

BARNS GREEN ENGLISH FOR YEAR 4&5 – Otter Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
Topic	Cycle A – Set in Stone		Cycle A – Rocks, Relics, Rumbles		Cycle A – Ruthless Romans													
	Cycle B – Raided, Invaded, Stayed		Cycle B – Misty Mountains, Winding Rivers		Cycle B – Tomb Raiders													
	Cycle C – The Stormn’ Normans		Cycle C – Seeds, Soil and Sunshine		Cycle C – Ground Breaking Greeks													
Reading Key Texts Cycle A	Stig of the Dump Ug – Boy Genius of the Stone Age Diamante poetry The Secrets of Stonehenge Stone Age Boy		Stone Girl Bone Girl Firework Makers Daughter Escape from Pompeii When the earth shakes Everything volcanoes and earthquakes Haiku		Julius Caesar Roman Diary – The Journal of Iliona													
Reading Key Texts Cycle B	How to be a Viking Arthur and the Golden Rope Kennings Poetry Winter Riddle of the Runes Beowulf Viking Long ship DK Find out Vikings Discover the Vikings The Genius of the Vikings		Everest: Reaching the roof of the world Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay Majestic Mountain: Discover Earth’s Mighty Peaks. Jabberwocky Mighty mountains and Swirling Seas – Valerie Bloom There is a Boy in the Girls Bathroom		Cinderella of the Nile – Marjan Vafaeian The Story of Tutankhamun by Patricia Cleveland-Peck Egyptian Myths – Jean Menzies Egyptology: Search for the Tomb of Osiris. The Ancient Egypt Sleepover Iron Man – Ted Hughes. Slam <table border="1"><tr><td>Poetry</td><td></td></tr><tr><td>Love of reading</td><td></td></tr><tr><td>Non-Fiction</td><td></td></tr><tr><td>Classic</td><td></td></tr><tr><td>Diversity</td><td></td></tr><tr><td>Fairy Tale</td><td></td></tr></table> poetry (Pinda Cake) – Valerie Bloom		Poetry		Love of reading		Non-Fiction		Classic		Diversity		Fairy Tale	
Poetry																		
Love of reading																		
Non-Fiction																		
Classic																		
Diversity																		
Fairy Tale																		
Reading Key Texts Cycle C	I was there 1066 Knight’s Tales The Tin Forest Explore! Normans Norman Castles in Britain		Why Do Plants Have Flowers? (Wildlife Wonders) Food Chains: Who eats what? The Wonderful World of Food (Engage Literacy) Charlotte’s Web Charlotte’s Web		Leo and the Gorgons Curse The Orchard Books of Greek Myths So you think you’ve got it Bad? A kids’s life in Ancient Greece. Athena the story of a goddess													

	<p>Attacking a Norman Castle The Power of Kennings</p>	<p>The farm that feeds us. Read, Recite, and Write Cinquains</p>	<p>See Inside ancient Greece The Odyssey Ancient Greece Explore Greek myths and heroes, gods and monsters Falling Out of the Sky: Poems about Myths and Monsters, edited by Rachel Piercey and Emma Wright</p>
Reading Intent	<p>Through the year there will be opportunities to listen to and discuss a wide range of contemporary and classic poetry, stories, non-fiction beyond a level beyond what they can read independently. Children will be encouraged to take turns and to listen to what others are saying as well as expressing their own thoughts and opinions. Children will be exposed to a range of texts including:</p> <ul style="list-style-type: none"> • Range of fiction • Poetry including performance poetry and a variety of forms • Play scripts • Range of non-fiction/ reference books • Fairy stories • Myths and legends 		
Guided Reading Cycle A	<ul style="list-style-type: none"> • Ug – Boy Genius of the Stone Age • The Secrets of Stonehenge • Fossil Hunter 	<ul style="list-style-type: none"> • Stone Girl Bone Girl • Firework Makers Daughter • Poetry • 	<ul style="list-style-type: none"> • The Leopard in the Golden Cage • Non- Fiction texts
Cycle B	<ul style="list-style-type: none"> • How to be a Viking • Viking longship • Ivor the Boneless 	<ul style="list-style-type: none"> • Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay • Majestic Mountain: Discover Earth's Mighty Peaks. 	<ul style="list-style-type: none"> • Cinderella of the Nile – Marjan Vafaeian • The Story of Tutankhamun by Patricia Cleveland-Peck

Guided reading Cycle C	<ul style="list-style-type: none"> • I was there 1066 • The iron man 	<ul style="list-style-type: none"> • Charlotte's Web. • From the farm that feeds us 	<ul style="list-style-type: none"> • Athena the story of a goddess • The Odyssey
Speaking and Listening	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Use relevant strategies to build their vocabulary • Gain, maintain and monitor the interest of the listeners • Speak audibly and fluently with an increasing command of Standard English • Select and use appropriate registers for effective communication 		
	Year 4 Focus <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Use relevant strategies to build their vocabulary • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Participate in discussions, presentations, performances, role play, improvisations & debates Year 5 Focus <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English • Gain, maintain and monitor the interest if the listener(s) 	Year 4 Focus <ul style="list-style-type: none"> • Articulate and justify answers, arguments & opinions • Give well-structured descriptions, explanations and narrative for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Consider and evaluate different viewpoints, attending to and building on the contributions of others Year 5 Focus <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvising and debates • Select and use appropriate registers for effective communication 	Year 4 Focus <ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Gain, maintain and monitor the interest of the listener(s) • Select and use appropriate registers for effective communication Year 5 Focus <ul style="list-style-type: none"> • Consider and evaluate different viewpoints, attending to and building on the contributions of others
Spelling Book - Cycle B	<p>We follow the RWI scheme to teach spellings supplemented by RWI on line. Those children who struggled to pass the phonics check in KS1 may receive additional precision teaching and the Fresh Start RWI – KS2 Program</p> <p>Cycle C 2024 – 25 Year 3 – Book 3 Year 4 – Book 4 Year 5 – Book 5</p>		

Year 4 Book -Cycle B	Book 3 <ul style="list-style-type: none"> Prefixes dis and in Adding im to root words beginning with m and p Suffix ous Expected year 3-4 spellings 	Book 3 <ul style="list-style-type: none"> Suffix ly Words ending in ture Homophones Expected year 3-4 spellings 	Book 3 <ul style="list-style-type: none"> Adding ation to verbs to form nouns Words ending with c sound spelt ch Words ending with sh sound spelt sh Expected year 3-4 spellings 	Book 3 <ul style="list-style-type: none"> The short sound spelt y Adding suffix ion Adding suffix ian Adding prefix re Expected year 3-4 spellings 	Book 3 <ul style="list-style-type: none"> Homophones Adding prefix anti Adding prefix super Adding prefix sub Expected year 3-4 spellings 	Book 3 <ul style="list-style-type: none"> Expected year 3-4 spellings Recap and revision
	Book 4 – Cycle A <ul style="list-style-type: none"> Prefix Mis Words ending in zhuh – sures short u, spelt ou prefix auto 	Book 4 <ul style="list-style-type: none"> Adding ly Prefix inter Homophones 	Book 4 <ul style="list-style-type: none"> Ay – spelt eigh, ei, ey Words ending in ous Words with s sound spelt sc 	Book 4 <ul style="list-style-type: none"> Possessive apostrophes Words ending zhun spelt sion Adding il, recap, un, in, mis, dis 	Book 4 <ul style="list-style-type: none"> C sound spelt que/ G sound spelt gue Homophones Adding ir to words starting with r 	Book 4 <ul style="list-style-type: none"> Suffix ion Expected year 3-4 spellings Recap and revision
Year 5	Book 5 <ul style="list-style-type: none"> Silent B Ough Ible Homophones 	Book 4 <ul style="list-style-type: none"> Words ending in able Tricky words Silent t 	Book 4 <ul style="list-style-type: none"> Prefix ending in ibly, ably Homophones Ent Tricky Words 	Book 4 <ul style="list-style-type: none"> ence Tricky words ee sound spelt ei 	Book 4 <ul style="list-style-type: none"> Pr Homophones Words ending ant, ance, ancy Tricky words Shus spelt cious 	Book 4 <ul style="list-style-type: none"> Prefix Tricky words Shus spelt tious Shul spelt tial, cial Tricky words
Punctuation & Grammar						

	<p>Year 4</p> <p>Ready to write</p> <p>Using a and an consistently</p> <p>Using a wider range of conjunctions to extend sentences</p> <p>Expressing time, place and cause using conjunctions</p> <p>Expressing time place cause using prepositions – before, after, during, in, because of</p> <p>Using inverted commas for direct speech</p>	<p>Year 4</p> <p>Tenses</p> <p>Using the present perfect form of verbs instead of simple past</p> <p>Pronouns</p> <p>Choosing pronouns appropriately for clarity, cohesion and to avoid repetition</p> <p>Across sentences</p> <p>Fronted Adverbials</p> <p>Using fronted adverbials</p> <p>Using a comma after fronted adverbials</p>	<p>Year 4</p> <p>Word families</p> <p>Recognising word families and how these aid our understanding and spelling</p> <p>The grammatical difference between plural and possessive S</p> <p>Speech</p> <p>Using and punctuating direct speech</p> <p>Using a comma after the reporting clause and ending with punctuation</p>	<p>Year 4</p> <p>Expanded noun phrases</p> <p>by the addition of modifying adjectives</p> <p>Apostrophes</p> <p>Indicating possession using an apostrophe</p> <p>With plural nouns</p> <p>The grammatical difference between plural and possessive S</p>	<p>Year 4</p> <p>Standard English</p> <p>Recognising and using standard English rather than colloquial forms</p> <p>Paragraphs</p> <p>Organising content around a theme</p>	<p>Year 4</p> <p>Standard English</p> <p>Recognising and using standard English rather than colloquial forms</p> <p>Paragraphs</p> <p>Organising content around a theme</p>
	<p>Vocab</p> <p>Determiner</p> <p>Pronoun</p> <p>Possessive</p> <p>Pronoun</p> <p>adverbial</p>		<p>Vocab</p> <p>Parenthesis</p> <p>Bracket</p> <p>dash</p>		<p>Vocab</p> <p>Cohesion</p>	
	<p>Year 5</p> <p>Ready to write</p> <p>Choosing nouns and pronouns appropriately for clarity and to avoid repetition</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositional phrases</p> <p>Correct use of fronted adverbials</p> <p>The grammatical</p>	<p>Year 5</p> <p>Tenses</p> <p>Using the perfect form of verbs to mark time and cause</p> <p>Relative Clauses</p> <p>Using modal verbs to indicate degrees of possibility e.g. might, should, will, must</p> <p>Adverbs</p> <p>Using adverbs to indicate</p>	<p>Year 5</p> <p>Word families</p> <p>Recognising word families and how these aid our understanding and spelling</p> <p>Speech</p> <p>Inverted commas for speech including comma after reporting clause and ending with inverted comma</p>	<p>Year 5</p> <p>Expanded noun phrases</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Parenthesis</p> <p>Using brackets, dashes and commas to indicate parenthesis</p>	<p>Year 5</p> <p>Cohesion</p> <p>Using devices to build cohesion within paragraphs and to link ideas between paragraphs</p> <p>Punctuation</p> <p>Using commas to clarify meaning and to avoid ambiguity</p>	<p>Year 5</p> <p>Prefixes</p> <p>Verb prefixes e.g. – did, de, mis, over, re</p> <p>Suffixes</p> <p>Converting nouns or adjectives into verbs using suffixes e.g. ate, ise, ify</p>

	difference between plural S and possessive S	degrees of possibility				
	Vocab Inverted Model verb Relative pronoun Relative clause		Vocab Parenthesis Bracket dash		Vocab Cohesion	
	Whilst this gives an overview of when specific concepts will be taught during lessons there is an expectation that teachers will explore the appropriate knowledge and skills within classes during English and other text related opportunities. Grammar is an integral part of how we approach reading, writing and talk at Brans Green. We will not restrict its use or exploration.					
Writing Cycle A (To be completed Summer 2024)	<p>Stone Age Boy Short setting scene</p> <p>Short character description</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using expanded noun phrases to convey complicated information concisely in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>The Secrets of Stonehenge Non – chronological report</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	<p>Ug Diary Entry</p> <ul style="list-style-type: none"> Identify the audience and purpose before writing, and adapt accordingly Use the correct tense consistently throughout a piece of writing Use modal verbs or adverbs to indicate degrees of possibility <p>Diamante Poem</p> <p>Poetry</p> <ul style="list-style-type: none"> Assess effectiveness of own / others writing Selecting appropriate form Perform own compositions 	<p>Stone Girl Bone Girl</p> <p>Recount</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely <p>Escape Pompeii</p> <p>Diary writing</p> <ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>The Firework Makers daughter.</p> <p>Narrative</p> <p>Short character description</p>	<p>When the earth shakes Everything volcanoes and earthquakes</p> <p>Explanation</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using further organisational and presentational devices to structure text and to guide 	<p>Julius Caesar</p> <p>Persuasive writing</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing using modal verbs or adverbs to indicate degrees of possibility <p>Julius Caesar</p> <p>Newspaper Report</p> <ul style="list-style-type: none"> Identify the audience and purpose before writing, and adapt accordingly Use grammatical connections and adverbials for cohesion 	<p>Roman Diary – The Journal of Iliona</p> <p>Recount</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader

	<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing noting and developing initial ideas, drawing on reading and research where necessary using brackets, dashes or commas to indicate parenthesis using further organisational and presentational devices to structure text and to guide the reader 		<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using expanded noun phrases to convey complicated information concisely in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p>Haiku Volcano Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Stone Girl Bone Girl</p> <p>Instructions</p> <ul style="list-style-type: none"> devices to build cohesion, including adverbials of time, place and number using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using further organisational and presentational devices to structure text and to guide the reader 		
<p>Writing</p> <p>Cycle B</p>	<p>How to be a Viking</p> <p>Short setting scene</p> <p>Short character description</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using expanded noun phrases to convey complicated information concisely in writing narratives, 	<p>Arthur and the Golden Rope.</p> <p>Diary Entry</p> <ul style="list-style-type: none"> Identify the audience and purpose before writing, and adapt accordingly Use the correct tense consistently throughout a piece of writing Use modal verbs or adverbs to indicate degrees of possibility <p> kennings Poems</p>	<p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</p> <p>Diary writing</p> <ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary selecting appropriate grammar and vocabulary, understanding how such choices can change and 	<p>Everest: Reaching the roof of the world</p> <p>Explanation</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing using relative clauses 	<p>The Story of Tutankhamun by Patricia Cleveland-Peck</p> <p>Persuasive writing</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing 	<p>Egyptian Myths – Jean Menzies</p> <p>Recount</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader <p>Slam poetry (Pinda Cake) – Valerie Bloom</p> <p>Rhyming poetry</p>

	<p>considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Viking Longship</p> <p>Non – chronological report</p> <ul style="list-style-type: none"> • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • ensuring the consistent and correct use of tense throughout a piece of writing • noting and developing initial ideas, drawing on reading and research where necessary • using brackets, dashes or commas to indicate parenthesis • using further organisational and presentational devices to structure text and to guide the reader 	<p>Poetry</p> <ul style="list-style-type: none"> • Assess effectiveness of own / others writing • Selecting appropriate form • Perform own compositions 	<p>enhance meaning</p> <p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</p> <p>Recount</p> <ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely <p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</p> <p>Balanced Argument</p> <ul style="list-style-type: none"> • Using cohesive devices including across paragraphs • Appropriate grammar and vocabulary • Editing and changing writing to enhance effect and clarify meaning • using modal verbs or adverbs to indicate degrees of possibility 	<p>beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis • using further organisational and presentational devices to structure text and to guide <p>Majestic Mountain: Discover Earth's Mighty Peaks.</p> <p>Instructions</p> <ul style="list-style-type: none"> • devices to build cohesion, including adverbials of time, place and number • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis • using further organisational and presentational devices to structure text and to guide the reader <p>Jabberwocky Free Verse Poetry</p> <ul style="list-style-type: none"> • Perform their own compositions, using appropriate 	<ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility <p>The Story of Tutankhamun by Patricia Cleveland-Peck</p> <p>Newspaper Report</p> <ul style="list-style-type: none"> • Identify the audience and purpose before writing, and adapt accordingly • Use grammatical connections and adverbials for cohesion <p>The Story of Tutankhamun by Patricia Cleveland-Peck</p> <p>Brochure</p> <ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • converting nouns or adjectives into verbs • verb prefixes • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
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				intonation, volume, and movement so that meaning is clear		
Cycle C	<p>Tin Forest</p> <p>Short setting scene</p> <p>Short character description</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using expanded noun phrases to convey complicated information concisely in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Explore! Normans Norman Castles in Britain Attacking a Norman Castle</p> <p>Non – chronological report</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ensuring the consistent and correct use of tense throughout a piece of writing 	<p>Tin Forest</p> <p>Diary Entry</p> <ul style="list-style-type: none"> Identify the audience and purpose before writing, and adapt accordingly Use the correct tense consistently throughout a piece of writing Use modal verbs or adverbs to indicate degrees of possibility <p> kennings Poems</p> <p>Poetry</p> <ul style="list-style-type: none"> Assess effectiveness of own / others writing Selecting appropriate form Perform own compositions 	<p>Charlotte’s Web</p> <p>Diary writing</p> <ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>The Farm that feeds us</p> <p>Recount</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely <p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</p> <p>Charlotte’s Web</p> <ul style="list-style-type: none"> Using cohesive devices including across paragraphs Appropriate grammar and vocabulary Editing and changing writing to enhance effect and clarify meaning using modal verbs or adverbs to indicate degrees of possibility 	<p>Why Do Plants Have Flowers? (Wildlife Wonders) Food Chains: Who eats what? The Wonderful World of Food (Engage Literacy)</p> <p>Explanation</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using further organisational and presentational devices to structure text and to guide <p>Why Do Plants Have Flowers? (Wildlife Wonders)</p>	<p>The Odyssey Persuasive writing</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing using modal verbs or adverbs to indicate degrees of possibility <p>Leo and the Gorgons curse</p> <p>Newspaper Report</p> <ul style="list-style-type: none"> Identify the audience and purpose before writing, and adapt accordingly Use grammatical connections and adverbials for cohesion <p>The Orchard Books of Greek Myths Brochure</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using modal verbs or adverbs to indicate degrees of possibility 	<p>Athena the story of a goddess</p> <p>Recount</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader <p>Falling Out of the Sky: Poems about Myths and Monsters, edited by Rachel Piercey and Emma Wright</p> <p>Ryhming poetry</p> <ul style="list-style-type: none"> converting nouns or adjectives into verbs verb prefixes assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary • using brackets, dashes or commas to indicate parenthesis • using further organisational and presentational devices to structure text and to guide the reader 			<p>Food Chains: Who eats what?</p> <p>The Wonderful World of Food (Engage Literacy)</p> <p>Instructions</p> <ul style="list-style-type: none"> • devices to build cohesion, including adverbials of time, place and number • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis • using further organisational and presentational devices to structure text and to guide the reader <p>Read, Recite, and Write Cinquains</p> <ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 		
Handwriting	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left unjoined. • Practice letter joins linked to spelling patterns • Expectation is for writing in pen 					

Terminology we want the children to know by the end of year 5	<ul style="list-style-type: none"> • Recap of non-negotiables 8KS1, Finger spaces, capital letters, full stops, question marks, exclamation marks, commas in a list. • noun, noun phrase, • statement, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present • Recap L-KS2 • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech, inverted commas, speech marks • consonant, vowel • determiner • pronoun, possessive pronoun adverbial • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash, cohesion, ambiguity
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	<ul style="list-style-type: none"> • subject, object • active, passive • synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash cohesion, ambiguity • subject, object • active, passive • synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet point 					
Enrichment Opportunities		Trip to Winchester	Virtual Reality Headsets Mountains	River Study in Pulborough Brooks	Spelling Bee (library service) Author talks	Trip to visit the Egyptian exhibition in the British Museum
Cycle C	Black History Month – Drama workshop	Trip to Battle Class Assembly	Poetry Slam	Book Week		