

Foundation Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	You've Got a Friend in Me	Let's Pretend	Come Shopping with Us!	The Wonderful Outdoors	Are We There Yet?	Let's Go to The Beach
Overall Focus	-Fine motor skills -Singing, rhyming -Language & vocabulary -Talk, talk, talk -The Poetry Basket	-Fine motor skills -Drawing Club -The Poetry Basket -Sounding out and blending simple words -Recognising tricky words on sight -Hearing and writing initial sounds -Phase 2 phonics assessments	-Fine Motor Skills -Drawing Club -Initial Sounds -CVC words -CVC captions -CVC sentences	-CVC words -CVC captions -CVC sentences -Independent sentences based on stories	-Becoming more independent with their ideas and writing -Using finger spaces effectively -Spell words phonetically -Start spelling some tricky words correctly	-Have own ideas to write about -Use features of a sentence -Spell words phonetically -Spell tricky words correctly
Reading Spine Links	-Ruby's Worry -On Sudden Hill	-How to Make a Chocolate Mug Cake	-We're Going on a Bear Hunt	-Jack and the Jelly Bean Stalk -I Wanna Iguana	-The Proudest Blue	-If Sharks Disappeared -The Snail and the Whale
Supporting Texts	-The Colour Monster -Pete the Cat -Super Duper You -Poems Aloud	-Traditional Tales -Traditional Tales with a Twist -Only One You	-Handa's Surprise -Supertato	-Animals from Poems Aloud -Mad About Minibeasts -One Plastic Bag	-Beegu -Caterpillar Shoes	-Funny Fish from Poems Aloud -Six Dinner Sid -Under the Sea (non-fiction)
Reading Focus	-Name recognition -Phase 2 Sound recognition -Start to sound out and blend simple words	-Sounding out and blending (CVC) -Sight reading tricky words	-Phase 3 sound recognition -Sounding out and blending (CVC) -Sight reading tricky words	-Sounding out and blending Phase 2 and 3 sounds -Sight reading tricky words -Developing fluency	-Read longer sentences containing phase 4 words and tricky words.	-Children will read longer sentences with more fluency, developing an understanding of what they are reading.
Writing Focus	-Pencil grip -Name writing -Give meanings to marks	-Pencil grip -Hearing, saying and writing initial sounds -Letter formation	-Hearing, saying and writing initial sounds -CVC words and captions	-CVC words, captions and sentences -Using finger spaces	-Write words which are spelt phonetically -Simple phrases and sentences	-Write simple sentences using recognisable letters and sounds, spelling some tricky words correctly.
Independent Work	-Name writing	-Writing labels (initial sounds) -Writing a Christmas list (initial sounds) -CVC words (MAs)	-Shopping Lists -CVC words and captions	-Simple phrases and sentences	-Simple sentences	-Simple sentences
Extra-Curricular Activities	-National Poetry Day	-World Nursery Rhyme Week		-World Book Day		

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes	Paws, Claws and Whiskers	Moon Zoom	The Enchanted Woodland	Bright Lights Big City	Dinosaurs
Books Spine Links	Superkid Oi Frog! The Tiger Who Came to Tea		The Way Back Home by Oliver Jeffers	Jack and the Beanstalk Little Red	The Queens Hat	How to look after your dinosaur
Supporting Texts	Firework Night by Andrew Collett		Beegu	Little Red Reading Hood The Three little pigs and the big bad book A Hero called Wolf	The Queens Handbag	Dear dinosaur
Model Text	Superkid, 10 rules of being a superhero, Oi Frog! (and Oi book series e.g. Oi Cat! Oi Dog!), The Tiger Who Came to Tea, Supertato, Firework Night by Andrew Collett (Jane Considine unit)		The Way Back home by Oliver Jeffers (video on literacy shed too) Astronaut fact file	TFW 'Jack and the Beanstalk' by Pie Corbett Little Red by Bethan Wollvin	The Queens Hat (Jane Considine unit)	How to look after your dinosaur Dinosaur fact file
Reading Focus	Phonics phase 3, 4 and 5, recognising sounds and blending.		Phonics phase 3 and 5a, recognising sounds and blending. Alternative pronunciations phase 5b		Phonics phase 5, recognising sounds and blending. Alternative pronunciations. Adding in expression.	
Writing Focus	Sentences and segmenting Adjectives Rhyming		Sentences and segmenting Joining sentences using 'and'. Sequencing sentences		Sentences and segmenting Joining sentences using 'and' Sequencing sentences Time connectives Imperative verbs	
Writing Types	Descriptive, poetry, lists.		Descriptive writing Non-chronological report - Fact file	Adventure narrative Recount – newspaper	Adventure narrative, recounts, letter writing.	Instructions and fact files (non-chronological reports)
Independent Work	Capital letters, finger spaces and full stops. Phonetically plausible attempts at spellings in line with phonic ability/phase.		To write sentences which are beginning to be punctuated with full stops and exclamation marks. To be able to sequence sentences with the use of sound mats and word mats. Phonetically plausible attempts at spellings in line with phonic ability/phase.		To write sentences with the use of sound mats and to begin to punctuate sentences with full stops, exclamation marks and question marks with increasing accuracy.	
SPAG Focus	Capital letters, finger spaces and full stops. Introducing question marks. Phonetically plausible attempts at spellings in line with phonic ability/phase.		Capital letters, finger spaces, full stops and introducing exclamation marks. Phonetically plausible attempts at spellings in line with phonic ability/phase. Plural and Singular – e, es. Suffixes - ed		Capital letters, finger spaces, full stops, exclamation marks and introducing question marks. Phonetically plausible attempts at spellings in line with phonic ability/phase. Suffixes – ing, er, est Prefix - un	
Topic Writing	RE – Christmas traditions (HA)		History – significant individuals (Neil Armstrong) History – space history events (e.g. first dog on the moon)		History – Royal Family/ The King/ The Queen.	History - Significant individual 'Mary Anning'

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Wriggle and Crawl	Bounce	Towers, Turrets and Tunnels	Scented Garden	Street Detective	Land Ahoy
Books Spine Links	The Ugly Bug Club Can we help the bees?	My Christmas Star	After a fall – Dan Sarat	JC Unit – Plants Unit (Non-Fiction writing) <i>Based on the book Our World in Pictures: Trees, Leaves, Flowers & Seeds: A visual encyclopaedia of the plant kingdom</i>	All Through the Night: The People Who Work While We Sleep - Polly Faber and Harriet Hobday	Lighthouse Keepers Lunch
Supporting Texts	The Ugly Bug Club Can we help the bees? Yes we can! I like bees, but I don't like honey.	JC Unit – Christmas advert The Snowman - Raymond Briggs	After a fall - Dan Sarat	A Child's Guide to Wild Flowers - Charlotte Voake Into the Forest – Anthony Browne		The Big Book of Blue A planet full of plastic JC – Pirates Unit
Reading Focus	Continue applying phonetic knowledge to help with decoding (included phonics and phase 6) Build on reading skills where blending and taught graphemes feature		Read words containing common suffixes Continue improving fluency, including common exception words and words with over two syllables		Read aloud confidently and fluently, with books we are familiar. Read without the need to overtly sound and blend Read with increased intonation and expression	
Writing Focus	Using capital letters and full stops Continuing progress with cursive font Using conjunctions to extend sentences	Using a variety of conjunctions to extend sentences Moving from writing sentences to small paragraphs Using a variation of adjectives and conjunctions to describe a setting / event	Repetition for effect Emotive language Use of varied punctuation Tenses	Headings and sub headings Commas in a list Handwriting with a cursive font / leading strokes Using conjunctions to extend sentences	Using capital letters and full stops Using leading stroke handwriting Using conjunctions to extend sentences Headings and sub headings	Expanded noun phrases to specify Different sentence types
Writing Types	Writing simple sentences Writing with persuasive techniques Letters Posters	Writing cohesive sentences – JC unit Writing movie recounts Writing narrative - Snowman	Letter writing Sentence structures	Leaflet / Informative text Script	Narratives	Non – chronological report of significant person (JC Unit) Narrative
SPAG Focus	Capital letters and full stops Conjunctions- and + because Adjectives	Capital letters and full stops Conjunctions- variety of conjunctions to build	Contractions Expanded noun phrases Questions	Homophones Questions Exclamation sentences Tense	SATS preparation / recap of skills Contractions Conjunctions Homophones	Areas that children found tricky in SATS Possessive apostrophes Adverbs Verbs

	Contractions – can't, don't, doesn't	on 'and' + 'because' from previous term Expanded noun phrases Contractions – building on from last term			Possessive apostrophe Punctuation- full stops, exclamation marks Verbs, Adverbs, Nouns, Adjectives	
Topic Writing	Science – Bees (life cycle, habitats and part of the bee)		Science – plants and flowers		History – reports of significant person	

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age	Gods and Mortals	Scrumdiddlyumptious!	The Bronze Age to the Iron Age	The Mediterranean (Greece)	Predator! (Rainforests)
Books Spine Links	How To Wash A Woolly Mammoth Stone Age Boy		Charlie and the Chocolate factory	The Iron Man-Ted Hughes	Greek Myths by Geraldine McCaughrean (Pandora's Box, Icarus and Daedalus, Thesus and the Minotaur, Arachne the Spinner)	Great Kapok Tree
Supporting Texts	The Colour Monster	Range of adverts to identify features of an advert. Newspaper reports to identify key features.	Feast	The Iron Man-Ted Hughes	Greek Myths (Marcia Williams)	The Vanishing Rainforest, Sharman's Apprentice
Reading Focus	Ashley Booth Whole Class Reading linked to colour	VIPERS	VIPERS(CATCF)	VIPERS	VIPERS	VIPERS
Writing Focus	Using features of an instructional text, extending ideas and using senses in poetry	Features of an advert. Features of a Newspaper report	Jane unit so lots of jumping around – adverbial phrases, alliteration, dialogue, prepositions, writing for effect, simile, onomatopoeia	Jane unit	Narrative in structure of myths	Persuasive letter, Non-Chronological Reports (animals)
Writing Types	Instruction writing, poetry,	Adverts, Newspaper reports	Narrative	Narrative	Narrative	Persuasive Letter
Independent Work	Own set of instructions Colour poem	Advert for a Trojan horse Newspaper report about Trojan Horses	To write own narrative for the end of Feast	Narrative based on the Iron Man called the Iron Woman	To write a narrative.	To Write a persuasive letter.
SPAG Focus	Prepositions	Apostrophes for possession cont..	Conjunctions, Speech Marks		Speech marks	Formal conjunctions, fronted adverbials,

	A or an? Recap on vowels and consonants Identifying nouns and pronouns Conjunctions for cause and place Past and present form Apostrophes for contraction and possession	Recap on term 1 topics Hodder test week 3 Spag test week 4 Teach gaps picked up from the GAPS test			
Topic Writing	Stone Age-History fact writing.	History-Comparison writing for life in Ancient Greece for rich vs poor people.	Science-Keeping Healthy	Geography-Greece-Advert writing-Tourism in the Mediterranean	Geography- Rainforests-Fact file about the layers of a rainforest and the importance of rainforests.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Potions	Romans	Oceans	Vikings	Electricity	Playlist
Books Spine Links	The boy who grew dragons	Roman Diary the Journal of Iliona	Song of the Dolphin boy (class read)		The Accidental Rockstar (class read)	
Supporting Texts	The boy who grew dragons-narrative, speech, conjunctions Poetry-Talking Turkeys by Benjamin Zephaniah Romeo and Juliet video for playscripts	Roman Diary the Journal of Iliona The Blue Umbrella video for narrative Cinderella, Rockerfella playscript	ManFish Professor Astro Cat's Deep-Sea Voyage Dr Dominic Walliman & Ben Newman	Beowulf The Vikings: Raiders, Traders and Adventurers! Viking Voyages	Scientists: Inspiring tales of the world's brightest scientific mind	A History of Music for children
Reading Focus	Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination.	To perform, showing understanding through intonation, tone, volume and action. Using dictionaries to check the meaning of words that they have read.	identifying themes and conventions in a wide range of books reading books that are structured in different ways and reading for a range of purposes drawing inferences such as inferring characters' feelings,	recognising some different forms of poetry asking questions to improve their understanding of a text	identifying main ideas drawn from more than 1 paragraph and summarising these	retrieve and record information from non-fiction predicting what might happen from details stated and implied

	Taking it in turns to read out loud in front of a group of people. Predicting what will happen next in the story.	Retrieve and record information from non-fiction books.	thoughts and motives from their actions, and justifying inferences with evidence			
Writing Focus	Conjunctions Expanded noun phrases Speech Structure of playscripts	Effective sentences for narrative Varied sentence lengths Personification	Paragraphs around a theme Handwriting - increase the legibility, consistency and quality of their handwriting	Fronted Adverbials Paragraphs around a theme Writing for the genre Punctuation variation	Writing for the genre Punctuation variation Expanded noun phrases	Paragraphs around a theme
Writing Types	Narrative- The boy who grew dragons Instructions- The boy who grew dragons Recounts- Wokingham Waterside Centre Play scripts-Romeo and Juliet	Narrative- The Blue Umbrella-Jane C Diary writing-The Journal of Iliona- Jane C	Float (narrative) – Jane C Non-Chronological reports – food chains (links to Science)	Poetry – Kennings Letters	How a robot dog works (Jane C) Instructions	Chronological report Newspaper article
Independent Work	Narrative Instructions Recounts Play scripts	Narrative Journal	Narrative (Story) Reports on food chains (ocean)	Kennings poems Letters – Viking voyage Wanted poster	Explanation Instructions to make a torch and the process they covered	Chronological report – musician Newspaper article
SPAG Focus	Fronted adverbials Expanded noun phrases Adjectives and adverbs	Fronted adverbials Similes Verbs Questions Speech	Fronted Adverbials Organising around a theme (paragraphs) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Present perfect tense Expanded noun phrases Using a dictionary and thesaurus choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Determiners Direct speech and placement of inverted commas Verb inflections	Plural and possessives Recap skills from the year

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stargazers	Off with her head	Alchemy Island	Animal Kingdoms	Timetraveller	
Books Spine Links	Cosmic -	Hamlet – Shakespeare	Kensuke’s Kingdom – Michael Morpogo	The Last Bear – Hannah Gold	Boy at the Back of the Class	
Supporting Texts	Range of non-fiction books on the solar system and space exploration.	Othello The Tempest Macbeth Romeo & Juliet Supporting History texts on Tudors.	Swallows and Amazons Famous Five The Voyage of the Dawn Treader Treasure Island Nevermoor – Tales of Morrigan Crow	Non-fiction animal books Biographies Books on the natural world	The Viewer Dr Who annuals The Arrival – Shaun Tan Azzi In Between – Sarah Garland Coming to England – Floella Benjamin	
Model Text	Mars Transmission – JC Cosmic Space poems.	Letter Speech Soliloquy Biography	Kensuke’s Kingdom – Michael Morpogo	The Last Bear Biographies	The Nowhere Emporium Short film: Road’s End for Mondays	
Reading Focus	Understanding meaning of unknown words Structure of texts – how does it help the reader? Comparing non-fiction texts Creating questions to check understanding Technical language/glossary work Performance poetry. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Comparison of text types Layout of plays Identifying speech Examining old English words and modern slang. Biography of Shakespeare Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied	Examine the layout of non-fiction writing, to appreciate the use of diagrams, sub-headings, bullet points to aid the presentation of information. distinguish between statements of fact and opinion retrieve, record and present information from non-fiction	Poetry – The Malfeasance – Alan Bold Reading Focus continued (picked up from PIRA): Understanding meaning of unknown words Structure of texts – how does it help the reader? Comparing non-fiction texts Creating questions to check understanding Technical language/glossary work Analyse poetry participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views	
Writing Focus	Acronym Personification Using dashes for impact Conditional sentences	Using commas for fronted adverbials, to separate main clauses	Writing Focus: Sentence stacking	Using dashes for impact Conditional sentences Short sentences for effect	Writing Focus: Sentence stacking Negative adjectives and powerful verbs to describe a setting Deliberate repetition	

	Short sentences for effect Using commas for fronted adverbials, to separate main clauses (tops) and to start to use relative clauses.	(tops) and to start to use relative clauses. 1 st Person 3 rd Person Using language for affect – showing the emotion of a character without telling the reader. Recognising vocabulary and structures that are appropriate for formal speech and writing	Negative adjectives and powerful verbs to describe a setting Deliberate repetition Negative similes Onomatopoeia Hyperbole Synonyms Negative noun phrase - synonyms Adverb – Checking - brackets Modal verbs - Feeling Questions – Synonyms Comparatives - Feeling Antonyms - Feeling Precise Verb	Using commas for fronted adverbials, to separate main clauses (tops) and to start to use relative clauses. Understanding paragraphs (newspapers) Speech punctuation for quotes	Negative similes Onomatopoeia Hyperbole Synonyms Negative noun phrase - synonyms Adverb – Checking - brackets Modal verbs - Feeling Questions – Synonyms Comparatives - Feeling Antonyms - Feeling Precise Verb Understanding paragraphs (newspapers) Speech punctuation for quotes
Writing Types	Narrative Non-fiction transmission	Speech Letter Soliloquy	Narrative Poetry – Limericks, sonnets	Non-fiction	Poetry Narrative
Independent Work	Narrative - Same characters/Different plot: Liam and Florida go on another adventure together because Liam is so tall. Where do they go? What happens? Non-fiction transmission – Create a transmission to relay to Earth.	Letter to Agony Uncle from Ophelia or Claudius Soliloquy	Writing their own short narrative following on the trials of Michael who is lost at sea. Survival mini handbook	Non-fiction information booklet – Big cats or bears Biography of naturalist.	Poem – how do you see me? Narrative – The Nowhere Emporium
SPAG Focus	Year 5/6 Statutory Spellings. JC spellings – week 1-6 Recap on word classes. Apostrophes for possessions and plurals. To add commas to sentences and to recognise the different ways commas are used.	JC Spellings Week 6-11 Modal verbs To add commas in sentences and to recognise the different types of ways commas are used. Word classes – verbs, adverbs. Homophones	JC SPellings Week 12-17 Based of GAPS Autumn assessment prefixes and suffixes Proof read for spelling and punctuation error.	JC Spellings Week 18 – 22 Commas and identifying relative clauses, hyphens and brackets. Homophones spell some words with 'silent' letters proof read for spelling and punctuation error	JC Spellings Week 23 onwards Developing editing and proof reading skills. Based of GAPS Spring assessment Hyperbole Synonyms/antonyms Comparatives Determiners Recap on word classes Apostrophe for possession To add commas in sentences and to recognise the different types of ways commas are used.

	Prepositions. prefixes and suffixes Recap yr 3/4 as needed.	spell some words with 'silent' letters		Using a colon to introduce a list punctuating bullet points consistently	
Topic Writing	Recall, retrieve and present facts about the solar system - science	History- describing a portrait using expanded noun phrases and historical language. 'Who am I ?' lesson from the history association Writing their own short narrative based on the film 'preheated' using skills from The Writing Rainbow. - Science, materials.	Geography – diary writing. My experience of the earthquake.	Impact of climate change - science Instructional writing for following a map, directions – Geography. Science – bug hotel, mini ecosystem.	Is Reading a multi-cultural town? – Speech Local geography history project.
Additional	Developing confidence with using a dictionary and a thesaurus 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 use a thesaurus				

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Empire (Victorians)	Hola Mexico	World War 2	World War 2	ID	Darwin's Delights
Books Spine Links	An Unexpected Twist	Holes	Letters from the Lighthouse		Skellig	The Boy in the Striped Pyjamas
Supporting Texts	Hansel & Gretel WCR texts from Literacy Shed Plus -Queen Victoria -Worst Jobs for Kids -A Schoolhouse letter -Street Urchin	WCR texts from Literacy Shed Plus -Dia de los Meurtos -Grandmother -Mexico -Making sugar skulls	Letters from the Lighthouse	Letters from the Lighthouse	Skellig	The Boy in the Striped Pyjamas
Reading Focus	To use conventions to learn poems and plays off by heart. Reading longer pieces of text.	Analysing author's choices of vocabulary and their purposes/intentions Exposure to different text types – video/visual	How to increase our reading speeds, managing time for the SATs papers. Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.		Revision of previously taught content. SATs style questions. Managing time for the SATs papers.	To continue to read and discuss an increasingly wide range of texts (fiction,non fiction, poetry, plays etc) To compare themes and conventions across a breadth of texts.

	<p>Vocabulary - Analysing author's choices of vocabulary and their purposes/intentions Understand, explore and explain meaning of words in context</p> <p>Exposure to different text types – Information texts, letter, narrative</p> <p>Non fiction - Analysing their features and the purposes of those features</p>	<p>comprehension, narrative, instructional, advertisement.</p> <p>Introduced strategies for locating and ordering/sequencing information in both fiction and non-fiction texts</p> <p>Summarise main ideas from more than one paragraph by identifying key details.</p> <p>Inference – looking for clues. Make predictions from what is implied or stated</p> <p>Examined how to tackle a few different types of question types from the SATs/PIRA papers, e.g. Find and Copy XYZ from the text, Find a word that means the same as XYZ/could be replaced with XYZ.</p>	<p>Reading and underlining instructions in a comprehension question to focus on the key words and key information, then skim reading to locate these in the text.</p> <p>VIPERS skills – heavily focusing on vocabulary, retrieval and inference.</p> <p>Vocabulary – use evidence to explain how authors' use of language impacts the reader.</p> <p>Inference – draw inferences about characters' thoughts, feelings and motives through their actions and interactions.</p> <p>Explain questions using evidence from the text – PEPE strategy – Point evidence, point, evidence (3 mark questions)</p> <p>Distinguish between statements of fact and opinion</p> <p>Exposure to different text types – fiction, non-fiction, poetry.</p>		<p>To use conventions to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Participate in discussions about books and build on my own and others' ideas.</p> <p>Challenge views respectfully using evidence from a text.</p>
Writing Focus	Clause structure & punctuation		Clause structure, use of more sophisticated punctuation (colons, semi-colons & dashes); formal & informal writing & the differences between them; awareness of audience; incorporating dialogue into narrative	Levels of formality, range of punctuation Proof-reading & editing	
Writing Types	<p>Non-chronological reports</p> <p>Biographies & autobiographies</p> <p>Newspaper reports</p> <p>Narratives & setting descriptions</p> <p>Persuasive letters</p> <p>Narrative</p>		<p>Letters</p> <p>Diaries</p> <p>Persuasive Writing</p> <p>Narrative (The Journey)</p> <p>Speeches</p> <p>Recounts (Letters from the Lighthouse)</p> <p>Non-chronological reports</p>	<p>Poetry (The Highwayman)</p> <p>Non-chronological report (The Origin of Species)</p> <p>Diaries</p> <p>Letters</p> <p>Balanced arguments</p> <p>Non-chronological reports</p> <p>Narratives</p>	
SPAG Focus	Revision of previously taught content. Clauses-main, subordinate, relative. Tenses (including perfect & progressive); use of dashes, commas &		Revision of previously taught content. Clauses-main, subordinate, relative. Active & passive	Tenses- perfect, progressive. Subjunctive form. Revision	

	brackets as parenthesis & use of colons & semi-colons to link clauses. Nouns (common and proper), adverbs, pronouns, determiners, prepositional phrases and expanded noun phrases.	voice, subject & object. Use of colons & semi-colons to link clauses. Focus on all types of punctuation both basic and more sophisticated.	
Topic Writing	Autobiography as a famous Victorian, non-chronological report about Victorian Schools & deserts.	Letters home as evacuees Formal letters to persuade parents to evacuate Non-chronological writing on the Blackout	Nature v nurture debate Non-chronological report about fingerprints