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| Term | Literacy |
| Autumn 1 | **Book-How to Train your dragon**  Instructional Texts  **Grammar, Spelling and Punctuation:**  Using grammatical terminology specifically beginning to recognise the concept of a verb and by choosing and using powerful verbs; understanding that writing can be first or third person; using and understanding grammatical terminology.  Newspaper Article  **Grammar, Spelling and Punctuation:**  Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time and cause; using and punctuating direct speech. |
| Autumn 2 | **Book- Roald Dahl’s Revolting Rhymes**  Narrative Texts  **Book- Please Mrs Butler**  Poetry  **Grammar, Spelling and Punctuation:**  Using grammatical terminology specifically by using and recognising adjectives, nouns and adverbs; understanding and using adverbials and fronted adverbials; using and understanding grammatical terminology. |
| Spring 1 | **Book- Unipkaaqtuat Arvianit: Traditional Inuit Stories from Arviat**  Stories from other cultures  A story with a historical setting  **Grammar, Spelling and Punctuation:**  Using grammatical terminology, specifically using and recognising adjectives, nouns and prepositional phrases; using prepositions to express time, place and cause. |
| Spring 2 | **Book- Range of texts that link to Polar regions.**  Non-fiction texts  **Grammar, Spelling and Punctuation:**  Introducing the idea of tense in verbs; using prepositions to express time or place; writing sentences with more than one clause using a wider range of connectives.  Journalistic writing  **Grammar, Spelling and Punctuation:**  Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning. |
| Summer 1 | **Book- Diary of a Wimpy Kid**  A dilemma story  Persuasive writing  **Grammar, Spelling and Punctuation:**  Extending the range of sentences with more than one clause: compound and complex sentences; using commas after or before phrases and clauses; using pronouns to avoid repetition or ambiguity and to add clarity and cohesion. |
| Summer 2 | **Book- Children’s choice**  Explanation text  **Grammar, Spelling and Punctuation:**  Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main causes; using colons to introduce lists; punctuating bullet points consistently.  A play script  **Grammar, Spelling and Punctuation:**  Using dialogue, differences between spoken and written speech, punctuating to indicate direct speech; formal and informal speech and writing, using subjunctive forms; using commas to clarify meaning. |

Grammar, spelling and punctuation is taught throughout the year, through the different units, and has its own dedicated lesson once a week. Handwriting is also taught in this lesson and we use Nelson’s handwriting scheme as a starting point.