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| **A** | **B** | **C** | **D** | **E** | **F** |
| Vehicle Texts | | | | | |
| A River | The Night Gardener | The Bog Baby | Grandad’s Island | The King Who Banned the Dark | Rosie Revere |
| Writing Outcome & Writing Purpose | | | | | |
| Narrative: Circular Narrative  Purpose: To narrate | Narrative: Setting Narrative  Purpose: To narrate | Narrative: Finding Narrative  Purpose: To narrate | Narrative: Return Narrative  Purpose: To narrate | Non-Fiction: Persuasive Letter  Purpose: To persuade | Narrative: Invention Narrative  Purpose: To narrate |
| Recount: Letter Purpose: To inform | Recount: Diary Purpose: To recount | Instructions: How to build a habitat Purpose: To instruct | Information: Jungle Animals  Purpose: To inform | Narrative: Banning Narrative  Purpose: To narrate | Explanation: How a machine works Purpose: To explain |
| Grammar: Word | | | | | |
| Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es | Build on previous units & focus on:  Use of the suffix –ly to turn adjectives into adverbs  Form adjectives using suffixes -ful and -less | Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs | Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs | Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs | Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs |
| Grammar: Sentence | | | | | |
| Build on previous year & focus on:  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Expanded Noun Phrases for description and specification  Learn that the grammatical patterns in a sentence indicate its function as a question or command | Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification | Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command | Build on previous units & focus on:  Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation  Expanded Noun Phrases for description and specification | Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement. | Build on previous units & focus on:  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Sentence indicates its function as an exclamation.  Expanded Noun Phrases for description and specification |
| Grammar: Text | | | | | |
| Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing | Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing | Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing | Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs | Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing | Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing |
| Grammar: Punctuation | | | | | |
| Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns | Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list | Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions) | Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns | Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list | Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list |
| Terminology for Pupils | | | | | |
| noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma | | | | | |