
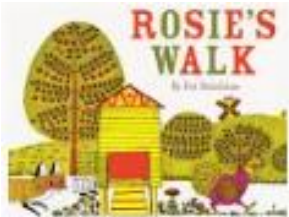




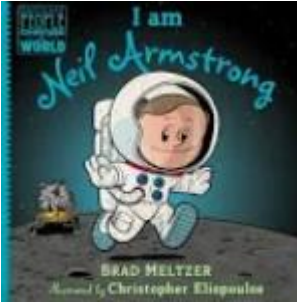


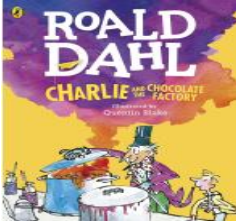


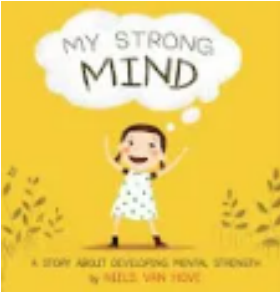

EYFS CYCLE A	EYFS CYCLE A	EYFS CYCLE A	EYFS CYCLE A	EYFS CYCLE A	EYFS CYCLE A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				 <p>Katie and The Sun Flowers</p>	 <p>Rosie's Walk</p>
				<p>Key Vocabulary: Gallery, sunflower, vase,</p>	<p>artist, adventure, disaster.</p> <p>Key Vocabulary: hen, walk, fox, pond, walk, under, over, past, across</p>
				<p>Knowledge: I know how to talk about key events in stories. I can use and understand recently introduced vocabulary. I know how to write recognisable letters, most of which are correctly formed. I know how to begin to spell words by segmenting. I can write simple phrases and sentences that can be read by others. I know how to hold a pencil – using the tripod grip most of the time.</p>	<p>Knowledge: I know how to talk about key events in stories. I can use and understand recently introduced vocabulary. I know how to read words by sound-blending. I know how to write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others. I know how to hold a pencil – using the tripod grip.</p>



				 <p style="text-align: center;">How to Catch a Star</p>	 <p style="text-align: center;">What We'll Build</p>
				<p>Key Vocabulary: Sentence, sound talk,</p> <p>gleams, shimmers, glistens, dazzles, shimmers, flashes, flickers.</p>	<p>Key Vocabulary: Advice leaflet, sentence, question, opposite,</p> <p>sound talk, notice, imagine, fantastic words, capital letter, full stop</p>
				<p>Knowledge I know how to talk about key events in stories. I can use and understand recently introduced vocabulary. I know how to write recognisable letters, most of which are correctly formed. I know how to begin to spell words by segmenting. I can write simple phrases and sentences that can be read by others. I know how to hold a pencil – using the tripod grip most of the time.</p>	<p>Knowledge I know that I can sound talk to help me spell words I know I can express my ideas in well - formed sentences I know I can use new vocabulary in my sentences</p>

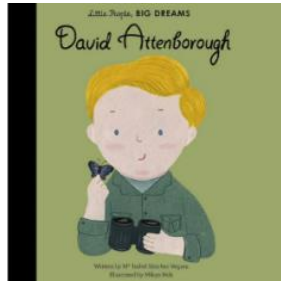
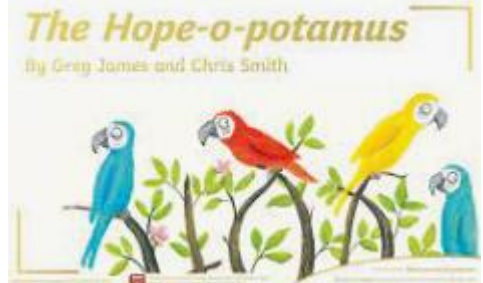
YR1/2 CYCLE A		YR1/2 CYCLE A		YR1/2 CYCLE A		YR1/2 CYCLE A		YR1/2 CYCLE A	
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	
								 <p>The Queen's Hat</p>	
								 <p>Grandad's Island</p>	
						KEY VOCABULARY: Question mark, comma, full stop,	exclamation mark, verb, simile, onomatopoeia, prefix, alliteration	KEY VOCABULARY: Capital letters, preposition, adjective	dialogue, inverted commas, superlative, verb, simile.
						<p>Knowledge</p> I know different punctuation and when to use it in a sentence (? ! , .) I know a verb is a word that describes an action. I know a simile compares two things. I know an onomatopoeia is which sounds like what it means. I know the prefix un usually means 'not', so the new words means the opposite of the root word. I know alliteration is when grouped words start with the same sound.		<p>Knowledge</p> I know when to use capital letters. I know a preposition can describe a movement. I know an adjective is a word to describe a noun or pronoun. I know dialogue is a conversation between two or more people. I know a superlative is the greatest or least degree of the quality named e.g. tallest. I know a verb is a word that describes an action. I know a simile compares two things.	

				 <p>Neil Armstrong Non- fiction</p>	 <p>If I were in charge of the world Poetry</p>
				<p>KEY VOCABULARY: Question and answer text, information, non-fiction, astronaut, Proper nouns</p>	<p>time conjunction, comma, noun phrase</p> <p>KEY VOCABULARY: Capital letters, inverted commas, apostrophe,</p> <p>verb, noun phrase, adjectives, repeated phrase.</p>
				<p>I know I can ask relevant questions to find specific information</p> <p>I know I need to use capital letters at the beginning of proper nouns</p> <p>I know a proper noun is a naming word for a person or place</p> <p>I know a sentence can begin with a time conjunction 'when'</p> <p>I know I need to use commas in a list</p> <p>I know a noun phrase is a phrase which describes a noun</p>	<p>I know that a noun phrase describes a noun</p> <p>I know I can use a repeated phrase to make my poem flow</p> <p>I know I can use 'wouldn't ' to express negatives</p> <p>I know 'wouldn't' is a contraction of would not</p> <p>I know I use inverted commas for quotes</p> <p>I know that lists can be used to write a poem</p>

YR 3/4 CYCLE A		YR 3 / 4 CYCLE A		YR3 / 4 CYCLE A		YR 3 / 4 CYCLE A		YR 3 / 4 CYCLE A	
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	
								 <p>Secrets of a Sun King Diary</p>	
								 <p>Charlie and the Chocolate Factory</p>	
								<p>KEY VOCABULARY: repetition, simile, fronted adverbial, antonym,</p>	<p>synonym, metaphor</p>
								<p>KEY VOCABULARY: repetition, simile, dialogue, fronted adverbial, adverb, adjective, contraction,</p>	<p>possessive apostrophe adverb, adjective, contraction, possessive apostrophe</p>
								<p>Knowledge</p> <p>I know the senses can be used to write effective descriptions.</p> <p>I know that similes can be used to help build a picture in the reader’s head.</p> <p>I know that a diary is written in chronological order.</p> <p>I know that a diary is a record of events and a person’s inner thoughts and reflections.</p>	
								<p>Knowledge</p> <p>I know that using a range of sentence structures makes my writing more interesting.</p> <p>I know that similes can be used to help build a picture in the reader’s head.</p> <p>I know that correctly used dialogue can bring my narrative to life.</p> <p>I know that adverbs and adjectives should be used to add detail to my writing.</p>	

				 <p>My Strong Mind</p>	 <p>The Colour Collector Poetry</p>
				<p>KEY VOCABULARY: Instruction text, rhetorical question, bullet points, brackets,</p>	<p>vertical list, precise adverbs, precise adjectives, imperative verbs</p>
				<p>I know instruction texts teach the reader how to make something I know instruction texts are written in order I know rhetorical questions can be used as a hook at the beginning of an instruction text I know bullet points can be used in a vertical list I know brackets are used to add extra information I know that precise adverbs and adjectives are used in instruction texts I know imperative verbs are used in instructions</p>	<p>I know that some poems have a rhyming pattern I know that some poems have a rhythm I know that onomatopoeia describes a sound I know the suffix 'ness' can be added to an adjective I know that personification is used for describing something which isn't human and giving it human characteristics I know that adverbs describe a verb</p>

YR 5 / 6 CYCLE A		YR 5 / 6 CYCLE A		YR 5 / 6 CYCLE A		YR 5 / 6 CYCLE A		YR 5 / 6 CYCLE A	
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	
								 <p>Greta: Persuasive Speech</p>	
								 <p>The Nowhere Emporium</p>	
								<p>KEY VOCABULARY: Repetition, metaphor, antonym, persuasion, modal verbs,</p>	<p>direct address, active / passive, synonyms, precise verbs</p>
								<p>KEY VOCABULARY: Figurative language: simile, metaphor, personification, precise verbs,</p>	<p>semi colons, dialogue, modal verbs, inverted commas, semi colons, time adverbials</p>
								<p>Knowledge I know some different ways to write effective sentences for a persuasive speech (short, antonyms, repetition, active/passive, modal verbs, direct address). I know that a metaphor can be used to help the audience connect with the subject. I know that using emotive language is an effective persuasive technique. I know that explanations must be clear.</p>	
								<p>Knowledge I know that I can use a relative clause to add additional information into a sentence I know that figurative language is used to create imagery and atmosphere I know I can use semicolons in an extended list I know that dialogue needs correct punctuation including inverted commas I know that time adverbials are used for cohesion and to move a narrative along.</p>	

				 <p style="text-align: center;">David Attenborough Biography</p>	 <p style="text-align: center;">The Hope-o-potamus Poetry</p>		
				<p>KEY VOCABULARY: Parenthesis, Brackets, Colon, Clause, Explanation Simile, Modal Verb, Rhetorical Question. Ambiguity</p>	<p>Complex sentences, Conjunction, Metaphor, Simile, Onomatopoeia, Adverbs, Repetition, Inverted commas, Quote, Biography</p>	<p>KEY VOCABULARY: Prepositional phrase, precise verbs, precise adjectives, structure. Rhyming couplets</p>	<p>Brackets, antonyms,</p>
				<p>I know the features of biographies. I know that conjunctions and adverbials link ideas across paragraphs. I know and use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. I know, recognise and use the terms modal verb, parenthesis, bracket, dash, cohesion, onomatopoeia and ambiguity. I know that precision is achieved through précisising longer passages by removing unnecessary repetition or irrelevant details.</p>	<p>I know that prepositional phrases describe where something is I know that precise verbs are effective in poetry I know poems can be structured with rhyming patterns to create cohesion I know brackets can be used to emphasise a point I know that antonyms are used to compare opposites I know an increasing range of verbs and adjectives</p>		