

Learn and Grow Together



UKS2 Cycle B English Overview 2025-2026

At BFPNS, we create a caring family of resilient learners, enabling all individuals to thrive in our community.

Belonging, Caring, Resilience, Integrity

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UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UKS2 Reading						
Core Text:	<p>The Together Tree Whole-school text Links to PSHE, DEIB, school values</p> <p>The Lion, The Witch and The Wardrobe. Key story - classics Links to drama</p> <p>War poetry to write and recite. Classical poetry Links to RE</p> <p>A variety of non-fiction texts linked to the Ancient Greeks Non-fiction text/reference books Links to history.</p>	<p>Shakespeare – The Tempest Key Story Historical fiction</p> <p>Who Let the Gods Out? Key story. Links to history.</p> <p>A variety of non-fiction texts linked to the Ancient Greeks. Non-fiction text/reference books</p>	<p>The Lost Rainforest Key story Links to geography</p> <p>Non-fiction text/reference books Links to geography, science, art and DT.</p>	<p>Under the Weather (short stories about Climate Change) Key stories Links to geography</p> <p>The Journey Whole-school text for WBD.</p> <p>Non-fiction text/reference books Links to geography, science, art and DT.</p>	<p>Great Plague (My Story) Key story – literary heritage Links to history</p> <p>The Highwayman and The Highway Rat (a comparison) Poetry to read aloud and perform Links to history.</p> <p>A variety of non-fiction texts about post 1066 Britain, Earth and Space. Non-fiction text/reference books Links to history, science and art.</p>	<p>Horrible Histories: Crime and Punishment Key story – NF Links to history</p> <p>Cosmic Key story Links to science</p> <p>End of KS2 Performance (Y6) Play script to read and perform</p>



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Termly Progression: Year 5

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading and wider curriculum: Repeated Oral Reading.			Word Reading
Word Reading	Read unknown words with prefixes and suffixes and begin to make connections between words.	Confidently read most words, understanding the impact of prefixes and suffixes on root words.	Some understanding of word etymology to support the reading of longer, unfamiliar words.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
Reading comprehension skills	Children can check that a text makes sense, discussing understanding and explaining the meaning of words in context (vocabulary).	Children can discuss and evaluate how authors use language , including figurative language, considering the impact on the reader.	Children can securely check that a text makes sense, discussing understanding and explaining the meaning of words in context. Discuss and evaluate how authors use language , including figurative language, considering the impact on the reader.	Comprehension Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience.
	Children are more confident to understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions.	Children are becoming more confident in justifying inferences with evidence; they are able to share these in discussions and in written form.	Children understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence .	Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. Asking questions to improve my understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. Identifying how language, structure, and presentation contribute to meaning.
	Children can predict what might happen from details that have been stated and implied.	In more complex texts, children can predict what might happen from details that have been stated and implied. They are beginning to create opportunities to test predictions to see how accurate these are.	Children can securely and accurately predict what might happen from details that have been stated and implied. They can give reasons for their thoughts.	
	Children can explain and discuss understanding of what has been read, including through formal presentation and debates. Children can maintain a focus on the topic and use notes where necessary.	Children participate in discussions about books that are read to them and those they can read for themselves, explaining the key themes. Children are beginning to build on their own and others' ideas and challenge views courteously.	Children show a secure understanding, through verbal and written forms, of what they have read by explaining concisely to others the meaning.	
	Children are secure in retrieving , recording and presenting information from both fiction and non-fiction.	Children continue to be secure in retrieving , recording and presenting information from fiction and non-fiction texts. The teacher adjusts/reinforces learning according to AfL.		
	Children can identify and summarise main ideas drawn from one paragraph of a more complete text, identifying key details that support the main idea.	Children can identify and summarise main ideas drawn from more than one paragraph, identifying key details that support the main idea.	Children can identify and summarise main ideas drawn from a full text, identifying key details that support the main idea.	
Range of reading & Fluency	Using a range of texts, children are taught to develop positive attitudes to reading and understand what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Reading books that are structured in different ways and reading for a range of purposes; Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; Recommending books that they have read to their peers, giving reasons for their choices; Learning a wider range of poetry by heart; Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience; Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view courteously. Children continue to develop their reading fluency, which includes reading accuracy, automaticity and prosody, through strategies such as choral reading, echo reading and repeated oral reading.			I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views.

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Y5 Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling:	Following Spelling Shed – week by week; phonic links where appropriate using RWI. Look at common exception word and NC spelling lists.					
Handwriting:	Teach common errors in letter formation from AFL. Follow the Letterjoin scheme to consolidate handwriting through spelling practice.					
Purpose:	Write to entertain and inform.	Write to entertain, persuade and inform.	Write to discuss and entertain and inform.	Write to entertain and inform.	Write to entertain, persuade and inform.	Write to entertain and inform.
Grammar/ composition: Using The Place Value of Punctuation and Grammar programme (PVPG) . Regularly revisit known word classes.	Expectations for handwriting – pencil grip, body position, letter formation etc. The Place Value of Punctuation and Grammar 4 weeks (1 objective per day). 2 weeks consolidation (used according to need).	Continue to reinforce the functions of PVPG. Relative pronouns and clauses.	Continue to reinforce and secure the functions of PVPG. Perfect use of verb forms to mark relationships between time and cause. Know, use and apply a range of determiners.	Continue to reinforce and secure the functions of PVPG. Use of expanded noun phrases to convey complicated information concisely.	Continue to reinforce and secure the functions of PVPG. Revisit types of sentences . Teach modal adverbs . Reinforce different types of phrases , for example: ENP, Prepositional and adverbial Paragraphs of varying lengths to emphasise and cause effect. Further develop the use of subordinating conjunctions. Revisit different types of tenses.	
Punctuation: Continue to reinforce the use of punctuation from previous years.		Commas in relative clauses	Secure the use of commas for different purposes and to avoid ambiguity.	Noting and correcting own inaccuracies, and those of others (peer critique).	AfL dependent: Secure the use of punctuation learnt so far. Semi-colons Revisit apostrophes for possession	AfL dependent: Secure the use of punctuation learnt so far.
Vocabulary and spelling: Also refer to National Curriculum Y5/6 spelling list. Knowledge Organisers . Spelling Shed	Spelling: Suffixes: '-tious', 'ious' and '-cious'. Words ending in /shul/ spelled '-cial' and '-tial' (e.g. <i>special</i> , <i>essential</i>) Words ending in '-ant'. Tier 2/3 vocabulary development. Children to continue to use dictionaries to check spelling.	Spelling: Suffixes: '-ant', '-ance' and '-ancy'; '-ent' and '-ence'. Words ending in: '-ent' and 'ence'; '-able' and '-ible'; '-ably' and '-ibly'. Adverbials of time. Spelling of modal verbs and Y5/6 list.	Spelling: Words ending in '-able' where the 'e' from the root word remains (e.g. knowledgeable) Words ending in '-fer'. Words with silent first letters. Words with silent letters. Words spelled with 'ie' after 'c'. Words where 'ei' makes an /ee/ sound.	Spelling: Words where 'ough' makes an /or/ sound. Adverbs of possibility and frequency. Using homophones and near homophones accurately.	Determiner revisit – secure use of a/an/the. Revisit the prefixes: dis- and mis- Continue to use homophones and near homophones accurately.	Accurate use of tier 2/3 vocabulary for purpose and audience. Words with hyphens. Continue to use homophones and near homophones accurately. Check against the Y5/Y6 Spellings in preparation for next year.

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<p>Writing outcomes (examples and not restricted to):</p> <p>Allow time for children to orally rehearse sentences before writing.</p>	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. - Write setting/character descriptions – focus on accuracy of grammar, spelling and punctuation. - Introduce a new character. - Write own wartime poetry (must use language appropriate to the time period) 	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. - Write a blog from a character’s viewpoint. - Persuade why having Greek Gods was beneficial and how they would be of benefit today. - Write a setting description based from a Shakespeare novel. 	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. - Write information texts about rainforests. - Write a description of a rainforest that entices the reader. 	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. - Summarise a short-story on climate change -use tier 3 vocabulary. - Inform about climate change predictions for the local area. - Write an email that describes how it would have felt to leave a country and start a new life in another one. 	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. <p>AfL dependent:</p> <ul style="list-style-type: none"> - Setting descriptions. - Write a newspaper article informing the townsfolk of the spread of the Plague and persuading them to flee the village (use language appropriate to the time period). - Children to recite the poem The Highwayman. 	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. <p>AfL dependent:</p> <ul style="list-style-type: none"> - In the style of Horrible Histories, write a graphic text. - Write information text on earth and space. - Re-write a chapter of Cosmic.
<p>Specific national curriculum LOs for children:</p>	<p><i>Composition: Review LKS2 outcomes for writing composition</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Note and develop initial ideas, drawing on reading and research where necessary - When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed - When writing narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action - Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Précis longer passages - Use a wide range of devices to build cohesion within and across paragraphs - Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - Evaluate and edit by: <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others’ writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 					
	<p><i>Vocabulary, grammar and punctuation:</i></p> <p>Pupils should be taught to:</p> <p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.</p>	<p><i>Vocabulary, grammar and punctuation:</i></p> <p>Pupils should be taught to: Use relative clauses using pronouns (who, which, where, when, whose, that) or with it omitted</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p><i>Vocabulary, grammar and punctuation:</i></p> <p>Pupils should be taught to:</p> <p>Use commas to clarify meaning and/or to avoid ambiguity in writing.</p>	<p><i>Vocabulary, grammar and punctuation:</i></p> <p>Pupils should be taught to:</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p><i>Vocabulary, grammar and punctuation:</i></p> <p>Pupils should be taught to:</p> <p>Reflect on own grammatical features, vocabulary from KS1 onwards and edit accordingly.</p>	<p><i>Vocabulary, grammar and punctuation:</i></p> <p>Pupils should be taught to:</p> <p>Reflect on own grammatical features, vocabulary from KS1 onwards and edit accordingly.</p>

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	UKS2 Reading					
Core Text:	<p>The Together Tree Whole-school text Links to PSHE, DEIB, school values</p> <p>The Lion, The Witch and The Wardrobe. Key story - classics Links to drama</p> <p>War poetry to write and recite. Classical poetry Links to RE</p> <p>A variety of non-fiction texts linked to the Ancient Greeks Non-fiction text/reference books Links to history.</p>	<p>Shakespeare – The Tempest Key Story Historical fiction</p> <p>Who Let the Gods Out? Key story. Links to history.</p> <p>A variety of non-fiction texts linked to the Ancient Greeks. Non-fiction text/reference books</p>	<p>The Lost Rainforest Key story Links to geography</p> <p>Non-fiction text/reference books Links to geography, science, art and DT.</p>	<p>Under the Weather (short stories about Climate Change) Key stories Links to geography</p> <p>The Journey Whole-school text for WBD.</p> <p>Non-fiction text/reference books Links to geography, science, art and DT.</p>	<p>Great Plague (My Story) Key story – literary heritage Links to history</p> <p>The Highwayman and The Highway Rat (a comparison) Poetry to read aloud and perform Links to history.</p> <p>A variety of non-fiction texts about post 1066 Britain, Earth and Space. Non-fiction text/reference books Links to history, science and art.</p>	<p>Horrible Histories: Crime and Punishment Key story – NF Links to history</p> <p>Cosmic Key story Links to science</p> <p>End of KS2 Performance (Y6) Play script to read and perform</p>



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Termly Progression: Year 6

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading and wider curriculum: Repeated Oral Reading.			Word Reading
Word Reading	Able to read most unfamiliar words and can predict the meaning of related words using own knowledge.	Able to read almost all words accurately. Use of knowledge of etymology to work out the meaning of unfamiliar words.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
Reading comprehension skills	Children are developing confidence in checking a text makes sense, discussing their understanding and explaining the meaning of words in context (vocabulary).	Children are confident to discuss and evaluate how authors use language – exploring the use of figurative language, metaphors, and similes (vocabulary).	Children confidently check that a text makes sense, discussing their understanding and explaining the meaning of words in context (vocabulary). Children can confidently discuss and evaluate how authors use language, including figurative language, considering the impact of the reader.	Comprehension I can develop my positive attitude to reading and understanding of what I read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions within and across books. Learning a wider range of poetry by heart. Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience. I can understand what I read in books and I can read independently by: Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. Asking questions to improve my understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. Identifying how language, structure, and presentation contribute to meaning. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views.
	Children can explain how an author would like a character to be perceived by the reader based on the way the descriptions have been written (inference).	Children can unpick subtle clues in texts that allows reading for deeper meaning using inference . They can also use knowledge of inferences to make the connection between reading and writing.	Children can confidently understand what they have read by drawing inferences from a character's feelings, thoughts and motives and justify these with evidence from the text .	
	Children are confident to predict what might happen from details stated and implied. They can share reasons and make use of background knowledge to support predictions.	Children continue to be confident in predicting what might happen from details stated and implied. They can test out predictions to check for accuracy.		
	Children are confident to explain and discuss understanding of what they have read, including through formal presentations and debates. They can maintain focus on the topic and use notes where necessary.	Children confidently participate in discussions about books that are read to them and those they can read for themselves, explaining key themes, and using their own and others' ideas to challenge views courteously.		
	Children continue to be secure in retrieving , recording and presenting information from fiction and non-fiction texts. The teacher adjusts/reinforces learning according to AfL.			
	Children can identify and summarise main ideas drawn from a full (familiar) text, identifying key details that support the main idea.	Children can identify and summarise main ideas drawn from more than one paragraph (unfamiliar text), noting key details that support the main idea.	Children can confidently identify and summarise main ideas drawn from a full text (unfamiliar), noting key details that support the main idea.	
	Range of reading & Fluency			
Using a range of texts, children are taught to develop positive attitudes to reading and understand what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Reading books that are structured in different ways and reading for a range of purposes; Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; Recommending books that they have read to their peers, giving reasons for their choices; Learning a wider range of poetry by heart; Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience; Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view courteously. Children continue to develop their reading fluency, which includes reading accuracy, automaticity and prosody, through strategies such as choral reading, echo reading and repeated oral reading.				

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Y6 Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling:	Following Spelling Shed – week by week; phonic links where appropriate using RWI. Look at common exception word and NC spelling lists.					
Handwriting:	Teach common errors in letter formation from AFL. Follow Letterjoin scheme to consolidate letter formation through spelling practice.					
Purpose:	Write to entertain and inform.	Write to entertain, persuade and inform.	Write to discuss and entertain and inform.	Write to entertain and inform.	Write to entertain, persuade and inform.	Write to entertain and inform.
Grammar/ composition: Using The Place Value of Punctuation and Grammar programme (PVPG) . Regularly revisit known word classes.	Expectations for handwriting – pencil grip, body position, letter formation etc. The Place Value of Punctuation and Grammar 4 weeks (1 objective per day). 2 weeks consolidation (used according to need).	Continue to reinforce and secure the functions of PVPG. The subjective form (mood). Revisit different tenses. Continue to build stamina for writing.	Continue to reinforce and secure the functions of PVPG. Distinguish between essential and non-essential relative clauses (including the use of commas). Adverbials for cohesion (on the other hand...in consequence...therefore) Continue to build stamina for writing.	Continue to reinforce and secure the functions of PVPG. Using 3 appositives in a sentence, separating them with commas. Revisit modal verbs.	AfL dependent - Revision and consolidation. Paragraphs of varying lengths to emphasise. Paragraphs/sentences begin differently Children to independently choose the appropriate layout devices for purpose (e.g. headings, subheadings, columns, bullet points, tables, captions etc).	
Punctuation: Continue to reinforce the use of punctuation from previous years.		Hyphens to avoid ambiguity. Colons to introduce a list. Semi-colons within a list. Bullet points to list information. Revisit brackets and dashes for parenthesis (from Y5).	Ellipses. Revisit of use of apostrophes for contraction and possession. Revisit punctuation in and around dialogue.	Revision and consolidation (SATs prep) – AfL dependent	Noting and correcting own and others' punctuation inaccuracies. Children must be secure in applying all aspects of punctuation.	
Vocabulary and spelling: Also refer to National Curriculum Y5/6 spelling list . Knowledge Organisers . Spelling Shed	<u>Spelling:</u> AFL dependent – Address spelling rule and patterns misconceptions from previous learning. Challenge words (See Spelling Shed) Words with origins in other countries and languages (Spring 1 objective).	<u>Spelling:</u> Challenge words (See Spelling Shed). Words with the short vowel sound 'i' spelled 'y' (recap from Y3, e.g. myth, oxygen). Words with the long vowel sound 'igh' spelled 'y' (e.g. reply, terrify). Adding the prefix 'over-'. Words with the suffix '-ful'.	<u>Spelling:</u> Words that can be nouns or verbs. Words with an /oa/ sound spelled 'ou' or 'ow'. Words with a soft 'c' spelled 'ce'. Words with the prefixes: 'dis-', 'un-' and 'im-'. Words with the /f/ sound spelled 'ph'.	Question tags in informal speech. <u>Spelling:</u> Spelling of common misspelt words, e.g. definite, separate, anxious etc. Words with unstressed vowel sounds. Words with the suffixes '-cial' and 'tial' (recap from Y5). Words beginning with 'acc'.	<u>Spelling:</u> Words with the suffix '-ible'. Adding the suffix '-ibly' to create an adverb. Words ending in '-ent' and '-ence'. Words ending in '-er', '-or' and '-ar'. Adverbs synonymous with determination.	Choosing appropriate vocabulary for audience and purpose – informal and formal language.

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<p>Writing outcomes (examples and not restricted to):</p> <p>Allow time for children to orally rehearse sentences prior to writing.</p>	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. - Write descriptive paragraphs (a new scene) – focus to be on accurately writing cohesive sentences/paragraphs. - Explore themes, e.g. good v evil, courage... - Write own wartime poetry (must use language appropriate to the time period) 	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. - Write a design manual for modernising a Greek God. - Persuade why having a Greek God is a good idea. - Write a blog detailing a key event from the story. - Write a setting description based from a Shakespeare novel. 	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. - Write an information text based on the different aspects linked to rainforests such as location, climate, animals etc. - Creative writing – someone lost in the Rainforest or someone living/exploring. Child choice of what to write, e.g. poetry or story. 	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. - Inform readers of the effect of climate change on the UK and particularly, S-I-A. - Write a sequel to The Journey that might detail how a refugee is feeling when they begin a new life in a new country. 	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. - AFL dependent: <ul style="list-style-type: none"> - Setting descriptions. - Write information text warning against the spread of the plague (use language appropriate to the time era). - Write a diary entry detailing how someone may have felt as an onlooker. - Compare The Highwayman and The Highway Rat. - Perform poetry. 	<ul style="list-style-type: none"> - Plan, draft, evaluate and revise writing. - AFL dependent: <ul style="list-style-type: none"> - Write short pieces of writing based on themes studied. - In the style of Horrible Histories, write a graphic text.
<p>Specific national curriculum LOs for children:</p>	<p><i>Composition: Review LKS2 outcomes for writing composition</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Note and develop initial ideas, drawing on reading and research where necessary - When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed - When writing narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action - Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Précis longer passages - Use a wide range of devices to build cohesion within and across paragraphs - Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - Evaluate and edit by: <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others’ writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 					

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	<p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Recognise vocabulary and structures that are appropriate for direct and indirect speech. Expand noun phrases so that they are concise. Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Begin non-finite clauses with a noun/noun phrase. Use hyphens to avoid ambiguity. Use colons to introduce a list. Use semicolons in bulleted and complex lists. Use the active and passive voice. Use the subjective form with subordinating conjunctions.</p>	<p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Distinguish between essential and non-essential relative clauses (including the use of commas). Evaluate own knowledge and skills for development. Use dictionaries. Use thesauruses.</p>	<p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use 3 appositives in a sentence, separating them with commas. Evaluate own knowledge and skills for development. Use dictionaries. Use thesauruses.</p>	<p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Evaluate own knowledge and skills for development. Use dictionaries. Use thesauruses.</p>	<p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Evaluate own knowledge and skills for development. Use dictionaries. Use thesauruses.</p>
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