Mixed Age Planning: Cycle A

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1&2	A River by Marc	The Night	The Bog Baby by Jean	Grandad's Island by	The King Who Banned	Rosie Revere,
	Martin	Gardener by The	Willis	Benji Davies	the Dark by Emily	Engineer by Andrea
		Fan Brothers		V.	Haworth-Booth	Beaty
	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:
	Circular Narrative	Setting Narrative	Finding Narrative 🗾	Return Narrative	Banning Narrative	Invention Narrative
	Non-fiction	Non-fiction	Non-fiction Outcome:	Non-fiction Outcome:	Non-fiction Outcome:	Non-fiction Outcome:
	Outcome: Letter	Outcome: Diary to	Instructions	Animal information text	Letter to persuade	Explanation Text
	to inform	recount		1 ste		
3&4	The Whale by	Leaf by Sandra	Arthur and the Golden	The Lost Happy Endings	The Journey by	Manfish by Jennifer
	Ethan Murrow	Dieckmann	Rope by Joe Todd	by Carol Ann Duffy	Francesca Sanna	Berne
			Stanton			
	Fiction Outcome:	Fiction Outcome:	Fiction Outcome: Myth	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:
	Setting Narrative	Outsider Narrative	Narrative	Twisted Narrative	Refugee Narrative	Invention Narrative
	Non-fiction	Non-fiction	Non-fiction Outcome:	Non-fiction Outcome:	Non-fiction Outcome:	Non-fiction Outcome:
	Outcome:	Outcome:	'How to' guide to	Letter to persuade	Diary to recount	Biography to recount
	newspaper report	Information	inform			
	to recount	Report to inform				
5&6	Rose Blanche by	A Story Like the	The Origin of the	Wolves	Shackleton's Journey	Hansel and Gretel by
	Roberto Innocenti	Wind by Gill Lewis	Species	reaai	by William Grill	Neil Gaman
	Non-fiction	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:
	Outcomes: Diary	Flashback	Discovery Narrative	Hunted Narrative	Endurance Narrative	Dual Narrative
	to recount	Narrative	Non-fiction Outcome:	Non-fiction Outcomes:	Non-fiction Outcome:	Non-fiction Outcome:
	Bravery speech to	Non-fiction	Animal adaptation	Documentary Narrative	Biography to recount	Letter to persuade
	recount and	Outcome:	explanation	Balanced Argument		
	inform	Newspaper report				

Mixed Age Planning: Cycle B

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1&2	Old Bear by Jane Hissey	Rapunzel by Bethan Woolvin	Hermelin by Mini Grey	Where the Wild Things Are by Maurice Sendak	The Secret of Black Rock by Joe Todd Stanton	The Last Wolf by Mini Grey
	Fiction Outcome: Finding Narrative Non-fiction Outcome: Message to inform and explain	Fiction Outcome: Traditional Tale Non-fiction Outcome: 'How to' to instruct	Fiction Outcome: Detective Story Non-fiction Outcome: Letters to recount	Fiction Outcome: Portal Story Non-fiction Outcome: Information text	Fiction Outcome: Return Narrative Non-fiction Outcome: Diary to recount	Fiction Outcome: Hunting Narrative Non-fiction Outcome: Recipes to instruct
3&4	The Iron Man by Ted Hughes Fiction Outcome: Approaching Threat Narrative Non-fiction Outcome Trap Explanation to explain	Fox by Margaret Wild Fiction Outcome: Fable Narrative Non-fiction Outcome: Animal report to inform	The Rhythm of the Rain by Grahame Baker Smith Fiction Outcome: Setting Narrative Non-fiction Outcome: Leaflet to inform	Jemmy Button by Alex Barzelay Fiction Outcome: Return Narrative Non-fiction Outcome: Letter to recount	Egyptology by Dugald Steer Fiction Outcome: Egyptian Mystery Narrative Non-fiction Outcome: Secret diary to recount / inform	Into the Forest by Anthony Browne Fiction Outcome: Lost Narrative Non-fiction Outcome: Newspaper report to recount
5&6	When we Walked on the Moon by David Long Fiction Outcome: Exploration Narrative Non-fiction Outcomes: Formal report to recount	FArTHER by Grahame Baker Smith Fiction Outcome: Setting Narrative Non-fiction Outcome: Letter to inform	The Hound of the Baskervilles Fiction Outcome: Cliff hanger Narrative Non-fiction Outcome: Formal event report to inform	The Promise by Nicola Davies Fiction Outcome: Character Narrative Non-fiction Outcome: Bargain Letter to persuade	The Lost Book of Adventure by Unknown Adventurer Fiction Outcome: Survival Narrative Non-fiction Outcome: Survival guide to explain	King Kong by Anthony Browne Fiction Outcome: Dilemma Narrative Non-fiction Outcome: Balanced argument to discuss

Y1&2 Mixed Age Planning: Cycle A

Texts	Word	Sentence	Text	Punctuation
Autumn 1	Y1 Suffix add to verbs -er	Combining words to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces
A River by Marc Martin	Adding the suffixes -er and -est to adjectives	Joining words and clauses using 'and'		Begin to use capital letters and full stops
Fiction Outcome: Circular Narrative	Adding the suffix -ed to verbs			Question marks
Non-fiction Outcome:	Reinforce plural noun suffix -s/-es			Exclamation marks
Letter to inform	Y2 Use of the Suffixes –er & –est in adjectives	Subordination (using when, if, that, because)	Correct choice and consistent use of past and present tense throughout writing	Correctly use capital letters and full stops
	Learn how to use -ly in Standard English to turn adjectives into verbs	Co-ordination (or, and, but) How the grammatical patterns in a		Use apostrophes to mark singular possession in nouns
	Develop understanding of regular plural noun suffixes -s or -es	sentence indicates its function as a statement, question and command		
	THE STATE OF THE S	Expanded Noun Phrases for description and specification		
Autumn 2	Y1 Plural noun suffix -s -es	Combining words to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces
The Night Gardener by The Fan Brothers	Adding the suffix -est to adjectives	Joining words and clauses using 'and'	adu /	Capital letters and full stops
Fiction Outcome: Setting Narrative	Adding the suffixes -ing and -ed to	ady ste	uug	Question marks
Non-fiction Outcome:	verbs			Exclamation marks
Diary to recount	How the prefix un- changes the meaning of verbs and adjectives	Write		
	Y2 Use of the suffix –ly to turn adjectives into adverbs	Co-ordination (or, and, but) How the grammatical patterns in a	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
	Form adjectives using suffixes -ful and -less	sentence indicates its function as a question and exclamation		

	I	Expanded Noun Phrases for description		Apostrophes to mark where letters
		and specification		are missing in spelling and for
				singular possessions
				Commas to separate items in a list
Spring 1	Y1 How un- prefix changes the	Combining words to make sentences	Sequencing sentences to form	Separation of words with spaces
	meaning of verbs and adjectives		short narratives	
The Bog Baby by Jean		Joining words and clauses using and		Capital letters and full stops
Willis	Adding the suffixes -ing and -ed to			
VVIIIIS	verbs			Question marks
				
Fiction Outcome: Finding		ALC NO		Exclamation marks
Narrative				
Non-fiction Outcome:	Y2 Formation of adjectives using	Subordination (using when, if, that,	Correct choice and consistent use	Use of capital letters, full stops and
Instructions	suffixes e.g. –ful, –less	because)	of past and present tense	question marks to demarcate
		·	throughout writing	sentences
	Use of the suffix –ly to turn	Co-ordination (or, and, but)		
	adjectives into adverbs			Commas to separate items in a list
		Expanded noun phrases for description		·
	2.5	and specification		Apostrophes to mark where letters
				are missing in spelling
		How the grammatical patterns in a		(contractions)
		sentence indicates its function as a		
		command		
Spring 2	Y1 Adding the suffix -ing and -ed to	Combining words to make sentences	Sequencing sentences to form	Separation of words with spaces
op:8 =	verbs	3	short narratives	
Grandad's Island by Benji		Joining words and clauses using 'and'		Capital letters and full stops
	Recap plural noun suffix -s and -es			
Davies		uuu ote	uuu 🖊	Question marks
	Adding the suffix -est and -er to			
Fiction Outcome: Return	adjectives			Exclamation marks
Narrative	,			
Non-fiction Outcome:	Y2 Use of the suffixes –er & –est in	Expanded noun phrases for description	Correct choice and consistent use	Use of capital letters, full stops,
Animal information text	adjectives	and specification	of past and present tense	exclamation marks and question
	,	A.A.I.C.C.	throughout writing	marks to demarcate sentences
	Use of the suffix –ly to turn	How the grammatical patterns in a		
	adjectives into adverbs	sentence indicates its function as a	Learn how to use the progressive	Apostrophes to mark singular
	,	question and an exclamation	form of verbs in the present and	possession in nouns
			past tense to mark actions in	
			progress	
			h. 09, coa	

Summer 1	Y1 Recap plural noun suffix -s -es	Combining words to make sentences	Sequencing sentences to form	Separation of words with spaces
The King Who Banned the Dark by Emily Haworth-Booth Fiction Outcome:	How un- prefix changes the meaning of verbs and adjectives Adding the suffix -ing and -ed to verbs	Joining words and clauses using 'and'	short narratives	Capital letters and full stops Question marks
Banning Narrative Non-fiction Outcome: Letter to persuade	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) 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 Commas to separate items in a list
Rosie Revere, Engineer by Andrea Beaty Fiction Outcome: Invention Narrative Non-fiction Outcome: Explanation Text	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 Y2 Formation of nouns by	Combining words to make sentences Joining words and clauses using and, because, but and so Subordination (using when, if, that,	Sequencing sentences to form short narratives Correct choice and consistent use	Separation of words with spaces Capital letters and full stops Question marks Exclamation marks Use of capital letters, full stops and
	compounding Use of the suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as an exclamation Expanded Noun Phrases for description and specification	of past and present tense throughout writing	question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list

Y1&2 Mixed Age Planning: Cycle B

Texts	Word	Sentence	Text	Punctuation
Autumn 1	Y1 Regular plural noun suffixes -s or -es	Combining words to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces
Old Bear by Jane Hissey	Suffixes that can be added to verbs where no change is needed in the	Joining words and clauses using 'and'	4	Capital letters and full Stops
Fiction Outcome: Finding	spelling of root words (e.g.			
Narrative	helping, helped, helper)	15-3		
Non-fiction Outcome:				
Message to inform and	How the prefix un– changes the			
explain	meaning of verbs and adjectives			
Схрівіїї	Y2 Use the suffix -ly to turn	Expanded noun phrases for	Correct choice and consistent use	Use of capital letters, full stops and
	adjectives into adverbs	description and specification	of past and present tense throughout writing	question marks to demarcate sentences
	Use of the suffix -er in adjectives	Subordination (using when, if,	throughout writing	sentences
	ose of the sumx of madjectives	that, because)		
		Co-ordination (or, and, but)		
			3	
		How the grammatical patterns in a		
		sentence indicates its function as		
		statement and question		
Autumn 2	Y1 Reinforce plural noun suffix -s/ -	Combining words to make	Sequencing sentences to form	Separation of words with spaces
	es	sentences	short narratives	Capital letters and full stops
Rapunzel by Bethan Woolvin	Suffix added to verbs - er	Joining words and clauses using		Capital letters and full stops
	Sum added to verbs - er	'and'		
Fiction Outcome: Traditional	Y2 Reinforce use of the suffix -ly to	Expanded noun phrases for	Correct choice and consistent use	Use of capital letters, full stops,
Tale	turn adjectives into adverbs	description and specification	of past and present tense	question marks and exclamation
Non-fiction Outcome: 'How		///::+~	throughout writing	marks to demarcate sentences
to' to instruct	Formation of adjectives using	Co-ordination (or, and, but)		
	suffix –ful,			Use apostrophes to mark where
		How the grammatical patterns in a		letters are missing in spelling
		sentence indicates its function as a		
		question and a command (link to bossy verbs)		
		DUSSY VELDS		

Spring 1	Y1 Reinforce plural noun suffix -s -	Combining words to make	Sequencing sentences to form	Separation of words with spaces
Spring 1	es	sentences	short narratives	
Hermelin by Mini Grey				Capital letters and full stops
Hermenn by Mini Grey	How prefix un – changes the	Joining words and clauses using-		
Fishing Outrous Datastics	meaning of verbs and adjectives	'and'		Question marks
Fiction Outcome: Detective	Adding suffices around control			Evelopeation monte
Story	Adding suffixes -er and -est to adjectives			Exclamation marks
Non-fiction Outcome:	Y2 Formation of adjectives using	Subordination (using when, if,	Correct choice and consistent use	Use of capital letters, full stops,
Letters to recount	suffixes -ful -less	that, because)	of past and present tense	question marks and exclamation
			throughout writing	marks to demarcate sentences
	Use of the suffixes –er & –est in	Co-ordination (or, and, but)		
	adjectives	2 -4c	1111	Commas to separate items in a list
		How the grammatical patterns in a		
	Use of the suffix –ly to turn	sentence indicates its function as a		Use apostrophes to mark singular
	adjectives into adverbs	question and exclamation		possession in nouns
				Use apostrophes to mark where
	tion of the state			letters are missing in spelling
Spring 1	Y1 Adding the suffixes ing ed er to	Combining words to make	Sequencing sentences to form	Separation of words with spaces
	verbs	sentences	short narratives	
Where the Wild Things Are	Adding the suffixes -er and -est to	Joining words and clauses using		Capital letters and full stops
by Maurice Sendak	adjectives	'and'		Question marks
	aujectives	anu		Question marks
Fiction Outcome: Portal	How the prefix un-changes the			Exclamation marks
Story	meaning of verbs and adjectives	du Ste		
Non-fiction Outcome:	I I E G	ay ste	uuy	Capital Letters for names and
Information text				personal pronoun - I
mormation text	Y2 Use the suffix -er and -est in	Subordination (using when, if,	Correct choice and consistent use	Use of capital letters, full stops and exclamation marks to demarcate
	adjectives	that, because)	of past and present tense throughout writing	sentences
	Use the suffix -ly to turn adjectives	Co-ordination (or, and, but)	anoughout writing	Sentences
	into adverbs			Commas to separate items in a list
		How the grammatical patterns in a		
		sentence indicates its function as		Use apostrophes to mark where
		an exclamation		letters are missing in spelling
		Europidad noun phasess fair		
		Expanded noun phrases for description and specification		
		description and specification		

Summer 1	Y1 Reinforce plural noun suffix -s - es	Combining words to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces
The Secret of Black Rock by Joe Todd Stanton	Adding suffixes -er and -est to adjectives	Joining words and clauses using- and		Capital letters and full stops Question marks
Fiction Outcome: Return Narrative Non-fiction Outcome: Diary to recount	Adding suffixes -ing and -ed to verbs Reinforce how prefix un – changes the meaning of verbs and adjectives			Exclamation marks Capital Letters for names and personal pronoun - I
	Y2 Formation of nouns using suffixes e.g. –ness, -ful Formation of nouns bu compounding Use of the suffixes -er and -est in adjectives Use the suffix -ly to turn adjectives into adverbs	Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as an exclamation Expanded noun phrases for description and specification	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.	Use of capital letters, full stops and exclamation marks to demarcate sentences Commas to separate items in a list Use apostrophes to mark where letters are missing in spelling
Summer 2	Y1 Reinforce plural noun suffix -s - es	Combining words to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces
The Last Wolf by Mini Grey Fiction Outcome: Hunting	Adding the suffixes -ing and - ed to verbs	Joining words and clauses using- 'and'	aay	Capital letters and full stops Question marks
Narrative Non-fiction Outcome:	Adding the suffixes -er and -est to adjectives	Write		Exclamation marks
Recipes to instruct	Use of the suffixes -er and -est in adjectives Formation of adjectives using suffixes -ful -less	Subordination (using when, if, that, because) Co-ordination (or, and, but)	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Use of capital letters, full stops and exclamation marks to demarcate sentences Commas to separate items in a list
		How the grammatical patterns in a sentence indicates its function as a		

Formation of nouns using suffix - ness	statement, question, exclamation and command (link to bossy verbs)	Use apostrophes to mark singular possession in nouns
Use the suffix -ly to turn adjectives into adverbs	Expanded noun phrases for description and specification	Use apostrophes to mark where letters are missing in spelling



Texts	Word	Sentence	Text	Punctuation
Autumn 1 The Whale by Ethan	Y3 Formation of nouns using a range of prefixes e.g. auto- superanti- sub- super- auto- dis-, mis-	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Murrow Fiction Outcome:	Adverbs ending in -ly suffixes: -ation, -ly, -ed, -er, -tion	Use expanded noun phrases for description and specification	Headings and sub-headings to aid presentation	Inverted commas to punctuate speech Apostrophes to mark where letters are
Setting Narrative Non-fiction Outcome: newspaper report to	WAG FEL HILL		Present perfect form of verbs in contrast to the simple past	missing in spelling and to mark singular possession in nouns
recount	Y4 Suffixes: -ation, -ly, -tion, -ous Verb inflections (we were instead of	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions	Nouns or pronouns to aid cohesion and avoid repetition	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
	we was)	Fronted adverbials	Paragraphs to organise ideas around a theme	
Autumn 2 Leaf by Sandra	Y3 Formation of nouns using a range of prefixes e.g. auto- superanti- sub- super- auto- dis-, mis-	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Dieckmann Fiction Outcome:	Suffixes: -ing, -ly, -ed, -er, -ation, -ous Adverbs ending in -ly	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Headings and sub-headings to aid presentation	Commas to separate items in a list Apostrophes to mark where letters are
Outsider Narrative Non-fiction Outcome: Information report to	Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel	Use expanded noun phrases for description and specification	aay	missing in spelling and to mark singular possession in nouns
inform	Y4 Develop understanding of standard English forms for verb inflections	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Paragraphs to organise ideas around a theme	Apostrophes for possession (plural nouns)
	Suffixes: -ation, -ly, -ous	Fronted adverbials	Appropriate choice of noun and pronoun within and across sentences to aid	Use commas after fronted adverbials
	Grammatical difference between plural and possessive -s	Express time, place and cause using prepositions, e.g. before, after, during	cohesion and avoid repetition	

Spring 1	Y3 Word families based on common	Expressing time, place and cause using	Introduction to paragraphs as	Use of capital letters, full stops,
	words showing how words are	prepositions e.g. (before, after, during,	a way to group related	question marks and exclamation marks
Arthur and the Golden	related in form and meaning	in, because of)	material	to demarcate sentences
Rope by Joe Todd	Formation of nouns using a range of	Expressing time, place and cause using	Headings and sub-headings to	Commas to separate items in a list
Stanton	prefixes e.g. auto- super- anti- sub-	adverbs e.g. (then, next, soon,	aid presentation	commas to separate items in a list
Fiction Outcome: Myth	super- auto- dis-, mis-	therefore)	and processing definition	Apostrophes to mark where letters are
Narrative		·		missing in spelling and to mark singular
Non-fiction Outcome:	suffixes: -ing, -ly, -ed, -er, -ful,	Use a wider range of conjunctions		possession in nouns
'How to' guide to	-ation, -ous	including when, if, because, although,	W M	
inform		before, after, while, so		
mom	Use of the forms 'a' or 'an' when next word starts with a consonant or			
	a vowel			
	Y4 Grammatical difference between	Noun phrases expanded by the	Nouns or pronouns to aid	Apostrophes for possession (plural
	plural and possessive -s	addition of modifying adjectives, nouns	cohesion and avoid repetition	nouns)
		and prepositions		
	Suffixes: -ation, -ly, -ous		Paragraphs to organise ideas	Use commas after fronted adverbials
	3/40	Fronted adverbials	around a theme, with headings and sub headings	
		Use a wider range of conjunctions	Headings and sub headings	
		including when, if, because, although,	-	
		before, after, while, so		
Spring 2	Y3 Suffixes: -tion, -sion	Expressing time, place and cause using	Introduction to paragraphs as	Use of capital letters, full stops,
	Use of the forms 'a' or 'an' when	conjunctions e.g. (when, before, after, while, so, because, if, although)	a way to group related material	question marks and exclamation marks to demarcate sentences
The Lost Happy Endings	next word starts with a consonant or	while, so, because, ii, although)	material	to demarcate sentences
by Carol Ann Duffy	a vowel	Expressing time, place and cause using	Present perfect form of verbs	Inverted commas to punctuate speech
		prepositions e.g. (before, after, during,		The state of the s
Fiction Outcome:	Adverbs ending in -ly	in, because of)		Apostrophes to mark where letters are
Twisted Narrative		3 4 7 4		missing in spelling and to mark singular
Non-fiction Outcome:		. Write		possession in nouns
Letter to persuade		Use expanded noun phrases for description and specification		
	Y4 Suffixes: -tion, -sion	Noun phrases expanded by the	Paragraphs to organise ideas	Inverted commas and other
		addition of modifying adjectives, nouns	around a theme	punctuation to indicate direct speech
	Grammatical difference between	and prepositions		
	plural and possessive -s		Use adverbials and	Apostrophes for possession (plural
		Fronted adverbials	conjunctions for cohesion	nouns)

	Develop understanding of standard English forms for verb inflections (we were instead of we was)			Use commas after fronted adverbials
Summer 1 The Journey by	Y3 Word families based on common words showing how words are related in form and meaning	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Francesca Sanna Fiction Outcome: Refugee Narrative Non-fiction Outcome: Diary to recount	Formation of nouns using a range of prefixes e.g. auto- super- anti un-dis -mis -im -in Suffixes: -sure, -ture, -ly, -er, -less, -ness Adverbs ending in -ly	Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)		Inverted commas to punctuate speech Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
	Y4 Suffixes: -sure, -ture, -ly Verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s	Fronted adverbials	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 Apostrophes for possession (plural nouns) Use commas after fronted adverbials
Summer 2 Manfish by Jennifer Berne	Y3 Formation of nouns using a range of prefixes e.g. auto- interanti- Use of the forms 'a' or 'an' when next word starts with a consonant or	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Use expanded noun phrases for description and specification	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Inverted commas to punctuate speech
Fiction Outcome: Invention Narrative Non-fiction Outcome: Biography to recount	a vowel Adverbs ending in -ly	Write	Present perfect form of verbs	Commas to separate items in a list Apostrophes to mark singular possession in nouns
	Y4 Verb inflections (we were instead of we was)] Suffixes: -tion, -sion	Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas	Use of a comma after the reporting clause and use of end punctuation within inverted commas.
			around a theme	Use commas after fronted adverbials

Y3&4 Mixed Age Planning: Cycle B

Texts	Word	Sentence	Text	Punctuation
Autumn 1 The Iron Man by Ted Hughes	Y3 Formation of nouns using a range of prefixes e.g. im-	Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because,		Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Fiction Outcome:	Suffixes: -ion, -ation, -ture, -sure, -ly Using a or an correctly	if, although Expressing time, place and cause		Apostrophes to mark where letters are missing in spelling and to mark
Approaching Threat		using adverbs e.g. then, there,		singular possession in nouns
Narrative		soon, after		
Non-fiction Outcome: Trap		Expressing time, place and cause		Use commas to separate items in a list
Explanation to explain		using prepositions e.g. before,		1130
		during, after, in		
		Use expanded noun phrases for		
		description and specification		
		Learn how to use subordination		
	ROCAL	(reinforce from Y2)		
	Y4 Grammatical difference between plural	Noun phrases expanded by the	Nouns or pronouns to aid	Use commas after fronted
	and possessive -s	addition of modifying adjectives,	cohesion and avoid	adverbials
	Verb inflections (we were instead of we	nouns and prepositions	repetition	
	was)	Fronted adverbials	Paragraphs to organise	
	Neaa	u Stea	ideas around a theme, with	
	Suffixes: -ion, -ation, -ture, -sure, -ly		headings and sub headings	
Autumn 2	Y3 Formation of nouns using a range of	Expressing time, place and cause	Present perfect form of	Use of inverted commas to
	prefixes e.g. un-, re-	using prepositions e.g. (before,	verbs	punctuate direct speech
Fox by Margaret Wild	Use the forms 'a' or 'an' according to	after, during, in, because of)	Introduction to paragraphs	Commas to separate items in a list
	whether the next word begins with a	Use a wider range of	as a way to group related	commus to separate items in a list
Fiction Outcome: Fable	vowel or a consonant	conjunctions, e.g. when, if,	material	Apostrophes to mark singular
Narrative		because, although		possession in nouns
Non-fiction Outcome:	Learn how to use -ly in Standard English to			
Animal report to inform	turn adjectives into adverbs (Y2			
Animai report to inform	reinforcement)			

T			1	T
	Y4 Grammatical difference between plural	Noun phrases expanded by the	Paragraphs to organise	Apostrophes for plural possession
	and possessive -s	addition of modifying adjectives,	ideas around a theme, with	
		nouns and prepositions	headings and sub headings	Use commas after fronted
	Verb inflections (we were instead of we			adverbials
	was)	Fronted adverbials	Nouns or pronouns to aid	
			cohesion and avoid	Inverted commas and other
	Suffixes: -ation, ly		repetition	punctuation to indicate direct
				speech
Spring 1	Y3 Use of the forms a or an when next	Use a wider range of	Introduction to paragraphs	Apostrophes to mark singular
	word starts with a consonant or a vowel	conjunctions, e.g. when, if,	as a way to group related	possession in nouns
The Rhythm of the Rain by		because, although	material	
-	Suffixes: -ion, -ation, -ture, -sure, -ly	All and		Learn how to use commas to
Grahame Baker Smith		Expressing time, place and cause	Develop understanding of	separate items in a list (Y2
		using prepositions e.g. (before,	using the present perfect	reinforcement)
Fiction Outcome: Setting		after, during, in, because of)	form of verbs in contrast to	
Narrative			the simple past	
		Expressing time, place and cause		
Non-fiction Outcome:		using adverbs e.g. (then, next,		
Leaflet to inform		soon, therefore)		
	Y4 Verb inflections (we were instead of we	Noun phrases expanded by the	Paragraphs to organise	Apostrophes for plural possession
	was)	addition of modifying adjectives,	ideas around a theme, with	(None in Example Texts, but use in
		nouns and prepositions	headings and sub-headings	Sentence Accuracy)
	Grammatical difference between plural			
	and possessive -s	Fronted adverbials	Nouns or pronouns to aid	Use commas after fronted
			cohesion and avoid	adverbials
	Suffixes: -ation, -ture, -ous -ly		repetition	
	Y3 Use of the forms a or an when next	Expressing time, place and cause	Introduction to paragraphs	Inverted commas to punctuate
	word starts with a consonant or a vowel	using prepositions e.g. (before,	as a way to group related	direct speech
Lawrence Deuthan Is Alic	- IZEUU	after, during, in, because of)	material	
Jemmy Button by Alex	Word families based on common words			
Barzelay	showing how words are related in form	Develop understanding by	Develop understanding of	7
	and meaning	expressing time, place and cause	using the present perfect	
Fiction Outcome: Return		using adverbs e.g. then, next,	form of verbs in contrast to	
	Prefixes dis-, in-	soon, therefore	the simple past	
	Suffixes -tion			
Non-fiction Outcome: Letter		Use a wider range of		
to recount		conjunctions, e.g. when, if,		
		because, although		
		_		

	Y4 Verb inflections (we were instead of we was)	Noun phrases expanded by the addition of modifying adjectives,	Paragraphs to organise ideas around a theme	Inverted commas and other punctuation to indicate direct
		nouns and prepositions		speech
	Grammatical difference between plural and possessive -s Suffixes -tion, -cian	Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition	Use commas after fronted adverbials
Summer 1	Y3 Prefixes e.g. un-, re- Suffixes -tion, -ly	Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Introduction to paragraphs as a way to group related material	Inverted commas to punctuate direct speech
Egyptology by Dugald Steer	Use of the forms a or an when next word starts with a consonant or a vowel	Expressing time, place and cause	Headings and sub-headings	
Fiction Outcome: Egyptian	Word families based on common words	using prepositions e.g. (before, after, during, in, because of)	to aid presentation	
Mystery Narrative Non-fiction Outcome: Secret	showing how words are related in form and meaning	arter, during, in, because or,		
diary to recount / inform	Y4 Verb inflections (we were instead of we was)	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions	Nouns or pronouns to aid cohesion and avoid repetition	Apostrophes for plural possession Inverted commas and other
	Suffixes -tion, -sion, -ly	Fronted adverbials	Paragraphs to organise ideas around a theme	punctuation to indicate direct speech Use commas after fronted
Summer 2	Y3 Formation of nouns using a range of prefixes e.g. dis-	Expressing time, place and cause using adverbs e.g. (then, next,	Present perfect form of verbs in contrast to the	Inverted commas to punctuate
Into the Forest by Anthony	Suffixes -ly, -tion	soon, therefore)	simple past	direct speech
Browne	Use of the forms a or an when next word starts with a consonant or a vowel	Expressing time, place and cause using prepositions e.g. (before,	Headings and sub-headings to aid presentation	
Fiction Outcome: Lost Narrative Non-fiction Outcome:	Word families based on common words showing how words are related in form	after, during, in, because of)		
Newspaper report to recount	and meaning Verb inflections (we were instead of we was)	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions	Nouns or pronouns to aid cohesion and avoid repetition	Apostrophes for plural possession (None in Example Texts, but use in Sentence Accuracy)
	Suffixes -ly, -tion	Fronted adverbials	Paragraphs to organise ideas around a theme, with headings and sub-headings	Inverted commas and other punctuation to indicate direct speech

Use commas after fronted adverbials



Ready Steady Write

Y5&6 Mixed Age Planning: Cycle A

Texts	Word	Sentence	Text	Punctuation
Autumn 1 Rose Blanche by Roberto Innocenti Non-fiction Outcomes: Diary to recount	Y5 Suffixes -able, -ible The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Linking ideas across paragraphs, using adverbials	Use commas to clarify meaning and avoid ambiguity Commas for parenthesis
Bravery speech to recount and inform	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence	Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis
Autumn 2 A Story Like the Wind by Gill Lewis Fiction Outcome: Flashback Narrative Non-fiction Outcome: Newspaper report	Converting nouns and adjectives into verbs with suffixes The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Use a thesaurus with confidence	Indicate degrees of possibility using modal verbs and adverbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Use a range of sentence types for impact and cohesion	Inverted commas to indicate direct speech (Y4) Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Commas for parenthesis
	Y6 Understand how words are related by meaning as synonyms and antonyms	Using expanded noun phrases to convey complicated information concisely	Use headings, sub-headings, columns and captions to structure information	Semi-colons to mark the boundary between independent clauses Using hyphens to avoid ambiguity

	Convert nouns or adjectives into verbs using suffixes (revision from Y5)	The difference between structures typical of informal speech and structures appropriate to formal speech and writing		Use range of punctuation taught at KS2 (Speech punctuation)
Spring 1 The Origin of the Species Fiction Outcome: Discovery Narrative Non-fiction Outcome: Animal adaptation explanation	Y5 Suffixes -able, -ible, -cial, -ent, tial Verb prefixes- over Transforming nouns and adjectives into verbs -ate The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Use a thesaurus with confidence Y6 Understand how words are related by meaning as synonyms	Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Using expanded noun phrases to convey complicated information concisely	Linking ideas across paragraphs, using adverbials and conjunctions Use a range of sentence types for impact and cohesion Linking ideas within and across paragraphs using a	Semi-colons to separate the boundary between independent clauses Dashes to mark boundaries between independent clauses Commas and brackets for parenthesis Inverted commas to indicate direct speech (Y4) Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Use semi-colons, colons and dashes to mark the boundary between
	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Use the subjunctive forms in some very formal writing and speech Suffixes -ent, -ence, -ency	The difference between structures typical of informal speech and structures appropriate to formal	wider range of cohesive devices Use headings and subheadings to structure information	independent clauses Use colons to introduce a list
Spring 2	Y5 Suffixes -able, -ance	Indicate degrees of possibility using modal verbs and adverbs	Use a range of devices to build cohesion, eg	Use commas to clarify meaning and
Wolves	Verb prefixes e.g. mis-, de- dis-, re Transforming nouns and adjectives into verbs	Understand the difference between structures typical of informal speech and structures appropriate to formal speech	conjunctions Use a range of sentence types for impact and cohesion	avoid ambiguity Use of a comma after the reporting clause and use of end
Fiction Outcome: Hunted Narrative	The difference between vocabulary of informal speech and vocabulary	in writing		punctuation within inverted commas (Y4)

Non-fiction Outcomes:	appropriate to formal speech and	Relative clauses beginning with who,		
	writing	which, where, when, whose, that or an		
Documentary Narrative		omitted relative pronoun		
Balanced Argument	Use a thesaurus with confidence			
	Y6 Understand how words are	Using expanded noun phrases to convey	Using cohesive devices, e.g.	Use semi-colons, colons and dashes to
	related by meaning as synonyms	complicated information concisely	synonyms	mark the boundary between
	and antonyms			independent clauses
		Understand the difference between	Accurate tense choices	
	The difference between vocabulary	structures typical of informal speech and	throughout the writing	Use hyphens to avoid ambiguity
	of informal speech and vocabulary	structures appropriate to formal	- V	
	appropriate to formal speech and			Use colons to introduce a list
	writing.	Develop understanding of the passive to		
		affect the presentation of information in	111	Use semi colons within lists
	Suffixes -ance	a sentence		
		Use the subjunctive forms in some very		
		formal writing and speech		
Summer 1	Y5 Suffixes -cious, -ant, -ance	Understand the difference between	Linking ideas across	Use commas to clarify meaning and
	V 1 6 1	structures typical of informal speech and	paragraphs, using adverbials	avoid ambiguity
Shackleton's Journey	Verb prefixes re-, dis-,	structures appropriate to formal speech	Har was a familiar to the same	
by William Grill	The difference between vocabulary	in writing, eg the use of the passive form	Use a range of sentence types for impact and cohesion	Indicate parenthesis using brackets
<i>z</i> ,	of informal speech and vocabulary	Relative clauses beginning with who,	for impact and coriesion	
Fiction Outcome:	appropriate to formal speech and	which, where, when, whose, that or an		
	writing	omitted relative pronoun		
Endurance Narrative	Witting	officed relative profitation		
Non-fiction Outcome:	Use a thesaurus with confidence			
Biography	Y6 Understand how words are	Using expanded noun phrases to convey	Using headings and sub-	Use semi-colons and dashes to mark
	related by meaning as synonyms	complicated information concisely	headings to organise	the boundary between independent
	and antonyms		information	clauses
		Understand the difference between		
	The difference between vocabulary	structures typical of informal speech and		Use commas to clarify meaning and
	of informal speech and vocabulary	structures appropriate to formal		avoid ambiguity
	appropriate to formal speech and	vvrite		
	writing	Develop understanding of the passive to		
		affect the presentation of information in		
	Suffixes -ant, -ance, -ent, -ence	a sentence		
Summer 2	Y5 Suffixes -cious, -ant, -ance	Indicate degrees of possibility using	Use a range of devices to	Commas and dashes for parenthesis
		modal verbs and adverbs	build cohesion, eg	
	The difference between vocabulary	Understand the difference between	conjunctions and pronouns	
	of informal speech and vocabulary	structures typical of informal speech and		

Hansel and Gretel by Neil Gaman	appropriate to formal speech and writing	structures appropriate to formal speech in writing	Use a range of sentence types for impact and cohesion	Inverted commas to indicate direct speech (Y4)
Fiction Outcome: Dual Narrative Non-fiction Outcome:	Use a thesaurus with confidence	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun		Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)
Letter to persuade	Y6 Understand how words are related by meaning as synonyms and antonyms	Understand the difference between structures typical of informal speech and structures appropriate to formal	Linking ideas within and across paragraphs using a wider range of cohesive devices	Use semi-colons, colons and dashes as the boundary between independent clauses
	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Use the subjunctive forms in some very formal writing and speech	700	Use hyphens to avoid ambiguity





Y5&6 Mixed Age Planning: Cycle B

Texts	Word	Sentence	Text	Punctuation
Autumn 1	Y5 Develop an understanding of the use of verb prefixes	Indicate degrees of possibility using modal verbs	Use of a range of sentence types for impact and cohesion	Indicate parenthesis using dashes and brackets
When we Walked on the Moon by David Long	Suffixes -ent, -ance, -ency	Expanded noun phrases to convey complicated information concisely		Commas after fronted adverbials (reinforce from Y4)
Fiction Outcome: Exploration Narrative		Develop understanding and use relative clauses		Inverted commas to indicate direct speech (reinforce from Y4)
Non-fiction Outcomes: Formal report to recount	Y6 Understand how words are related by meaning as synonyms and antonyms	The difference between structures typical of informal speech and structures appropriate to formal	Linking ideas within and across paragraphs, using a wider range of	Use commas, brackets and dashes for parenthesis
	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing –	Use of the passive to affect the presentation of information in a	cohesive devices eg. the use of conjunctions, adverbials, repetition,	Use range of punctuation precisely to enhance meaning
	formal and informal vocabulary choices Suffixes -ent, -ance, -ency	sentence	ellipsis, pronouns and synonyms	Punctuation of bullet points (when modelling planning)
			Using headings and sub- headings to organise information	
Autumn 2	Y5 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing –	Indicate degrees of possibility using modal verbs	Develop understanding in using devices to build cohesion within a	Use commas after fronted adverbials
FArTHER by Grahame Baker Smith	formal tone	Develop understanding of noun phrases expanded by the addition of	paragraph	Use commas, brackets and dashes for parenthesis
Fiction Outcome: Setting Narrative Non-fiction Outcome: Letter	Develop understanding of the use of verb prefixes	modifying adjectives, nouns and preposition phrases		
to inform	Suffixes -ant, -ance, -ence, -cious, -tious	Use fronted adverbials		
	Y6 Understand how words are related by meaning as synonyms and antonyms	Using expanded noun phrases to convey complicated information concisely	Linking ideas within and across paragraphs, using a wider range of	Use commas, brackets and dashes for parenthesis
	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	The difference between structures typical of informal speech and structures appropriate to formal	cohesive devices eg. the use of conjunctions, adverbials, repetition,	Use range of punctuation precisely to enhance meaning (through editing)

			ellipsis, pronouns and synonyms	Punctuation of bullet points (when modelling planning)
Spring 1 The Hound of the Baskervilles	Y5 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	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
Fiction Outcome: Cliff hanger Narrative Non-fiction Outcome: Formal event report to inform	Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes Suffixes -ent, -ance, -ency, -ible			
	Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Suffixes -ent, -ance, -ency, -ible	Use of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate to formal	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms Accurate tense choices throughout the writing.	Use range of punctuation precisely to enhance meaning Use colons to introduce an important point Use commas to clarify meaning and avoid ambiguity
Spring 2	Y5 Develop understanding and use of verb prefixes	Indicate degrees of possibility using modal verbs.	Develop understanding in using devices to build cohesion within a	Use commas for parenthesis
The Promise by Nicola Davies	Suffix -tious	Indicate degrees of possibility using modal verbs.	paragraph	
Fiction Outcome: Character Narrative Non-fiction Outcome: Bargain Letter to persuade	Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Suffix -tious	Understand the difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms	Use range of punctuation precisely to enhance meaning Use dashes to mark the boundary between independent clauses Hyphens used to avoid ambiguity

	WE Develop and develop	to disease deserve of the state of	Development to B	the comment of the state of the
Summer 1	Y5 Develop understanding and use of verb	Indicate degrees of possibility using	Develop understanding	Use commas for clarity and to
	prefixes	adverbs	in using devices to build cohesion within a	avoid ambiguity
The Lost Book of Adventure	Converting nouns or adjectives into verbs	Indicate degrees of possibility using	paragraph	Indicate parenthesis using brackets
by Unknown Adventurer	using suffixes	modal verbs	paragraph	indicate parentnesis using brackets
,	using surfixes	modal verbs		
Fiction Outcome: Survival	Suffix -ence, -ance, -cious	Relative clauses beginning with who,		
Narrative		which, where, when, whose, that or		
		an omitted relative pronoun		
Non-fiction Outcome:	Y6 Understand how words are related by	The difference between structures	Linking ideas within and	Colons to introduce a list and semi-
Survival guide to explain	meaning as synonyms and antonyms	typical of informal speech and	across paragraphs, using	colons for more elaborate lists
		structures appropriate to formal	a wider range of	(link to what is needed for the
	Suffix -ence, -ance, -cious		cohesive devices eg. the	survival guide)
		Use of the passive to affect the	use of conjunctions,	
		presentation of information in a	adverbials, repetition,	Use dashes to mark the boundary
		sentence	ellipsis, pronouns and	between independent clauses
			synonyms	
			11 /61 11 1	Use range of punctuation
			Use of headings, sub-	precisely to enhance meaning
			headings and bullets to structure texts	Use commas to clarify meaning
			Structure texts	and avoid ambiguity
Summer 2	Y5 Converting nouns or adjectives into	Develop understanding and use of	Develop understanding	Use commas for clarity and to
Summer 2	verbs using suffixes	relative clauses beginning with who,	in using devices to build	avoid ambiguity
		which, where, when, whose, that, or	cohesion within a	arraid arraid garey
King Kong by Anthony	Suffix -tious, -ant, -ent	an omitted relative pronoun	paragraph	Use of a comma after the
Browne				reporting clause and use of end
	Kond	Develop understanding of expanded		punctuation within inverted
Fiction Outcome: Dilemma	MEGG	noun phrases to convey complicated	LU	commas (Y4)
Narrative		information concisely		
Non-fiction Outcome:				Indicate parenthesis using brackets
Balanced argument to		Indicate degrees of possibility using		
discuss	Y6 Understand how words are related by	modal verbs The difference between structures	Linking ideas within and	Colons to introduce a list and semi-
discuss	meaning as synonyms and antonyms	typical of informal speech and	across paragraphs, using	colons for more elaborate lists
	The difference between vocabulary of	structures appropriate to formal	a wider range of	(link to the features of the beast)
	informal speech and vocabulary	Use of the passive to affect the	cohesive devices eg. the	Use commas, brackets and dashes
	appropriate to formal speech and writing –	presentation of information in a	use of conjunctions,	for parenthesis
	formal and informal vocabulary choices	sentence	adverbials, repetition,	
			ellipsis, pronouns and	
	Suffix -tious, -ant, -ent	Using expanded noun phrases to	synonyms	

	•	Accurate tense choices throughout the writing	Use range of punctuation precisely to enhance meaning (through editing)
			Hyphens used to avoid ambiguity



Ready Steady Write