Mixed Age Planning: Cycle A

Year Group	Autumn 1 Unit A EYFS	Autumn 2 Unit B EYFS	Spring 1 Unit C EYFS	Spring 2 Unit D EYFS	Summer 1 Unit E EYFS	Summer 2 Unit F EYFS
EYFS & 1	The Something by Rebecca Cobb **Fiction Outcome**: Losing story Sentences **Non-fiction Outcome**: Animal information sentences	Star in a Jar by Sam Hay **Fiction Outcome**: Finding story sentences **Non-fiction Outcome**: Poster sentences	Juniper Jupiter by Lizzie Stewart **Fiction Outcome**: Superhero sentences **Non-fiction Outcome**: Letter sentences	Little Red by Bethan Woollvin **Fiction Outcome**: Traditional Tale sentences **Non-fiction Outcome**: Instruction sentences	The Extraordinary Gardener by Sam Boughton **Fiction Outcome**: Transformation story sentences **Non-fiction Outcome**: Instruction sentences	The Storm Whale by Benji Davies **Fiction Outcome**: Friendship story sentences **Non-fiction Outcome**: Whale poem sentences

Year Group	Autumn 1 Unit 2A	Autumn 2 Unit 2B	Spring 1 Unit 2C	Spring 2 Unit 3D	Summer 1 Unit 3E	Summer 2 Unit 3F
2 & 3	A River by Marc Martin **Fiction Outcome**: Circular Narrative **Non-fiction Outcome**: Letter to inform	The Night Gardener by The Fan Brothers **Fiction Outcome**: Setting Narrative **Non-fiction Outcome**: Diary	The Bog Baby by Jeanne Willis **Fiction Outcome**: Finding Narrative **Non-fiction Outcome**: Instructions	Pip and Egg (3 week) It fell from the sky (3 week) **Fiction outcome :** Transformation narrative **Non-Fiction outcome :** Complaint letter	Egyptology by Dugald Steer Alternative option – Marcy and the Riddle of the Sphinx (released 2027) **Fiction Outcome**: Egyptian Mystery Narrative **Non-fiction Outcome**: Secret diary	Into the Forest by Anthony Browne **(3 week)** The Secret Elephant **(3 week) released May 26** **Fiction Outcome**: Lost Narrative **Non-fiction Outcome**: TBC on unit release

Year Group	Autumn 1 Unit 4A	Autumn 2 Unit 4B	Spring 1 Unit 4C	Spring 2 Unit 5D	Summer 1 Unit 5E	Summer 2 Unit 5F
4 & 5	The Whale by Ethan and Vita Murrow **Fiction Outcome**: setting narrative **Non-fiction Outcome:** Newspaper report	Leaf by Sandra Dieckman **Fiction Outcome**: Outsider narrative **Non-fiction Outcome**: Information report	Arthur and the Golden rope by Joe Todd Stanton **Fiction Outcome**: Myth narrative **Non-fiction Outcome**: Information Guide	The Promise by Nicola Davies **Fiction Outcome**: Character Narrative **Non-fiction Outcome**: Letter to persuade	The Lost Book of Adventure **Fiction Outcome**: Survival narrative **Non-fiction Outcome**: Survival Guide	King Kong by Anthony Browne **Fiction Outcome**: Dilemma Narrative **Non-fiction Outcome**: Balanced argument

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EYFS/ Yr1 Mixed Age Planning: Cycle A

EYFS NB - Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication.
Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.
*Words shown below need to be in line with phonics scheme being followed by your school.

Texts	Word	Sentence	Text	Punctuation
Autumn 1 **Unit A EYFS** **The Something by Rebecca Cobb** **Fiction Outcome:** Losing story Sentences **Non-fiction Outcome:** Animal information sentences	EYFS Focus on: •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	•Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check	•Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition.	•Letter formation •Separation of words and spaces
	Y1 Regular plural noun suffixes -s or -es How the prefix un– changes the meaning of verbs and adjectives	Combining words to make sentences Joining words and clauses using 'and'	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters for names, places, days of the week and personal pronoun I. Use of full Stops to demarcate sentences.

Autumn 2 **Unit B EYFS** **Star in a Jar by Sam Hay** **Fiction Outcome**: Finding story sentences **Non-fiction Outcome**: Poster sentences	EYFS Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	•Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check	•Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	•Letter formation •Separation of words with spaces Personal pronoun - I, he
	Yr 1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er. Plural noun suffixes -s/ -es and the effects on the noun.	Combining words to make sentences Joining words and clauses using 'and'	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters and full stops

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Spring 1 **Unit C EYFS** **Juniper Jupiter by Lizzie Stewart** **Fiction Outcome:** Superhero sentences **Non-fiction Outcome:** Letter sentences	EYFS Build on previous unit & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	•Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	•Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.	•Letter formation •Separation of words with spaces •Capital letters Personal pronoun - I, she, he Full Stops
	Y1 Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectives Adding suffixes -er and -est to adjectives	Combining words to make sentences Joining words and clauses using- 'and'	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters and full stops Question marks to demarcate sentences Exclamation marks to demarcate sentences

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Spring 2 **Unit D EYFS** **Little Red by Bethan Woollvin** **Fiction Outcome**: Traditional Tale sentences **Non-fiction Outcome**: Instruction sentences	EYFS Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	•Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	•Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives.	•Letter formation •Separation of words with spaces •Capital letters Personal pronoun - I, he, she Full Stops
	Y1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er. Recap plural noun suffix -s and -es Adding the suffix -est and -er to adjectives	Combining words to make sentences Joining words and clauses using 'and'	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters for names, places, days of the week and personal pronoun I. Full stops to demarcate sentences. Question marks to demarcate sentences Exclamation marks to demarcate sentences.

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Summer 1 **Unit E EYFS** **The Extraordinary Gardener by Sam Boughton** **Fiction Outcome:** Transformation story sentences **Non-fiction Outcome:** Instruction sentences	EYFS Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some	•Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	•Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.	•Letter formation •Separation of words with spaces •Capital letters Personal pronoun - I, he •Full Stops Capital Letters for names
	Y1 Plural noun suffix -s -es How un- prefix changes the meaning of verbs and adjectives Adding the suffix -ing , -ed and -er to verbs Adding the suffix -est and -er to adjectives	Combining words to make sentences Joining words and clauses using 'and'	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters for names, places, days of the week and personal pronoun I Full stops to demarcate sentences Question marks to demarcate sentences.

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Summer 2 **Unit 2F** **The Storm Whale by Benji Davies** **Fiction Outcome:** Friendship story sentences **Non-fiction Outcome:** Whale poem sentences	EYFS Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come	•Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	•Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.	•Letter formation •Separation of words with spaces •Capital letters Personal pronoun - I, he, she •Full Stops •Capital Letters for names
	Y1 Adding the suffix -er and est to adjectives Adding the suffixes -ing and -ed to verbs How un- prefix changes the meaning of verbs and adjectives	Combining words to make sentences Joining words and clauses using and, because, but and so	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters and full stops Question marks Exclamation marks

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Y2&3 Mixed Age Planning: Cycle A

Texts	Word	Sentence	Text	Punctuation
Autumn 1 **Unit 2A** **A River by Marc Martin** **Fiction Outcome:** Circular Narrative **Non-fiction Outcome:** Letter to inform	Y2 Use the suffix -ly to turn adjectives into adverbs Use of the suffix -er and -est in adjectives Develop understanding of regular plural noun suffixes -s or -es	Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as a statement and question	Correct choice and consistent use of past and present tense throughout writing	Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns.
	Y 3 Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification	Introduction to paragraphs as a way to group related material	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 Use commas to separate items in a list

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Autumn 2 **Unit 2B** **The Night Gardener by The fan Brothers** **Fiction Outcome:** Setting Narrative **Non-fiction Outcome:** Diary	Y2 Reinforce use of the suffix -ly to turn adjectives into adverbs Formation of adjectives using suffix –ful, -less.	Expanded noun phrases for description and specification Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as an exclamation and question	Correct choice and consistent use of past and present tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use apostrophes to mark where letters are missing in spelling (contractions) Use apostrophes to mark singular possession in nouns.
	Y 3: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly	Yr 3 Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech

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Spring 1 **Unit 2C** **The Bog Baby by Jeanne Willis** **Fiction Outcome:** Finding Narrative **Non-fiction Outcome:** Instructions	Y2 Formation of adjectives using suffixes -ful -less Use of the suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as a command	Correct choice and consistent use of past and present tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Use apostrophes to mark where letters are missing in spelling (contractions)
	Y 3 Use of the forms a or an when next word starts with a consonant or a vowel	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past	Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list

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Spring 2 **Unit 3D** **Pip and Egg** (3 week) **Fiction Outcome:** Transformation narrative **It fell from the sky** (3 week) **Non-fiction Outcome:** Complaint letter	Y2 Use of the suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and exclamation	Correct choice and consistent use of past and present tense throughout writing Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress	Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences Apostrophes to mark singular possession in nouns
	Y3 Use of the forms a or 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	Y3 Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although	Present perfect form of verbs in contrast to the simple past	Inverted commas to punctuate direct speech

Summer 1 **Unit 3E** **Egyptology by Dugald Steer** **Alternative option – Marcy and the Riddle of the Sphinx (To be released 27)** **Fiction Outcome:** Egyptian Mystery Narrative	Y2 Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as a question and statement	Correct choice and consistent use of past and present tense throughout writing	Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark where letters are missing in spellings (contractions) Commas to separate items in a list
Non-fiction Outcome: Secret diary	Y 3 Use of the forms a or 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	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)	Headings and sub-headings to aid presentation Introduction to paragraphs as a way to group related material	Inverted commas to punctuate direct speech

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Summer 2 **Unit 3F** **Into the Forest by Anthony Browne** **(3 week)** **The Secret Elephant** **(3 week) – released May 26** **Fiction Outcome:** Lost Narrative **Non-fiction Outcome:** TBC on unit release	Y2 Formation of nouns by compounding Use of the suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Expanded Noun Phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as an exclamation	Correct choice and consistent use of past and present tense throughout writing	Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
	Y3 Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or 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	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	Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Inverted commas to punctuate direct speech

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Y4&5 Mixed Age Planning: Cycle A

Texts	Word	Sentence	Text	Punctuation
Autumn 1 **Unit 4A** **The Whale by Ethan and Vita Murrow** **Fiction Outcome:** setting narrative **Non-fiction Outcome:** Newspaper report	Y4 Grammatical difference between plural and possessive -s Verb inflections (we were instead of we was)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and sub headings Use the present perfect form of verbs in contrast to the simple past (Yr 3 recap)	Use commas after fronted adverbials Use of a comma after the reporting clause and use of end punctuation within inverted commas
	Y5 Develop understanding and use of verb prefixes The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Develop understanding of expanded noun phrases to convey complicated information concisely Develop understanding and use of modal verbs to indicate degrees of possibility Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Develop understanding in using devices to build cohesion within a paragraph	Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4 recap) Indicate grammatical features by using commas after fronted adverbials (Y4 recap) Indicate grammatical features using dashes to indicate parenthesis

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Autumn 2 **Unit 4B** **Leaf by Sandra Dieckman** **Fiction Outcome:** Outsider narrative **Non-fiction Outcome:** Information report	Y4 Grammatical difference between plural and possessive -s Verb inflections (we were instead of we was)	Expressing time, place and cause using prepositions (Yr 3 recap) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Paragraphs to organise ideas around a theme, with headings and sub headings Nouns or pronouns to aid cohesion and avoid repetition	Apostrophes for plural possession Use commas after fronted adverbials Inverted commas and other punctuation to indicate direct speech
	Yr 5 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding of the use of verb prefixes	Indicate degrees of possibility using modal verbs Develop understanding of expanded noun phrases to convey complicated information concisely Use fronted adverbials (Yr 4 recap)	Develop understanding in using devices to build cohesion within a paragraph	Use commas after fronted adverbials (Y4 recap) Use commas, brackets and dashes for parenthesis

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Spring 1 **Unit 4C** **Arthur and the Golden Rope by Joe Todd Stanton** **Fiction Outcome:** Myth narrative **Non-fiction Outcome:** Information Guide	Yr 4 Grammatical difference between plural and possessive -s	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Paragraphs to organise ideas around a theme, with headings and sub-headings Nouns or pronouns to aid cohesion and avoid repetition	Apostrophes for plural possession Use commas after fronted adverbials
	Y5 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Develop understanding in using devices to build cohesion within a paragraph	Use commas for parenthesis Use commas to clarify meaning and avoid ambiguity

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Spring 2 **Unit 5D** **The Promise by Nicola Davies** **Fiction Outcome:** Character Narrative **Non-fiction Outcome:** Letter to persuade	Yr 4 Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Paragraphs to organise ideas around a theme Use adverbials and conjunctions for cohesion	Inverted commas and other punctuation to indicate direct speech Use of a comma after the reporting clause and use of end punctuation within inverted commas Apostrophes for possession (plural nouns) Use commas after fronted adverbials
	Y5 Use of verb prefixes e.g. mis- , de- dis-re	Indicate degrees of possibility using modal verbs and adverbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Use a range of devices to build cohesion within a paragraph. Use a range of sentence types for impact and cohesion	Yr 5 Use commas to clarify meaning and avoid ambiguity Indicate grammatical features using commas to indicate parenthesis

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Summer 1 **Unit 5E** **The Lost Book of Adventure** **Fiction Outcome:** Survival narrative **Non-fiction Outcome:** Survival Guide	Y4 Verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s	Fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Inverted commas and other punctuation to indicate direct speech Use of a comma after the reporting clause and use of end punctuation within inverted commas Apostrophes for possession (plural nouns) Use commas after fronted adverbials
	Y5 Converting nouns or adjectives into verbs using suffixes e.g.: - ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise) Verb prefixes re-, dis-,	Indicating degrees of possibility using adverbs Indicating degrees of possibility using modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion within a paragraph.	Use commas to clarify meaning and avoid ambiguity Indicate parenthesis using brackets

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Summer 2 **Unit 5F** King Kong by Anthony Browne **Fiction Outcome:** Dilemma Narrative **Non-fiction Outcome:** Balanced argument	Y4 Verb inflections (we were instead of we was)	Fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Use of a comma after the reporting clause and use of end punctuation within inverted commas. Use commas after fronted adverbials
	Yr 5 Converting nouns or adjectives into verbs using suffixes e.g.: - ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise)	Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs	Develop understanding in using devices to build cohesion within a paragraph	Indicate grammatical features using commas to clarify meaning or avoid ambiguity Indicate parenthesis using brackets Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4 recap)

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