

| Hemswell Cliff Primary School: English LTP |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Cycle A                                    |                                | Autumn Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Y1/2                                       | Text Type                      | Fiction: Character Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Non- fiction: Recount                                                                                                                                                                                                                                                                                                                                                                                                                                    | Fiction: Dialogue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Non-fiction: Information Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Fiction: Suspense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Non-fiction: Response/Review                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                            | Key features including grammar | <ul style="list-style-type: none"> <li>Simple sentences are used.</li> <li>Adjectives for: number, size, colour, shape, texture.</li> <li>Relating verbs such as: is, are, has, have.</li> <li>Articles are used correctly (e.g., the, a, an).</li> <li><b>Expanded noun phrases are used (e.g., big dogs, brown lions).</b></li> <li><b>Some conjunctions are used to link sentences</b></li> <li><b>Prepositions are used.</b></li> <li><b>Correct use of noun/pronoun relationship.</b></li> </ul>              | <ul style="list-style-type: none"> <li>Time conjunctions (first, then, finally).</li> <li>Past tense verbs.</li> <li>Nouns to refer to people and places (introduce proper nouns).</li> <li>Correct noun/pronoun relationship.</li> <li><b>Proper nouns identify those involved in the text.</b></li> <li><b>Adjectives explain details.</b></li> <li><b>Pronouns refer to people and places</b></li> <li><b>Evaluative language is used.</b></li> </ul> | <ul style="list-style-type: none"> <li>Choose and decide how a character feels, thinks or behaves and show this through what they say.</li> <li>Use synonyms for ‘said’ that reveal how a character said something.</li> <li>Use said plus an adverb that adds emotion.</li> </ul>                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Adjectives or describing words are used.</li> <li>Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).</li> <li>Verbs are usually in simple present tense. (e.g. Dogs are animals. They have two eyes.)</li> <li><b>Conjunctions or joining words are used.</b></li> <li><b>Verbs are consistently in simple present tense. (e.g. Whales are mammals.)</b></li> <li><b>Simple and compound sentences predominate.</b></li> </ul> | <ul style="list-style-type: none"> <li>Puts the main character into a scary or derelict setting.</li> <li>Isolates the main character/s in the darkness/cold</li> <li>Makes the main character hear or see something.</li> <li>Uses scary sound effects.</li> <li>Shows your character’s reaction.</li> <li>Includes short punch sentences for dramatic effect.</li> <li>Uses exclamations for impact.</li> <li>Uses adverbials to introduce suspense and drama (<i>suddenly, unfortunately</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Adjectives or describing words are used.</li> <li>Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).</li> <li>Verbs are usually in simple present tense. (e.g. I like my teddy. He is soft.)</li> <li><b>A personal statement is used, indicating judgement based on adjectives.</b></li> <li><b>Simple sentences and some compound sentences are used.</b></li> </ul> |
|                                            | Punctuation                    | <ul style="list-style-type: none"> <li>Capital letters and full stops are being used <b>consistently</b> to demarcate sentences.</li> <li><b>Use commas to separate adjectives and items in lists (e.g. expanded noun phrases).</b></li> </ul>                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Capital letters are used for proper nouns.</li> <li>Capital letters are used for the personal pronoun ‘I’.</li> </ul>                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Identify and use question marks and exclamation marks.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Capital letters and full stops are being used with increasing accuracy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li><b>Use apostrophes for contracted forms and to show singular possession in nouns.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Capital letters and full stops are used consistently to demarcate sentences.</li> <li><b>Secure the use of full stops, capital letters, exclamation marks and question marks.</b></li> </ul>                                                                                                                                                                                                                                               |
|                                            | Active Spelling (Y2 only)      | <ul style="list-style-type: none"> <li>a making the ‘or’ sound (not the short vowel ‘a’ sound)</li> <li>c makes the ‘s’ sound if placed before i/e/y</li> <li>-dge</li> <li>Suffix -ly for i at the end of words</li> <li>o making the ‘u’ sound</li> <li>keep the y + ing</li> </ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Adding -ing to words ending in -e</li> <li>Double the final consonant when adding a suffix -ed</li> <li>Suffixes -ment, -ness</li> <li>le, el, endings</li> <li>Silent kn</li> <li>Possessive apostrophes for singular nouns</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>ar to make the ‘or’ sound after w</li> <li>or making the ‘er’ sound after a w</li> <li>-ge</li> <li>-ly endings</li> <li>s making the ‘z’ sound</li> <li>y to i + ed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Adding -ed and -er to words ending in e</li> <li>Doubling final consonant when adding a suffix -ing</li> <li>Suffixes -ful, -less</li> <li>al, il endings</li> <li>Silent gn</li> <li>Homophones</li> </ul>                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>a making the ‘o’ sounds after w and qu</li> <li>ey making the ‘ee’ sound</li> <li>-ge, -dge</li> <li>-tion</li> <li>Adding -es to nouns and verbs ending in -y</li> <li>y to i + er, -est</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Adding -est and -y words ending in e. Drop the ‘e’ for words ending in -e with a consonant before it</li> <li>Doubling final consonant when adding a suffix -er, -est</li> <li>Suffixes -ment, -ness, -ful, less</li> <li>le, el, al, il ending</li> <li>Silent wr</li> <li>Contractions</li> </ul>                                                                                                                                        |
|                                            | Handwriting                    | <ul style="list-style-type: none"> <li>Form lower-case letters in the correct direction, starting and finishing in the right place- teach formation in letter families (Stage1a) in the following order:<br/>‘Around’ letters: c, a, o, d, g, q<br/>‘Down’ letters: l, t, b, p, k, h, l, j, m, n, r, u, y<br/>‘Curly’ letters: e, f, s<br/>‘Zigzag’ letters: v, w, z, x</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Form . and , accurately, making sure to sit them on the line.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another (Stage1b). Introduce the children to:<br/>‘Sun letters’: b, d, h, k, l (f and t are just a little bit smaller)<br/>‘Boat letters’: a, c, e, i, m, n, o, r, s, u, v, w, x, z<br/>‘Water letters’: g, j, p, q, y<br/>Practise these letters in letter-strings (not words).</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Form ! and ? accurately, making sure to sit them on the line.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Consolidate letter formation of lower-case and capital letters.</li> <li>Form apostrophe accurately, ensuring correct size relative to the lower-case letters.</li> <li><b>Start introducing some of the diagonal and horizontal strokes needed to join letters and understand which letters are break letters (b, q, g, j, s, y, z and p) and therefore are best left un-joined.</b><br/><b>Introduce the two basic joins (Stage3):</b><br/><b>‘Arm join’ (diagonal)</b><br/><b>‘Washing line join’ (horizontal)</b></li> <li><b>Introduce the three variations of the arm join:</b> <ol style="list-style-type: none"> <li>arm to boat e.g. ai</li> <li>arm to sun e.g. ab</li> <li>arm to sister e.g. ic</li> </ol> </li> <li><b>Introduce the three variations of the washing line join:</b> <ol style="list-style-type: none"> <li>washing line to boat e.g. wr</li> <li>washing line to sun e.g. wh</li> </ol> </li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|      |                                | f. washing line to sister e.g va                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Y3/4 | Text Type                      | Fiction: Character Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Non- fiction: Recount                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Fiction: Dialogue                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Non-fiction: Information Text                                                                                                                                                                                                                                                                                                                                                                                               | Fiction: Suspense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Non-fiction: Exposition                                                                                                                                                                                                                                                                                                                                                                                                                    |
|      | Key features including grammar | <ul style="list-style-type: none"> <li>Sentences used include simple and compound sentences.</li> <li>Relating verbs are in present tense when describing.</li> <li>Conjunctions are used to link sentences (e.g. and, but, so).</li> <li>A range of nouns, both common and proper, are used.</li> <li>Generalised noun groups are used (e.g. many, some, all).</li> <li>Some figurative language is used e.g., similes.</li> <li><b>Sentences used include simple, compound and complex sentences.</b></li> <li><b>Common nouns are used to refer to people, places and things.</b></li> <li><b>Figurative language is used e.g., similes and metaphor.</b></li> </ul> | <ul style="list-style-type: none"> <li>Past tense verbs are used consistently.</li> <li>Personal pronouns (e.g. I, me, we, he, she) are used correctly.</li> <li>Adjectives and adverbs are used to explain details.</li> <li>Paragraphs are beginning to be used to organise events.</li> <li><b>Some use of adverbial phrases is demonstrated.</b></li> <li><b>The subject and verb agree.</b></li> <li><b>Plurals and articles are used correctly.</b></li> <li><b>Definite and indefinite articles are used correctly.</b></li> <li><b>Additional noun types e.g., collective.</b></li> </ul> | <ul style="list-style-type: none"> <li>Accurately punctuate dialogue by using inverted commas to demarcate speech.</li> <li>Use only a few exchanges, balancing description, action and dialogue.</li> <li>Describe what a character is doing whilst speaking e.g. <i>“No,” he hissed, shaking his head.</i></li> <li>Use dialogue to suggest how a character feels, thinks or what they like.</li> <li>Use colloquial expressions- <i>“Crazy cats,” she muttered.</i></li> </ul> | <ul style="list-style-type: none"> <li>Nouns, especially in the introduction, are plural (whales, mammals, elephants) or general (a whale, a mammal, the elephant).</li> <li>Noun groups enhance the description (e.g. wild bears).</li> <li><b>Technical adjectives or describing words are used.</b></li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>Use empty words to hide threat (something, somebody, it, a silhouette).</li> <li>Let the threat get closer and closer.</li> <li>Show the character’s feelings through their reactions.</li> <li>Intensify the situation through repetition.</li> <li>Use rhetorical questions to make the reader worry.</li> <li>Select verbs that connect to the emotion of the main character (<i>crept, tiptoed, trembled</i>) or the threat (<i>grabbed, smothered, slithered</i>).</li> <li>Use dramatic adverbials to inject pace and drama (<i>in an instant, without warning</i>).</li> </ul> | <ul style="list-style-type: none"> <li>Time conjunctions are used to link arguments (e.g. firstly, secondly, finally).</li> <li>Evaluative language is used to persuade the reader (e.g. feel, believe, like).</li> <li>The writer demonstrates minimal use of pronouns (usually in conclusion).</li> <li>Modal verbs are used to persuade the reader.</li> <li><b>Modal verbs and adverbs are used to persuade the reader.</b></li> </ul> |
|      | Punctuation                    | <ul style="list-style-type: none"> <li>Begin to use commas to separate clauses in complex sentences where the subordinate clause appears first.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li><b>Use apostrophes for singular and plural possession.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Use inverted commas <b>and other punctuation</b> to punctuate direct speech.</li> </ul>                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Use commas to separate clauses in complex sentences where the subordinate clause appears first.</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Begin to use commas to demarcate fronted adverbials.</li> <li><b>Use commas after fronted adverbials.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Secure use of commas to separate clauses in complex sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                           |
|      | Active Spelling (Y3 cycle)     | <ul style="list-style-type: none"> <li>Double the final consonant when adding a suffix -ed, ing or er</li> <li>Adding ly</li> <li>ou</li> <li>ch (‘k’)</li> <li>gue</li> <li>y for ‘i’</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Prefix in-</li> <li>Prefix il-</li> <li>-ation</li> <li>-tion</li> <li>ei</li> <li>Statutory words</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>-ture</li> <li>Words with ly</li> <li>ous</li> <li>ch (‘sh’)</li> <li>qu/que</li> <li>y for ‘i’</li> <li></li> </ul>                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Prefix ir-</li> <li>Prefix re-</li> <li>-sion</li> <li>-cian</li> <li>eigh</li> <li>Statutory words</li> </ul>                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>-sure</li> <li>Adding -ly y to i</li> <li>ou, ous</li> <li>ch making the ‘k’ and ‘sh’ sounds</li> <li>Sc</li> <li>y for ‘l’</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Prefix im-</li> <li>Prefix un-</li> <li>Prefix super-</li> <li>-ssion</li> <li>Ey</li> </ul> <p>Homophones</p>                                                                                                                                                                                                                                                                                      |
|      | Handwriting                    | <ul style="list-style-type: none"> <li>Consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Teach formation in letter families (Stage1a) in the following order:<br/>‘Around’ letters: c, a, o, d, g, q<br/>‘Down’ letters: l, t, b, p, k, h, l, j, m, n, r, u, y<br/>‘Curly’ letters: e, f, s<br/>‘Zigzag’ letters: v, w, z, x</li> <li>Ensure correct formation of . , ! ? and apostrophes.</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Continue to consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Letter strings to focus on the arm to boat join (Stage3):<br/>ai, ae, aj, am, ar<br/>ci, ce, cu, cy<br/>di, dr, dy, de<br/>ee, ei, em, er<br/>he, hu, hi, hy<br/>ie, ir, ip, iw, iy<br/>ke, ki, kn, ky</li> <li>Ensure correct formation of inverted commas.</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Continue to consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Letter strings to focus on the arm to sun join (Stage3):<br/>ab, ah, ak, al<br/>at, be, eh, ek, el<br/>et, ib, ik, il, it<br/>al, ch, mb, th, da</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>Continue to consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Letter strings to focus on the arm to sister join (Stage3):<br/>ic, ka, ko, la, ld, lo<br/>and then<br/>The washing line to boat join:<br/>vi,vu<br/>wi, wr, wy, we<br/>ri, rr, ry, re<br/>Note the join for we and re should drop further (see Stage 3).</li> </ul> | <ul style="list-style-type: none"> <li>Continue to consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Letter strings to focus on the washing line to sun join (Stage 3):<br/>wh, wl, rb<br/>rh, rl, fl, ob<br/>oh, ol, ot<br/>and then<br/>The washing line to sister join:<br/>va, vo<br/>wa, wo<br/>ra, ro, rd, rg<br/>fa, fo<br/>oa, oo, od og</li> </ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Continue to consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Increase the legibility, consistency and quality of their handwriting through continued fluency practice addressing any inaccuracies in letter formation or joins.</li> </ul>                                                                                                       |
| Y5/6 | Text Type                      | Fiction: Character Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Non- fiction: Recount                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Fiction: Dialogue                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Non-fiction: Information Text                                                                                                                                                                                                                                                                                                                                                                                               | Fiction: Suspense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Non-fiction: Discussion                                                                                                                                                                                                                                                                                                                                                                                                                    |
|      | Key features including grammar | <ul style="list-style-type: none"> <li>A variety of adjectives are used.</li> <li>Adverbs are used.</li> <li>Nouns and pronouns are well linked.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>A variety of action verbs are used.</li> <li>A variety of time connectives put the events in order (e.g. initially, next, then, finally).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Have characters discuss other characters and reflect on events.</li> <li>Add listener’s reactions to speech- <i>“Hello,” said John,</i></li> </ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Modifiers are used that tell how much or how many (e.g., all, most, many, some, few, only, mainly, often, sometimes).</li> <li>Passive voice is used.</li> </ul>                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Use an abandoned setting or lull the reader with a cosy setting</li> <li>Personify the setting t make it sound dangerous-use the weather and/or</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            | High-modal verbs and high-modal adverbs are used.                                                                                                                                                                                                                                                                                                                                                                                          |

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|  |                            | <ul style="list-style-type: none"> <li>Prepositions are correctly used.</li> <li>Complex noun groups are used.</li> <li>Uses simple present tense.</li> <li>Adverbs of time and frequency are used (e.g., where, when, how long, why, with whom).</li> <li>Figurative language is used in order to create literary effect (e.g., similes, metaphors, personification and hyperbole).</li> </ul>                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Pronoun links between people and places are clear (e.g. I, me, he, she, we).</li> <li>Compound sentences are used to compare ideas. (e.g. I enjoyed the day but others did not.)</li> <li>Figurative language is used (simile, metaphor, personification).</li> <li>Technical vocab is used related to the context.</li> <li>Evaluative language is used to summarise and /or reflect.</li> </ul>                                                                                                                                                                                                                              | <i>waving to his friend. Tim gasped.</i> <ul style="list-style-type: none"> <li>Add in action before a character replies.</li> <li>Vary the position of the reported clause by putting the speaker before or after what is said or in between.</li> <li>Explore a variety of formal and informal techniques to develop a character's voice, such as apostrophes for omission- <i>"We was lovin' that yesterday, weren't we?"</i></li> </ul>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>time of day to create atmosphere.</p> <ul style="list-style-type: none"> <li>Make your character hear, see, touch or smell something ominous.</li> <li>Suggest something is about to happen.</li> <li>Reveal the character's thoughts.</li> <li>Slow the action by using sentences of three and drop in clauses- e.g. <i>something was stalking him, watching his every move waiting for him to make a mistake.</i></li> </ul>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  | Punctuation                | <ul style="list-style-type: none"> <li>Use commas to clarify meaning and demarcate complex sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Identify and use commas to indicate parenthesis.</li> <li><b>Explore how hyphens can be used to avoid ambiguity.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li><b>Identify and use semi-colons to mark the boundary between independent clauses.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Identify and use brackets to indicate parenthesis.</li> <li><b>Identify and use colons to introduce a list.</b></li> <li><b>Identify and use semi-colons within lists.</b></li> </ul>                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Identify and use dashes to indicate parenthesis.</li> <li><b>Use ellipsis to link ideas between paragraphs.</b></li> </ul>                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Use a range of punctuation to demarcate parenthesis.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
|  | Active Spelling (Y5 cycle) | <ul style="list-style-type: none"> <li>-able</li> <li>-ible</li> <li>Prefixes (<i>revised from LKS2</i>)</li> <li>Prefixes (<i>revised from LKS2</i>)</li> <li>-ant</li> <li>-ent</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Homophones</li> <li>-ous</li> <li>-tion/-sion</li> <li>Silent letters k</li> <li>-ough</li> <li>Statutory words</li> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>-ably</li> <li>-ibly</li> <li>Hyphens</li> <li>ff -r</li> <li>-ance</li> <li>-ence</li> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Homophones</li> <li>-tious</li> <li>-tial</li> <li>Silent letters t</li> <li>ie for 'ee'</li> <li>Statutory words</li> <li></li> </ul>                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>-able, -ably with prefix</li> <li>-ible, -ibly with prefix</li> <li>Hyphens</li> <li>Statutory words</li> <li>-ancy</li> <li>-ency</li> </ul>                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Homophones</li> <li>-cious</li> <li>-cial</li> <li>Silent letters w</li> <li>Ei <i>i before e except after c</i></li> <li>Statutory words wth silent letters</li> </ul>                                                                                                                                                                                                                                           |
|  | Handwriting                | <ul style="list-style-type: none"> <li>Consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Teach formation in letter families (Stage1a) in the following order:<br/>'Around' letters: c, a, o, d, g, q<br/>'Down' letters: l, t, b, p, k, h, l, j, m, n, r, u, y<br/>'Curly' letters: e, f, s<br/>'Zigzag' letters: v, w, z, x</li> <li>Consolidate arm to boat join letter strings:<br/>ai, ae, aj, am, ar<br/>ci, ce, cu, cy<br/>di, dr, dy, de<br/>ee, ei, em, er<br/>he, hu, hi, hy<br/>ie, ir, ip, iw, iy<br/>ke, ki, kn, ky</li> <li>Consolidate formation of . , ! ? and apostrophes.</li> </ul> | <ul style="list-style-type: none"> <li>Consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Consolidate arm to sun join letter strings:<br/>ab, ah, ak, al<br/>at, be, eh, ek, el<br/>et, ib, ik, il, it<br/>al, ch, mb, th, da</li> <li>Consolidate arm to sister join letter strings:<br/>ic, ka, ko, la, ld, lo</li> <li>Consolidate washing line to boat join letter strings:<br/>vi,vu<br/>wi, wr, wy, we<br/>ri, rr, ry, re<br/>Note the join for we and re should drop further (see Stage 3).</li> <li>Consolidate formation of inverted commas and introduce colons and hyphens.</li> </ul> | <ul style="list-style-type: none"> <li>Consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Consolidate the washing line to sun join letter strings:<br/>wh, wl, rb<br/>rh, rl, fl, ob<br/>oh, ol, ot</li> <li>Consolidate the washing line to sister join letter strings:<br/>va, vo<br/>wa, wo<br/>ra, ro, rd, rg<br/>fa, fo<br/>oa, oo, od og</li> <li>Consolidate formation of previously taught punctuation and introduce semi-colons ;</li> </ul> | <ul style="list-style-type: none"> <li>Maintain a fluent and consistent style by continuing to consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Consolidate previously taught letter joins and choose when to join or not join specific letters when writing at speed.</li> <li>Consolidate formation of previously taught punctuation and introduce brackets, and dashes.</li> </ul> | <ul style="list-style-type: none"> <li>Maintain a fluent and consistent style by continuing to consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Consolidate previously taught letter joins and choose when to join or not join specific letters when writing at speed.</li> <li>Consolidate formation of previously taught punctuation and introduce ellipsis.</li> </ul> | <ul style="list-style-type: none"> <li>Maintain a fluent and consistent style by continuing to consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Consolidate previously taught letter joins and choose when to join or not join specific letters when writing at speed.</li> <li>Consolidate formation of previously taught punctuation marks: . , ! ? ' " " ( ) - - : ;</li> </ul> |

| Hemswell Cliff Primary School: English LTP |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                            |
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| Cycle B                                    |                                | Autumn Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer Term 2                                                                                                                                                                                                                                                                                                                              |
| Year 1/2                                   | Text Type                      | Fiction: Settings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Non-fiction: Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Fiction: Openings and endings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Non-fiction: Information Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Fiction: Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Non-fiction: Explanation                                                                                                                                                                                                                                                                                                                   |
|                                            | Key features including grammar | <ul style="list-style-type: none"> <li>Include adjectives which describe the time of day and weather- <i>It was a hot night.</i></li> <li>Carefully choose adjectives to help the reader feel what the setting is like.</li> <li>Use prepositions to extend descriptions- <i>near the cave, on top of the table.</i></li> <li><b>Use sentences of three to pile up the description- <i>The forest was cold, dark and silent.</i></b></li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Verbs are at the beginning of each step.</li> <li>Articles to be included in the steps. (e.g. Pick up the toothbrush.)</li> <li>Present tense verbs are used.</li> <li>Steps are in sequential order.</li> <li>The writing uses technical language relating to specific task.</li> <li><b>Imperative verbs are at the beginning of each step.</b></li> <li><b>Some use of adverbs is demonstrated. (e.g. Pour the milk slowly).</b></li> <li><b>Articles are used. (e.g. Pour the milk into the bowl not pour milk into bowl.</b></li> <li><b>No use of personal pronouns. (e.g. We put the milk in the bowl. I mixed the butter and flour.)</b></li> </ul> | <ul style="list-style-type: none"> <li>Think about how the character feels/what the character wants before the story starts.</li> <li>Use different ways to start a story e.g. time starters- <i>there once was; once, long ago; many moons ago</i> and place starters- <i>in a distant land; far, far away; on the other side of a mountain.</i></li> <li>Develop the ways to get a story going using time starters- <i>one day; one morning; one afternoon; one night.</i></li> <li>Add in 'early' or 'late' to the time starter.</li> <li>Develop the ways to show the reader that the story is ending- <i>in the end, just in the nick of time.</i></li> <li>End by stating how the character has changed or what has been learned- <i>He would never steal again.</i></li> </ul> | <ul style="list-style-type: none"> <li>Adjectives or describing words are used.</li> <li>Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).</li> <li>Verbs are usually in simple present tense. (e.g. Dogs are animals. They have two eyes.)</li> <li><b>Conjunctions or joining words are used.</b></li> <li><b>Verbs are consistently in simple present tense. (e.g. Whales are mammals.)</b></li> <li><b>Simple and compound sentences predominate.</b></li> </ul> | <ul style="list-style-type: none"> <li>Use a sentence of 3 to focus on the action- <i>he ran down the lane, leapt over the wall and screamed.</i></li> <li>Choose action verbs that have emotion- <i>dashed, leapt, grip, chase.</i></li> <li>Add detail to how the character moves by adding an adverb- <i>she tiptoed suspiciously.</i></li> <li>Show your character's reaction.</li> <li>Use onomatopoeia to interrupt or interject- <i>Snap! Crash! Bang!</i></li> <li>Use adverbials to advance the action- <i>suddenly, unfortunately.</i></li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Simple sentences are used.</li> <li>Verbs are in the present tense.</li> <li>Pronouns are used (e.g. it, they).</li> <li>Common time conjunctions are used (e.g. firstly, secondly, finally).</li> <li><b>Adjectives are used to elaborate the nouns.</b></li> </ul>                                |
|                                            | Punctuation                    | <ul style="list-style-type: none"> <li>Capital letters and full stops are being used <b>consistently</b> to demarcate sentences.</li> <li><b>Use commas to separate adjectives and items in lists (e.g. expanded noun phrases).</b></li> </ul>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Capital letters are used for proper nouns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Capital letters are used for the personal pronoun 'I'.</li> <li>Identify and use question marks and exclamation marks.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Capital letters and full stops are being used with increasing accuracy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li><b>Use apostrophes for contracted forms and to show singular possession in nouns.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Capital letters and full stops are used consistently to demarcate sentences.</li> <li><b>Secure the use of full stops, capital letters, exclamation marks and question marks.</b></li> </ul>                                                                                                        |
|                                            | Active Spelling (Y2 only)      | <ul style="list-style-type: none"> <li>a making the 'or' sound (not the short vowel 'a' sound)</li> <li>c makes the 's' sound if placed before i/e/y</li> <li>-dge</li> <li>Suffix -ly for i at the end of words</li> <li>o making the 'u' sound</li> <li>keep the y + ing</li> </ul>                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Adding -ing to words ending in -e</li> <li>Double the final consonant when adding a suffix -ed</li> <li>Suffixes -ment, -ness</li> <li>le, el, endings</li> <li>Silent kn</li> <li>Possessive apostrophes for singular nouns</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>ar to make the 'or' sound after w</li> <li>or making the 'er' sound after a w</li> <li>-ge</li> <li>-ly endings</li> <li>s making the 'z' sound</li> <li>y to i + ed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Adding -ed and -er to words ending in e</li> <li>Doubling final consonant when adding a suffix -ing</li> <li>Suffixes -ful, -less</li> <li>al, il endings</li> <li>Silent gn</li> <li>Homophones</li> </ul>                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>a making the 'o' sounds after w and qu</li> <li>ey making the 'ee' sound</li> <li>-ge, -dge</li> <li>-tion</li> <li>Adding -es to nouns and verbs ending in -y</li> <li>y to i + er, -est</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Adding -est and -y words ending in e. Drop the 'e' for words ending in -e with a consonant before it</li> <li>Doubling final consonant when adding a suffix -er, -est</li> <li>Suffixes -ment, -ness, -ful, less</li> <li>le, el, al, il ending</li> <li>Silent wr</li> <li>Contractions</li> </ul> |
|                                            | Handwriting                    | <ul style="list-style-type: none"> <li>Form lower-case letters in the correct direction, starting and finishing in the right place- teach formation in letter families (Stage1a) in the following order:<br/>'Around' letters: c, a, o, d, g, q<br/>'Down' letters: l, t, b, p, k, h, l, j, m, n, r, u, y<br/>'Curly' letters: e, f, s<br/>'Zigzag' letters: v, w, z, x</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> </ul> <p>Form . and , accurately, making sure to sit them on the line.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another (Stage1b). Introduce the children to:<br/>'Sun letters': b, d, h, k, l (f and t are just a little bit smaller)<br/>'Boat letters': a, c, e, i, m, n, o, r, s, u, v, w, x, z<br/>'Water letters': g, j, p, q, y<br/>Practise these letters in letter-strings (not words).</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Form ! and ? accurately, making sure to sit them on the line.</li> </ul>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Consolidate letter formation of lower-case and capital letters.</li> <li>Form apostrophe accurately, ensuring correct size relative to the lower-case letters.</li> <li><b>Start introducing some of the diagonal and horizontal strokes needed to join letters and understand which letters are break letters (b, q, g, j, s, y, z and p) and therefore are best left un-joined.</b><br/><b>Introduce the two basic joins (Stage3):</b><br/><b>'Arm join' (diagonal)</b><br/><b>'Washing line join' (horizontal)</b></li> <li><b>Introduce the three variations of the arm join:</b> <ol style="list-style-type: none"> <li>arm to boat e.g. ai</li> <li>arm to sun e.g. ab</li> </ol> </li> </ul> |                                                                                                                                                                                                                                                                                                                                            |

|          |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|          |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                          | <b>c. arm to sister e.g. ic</b><br><b>• Introduce the three variations of the washing line join:</b><br><b>d. washing line to boat e.g. wr</b><br><b>e. washing line to sun e.g wh</b><br><b>f. washing line to sister e.g va</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Year 3/4 | Text Type                      | Fiction: Settings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Non-fiction: Procedure                                                                                                                                                                                                                                                                                                                                                                                                                    | Fiction: Openings and endings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Non-fiction: Information Text                                                                                                                                                                                                                                                                                                                            | Fiction: Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Non-fiction: Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|          | Key features including grammar | <ul style="list-style-type: none"> <li>Carefully select the time of day and weather to create the desired effect- <i>thunder rumbled in the darkness.</i></li> <li>Carefully choose verbs and adverbs to bring the setting to life.</li> <li>Use the senses to bring the setting to life e.g. a list of three describing what can be seen, heard or touched- <i>Old carpets, dusty sheets and broken chairs littered the floor.</i></li> <li>Use personification to bring the setting to life.</li> <li>Describe the setting through the character's eyes- <i>Jo looked round the room.</i></li> <li>Show not tell how a character reacts to the setting- <i>Jo shivered.</i></li> </ul> | <ul style="list-style-type: none"> <li>An increased use of adverbs is demonstrated. (e.g. Pour the milk slowly.)</li> <li><b>Verbs are not always at the beginning of the sentence.</b></li> <li><b>The writing demonstrates manipulation of the command, description and qualifier. (e.g. Mix the flour and water, in a bowl, using a wooden spoon. Using a wooden spoon, mix the flour and water, using a wooden spoon.)</b></li> </ul> | <ul style="list-style-type: none"> <li>Use time, weather or place starters plus <i>who, where, when</i> and <i>what</i> is happening to orientate the reader.</li> <li>Start with the name of your character- <i>Bill stared out the window.</i></li> <li>Think about how the character feels and show this at the start.</li> <li>Use dramatic speech- <i>"How do we escape now?"</i></li> <li>Start with questions or exclamations to hook the reader's interest.</li> <li>End by showing how the character has changed or what has been learned- the moral.</li> </ul> | <ul style="list-style-type: none"> <li>Nouns, especially in the introduction, are plural (whales, mammals, elephants) or general (a whale, a mammal, the elephant).</li> <li>Noun groups enhance the description (e.g. wild bears).</li> <li><b>Technical adjectives or describing words are used.</b></li> </ul>                                        | <ul style="list-style-type: none"> <li>Show how a character is feeling through their actions and reactions- <i>trudged, tiptoed, glanced, sighed.</i></li> <li>Inject action into the setting, creating atmosphere through personification and simile.</li> <li>Use a variety of -ing openers to drop the reader straight into the action- <i>Leaping out from behind the car.</i></li> <li>Extend action by using an -ing clause- <i>The trees lined the streets like an army, standing to attention.</i></li> <li>Vary sentence length to affect the reader- short punchy sentences to build tension and pace.</li> <li>Use a wide range of fronted adverbials to advance the action- <i>In an instant, without warning, without thinking.</i></li> </ul> | <ul style="list-style-type: none"> <li>Modifiers are used to tell how much, how many or what size (e.g. all, most, many, some, few, only, mainly, often, male, female).</li> <li>The subjects and verbs agree.</li> <li>Plurals and articles are used correctly.</li> <li>Action verbs are used to explain processes.</li> <li>Simple present tense is used.</li> <li>Simple and compound sentences predominate.</li> <li><b>A variety of sequencing words are used (e.g. eventually).</b></li> </ul> |
|          | Punctuation                    | <ul style="list-style-type: none"> <li>Begin to use commas to separate clauses in complex sentences where the subordinate clause appears first.</li> <li><b>Use apostrophes for singular and plural possession.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Use commas to separate clauses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li><b>Use commas after fronted adverbials.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Use commas to separate clauses in complex sentences where the subordinate clause appears first.</li> <li>Begin to <b>use commas to demarcate fronted adverbials.</b></li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>Use inverted commas <b>and other punctuation</b> to punctuate direct speech.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Secure use of commas to separate clauses in complex sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
|          | Active Spelling (Y4 cycle)     | <ul style="list-style-type: none"> <li>Double the final consonant when adding a suffix -ed, ing, er, en</li> <li>Adding ly</li> <li>ou</li> <li>ch ('k')</li> <li>gue</li> <li>y for 'i'</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Prefix inter-</li> <li>Prefix auto-</li> <li>-ation</li> <li>-tion</li> <li>Statutory words</li> <li>Statutory words</li> </ul>                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>-ture</li> <li>Adding ly</li> <li>ous</li> <li>ch ('sh')</li> <li>qu/que</li> <li>y for 'i'</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Prefix sub-</li> <li>Prefix mis-</li> <li>-sion</li> <li>Possessive apostrophes with plural words</li> <li>Statutory words</li> <li>Statutory words ly</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>-sure</li> <li>Adding ly</li> <li>ou, ous</li> <li>ch making the 'sh' and 'k' sounds</li> <li>Sc</li> <li>Y for 'i'</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Prefix anti-</li> <li>Prefix dis-</li> <li>Homophones</li> <li>-ssion</li> <li>Statutory words</li> <li>Statutory words</li> <li></li> </ul>                                                                                                                                                                                                                                                                                                                   |
|          | Handwriting                    | <ul style="list-style-type: none"> <li>Consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Teach formation in letter families (Stage1a) in the following order:<br/>'Around' letters: c, a, o, d, g, q<br/>'Down' letters: l, t, b, p, k, h, i, j, m, n, r, u, y<br/>'Curly' letters: e, f, s<br/>'Zigzag' letters: v, w, z, x</li> <li>Ensure correct formation of . , ! ? and apostrophes.</li> </ul>                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Continue to consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Letter strings to focus on the arm to boat join (Stage3):<br/>ai, ae, aj, am, ar<br/>ci, ce, cu, cy<br/>di, dr, dy, de<br/>ee, ei, em, er<br/>he, hu, hi, hy<br/>ie, ir, ip, iw, iy<br/>ke, ki, kn, ky</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Continue to consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Letter strings to focus on the arm to sun join (Stage3):<br/>ab, ah, ak, al<br/>at, be, eh, ek, el<br/>et, ib, ik, il, it<br/>al, ch, mb, th, da</li> </ul>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Continue to consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Letter strings to focus on the arm to sister join (Stage3):<br/>ic, ka, ko, la, ld, lo<br/>and then<br/>The washing line to boat join:<br/>vi,vu<br/>wi, wr, wy, we<br/>ri, rr, ry, re</li> </ul> | <ul style="list-style-type: none"> <li>Continue to consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Letter strings to focus on the washing line to sun join (Stage 3):<br/>wh, wl, rb<br/>rh, rl, fl, ob<br/>oh, ol, ot<br/>and then<br/>The washing line to sister join:<br/>va, vo<br/>wa, wo</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Continue to consolidate letter formation of lower-case and capital letters through allograph practise.</li> <li>Increase the legibility, consistency and quality of their handwriting through continued fluency practice addressing any inaccuracies in letter formation or joins.</li> </ul>                                                                                                                                                                  |

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| Year 5/6 | Text Type                      | Fiction: Settings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Non-fiction: Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Fiction: Openings and endings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Non-fiction: Information Text                                                                                                                                                                                                                                                                                                                                                                                                                               | Fiction: Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Non-fiction: Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|          | Key features including grammar | <ul style="list-style-type: none"> <li>Use an unusual object to hook the reader and lead the story forwards- <i>There was a crumpled letter on the doormat.</i></li> <li>Use a change of setting, weather or time to create a new atmosphere.</li> <li>Use sentences of 3 to bring the setting to life- <i>Rusty pipes groaned, fragile cobwebs trembled and a slither of light punctured the darkness.</i></li> <li>Build tension by hinting at what might happen.</li> <li>Use personification, simile and metaphor to create a strong sense of atmosphere.</li> <li>Use contrast to engage and intrigue the reader.</li> <li>Mirror a character's feelings through the weather or setting- <i>The rain poured; Gary sniffed.</i></li> </ul> | <ul style="list-style-type: none"> <li>Qualifiers are used. (e.g. Squeeze toothpaste until the brush is covered).</li> </ul>                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>'Hook' the reader by using a contrast - <i>Outside, the wind howled. Inside, the fire blazed.</i></li> <li>Use a dilemma, desire or unexpected event.</li> <li>Suggest something dangerous might happen or has happened.</li> <li>Dismiss the 'monster' - <i>Tim had never believed in ghosts.</i></li> <li>Create a mood- <i>the fog shrouded...</i></li> <li>Use a flashback or flash-forwards.</li> <li>End the story on a cliffhanger or by setting up a sequel.</li> <li>End with an author's comment on the events- <i>and from that day onwards, Tim never looked at the graveyard in the same way.</i></li> </ul> | <ul style="list-style-type: none"> <li>Modifiers are used that tell how much or how many (e.g., all, most, many, some, few, only, mainly, often, sometimes).</li> <li>Passive voice is used.</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Use a character's reaction or an author's comment to show the effect of a description- <i>Joanna shuddered.</i></li> <li>Mirror the character's feelings through the setting- <i>The murky water lay dead before him.</i></li> <li>Select vocabulary that powerfully connect to the desired mood and feeling.</li> <li>Use repetition to build tension whilst advancing the action.</li> <li>Explore the ways different characters react to a situation.</li> </ul> | <ul style="list-style-type: none"> <li>Third person pronouns are used (e.g. him, her, it, them, and them) rather than first person pronoun (e.g. I, we, me, us).</li> <li>Complex sentences are correct, when attempted.</li> <li>Passive voice is used.</li> </ul>                                                                                                                                                                                      |
|          | Punctuation                    | <ul style="list-style-type: none"> <li>Use commas to clarify meaning and demarcate complex sentences.</li> <li>Identify and use commas to indicate parenthesis.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li><b>Explore how hyphens can be used to avoid ambiguity.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li><b>Identify and use semi-colons to mark the boundary between independent clauses.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Identify and use brackets to indicate parenthesis.</li> <li><b>Identify and use colons to introduce a list.</b></li> <li><b>Identify and use semi-colons within lists.</b></li> </ul>                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Identify and use dashes to indicate parenthesis.</li> <li><b>Use ellipsis to link ideas between paragraphs.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Use a range of punctuation to demarcate parenthesis.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
|          | Active Spelling (Y6 cycle)     | <ul style="list-style-type: none"> <li>-able</li> <li>-ible</li> <li>Prefixes (<i>revised from LKS2</i>)</li> <li>Prefixes (<i>revised from LKS2</i>)</li> <li>-ant</li> <li>-ent</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Homophones</li> <li>-ous</li> <li>-tion/sion</li> <li>Silent letters b</li> <li>-ough</li> <li>Statutory words</li> </ul>                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>-ably</li> <li>-ible with prefix</li> <li>Hyphens</li> <li>ff -r</li> <li>-ance</li> <li>-ence</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Homophones</li> <li>-tious</li> <li>-tial</li> <li>Silent letters G D</li> <li>ei (afte c) exceptions</li> <li>Statutory words</li> </ul>                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>-able, -ably with prefix</li> <li>-ibly with prefix</li> <li>Hyphens</li> <li>f -rr</li> <li>-ancy</li> <li>-ency</li> </ul>                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Homophones</li> <li>-cious</li> <li>-cial</li> <li>Silent letters N G</li> <li>Statutory words <i>y for 'ee' sound</i></li> <li>Statutory words</li> </ul>                                                                                                                                                                                                                                                        |
|          | Handwriting                    | <ul style="list-style-type: none"> <li>Consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Teach formation in letter families (Stage1a) in the following order:<br/>'Around' letters: c, a, o, d, g, q<br/>'Down' letters: l, t, b, p, k, h, i, j, m, n, r, u, y<br/>'Curly' letters: e, f, s<br/>'Zigzag' letters: v, w, z, x</li> <li>Consolidate arm to boat join letter strings:<br/>ai, ae, aj, am, ar</li> </ul>                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Consolidate arm to sun join letter strings:<br/>ab, ah, ak, al<br/>at, be, eh, ek, el<br/>et, ib, ik, il, it<br/>al, ch, mb, th, da</li> <li>Consolidate arm to sister join letter strings:<br/>ic, ka, ko, la, ld, lo</li> <li>Consolidate washing line to boat join letter strings:<br/>vi,vu</li> </ul> | <ul style="list-style-type: none"> <li>Consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Consolidate the washing line to sun join letter strings:<br/>wh, wl, rb<br/>rh, rl, fl, ob<br/>oh, ol, ot</li> <li>Consolidate the washing line to sister join letter strings:<br/>va, vo<br/>wa, wo<br/>ra, ro, rd, rg</li> </ul>                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Maintain a fluent and consistent style by continuing to consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Consolidate previously taught letter joins and choose when to join or not join specific letters when writing at speed.</li> <li>Consolidate formation of previously taught punctuation and introduce brackets, and dashes.</li> </ul> | <ul style="list-style-type: none"> <li>Maintain a fluent and consistent style by continuing to consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Consolidate previously taught letter joins and choose when to join or not join specific letters when writing at speed.</li> <li>Consolidate formation of previously taught punctuation and introduce ellipsis.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Maintain a fluent and consistent style by continuing to consolidate letter formation of lower-case and capital letters, maintaining legibility when writing at speed.</li> <li>Consolidate previously taught letter joins and choose when to join or not join specific letters when writing at speed.</li> <li>Consolidate formation of previously taught punctuation marks: . , ! ? ' " " ( ) - - : ;</li> </ul> |

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|  |  | <p>ci, ce, cu, cy<br/>di, dr, dy, de<br/>ee, ei, em, er<br/>he, hu, hi, hy<br/>ie, ir, ip, iw, iy<br/>ke, ki, kn, ky</p> <ul style="list-style-type: none"><li>• Consolidate formation of .<br/>, ! ? and apostrophes.</li></ul> | <p>wi, wr, wy, we<br/>ri, rr, ry, re</p> <p>Note the join for we and re<br/>should drop further (see<br/>Stage 3).</p> <ul style="list-style-type: none"><li>• Consolidate formation of<br/>inverted commas and<br/>introduce colons and<br/>hyphens.</li></ul> | <p>fa, fo<br/>oa, oo, od og</p> <ul style="list-style-type: none"><li>• Consolidate formation of<br/>previously taught<br/>punctuation and introduce<br/>semi-colons ;</li></ul> |  |  |  |
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