electricity) > Check that a variety of verb forms have been used correctly in their writing
Text 16 Letter from the headteacher – rules and regulations	equipped, equipment, environment, accommodate, appreciate	Tier 2 adhere, administer, allegation, ambassador, deviation, ensure, forbidden, hazardous, insist, instil, refrain, request, specify, submit, temporarily, tolerate	VOCABULARY To select appropriate vocabulary to create a formal tone > Grade the synonyms: > Pupils should sort synonym cards grading them from least to most formal	COMPOSITION To use the subjunctive form in very formal speech and writing > Subjunctive form > We request that children come equipped for school...parents are asked...were they to come dressed inappropriately...	> Create a set of formal directions/ list of rules (twist on this – must wear trainers, bring fizzy drinks, eat sweets but written in formal style). > Ensure they maintain the correct register



	Text features		Teaching resources		
Text 18 Information text about micro-organisms good v bad	category, categorise, familiar	Tier 2 miniscule, strand Tier 3 algae, antibiotic, bacteria, cell, decay, decompose, enzyme, ferment, fungi, microbe, microbiology, micro-organism, microscope, mineral, parasite, photosynthesis, vaccination, virus	VOCABULARY To use further prefixes and suffixes > Morphology: investigate different ways of forming diminutives e.g. prefixes mini- and micro; suffixes --ette (kitchenette), ling (duckling) etc.	COMPOSITION To use the semi-colon, colon and dashes to mark boundaries between independent clauses > Investigate how semi-colons, colons and dashes are used to join two related main clauses	> Create information text about micro-organisms. > Correct subject verb agreement throughout.
Text 22 Train journey to the seaside.	vehicle, privilege, restaurant	Tier 2 excursion, locomotion, reassure	VOCABULARY To link words with a similar meaning or related themes > Semantic links: challenge children to create groups of five based on subjects e.g. five modes of transport, five games to play at the beach, five things you'd eat at the seaside etc.	GRAMMAR To use adverbial phrases to build cohesion > Adverbials of time: > Create cohesion by using a range of adverbials of time.	> write a story about taking a journey on a steam train. > Proofread for errors and edit to enhance effects and ensure correct tense and verb forms are used throughout.
Text 25 School report	achieve/d available average develop excellent suggest	Tier 2 capable, curriculum, deteriorate, effort, impatient, perseverance, progress, study	VOCABULARY To distinguish between words that are often confused – homonyms > Explore the polysemic nature of the word report e.g. It can be a noun and a verb and be used in multiple ways.	COMPOSITION To select appropriate grammar, understanding how these choices can change and enhance meaning – verb forms > Year 6 have been learning about...Rachel has worked hard...Rachel could/ should/ may find etc.	> Write a school report about YOU. Choose the subjects and write with the correct level of formality > Pupils should read their reports aloud.