



Mixed Age Planning: Cycle B



Mixed Age Planning: Cycle B

Year Group	Autumn 1 Unit 1A	Autumn 2 Unit 1B	Spring 1 Unit 1C	Spring 2 Unit 2D	Summer 1 Unit 2E	Summer 2 Unit 2F
1&2	<p>The Girl at the front of the class (3 week) Wolf and Bear (3 week)</p> <p>Fiction Outcome: TBC on unit release Non-fiction Outcome: TBC on unit release</p>	<p>The Boy with flowers in his hair (3 week) The queen next door (3 week)</p> <p>Fiction Outcome: TBC on unit release Non-fiction Outcome: TBC on unit release</p>	<p>Cloud Boy (3 week) Whirly Twirly me (3 week)</p> <p>Fiction Outcome: Feelings narrative (WTme) Non-fiction Outcome: TBC on unit release</p>	<p>Bloom (3 week) Grandad's Camper (3 week)</p> <p>Fiction Outcome: TBC on unit release Non-fiction Outcome: TBC on unit release</p>	<p>Jack and the Baked Beanstalk by Colin Stimpson</p> <p>Fiction Outcome: Twisted Tale Non-fiction Outcome: Persuasive letter</p>	<p>Tidy by Emily Gravett (3 week) Sportopedia (3 week)</p> <p>Fiction Outcome: Environment narrative (Tidy) Non-fiction Outcome: Olympic sports guide</p>

	Autumn 1 Unit 3A	Autumn 2 Unit 3B	Spring 1 Unit 3C	Spring 2 Unit 4D	Summer 1 Unit 4E	Summer 2 Unit 4F
3&4	<p>Ocean meets sky (3 week) Hortense and the Shadow (3 week)</p> <p>Fiction Outcome: TBC on unit release Non-fiction Outcome: TBC on unit release</p>	<p>The Forgettery (3 week) The search for the Giant Arctic Jellyfish (3 week)</p> <p>Fiction Outcome: TBC on unit release Non-fiction Outcome: TBC on unit release</p>	<p>The Worry Tiger (3 week) Starbird (3 week)</p> <p>Fiction Outcome: Calmness guide (WT) Non-fiction Outcome:</p>	<p>The Great Kapok Tree (3 week) The Tempest (3 week)</p> <p>Fiction Outcome: Summoning Narrative (T) Non-fiction Outcome: Persuasive letter (KT)</p>	<p>Our Tower (3 week) Flotsam (3 week)</p> <p>Fiction Outcome: TBC on unit release Non-fiction Outcome: TBC on unit release</p>	<p>The secret Sky Garden by Linda Sarah (3 week) The Corinthian Girl (3 week)</p> <p>Fiction Outcome: Transformation Narrative (SG) Success Narrative (CG)</p>

	Autumn 1 Unit 5A	Autumn 2 Unit 5B	Spring 1 Unit 5C	Spring 2 Unit 6D	Summer 1 Unit 6E	Summer 2 Unit 6F
5&6	<p>The Midnight Fair (3 week) I go Quiet (3 week)</p> <p>Fiction Outcome: TBC on unit release Non-fiction Outcome: TBC on unit release</p>	<p>The Long Thing (3 week) The New Girl (3 week)</p> <p>Fiction Outcome: TBC on unit release Non-fiction Outcome: TBC on unit release</p>	<p>A Shelter for Sadness (3 week) Milo Imagines the World (3 week)</p> <p>Fiction Outcome: Embracing emotions Narrative (SS) Non-fiction Outcome: TBC on unit release</p>	<p>Rise Up (3 week) Romeo and Juliet (3 week)</p> <p>Fiction Outcome: Diary (RJ) Non-fiction Outcome: Newspaper report (RU)</p>	<p>The Invisible Story (3 week) The Mysteries of Harris Burdick (3 week)</p> <p>Fiction Outcome: TBC on unit release Non-fiction Outcome: TBC on unit release</p>	<p>Varmints by Helen Ward (3 week) Stories for Boys and Rebel girls (3 week)</p> <p>Fiction Outcome: Environmental change narrative Non-fiction Outcome: Daily Blog</p>

Y1&2 Mixed Age Planning: Cycle B

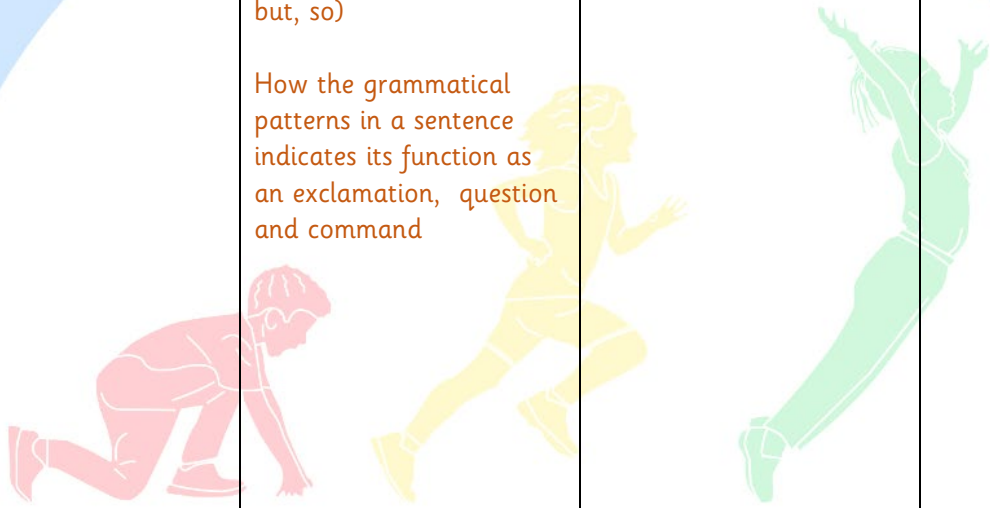
Texts	Word	Sentence	Text	Punctuation
<p>Autumn 1 Unit 1A</p> <p>The Girl at the front of the class (3 week)</p> <p>Wolf and Bear (3 week)</p>	<p>Y1 Regular plural noun suffixes -s or -es</p> <p>How the prefix un- changes the meaning of verbs and adjectives</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I.</p> <p>Use of full Stops to demarcate sentences.</p>
<p>Fiction Outcome: TBC on unit release</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>Y2 Use the suffix -ly to turn adjectives into adverbs</p> <p>Use of the suffix -er and -est in adjectives</p>	<p>Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as a statement and question</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Use apostrophes to mark singular possession in nouns.</p>
<p>Autumn 2 Unit 1B</p> <p>The Boy with flowers in his hair (3 week)</p>	<p>Yr 1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er.</p> <p>Plural noun suffixes -s/ -es and the effects on the noun.</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p>

<p>The queen next door (3 week)</p> <p>Fiction Outcome: TBC on unit release</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>Y2 Reinforce use of the suffix -ly to turn adjectives into adverbs</p> <p>Formation of adjectives using suffix -ful, -less.</p>	<p>Expanded noun phrases for description and specification</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as an exclamation and question</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use apostrophes to mark where letters are missing in spelling (contractions)</p> <p>Use apostrophes to mark singular possession in nouns.</p>
<p>Spring 1 Unit 1C</p> <p>Cloud Boy (3 week)</p> <p>Whirly Twirly me (3 week)</p> <p>Fiction Outcome: Feelings narrative (WTme)</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>Y1 Reinforce plural noun suffix -s -es</p> <p>How prefix un – changes the meaning of verbs and adjectives</p> <p>Adding suffixes -er and -est to adjectives</p> <p>Y2 Formation of adjectives using suffixes -ful -less</p> <p>Use of the suffixes -er & -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using ‘and’</p> <p>Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as a command</p>	<p>Sequencing sentences to form short narratives</p> <p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks to demarcate sentences</p> <p>Exclamation marks to demarcate sentences</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling (contractions)</p>
<p>Spring 2 Unit 2D additional</p> <p>Bloom (3 week)</p> <p>Grandad’s Camper (3 week)</p>	<p>Y1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er.</p> <p>Recap plural noun suffix -s and -es</p> <p>Adding the suffix -est and -er to</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using ‘and’</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I.</p> <p>Full stops to demarcate sentences.</p> <p>Question marks to demarcate sentences</p>

<p>Fiction Outcome: TBC on unit release</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>adjectives</p>			<p>Exclamation marks to demarcate sentences.</p>
	<p>Y2 Learn how to form adjectives using suffixes (such as -ful, -less)</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p>	<p>Learn how to form nouns by compounding</p> <p>Expanded noun phrases for description and specification</p> <p>Co-ordination (or, and, but, so)</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p> <p>Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p>
<p>Summer 1 Unit 2E</p> <p>Jack and the Baked Beanstalk</p> <p>Fiction Outcome: Twisted Tale</p> <p>Non-fiction Outcome: Persuasive letter</p>	<p>Y1 Plural noun suffix -s -es</p> <p>How un- prefix changes the meaning of verbs and adjectives</p> <p>Adding the suffix -ing , -ed and -er to verbs</p> <p>Adding the suffix -est and -er to adjectives</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I</p> <p>Full stops to demarcate sentences</p> <p>Question marks to demarcate sentences.</p>

	<p>Y2 Formation of adjectives using suffixes e.g. -ful, -less</p> <p>Learn how to form nouns by compounding</p>	<p>Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as a question and statement</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spellings (contractions)</p>
<p>Summer 2 Unit 2F</p> <p>Tidy by Emily Gravett (3 week)</p> <p>Sportopedia (3 week)</p> <p>Fiction Outcome: Environment narrative (Tidy)</p>	<p>Y1 Adding the suffix -er and est to adjectives</p> <p>Adding the suffixes -ing and -ed to verbs</p> <p>How un- prefix changes the meaning of verbs and adjectives</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using and, because, but and so</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks</p> <p>Exclamation marks</p>

<p>Non-fiction Outcome: Olympic sports guide</p>	<p>Y2 Formation of nouns by compounding</p> <p>Use of the suffixes -er & -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p>	<p>Expanded Noun Phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as an exclamation, question and command</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Commas to separate items in a list</p>
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Y3&4 Mixed Age Planning: Cycle B

Write

Texts	Word	Sentence	Text	Punctuation
<p>Autumn 1 Unit 3A</p> <p>Ocean meets sky (3 week) Hortense and the Shadow (3 week)</p> <p>Fiction Outcome: TBC on unit release</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. im-, un, mis</p> <p>Using a or an according to whether the next word begins with a vowel or consonant</p>	<p>Use a wider range of conjunctions to express time, place and cause e.g. when, before, after, while, so, because, if, although</p> <p>Expressing time, place and cause using adverbs e.g. then, there, soon, after</p> <p>Expressing time, place and cause using prepositions e.g. before, during, after, in</p> <p>Use expanded noun phrases for description and specification (Y2 recap)</p> <p>Learn how to use subordination (Y2)</p>	<p>Introduction to paragraphs as a way to group related material</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling (contractions) and to mark singular possession in nouns (Yr 2 recap)</p> <p>Use commas to separate items in a list (Yr 2 recap)</p>
	<p>Y4 Grammatical difference between plural and possessive -s</p> <p>Verb inflections (we were instead of we was)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme, with headings and sub headings</p> <p>Use the present perfect form of verbs in contrast to the simple past (Yr 3 recap)</p>	<p>Use commas after fronted adverbials</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p>
<p>Autumn 2 Unit 3B</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. un-, re-</p>	<p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p>	<p>Present perfect form of verbs in contrast to the simple past</p>	<p>Use of inverted commas to punctuate direct speech</p> <p>Commas to separate items in a list</p>

<p>The Forgettery (3 week)</p> <p>The search for the Giant Arctic Jellyfish (3 week)</p> <p>Fiction Outcome: TBC on unit release</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant</p> <p>Learn how to use -ly in Standard English to turn adjectives into adverbs (Y2 reinforcement)</p>	<p>Use a wider range of conjunctions, e.g. when, if, because, although</p>	<p>Introduction to paragraphs as a way to group related material</p>	<p>Apostrophes to mark singular possession in nouns (Yr 2 recap)</p>
	<p>Y4 Grammatical difference between plural and possessive -s</p> <p>Verb inflections (we were instead of we was)</p>	<p>Expressing time, place and cause using prepositions (Yr 3 recap)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Paragraphs to organise ideas around a theme, with headings and sub headings</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Apostrophes for plural possession</p> <p>Use commas after fronted adverbials</p> <p>Inverted commas and other punctuation to indicate direct speech</p>
<p>Spring 1 Unit 3C</p> <p>The Worry Tiger (3 week)</p>	<p>Y3 Use of the forms a or an when next word starts with a consonant or a vowel</p>	<p>Use a wider range of conjunctions, e.g. when, if, because, although</p> <p>Expressing time, place and cause using prepositions</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Develop understanding of using the present perfect</p>	<p>Apostrophes to mark singular possession in nouns (Yr 2 recap)</p> <p>Learn how to use commas to separate items in a list (Y2 reinforcement)</p>

<p>Starbird (3 week)</p> <p>Fiction Outcome: Calmness guide (WT)</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>Develop an understanding of word families based on common words, showing how words are related.</p>	<p>e.g. (before, after, during, in, because of)</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p>	<p>form of verbs in contrast to the simple past</p>	
	<p>Yr 4 Grammatical difference between plural and possessive -s</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Paragraphs to organise ideas around a theme, with headings and sub-headings</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Apostrophes for plural possession</p> <p>Use commas after fronted adverbials</p>
<p>Spring 2 Unit 4D</p> <p>The Great Kapok Tree (3 week)</p>	<p>Y3</p> <p>Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel</p> <p>Adverbs ending in -ly</p>	<p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using prepositions e.g.</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p>

<p>The Tempest (3 week)</p> <p>Fiction Outcome: Summoning Narrative (T)</p> <p>Non-fiction Outcome: Persuasive letter (KT)</p>		<p>(before, after, during, in, because of)</p> <p>Use expanded noun phrases for description and specification</p>		<p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>
	<p>Yr 4</p> <p>Grammatical difference between plural and possessive -s</p> <p>Develop understanding of standard English forms for verb inflections (we were instead of we was)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Paragraphs to organise ideas around a theme</p> <p>Use adverbials and conjunctions for cohesion</p> <p>Appropriate choice of noun with and across sentences to aid cohesion and avoid repetition.</p>	<p>Inverted commas and other punctuation to indicate direct speech</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>
<p>Summer 1</p> <p>Unit 4E</p> <p>Our Tower (3 week)</p> <p>Flotsam (3 week)</p>	<p>Y3 Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel</p> <p>Word families based on common words showing</p>	<p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using prepositions e.g.</p>	<p>Introduction to paragraphs as a way to group related material</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p>

<p>Fiction Outcome: TBC on unit release</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>how words are related in form and meaning</p> <p>Formation of nouns using a range of prefixes e.g. auto- super- anti un--dis -mis -im -in</p>	<p>(before, after, during, in, because of)</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p>		
	<p>Y4</p> <p>Verb inflections (we were instead of we was)</p> <p>Grammatical difference between plural and possessive -s</p>	<p>Fronted adverbials</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Inverted commas and other punctuation to indicate direct speech</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>
<p>Summer 2 Unit 4F</p> <p>The Secret Sky Garden by Linda Sarah (3 week)</p> <p>The Corinthian Girl (3 week)</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. auto- inter- anti-</p> <p>Develop an understanding of word families based on common words, showing how words are related in form and meaning</p>	<p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Develop understanding by expressing time and place using prepositions e.g. before, after, during, in</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark singular possession in nouns</p>

<p>Fiction Outcome: Transformation Narrative (SG)</p> <p>Success Narrative (CG)</p>	<p>Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel</p> <p>Adverbs ending in -ly</p>	<p>Develop understanding by expressing time, place and cause using adverbs then, next, soon, therefore</p>		
	<p>Y4 Verb inflections (we were instead of we was)]</p> <p>Grammatical difference between plural and possessive -s</p>	<p>Fronted adverbials</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Use of a comma after the reporting clause and use of end punctuation within inverted commas.</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>

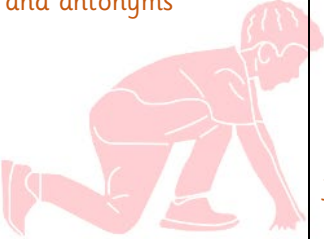


Ready Steady
Write

Y5&6 Mixed Age Planning: Cycle B

Texts	Word	Sentence	Text	Punctuation
<p>Autumn 1 Unit 5A</p> <p>The Midnight Fair (3 week)</p> <p>I go Quiet (3 week)</p> <p>Fiction Outcome: TBC on unit release</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>Y5 Develop an understanding of the use of verb prefixes</p>	<p>Indicate degrees of possibility using modal verbs</p> <p>Expanded noun phrases to convey complicated information concisely</p> <p>Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Use of a range of sentence types for impact and cohesion</p>	<p>Indicate parenthesis using dashes and brackets</p> <p>Commas after fronted adverbials (reinforce from Y4)</p> <p>Inverted commas to indicate direct speech (reinforce from Y4)</p>
	<p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p>	<p>The difference between structures typical of informal speech and structures appropriate to formal</p> <p>Use of the passive to affect the presentation of information in a sentence</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p> <p>Using headings and sub-headings to organise information</p>	<p>Use commas, brackets and dashes for parenthesis</p> <p>Use range of punctuation precisely to enhance meaning</p> <p>Punctuation of bullet points (when modelling planning)</p>
<p>Autumn 2 Unit 5B</p>	<p>Y5 Develop understanding of the use of verb prefixes</p>	<p>Indicate degrees of possibility using modal verbs</p>	<p>Develop understanding in using devices to build</p>	<p>Use commas after fronted adverbials (Y4 recap)</p>

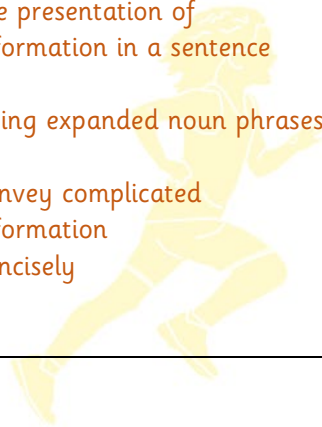
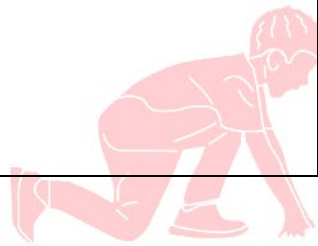
<p>The Long Thing (3 week)</p> <p>The New Girl (3 week)</p> <p>Fiction Outcome: TBC on unit release</p> <p>Non-fiction Outcome: TBC on unit release</p>		<p>Develop understanding of expanded noun phrases to convey complicated information concisely</p> <p>Use fronted adverbials (Yr 4 recap)</p>	<p>cohesion within a paragraph</p>	<p>Use commas, brackets and dashes for parenthesis</p>
	<p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>Converting nouns or adjectives into verbs using suffixes (Year 5 recap) e.g.: -ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise)</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate to formal speech and writing.</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Use commas, brackets and dashes for parenthesis</p> <p>Use range of punctuation precisely to enhance meaning (through editing)</p> <p>Punctuation of bullet points (when modelling planning)</p> <p>Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</p> <p>Indicate grammatical features by using hyphens to avoid ambiguity</p>
<p>Spring 1</p> <p>Unit 5C</p>	<p>Y5</p> <p>Develop understanding and use of verb prefixes</p>	<p>Develop understanding of expanded noun phrases to convey complicated information concisely</p>	<p>Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Use commas to clarify meaning and avoid ambiguity</p>

<p>A Shelter for Sadness (3 week)</p> <p>Milo Imagines the World (3 week)</p> <p>Fiction Outcome: Embracing emotions Narrative (SS)</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>Converting nouns or adjectives into verbs using suffixes e.g. -ate, -en, -ify, -ise</p>	<p>Indicate degrees of possibility using adverbs.</p>		
	<p>Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p> <p>Develop understanding of how words are related by meaning as synonyms and antonyms</p> 	<p>The difference between structures typical of informal speech and structures appropriate to formal speech and writing.</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Indicate grammatical features using brackets to indicate parenthesis (Year 5 recap)</p> <p>Use range of punctuation precisely to enhance meaning</p> <p>Use colons to introduce a list</p> <p>Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</p> <p>Indicate grammatical features using the dash to mark the boundary between independent clauses</p> <p>Use commas to clarify meaning and avoid ambiguity (Y5 recap)</p>
<p>Spring 2 Unit 6D</p> <p>Rise Up (3 week)</p> <p>Romeo and Juliet (3 week)</p> <p>Fiction Outcome:</p>	<p>Y5 Develop understanding and use of verb prefixes</p>	<p>Indicate degrees of possibility using modal verbs and adverbs.</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>	<p>Develop understanding in using devices to build cohesion within a paragraph</p> <p>Use a range of sentence types for impact and cohesion</p>	<p>Use commas for parenthesis</p> <p>Use commas to clarify meaning and avoid ambiguity</p>

<p>Diary (RJ)</p> <p>Non-fiction Outcome: Newspaper report (RU)</p>	<p>Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p>	<p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech and writing.</p> <p>Understand and recognise the use of subjunctive forms in formal writing and speech</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Use range of punctuation precisely to enhance meaning</p> <p>Use dashes and semi-colon to mark the boundary between independent clauses</p> <p>Using semi-colons within lists.</p>
<p>Summer 1 Unit 6E</p> <p>The Invisible Story (3 week)</p> <p>The Mysteries of Harris Burdick (3 week)</p>	<p>Y5 Develop understanding and use of verb prefixes</p> <p>Converting nouns or adjectives into verbs using suffixes</p>	<p>Indicate degrees of possibility using adverbs</p> <p>Indicate degrees of possibility using modal verbs</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Use commas for clarity and to avoid ambiguity</p> <p>Indicate parenthesis using brackets</p>

<p>Fiction Outcome: TBC on unit release</p> <p>Non-fiction Outcome: TBC on unit release</p>				
	<p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> 	<p>The difference between structures typical of informal speech and structures appropriate to formal speech and writing.</p> <p>Use of the passive to affect the presentation of information in a sentence</p> 	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p> <p>Use of headings, sub-headings and bullets to structure texts</p> 	<p>Colons to introduce a list and semi-colons for more elaborate lists (link to what is needed for the survival guide)</p> <p>Use dashes to mark the boundary between independent clauses</p> <p>Use range of punctuation precisely to enhance meaning</p> <p>Use commas to clarify meaning and avoid ambiguity</p>
<p>Summer 2 Unit 6F</p> <p>Varmints by Helen Ward (3 week)</p> <p>Stories for Boys and Rebel girls (3 week)</p>	<p>Y5 Converting nouns or adjectives into verbs using suffixes</p>	<p>Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Develop understanding of expanded noun phrases to convey complicated information concisely</p> <p>Indicate degrees of possibility using modal verbs</p>	<p>Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Use commas for clarity and to avoid ambiguity</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)</p> <p>Indicate parenthesis using brackets</p>

<p>Fiction Outcome: Environmental change narrative</p>				
<p>Non-fiction Outcome: Daily Blog</p>	<p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p>	<p>The difference between structures typical of informal speech and structures appropriate to formal speech and writing.</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p> <p>Accurate tense choices throughout the writing</p>	<p>Colons to introduce a list and semi-colons for more elaborate lists</p> <p>Use semi-colon and colon and dash to mark boundary between independent clauses.</p> <p>Use commas, brackets and dashes for parenthesis</p> <p>Use range of punctuation precisely to enhance meaning (through editing)</p> <p>Hyphens used to avoid ambiguity</p>



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