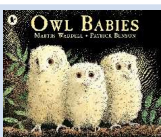
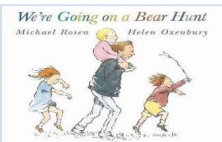
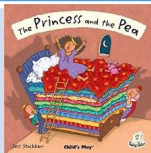
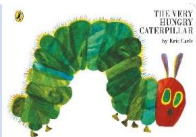
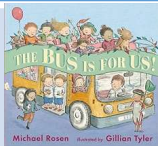
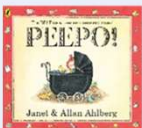
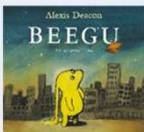
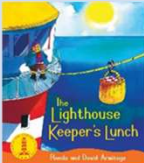
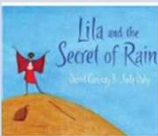
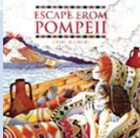
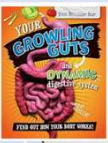
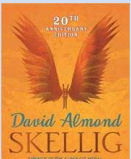
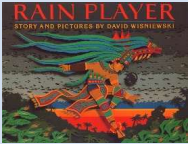
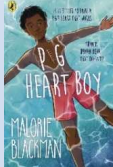
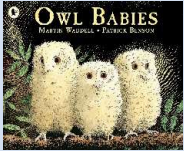
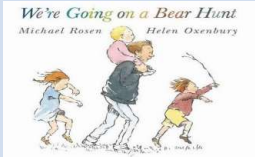
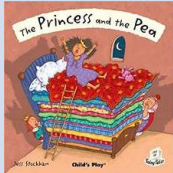
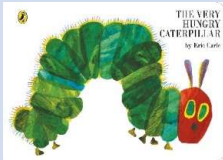
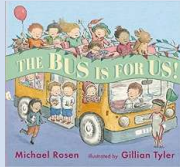
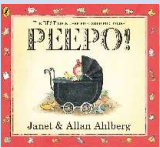
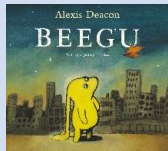
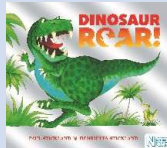
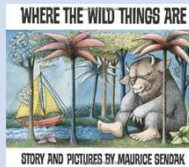
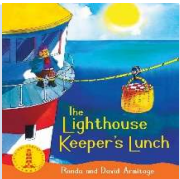
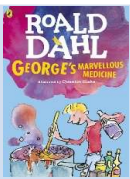
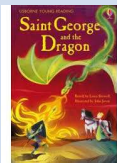
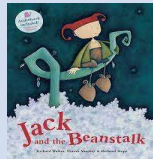
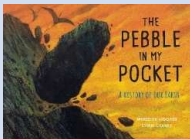
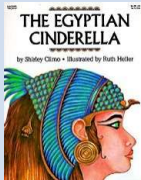
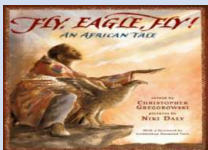


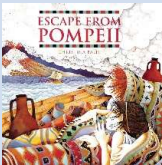
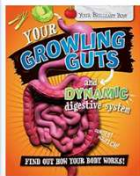
Whole School	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Holly						
Maple						
Hazel						
Rowan						
Willow						
Oak						
Ash						

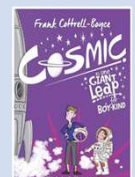
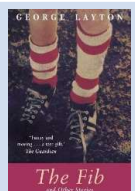
Holly Class Foundation	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TEXT						
GENRE	Writing to Entertain	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain
GRAMMAR	Name writing Initial sounds Letters and sounds Phase 2 Listening and responding to stories. Handwriting Dough disco Non- fiction – All about me	Extending vocabulary Letters and sounds phase 2 Letter formation Recognising words and reading captions Talking about stories, characters and settings Story Maps	Extending vocabulary Letters and sounds phases 2 /3 Rhymes Caption/labels Reading sentences with tricky words Non- fiction - topic	Extending vocabulary Letters and sounds phases 2/3 Captions/labels Sequencing/story maps Short sentences Reading sentences with tricky words Handwriting	Extending vocabulary Letters and sounds phase 3/4 Captions/labels Short sentences Narrative writing Reading with fluency Handwriting Non- fiction – topic	Extending vocabulary Letters and sounds phase 4 Captions/labels Story map/mountain Short sentences Narrative writing Reading with fluency and expression
OUTCOME	To write labels	To write a story	To write Arctic animal fact books	To write a traditional story	To write a minibeast information book	To write an adventure story

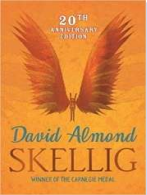
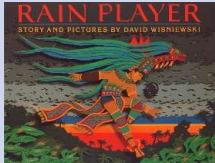
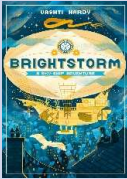
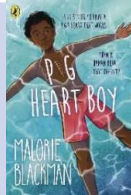
Maple Class Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TEXT						
GENRE	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain	Writing to entertain
PHONICS / GRAMMAR	Recap Phase 2/3 Alphabet To understand how words can combine to make sentences To separate words with spaces	Phase 5 Sentence work To use full stops and capital letters To use capital letters for names, places and days of the week	Phase 5 Sentence work To join words and clause using 'and'	Phonics screening Story writing To use regular plural noun suffixes To use suffixes that can be added to verbs where no changes are needed	Alternative sounds To understand how the prefix un changes the meaning of verbs and adjectives	Alternative sounds To begin to punctuate work using question marks and exclamation marks
OUTCOME	To write labels for historic objects To describe story settings and characters	To describe characters and settings in Traditional Tales	To write a report comparing North Leigh with London	To write a short narrative	To write simple descriptive poems To make fact files about Dinosaurs	To write longer stories To write a series of instructions – how to grow a sunflower

Hazel Class Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TEXT						
GENRE	Writing to Entertain	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Entertain	Writing to Entertain Writing to Inform
GRAMMAR	To write sentences that are linked thematically To use full stops and capital letters to demarcate sentences To use expanded noun phrases To use coordination and subordination To understand how the grammatical patterns in a sentence indicates its function as a statement or command	To use commas in lists To use apostrophe for possession To understand how the grammatical patterns in a sentence indicates its function as a statement or exclamation To use exclamation marks appropriately	To use question marks To understand how the grammatical patterns in a sentence indicates its function as a statement or a question To use question marks appropriately	To form adjectives using suffixes To use er/est in adjectives and ly to turn adjectives into adverbs	To use the progressive form in the present and past tense To use past and present tense mostly accurately	To use apostrophes for omission
OUTCOME	To write character/setting descriptions To write a set of instructions	To write a recount To write poetry	To write an information book about dragons To write dragon poems	To write an adventure story	To write a traditional tale	To write a diary entry To write an information book about an African animal

Rowan Class Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TEXT						
GENRE	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Persuade
GRAMMAR	Begin to use inverted commas to punctuate direct speech Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play Express time using co-ordinating and subordinating conjunctions	Use headings and sub-headings to aid presentation Begin to use paragraphs as a way to group related material Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box Checking spellings in a dictionary	Express place and cause using co-ordinating and subordinating conjunctions Recap: Inverted commas	Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble Recap: Paragraphs and subheadings	To recap: Checking spellings in a dictionary A or An according to whether the next word begins with a constant	Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')
OUTCOME	To write a diary entry	To write a non-chronological report	To write a traditional story	To write a non-chronological report	To write a description To write a poem	To write a persuasive leaflet

Willow Class Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TEXT						
GENRE	Writing to inform	Writing to entertain	Writing to inform Writing to persuade	Writing to entertain writing to inform	Writing to entertain	Writing to entertain
GRAMMAR	- contractions, apostrophes, - Adjectives and adverbs, adverbials, fronted adverbials, sentences (simple & complex)	- a or an - Using paragraphs, organising our writing around a theme - Using speech punctuation, writing dialogue	- Understand: determiner, pronoun, possessive pronoun and adverbial - Revise commas for fronted adverbials	- Features of non-fiction writing - Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Revise paragraphs, speech punctuation	- Understanding nouns and verbs of kennings - Descriptive language – revisiting adjectives and adverbs - Show not tell	- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's - Write sentences from memory, dictated by the teacher, that include words and punctuation taught
OUTCOME	- Poetry – Volcano Poems - Newspaper Report	- Dialogue between two Queen of Darkness characters - Write a description of the battle of Colchester	- Diary writing – journey to Giverny - Biography – a life of Monet - Letter – To Mr Bloom thanking him for the trip - Tourist brochure of Paris	- Fairy tale – continuing the tale of the Snow Dragon - Create a non Chronological report about the digestive system - Instruction writing – how to make a sandwich - Persuasive writing – create an advert for their sandwich creation	- Kennings – Anglo-Saxon poetry - Character description of main players in Beowulf - Writing a legend inspired by Beowulf	- Fiction – Doorways to another world (The Lion, the Witch and the Wardrobe and Alice in Wonderland, mimic and create own. - Non – Fiction – Research and write the history of an Oxfordshire settlement.

Oak Class Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TEXT						
GENRE	Write to entertain Write to Inform	Write to entertain	Write to entertain	Write to entertain Write to Inform	Write to entertain Write to Inform	Write to entertain
GRAMMAR	- To make notes - To use paragraphs when turning notes into prose - To use past and present tenses accurately	- To use adverbs effectively and accurately - To use adverbials of time - To use fronted adverbials (comma) - To use dashes accurately - To understand and use relative clauses	- To use inverted commas in direct speech - To use other punctuation in direct speech, including a comma after the reporting clause - To write in paragraphs	- To use different sentence structures - To use devices to build cohesion - Use adverbials of time, place and number to link ideas across paragraphs	- To use modal verbs - To use devices to build cohesion within a paragraph e.g. then, after that, this, firstly	- To use a variety of ways to open sentences - Use commas to clarify meaning or avoid ambiguity - Use a wide range of conjunctions to create compound and complex sentences
OUTCOME	To write a character description To write a dairy entry To write instructions To write a report To write a short narrative	To write a persuasive letter To write descriptive narrative To write a dairy entry To write a character description	To write a diary entry To write a new chapter for an existing novel To write a conversation between two characters	To write a narrative in first person To write a non chronological report about a rainforest creature	To write a letter To write a descriptive passage of an event To write book review	To write a diary entry To write a narrative that includes a dilemma

Ash Class Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TEXT						
GENRE	Writing to Inform	Writing to Entertain	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
GRAMMAR	Commas, hyphens, colons in lists, bullet points, parenthesis, semi-colons, colons and dashes	Noun phrases, Co-ordinating conjunctions Subordinating conjunctions & clauses, Relative clauses, Pronouns and possessive pronouns, Cohesion across paragraphs	Suffixes nouns & adjectives to verbs, Adverbs to show frequency, Prefixes, Direct & reported speech, Active & passive, Formal/informal speech & vocabulary	Modal verbs and subjunctive, Layout devices, Hyphenated compound words, Subject & object, Perfect form of verbs-relationships of time and cause, Verb tenses	Root words, Ambiguity, Formal/informal writing, Editing & evaluating	Recap SPAG features for each text type covered in T6
OUTCOME	To write a Biography of Mary Anning To write Galapagos inspired poems	To write a Day of the Dead story To write Maya Non-Chronological Reports	To write Shackleton's diary To write letters from crew	To write an informative text: Could more lives have been saved on Titanic?	To write in genres that respond to the text: Newspaper report/letter/diary/internal monologue	To write in genres that respond to the text: Newspaper report/letter/diary/internal monologue Letter to Y7 form tutor