
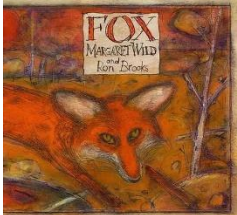
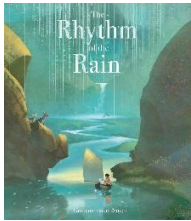

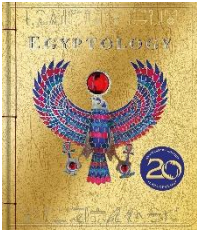
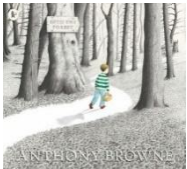


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	 <p><i>The Iron Man</i> - Ted Hughes</p>	 <p><i>Fox</i> – Margaret Wild</p>	 <p><i>The Rhythm of the Rain</i> – Grahame Baker-Smith</p>	 <p><i>Invisible sounds</i> – Yin Jianling and Yu Rong <i>It fell from the sky</i> – The Fan Brothers</p>	 <p><i>Egyptology</i> – Dugald Steer</p>	 <p><i>Into the Forest</i> <i>The Tunnel</i> - Anthony Browne</p>
Writing Outcome And Writing Purpose	<p>Narrative: Approach threat Narrative. Purpose: To narrate.</p> <p>Explanation: Trap Information. Purpose: To explain.</p>	<p>Narrative: Fable narrative. Purpose: To recount.</p> <p>Information: Fox Information Report. Purpose: To inform.</p>	<p>Narrative: Setting Narrative. Purpose: To narrate.</p> <p>Information: River Information leaflet. Purpose: To inform.</p>	<p>Narrative: Return narrative. Purpose: To narrate.</p> <p>Information: Letters. Purpose: To recount.</p>	<p>Narrative: Egyptian mystery narrative. Purpose: To narrate.</p> <p>Information: Secret diary. Purpose: To recount.</p>	<p>Narrative: Lost Narrative. Purpose: To narrate.</p> <p>Information: Newspaper report. Purpose: To recount.</p>
Poetry		<p>Performance The Owl & Pussycat (Edward Lear)</p>		<p>Imagery / Language Play Onomatopoeia Listening to (L Mucha) Acrostic</p>		<p>Shape / Structure / Form Shape Poems & Calligrams Shape Poems by Liz Brownlee</p>
Grammar: Word	<p>Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto-super-anti-</p>	<p>Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto-super-anti- (un- and re-)</p>	<p>Build on previous units & focus on: Use of the forms a and an when next word starts with a consonant or a vowel</p>	<p>Build on previous units & focus on: Use of the forms a and an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>	<p>Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto-super-anti- (un-) Use of the forms a and an when next word starts with a consonant or a vowel</p>	<p>Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto-super-anti- (mis-, in-, dis-, un-) Use of the forms a and an when next word starts with a consonant or a vowel</p>

					Word families based on common words showing how words are related in form and meaning	Word families based on common words showing how words are related in form and meaning
Grammar: Sentence	Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because, of)	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because, of) Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because, of)	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because, of)	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)
Grammar: Text	Build on previous year & focus on: Present perfect form of verbs	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation
Grammar: Punctuation	Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Build on previous units & focus on: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
Terminology for Pupils	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas					