

Year One

Autumn 1	Autumn 2	Spring 1
<p>Class Novels: Red Riding Hood, Red Riding Hood was Rotten, Twisted Fairy tales</p>	<p>Class Novel: Whatever Next How to catch a star</p>	<p>Class Novel: Lost and Found The way back home Too Much Talk</p>
<p>Lancashire Units: Traditional Tales, Other non-fiction: lists, wanted poster, glossary, Non Chronological report: Wolves Recount of familiar events: Grandparents Day</p>	<p>Lancashire Units: Fantasy Other non-fiction texts: postcards Poems on a theme: Bonfire Night, Christmas</p>	<p>Lancashire Units: Stories by the same author: Oliver Jeffers Stories from other cultures</p>
<p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> - Ready to Write - Punctuating Sentences <ul style="list-style-type: none"> • Leaving spaces between words. • Separation of words with spaces • Introduction to capital letters to demarcate sentences. • Introduction to full stops to demarcate sentences. • Beginning to punctuate sentences using a capital letter. • Beginning to punctuate sentences using a full stop. • Terminology of: <ul style="list-style-type: none"> - A sentence - A capital letter - Punctuation - Full stops • Say, and hold in memory whilst writing, simple sentences which make sense. 	<p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> - Sentences - Capital letters 1 <ul style="list-style-type: none"> • Names of letters in the alphabet in order. • Forming lower case letters in the correct direction, starting and finishing in the right place. • Forming capital letters. • How words combine to make sentences. • Using capital letters for names of people places, the days of the week and the personal pronoun 'I'. • Capital letters for names and for the personal pronoun 'I' • Write simple sentences that can be read by themselves and others 	<p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> - Conjunctions - Exclamations - Capital Letters 2 <ul style="list-style-type: none"> • Joining words and joining clauses using 'and'. • How words can combine to make sentences • Introduction to exclamation marks to demarcate sentences. • Beginning to punctuate sentences using an exclamation mark • Using a capital letter for names of people, places, days of the week and the personal pronoun 'I'

Spring 2	Summer 1	Summer 2
<p>Class Novel: The Gingerbread Man The Ninjabread Man</p>	<p>Class Novel: The Little Red Hen</p>	<p>Class Novel: Rosie's Walk</p>
<p>Lancashire Units: Stories with repetitive patterns or structures Instructions e.g. Recipe Poems for learning by heart: Thank you Poems</p>	<p>Lancashire Units: Recounts of familiar events Traditional Rhymes including innovation Other non-fiction texts: labels, captions Traditional Tales</p>	<p>Lancashire Units: Non Chronological Reports Other non-fiction texts: invitation</p>
<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> - Questions - Singular and Plural <ul style="list-style-type: none"> • Introduction to question marks to demarcate sentences • Beginning to punctate sentences with a question mark. • Regular plural noun suffixes –s or –es (for example dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> - Prefixes - Sequencing sentences <ul style="list-style-type: none"> • How the prefix –un changes the meaning of verbs and adjectives (for example: unkind, undoing, untie the boat) • Sequencing sentences to form short narratives. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> - Suffixes - Sequencing sentences <ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of the root words (for example: helping, helper, helped) • Spelling: apply rules for adding the endings <ul style="list-style-type: none"> - ing - ed - -er to verbs where no change is needed to the root word.

Year Two

Autumn 1	Autumn 2	Spring 1
Class Novels: Daisy and the Trouble with Life. Captain Underpants. Esio Trot. The Twits. George's Marvellous Medicine. The Enormous Crocodile.	Class Novel: The Hodgeheg. The Owl who Was Afraid of the Dark. Poems linked to the topic of family.	Class Novel: Various texts linked to topic for Explanations.
Lancashire Units: Stories set in schools/ Familiar Settings. Stories by the same author.	Lancashire Units: Animal Adventure Stories. Recounts- Letters. Poems on a Theme	Lancashire Units: Explanations. Animal Adventure Stories (Continued)
<p>Baseline assessment</p> <p>Adding S to form the plural of nouns</p> <p>Adding es to form the plural of nouns that end in ch, sh, s, ss or x</p> <p>Adding –er to change verbs to nouns</p> <p>Adding s to form the third person singular of verbs</p> <p>Adding es to form the third person singular of verbs that end in ch, tch, sh, ss or x</p> <p>Adding the prefix un to the beginning of words.</p> <p>Secure the use of full stops, capital letters, exclamation marks and question marks.</p> <p>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).</p> <p>Select, generate and effectively use nouns</p> <p>Select, generate and effectively use verbs.</p> <p>Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports</p>	<p>Verbs- Adding –ed or ing to words of one syllable ending in a single consonant letter after a single vowel letter e.g. skipping, hopping</p> <p>Adding –er and –est to adjectives which end in e Use sentences with different forms: statement, question, command, exclamation.</p> <p>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</p> <p>Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.</p> <p>Use present tense for non-chronological reports and persuasive adverts.</p> <p>Create compound words using nouns, e.g. whiteboard and football.</p> <p>Adding –er and est to adjectives</p> <p>Adding ing to change the tense of a verb</p> <ul style="list-style-type: none"> ▪ <i>another slice.</i> 	<p>Apostrophes to mark where letters are missing in contractions</p> <p>Apostrophes to mark singular possession in nouns Use apostrophes for singular possession in nouns, e.g. the girl's name.</p> <p>Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless. Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest.</p> <ul style="list-style-type: none"> ▪ Revision and SATs practise
Spring 2	Summer 1	Summer 2
Class Novel: Enid Blyton The Enchanted Wood. Various Riddles.	Class Novel: Various Traditional Tales with a Twist. The Owl and The Pussycat.	Class Novel: Various instructional texts. Little Miss Take (Literacy Shed) Various persuasive texts (leaflets) linked to topic.
Lancashire Units: Story as a Theme. Poetry: Riddles	Lancashire Units: Traditional Tales with a Twist. Poetry- classic poetry	Lancashire Units: Instructions. Persuasive advert or poster.
<p>Select, generate and effectively use adjectives.</p> <p>Nouns- Forming the plural of nouns by adding –es to nouns ending in consonant + y</p> <p>Forming plurals by adding s to nouns ending in vowel + y</p> <p>Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</p> <p>Changing verbs ending in 'e' to nouns by adding er</p> <p>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</p> <p>Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</p> <p>Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.</p>	<p>Adverbs- adding –ly without any changes to the root word</p> <p>Adding ly to adjectives which end in a y</p> <p>Nouns to adjectives- using the suffixes less or ful Use commas to separate items in a list.</p> <p>Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker. Select, generate and effectively use adverbs. Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.</p>	

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Lancashire Units: Stories set in schools/ Familiar Settings. Stories by the same author.	Lancashire Units: Animal Adventure Stories. Recounts- Letters. Poems on a Theme	Lancashire Units: Explanations. Animal Adventure Stories (Continued)
<p>Baseline assessment</p> <p>Adding S to form the plural of nouns</p> <p>Adding es to form the plural of nouns that end in ch, sh, s, ss or x</p> <p>Adding –er to change verbs to nouns</p> <p>Adding s to form the third person singular of verbs</p> <p>Adding es to form the third person singular of verbs that end in ch, tch, sh, ss or x</p> <p>Adding the prefix un to the beginning of words.</p> <p>Secure the use of full stops, capital letters, exclamation marks and question marks.</p> <p>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).</p> <p>Select, generate and effectively use nouns</p> <p>Select, generate and effectively use verbs.</p> <p>Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports</p>	<p>Verbs- Adding –ed or ing to words of one syllable ending in a single consonant letter after a single vowel letter e.g. skipping, hopping</p> <p>Adding –er and –est to adjectives which end in e Use sentences with different forms: statement, question, command, exclamation.</p> <p>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</p> <p>Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.</p> <p>Use present tense for non-chronological reports and persuasive adverts.</p> <p>Create compound words using nouns, e.g. whiteboard and football.</p> <p>Adding –er and est to adjectives</p> <p>Adding ing to change the tense of a verb</p> <ul style="list-style-type: none"> ▪ <i>another slice.</i> 	<p>Apostrophes to mark where letters are missing in contractions</p> <p>Apostrophes to mark singular possession in nouns Use apostrophes for singular possession in nouns, e.g. the girl's name.</p> <p>Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless. Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest.</p> <ul style="list-style-type: none"> ▪ Revision and SATs practise
Spring 2	Summer 1	Summer 2
Class Novel: Enid Blyton The Enchanted Wood. Various Riddles.	Class Novel: Various Traditional Tales with a Twist. The Owl and The Pussycat.	Class Novel: Various instructional texts. Little Miss Take (Literacy Shed) Various persuasive texts (leaflets) linked to topic.
Lancashire Units: Story as a Theme. Poetry: Riddles	Lancashire Units: Traditional Tales with a Twist. Poetry- classic poetry	Lancashire Units: Instructions. Persuasive advert or poster.
<p>Select, generate and effectively use adjectives.</p> <p>Nouns- Forming the plural of nouns by adding –es to nouns ending in consonant + y</p> <p>Forming plurals by adding s to nouns ending in vowel + y</p> <p>Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</p> <p>Changing verbs ending in 'e' to nouns by adding er</p> <p>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</p> <p>Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</p> <p>Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.</p>	<p>Adverbs- adding –ly without any changes to the root word</p> <p>Adding ly to adjectives which end in a y</p> <p>Nouns to adjectives- using the suffixes less or ful Use commas to separate items in a list.</p> <p>Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker.</p> <ul style="list-style-type: none"> ▪ Select, generate and effectively use adverbs. Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. 	

Year Three

Autumn 1 Class Novel: (A) Stone Age Boy (B) Romans on the Rampage Lancashire Units: Novel as a Theme. Poems on a theme	Autumn 2 Class Novel: (A) How to Train Your Dragon (B) Roman Invasion Lancashire Units: Diary Recounts, Non-Chronological Report, Biography.	Spring 1 Class Novel: (A) Cat in the Hat (B) Street Child Lancashire Units: Playscripts, Poetry (classic and structure).
<p>Recap basic punctuation (recap year 2) Capital Letters, Full Stops, Finger spaces, question marks and exclamation marks</p> <p>Nouns and pronouns (recap year 2)</p> <p>Commas in a list (recap year 2) Select, generate and effectively use adverbs eg suddenly, silently, soon, next, eventually. Use inverted commas to punctuate direct speech (speech marks). Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable.</p> <p>Paragraphing Explore, identify and create complex sentences using a range of conjunctions eg when, if, because, although, while, since, until, before, after, so.</p>	<p>Determiners Use the determiner a / an according to whether the next word begins with a constant or vowel eg a rock, an open box.</p> <p>Prepositions - where Identify, select, generate and effectively use prepositions for where eg above, below, beneath, within, outside, beyond.</p> <p>Prepositions - time Identify, select, generate and effectively use prepositions for time eg before, next, then, after.</p> <p>Commas in a list</p> <p>Apostrophes, contractions and possession</p> <p>Word families</p> <p>Word types verb, adverbs, adjectives, nouns, pronouns</p> <p>Sentence types statement, command, question, exclamation.</p>	<p>Clauses (main and subordinate clauses) Identify clauses in sentences.</p> <p>Word families Explore and collect nouns with prefixes super-, anti-, auto-. Explore and collect words families eg medical, medicine, medicinal, medic, paramedic, medically <u>to extend vocabulary.</u></p> <p>Recap suffixes</p> <p>Un- prefix</p>
Spring 2 Class Novel: (A) Fantastic Mr Fox (B) Street Child (Cont.) Lancashire Units: Persuasive Letters, Discussion.	Summer 1 Class Novel: (A) Iron Man (B) Nothing to See Here Hotel Lancashire Units: Mystery, Explanation text.	Summer 2 Class Novel: (A) Aesop's Fables (B) The Wolf's Story, What Really Happened to Little Red Riding Hood. Lancashire Units: Fables, Fairy Tales/Folk Tales.
<p>Complex sentences, incl commas with Use perfect form of verbs using have and has to indicate a completed action. Eg he has gone out to play (present perfect) instead of he went out to play (simple past)</p> <p>Conjunctions (return) Use the comma to separate clauses in complex sentences, where the subordinate clause appears first, eg although it was raining, we decided not to take our coats.</p> <p>Apostrophes - contractions</p> <p>Suffix -er -est</p> <p>Noun phrases</p>	<p>Inverted commas (return) Use inverted commas to punctuate direct speech (speech marks). *Look through grammar test for anything else missed.</p>	<p>Determiners (return) Use the determiner a / an according to whether the next word begins with a constant or vowel eg a rock, an open box.</p> <p>Prepositions (return) Identify, select, generate and effectively use prepositions for where eg above, below, beneath, within, outside, beyond.</p>

Year Four

Autumn 1	Autumn 2	Spring 1
<p>Class Novel: Stig of the Dump (A) Roman Invasion (Year B)</p>	<p>Class Novel:, Until I Met Dudley (A) Grimms Fairy Tales (B)/BFG (B)</p>	<p>Class Novel: Bill's New Frock (A), A Matter of Loaf or Death (B)</p>
<p>Lancashire Units: Novel as a theme, Explanation Text,</p>	<p>Lancashire Units:, Recounts (Newspapers), Information Booklet with collection of Non-Fiction text types Fairy Tales</p>	<p>Lancashire Units: Issues and Dilemmas, Non-Chronological Report</p>
<p>Full stops, capital letters, question marks and exclamation marks Commas within lists. Apostrophes to show possession and to form contractions. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</p>	<p>Full stops, capital letters, question marks and exclamation marks Commas within lists. Conjunctions Tense Verbs, Nouns, Adjectives, Adverb, Possessive Pronoun Prepositions Adverbials Word Families Clauses Prefix, Suffix Command, statement, question, exclamation Apostrophes to show possession and to form contractions. Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every Identify, select and effectively use pronouns. Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</p>	<p>Full stops, capital letters, question marks and exclamation marks Apostrophes to show possession and to form contractions. Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use commas to mark clauses in complex sentences. To maintain an accurate tense throughout a piece of writing.</p>
Spring 2	Summer 1	Summer 2
<p>Class Novel: Story of a Killer Cat (A) BFG (B)</p>	<p>Class Novel: Moondial (A)/Poetry (Kennings) (A) The Spider and the Fly (B)/ The Lion, The Witch and the Wardrobe (B)</p>	<p>Class Novel: The Twits (A), Pied Piper (B)/Gulliver's Travels (B)</p>
<p>Lancashire Units: Poems on a Theme, Persuasion, Myths</p>	<p>Lancashire Units: Fantasy Poems (Kennings) Classic Poetry</p>	<p>Lancashire Units:, Film and Play script, Discussion and debate</p>
<p>Full stops, capital letters, question marks and exclamation marks Apostrophes to show possession and to form contractions. Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones Revise: Conjunctions, comma, apostrophes, determiners, word families, capital letters, suffix, prefix, clauses, prepositions, word class, question marks, tense, inverted commas, pronouns, sentence types, adverbials</p>	<p>Full stops, capital letters, question marks and exclamation marks Apostrophes to show possession and to form contractions. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</p>	<p>Recap on all aspects of vocabulary, grammar and punctuation. Revise: Speech, Sentence structure, word types, capital letters, sentence types, tense, determiners, adverbials, conjunctions, sentence structure, commas, prefixes, inverted commas, apostrophes, pronouns, noun phrases, clauses, singular, plurals, word families</p>

Years Five and Six

Autumn 1	Autumn 2	Spring 1
<p>Class Novel: Wonder Year A Kensuke's Kingdom Year B</p> <p>Lancashire Units Year A: Lancashire Units Year B: Novel as a Theme, Biography, Explanation</p> <p>Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>. Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>. Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill</i>. Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead</i>. Create and punctuate complex sentences using ed opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap</i>. Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grimming with anticipation, Paul launched himself from the diving board</i>. Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests</i>. Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then</i>. Use inverted commas to punctuate direct speech (speech marks). Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>. Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken</i>.</p>	<p>Class Novel: Holes Year A Mary Poppins Year B</p> <p>Lancashire Units Year A: Lancashire Units Year B: Classic Fiction, Discussion, Persuasion</p> <p>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i></p> <ul style="list-style-type: none"> ▪ Punctuate bullet points consistently. ▪ Identify and use colons to introduce a list. ▪ Identify and use semi-colons within lists. <p>Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.</p> <ul style="list-style-type: none"> ▪ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter</i>. ▪ Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i> <p>Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest</i>.</p> <ul style="list-style-type: none"> ▪ Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then</i>. ▪ Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff</i>. ▪ Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa</i>. ▪ Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice</i>. 	<p>Class Novel: The Graveyard Book Year A Harry Potter Year B</p> <p>Lancashire Units Year A: Lancashire Units Year B: Stories with Flashbacks, Narrative Poem, Instructions/Myth</p> <ul style="list-style-type: none"> ▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i>. ▪ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i>. ▪ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>. ▪ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably</i>. ▪ Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill</i>. ▪ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead</i>. ▪ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>. ▪ Manipulate sentences to create particular effects. ▪ Use ellipsis to link ideas between paragraphs. ▪ Use repetition of a word or phrase to link ideas between paragraphs. ▪ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>. ▪ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.
<p>Spring 2</p> <p>Class Novel:</p>	<p>Summer 1</p> <p>Class Novel: Goodnight Mister Tom Year A</p>	<p>Summer 2</p> <p>Class Novel:</p>

Nowhere Emporium Year B	High Rise Mystery Year B	Windrush Child Year B
Lancashire Units Year A: Lancashire Units Year B: Stories with Flashbacks, Information text, Persuasion	Lancashire Units Year A: Lancashire Units Year B: Detective/Crime, Science Fiction, Free Verse Poem	Lancashire Units Year A: Lancashire Units Year B: Historical fiction, Song Lyrics, Historical non-fiction
<ul style="list-style-type: none"> ▪ Identify the subject and object of a sentence. ▪ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken</i>. ▪ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect)</i>. ▪ Punctuate bullet points consistently. ▪ Identify and use colons to introduce a list. ▪ Identify and use semi-colons within lists. <p>Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.</p>	<ul style="list-style-type: none"> ▪ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for - request, go in – enter</i>. ▪ Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i> <p>Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest</i>.</p> <ul style="list-style-type: none"> ▪ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>. ▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>. 	<p>Recap on all aspects of vocabulary, grammar and punctuation.</p>