

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|----------------------------|--|------------------------------|---|-----------------------|--|
| Topic | Continents and | Nightingale, | Let's Go on an | Plants | History of Flight | Nepal |
| | Oceans | Seacole, Cavell | Adventure! | (Science) | (History) | (Geography) |
| | (Geography) | (History) | (Geography) | | , , , , | |
| Text 1 | emma Janes Aeroplane | VIAD - NO THE FLORICK NIGHTHGALE SOUTH OF THE OFFICE OFFICE OFFI BANKET OF THE OFFICE OFFI BANKET OF THE OFFI BANKET OFFI BAN | WALK IN LONDON Souther Edwar | Starts Williams | Amelia Earhart | EVEREST WHITE AND THE STATE OF |
| Text 2 | | Kylie Watson Newspaper report | | TIDY Interview Interview Author dam Dan Author dam | | |
| Writing | Outcome: To write | Outcome: To write | Outcome: To write their | Outcome: To write a | Outcome: To write a | Outcome: To |
| Outcomes | about a day in the | a letter home as | own story of a 'Walk in | poem linked to growth | 1st person diary- of | create an |
| from entire | life of a character. | Vlad. | Aldershot' | and change | when Amelia flies out | advisory text- on |
| | Purpose: To record | Purpose: entertain | Purpose: entertain | Purpose: entertain | Purpose: Inform | what to take with |
| unit | events, thoughts | and inform | Audience: Tourists or | Audience: readers | Audience: | you. |
| | and feelings - | Audience: Vlad's | people new to the | interested in poetry/ | Form: Recount | Purpose: inform |
| | entertain | family | area/To help the local | plants. | | Audience: |
| | Audience : A reader | Form: Recount | councillor | Form: poetry | Outcome: Write a | Form: Survival |
| | interested in | letter | Form: | | story opening | Guide |
| | travelling. | | Narrative/Recount | Outcome: Create an | Purpose: an | |
| | Form: Narrative | Outcome: To write | | interview with Pete. | entertaining | Outcome: To |
| | recount | a comparison on | Outcome: To write a | Purpose: inform | descriptive text | descriptive text |
| | | Florence nightingale | non- chronological | Audience: Class Book | Audience: People who | Purpose: |
| | Outcome: To write | and kylie Watson | report of Aldershot | Form: Information | love reading fantasy | entertain |
| | a travel Guide | Purpose: inform | Purpose: inform | | Form: Narrative | Audience: |

| | Purpose: inform Audience: A reader interested in travelling. Form: Information Leaflet | Audience: Readers interested in historical texts. Form: Information Comparison text | Audience: Tourists or people new to the area. Form: Information Leaflet. | | | Form: Narrative |
|---------------------------------------|---|---|--|---|---|--|
| Grammar Opportunities | use apostrophes for omission & singular possession use regular plural noun suffixes (-s, -es) use extended simple | use the present and past tenses correctly and consistently including the progressive form use coordination (using or, and, or | use sentence demarcation (.!?) use the un-prefix to change meaning of adjectives/adverbs To express time and | use expanded noun phrases to describe and specify use sentences with different forms: statement, question, exclamation, command Exclamation marks and | use coordination (using or, and, or but) use subordination (using when, if, that, or because) use sentences with different forms: | commas in a list varied vocab and use some varied sentence openings e.g. time connectives use coordination |
| | sentences e.g. including verbs and adjectives to add interest use the present and past tenses correctly and consistently | use subordination (using when, if, that, or because) use verb suffixes where root word is unchanged (-ing, -ed, -er) | place using conjunctions. varied vocab and use some varied sentence openings e.g. time connectives tense (past, present) use sentences with | use apostrophes for omission & singular possession use coordination (using or, and, or but) use subordination (using | statement, question, exclamation, command use extended simple sentences e.g. including adverbs and adjectives to add interest | (using or, and, or but) use subordination (using when, if, that, or because) use sentences with different forms: statement. |
| capital let question n sentence | Full stops and capital letters and question marks use sentence demarcation CL . ? | use expanded noun phrases to describe and specify noun noun phrase compound statement | different forms: statement, question, exclamation, command question statement exclamation command adjective verb | when, if, that, or because) use extended simple sentences e.g. including adverbs and adjectives to add interest | use expanded noun phrases to describe and specify Exclamation marks compound question | question, exclamation, command comma question statement exclamation |

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|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
| trains | | | | | | | | |
| are empty. How many passengers altogether? | | | | | | | | |
| Understand complex 2 - 3 part instructions | | | | | | | | |
| Ask relevant questions to extend their understanding and knowledge | | | | | | | | |
| Ask a range of different types of questions to find out specific information including 'how' and 'why' | | | | | | | | |
| Recognise when a message is not clear and be able to provide some information about why | | | | | | | | |
| Use relevant strategies to build their vocabulary | | | | | | | | |
| NO | | | | | | | | |

• Recognise when they haven't understood a word or words and be able to provide some information about why

• Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/ to/too, and begin to comment on this

Articulate and justify answers, arguments and opinions

• Use simple conjunctions to justify or explain something

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order
- Describe in 2-3 sentences how to solve a problem
- Able to use conjunctions to increase the length and grammatical complexity of sentences

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

• Take turns to talk, listen and respond in two way conversations and groups

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

• Accurately predict what will happen in a story or retelling of an event

Speak audibly and fluently with an increasing command of standard English

- Produce speech that is consistently clear and easy to understand, with very few immaturities
- Able to say words with 4 or more syllables fairly consistently
- Able to manipulate sounds in words such as deleting sounds from words
- Know that there are some terms or expressions that are only used amongst friends

Participate in discussions, presentations, performances, role play, improvisations and debates

• Take turns to talk, listen and respond in two way conversations and groups

Gain, maintain and monitor the interest of the listener(s)

- Usually able to keep to topic in a conversation
- Can be easily prompted to move on if they are talking too much

Consider and evaluate different viewpoints, attending to and building on the contributions of others

• Ask lots of questions to find out information and respond appropriately to the answers

Select and use appropriate registers for effective communication

• Know that there are some terms or expressions that are only used amongst friends