




Mablethorpe Primary Academy English Subject Overview



	EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6
Term 1	<p>School is Cool</p> <p>Listening to and identifying sounds in the environments. Listening to and hearing initial sounds in familiar words. To identify sounds on a sound mat. Listens to familiar stories and able to recall some facts, ask questions and share own ideas</p>	<p>Toys</p> <p>Labels and Captions Retelling Description Thank you letter</p>  <p>To write labels, captions, and simple sentences, focusing on descriptive language and sequencing events in stories. Year 2s will work on writing structured paragraphs with sensory details and editing their work for clarity. They will also practise writing thank-you notes, expressing gratitude, and following a basic format. Throughout, they will focus on correct letter formation, using capital letters, and ensuring their writing makes sense.</p>	<p>Stone Age, Bronze Age, Iron Age</p> <p>Poem Diary Chronological Report</p>  <p>They will develop detailed character profiles using descriptive language and sensory details, and structure their adventure stories with a clear beginning, middle, and end, drawing from "The Wild Way Home." They will practice writing effective dialogue, vary sentence length to build tension, and use new vocabulary and punctuation to enhance their narratives. Additionally, they will focus on creating well-organised factual reports with headings, technical vocabulary, and expanded noun phrases, while incorporating rhetorical techniques and emotive language in persuasive writing. Key skills will include using fronted adverbials, coordinating and subordinating conjunctions, and proofreading for accuracy and coherence.</p>	<p>War of the Roses</p> <p>News/Police Report Character Description Diary</p>  <p>They will develop their writing by incorporating modal verbs for possibility, expanded noun phrases, and rhetorical questions, while mastering the use of the active voice and figurative language to engage readers effectively. They will focus on using subordinating conjunctions, parenthesis, and adverbials to convey characters' emotions and details, organising their writing thoughtfully to impact the reader. For more formal writing, they will learn to use semi-colons, colons, the subjunctive mood, and hyphenated spellings, ensuring grammatical accuracy and clarity. Throughout, they will enhance their narrative and non-narrative skills by planning with a clear audience in mind, using appropriate grammar, vocabulary, and structure, and editing their work to improve meaning and effect.</p>

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<p>Term 2</p>	<p><u>Fantastic Festivals</u></p> <p>Listening to and hearing sounds in CVC words. To identify taught single sounds on a sound mat and to use this when writing. Listens to familiar stories and able to recall some facts, ask questions and share own ideas.</p> <p>Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Knows how to sequence familiar stories.</p>	<p><u>Nativity</u></p> <p>Chronological Report Instructional text Persuasion Poster</p> <p>To explore various writing styles, including chronological and non-chronological reports, learning to use headings, conjunctions, and expanded noun phrases to structure their writing. They will also practise writing instructions with clear, ordered steps and precise details. They will develop their creativity by using alliteration, onomatopoeia, and effective vocabulary, and will work on correct handwriting and letter formation. Additionally, they will focus on sentence punctuation, including capital letters, full stops, and commas, and will learn to re-read and discuss their writing.</p>	<p><u>Musical Rainforests</u></p> <p>Non-chronological Report Adventure story Persuasive Text</p> <div data-bbox="1093 644 1397 823" data-label="Image"> </div> <p>They will explore and use various poetic devices such as repetitive language, alliteration, and metaphors in free verse poems, and experiment with onomatopoeia. They will focus on writing in the past tense, constructing complex sentences with multiple clauses, and using fronted adverbials, while organising their texts into coherent paragraphs. In their writing, they will plan and draft introductory paragraphs, employ formal and technical language, and select appropriate conjunctions to link ideas, both in narratives and non-narrative texts. Additionally, they will practice composing and rehearsing sentences, organizing paragraphs around themes, and using a range of sentence structures, including direct speech punctuation and the present perfect tense.</p>	<p><u>Tudors</u></p> <p>Song/poem Historical Narrative Nonchronological Report</p> <div data-bbox="1563 644 1720 823" data-label="Image"> </div> <p>They will develop their writing by understanding the roots of words and using period-appropriate vocabulary, especially for historical narratives, ensuring accuracy and depth in their descriptions and dialogue. They will focus on incorporating figurative language, sensory details, and a wide range of vocabulary to evoke vivid imagery and emotions, particularly in poetry, while accurately reflecting the historical context. Additionally, they will learn to use complex sentence structures, expanded noun phrases, and correct punctuation, including commas and inverted commas, to clarify meaning and add detail. Throughout their work, they will select appropriate grammar, vocabulary, and organisational features, considering their audience and purpose, and drawing inspiration from similar texts to enhance their writing.</p>

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<p>Term 3</p>	<p>Sensational Senses</p> <p>To begin to think of a short, simple sentence. To write a short, simple dictated sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying taught single sounds on a sound mat. Listens to stories and is beginning to anticipate what may happen next. Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught tricky words in text. Knows how to spell some familiar words.</p>	<p>Nocturnal Animals</p> <p>Narrative Recount Explanation text</p> <div data-bbox="566 651 1041 767"> </div> <p>To will explore the theme of overcoming fears through <i>The Owl Who Was Afraid of the Dark</i>, focusing on the main character's journey and how characters' traits drive the plot. They will learn to sequence key events, identify narrative structure, and enhance their descriptive writing with adjectives and similes. They will create their own s about stories about overcoming fears, correct punctuation, and clear sentence structure. They will practice spelling rules, handwriting, and composing sentences, while also developing skills in editing, reading aloud, and sharing their work with the class.</p>	<p>Romans</p> <p>Roman Myth Explanation Discursive</p> <div data-bbox="1093 639 1211 802"> </div> <p>They will focus on crafting clear and detailed explanations by creating strong titles, using formal and technical language, and employing coordinating and subordinating conjunctions to link and expand ideas. In persuasive writing, they will develop skills in using alliteration, rhetorical language, and emotive techniques to effectively address and persuade the reader. For narrative writing, they will plan and structure stories based on Roman myths, incorporating vivid descriptions, historical elements, and complex sentence structures. They will also practice spelling, punctuation, and handwriting, while assessing and improving their own and</p>	<p>Human Body</p> <p>Instructional writing Persuasive text Discursive</p> <div data-bbox="1563 616 1832 794"> </div> <p>They will develop their writing by mastering multi-clause sentences, modal verbs, and advanced punctuation like dashes and semi-colons to convey degrees of possibility and to create clear instructional texts and persuasive letters. They will focus on selecting appropriate vocabulary, grammar, and structures for formal writing and speech, using expanded noun phrases and relative clauses to communicate complex information concisely. Additionally, they will learn to identify and apply the features of instructional texts and persuasive letters, including organisation, persuasive language, and the use of rhetorical questions. Throughout their writing process, they will research, plan, draft, and edit their work, ensuring accuracy, coherence, and a consistent use of tense, while also considering audience and purpose.</p>

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			others' writing through editing and proofreading.	
Term 4	<p>Mechanical Minds</p> <p>To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including single phonemes and other digraphs on a sound mat. Listens to stories and is beginning to anticipate what may happen next.</p> <p>Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop</p> <p>Knows how to spell some familiar words .</p>	<p>Castles and Dragons</p>  <p>Diary Report Narrative</p> <p>To focus on writing diaries, reports, and narratives, honing their skills in various writing forms. For diaries, they will practice using dates, salutation, chronological order, and past tense, along with rhetorical questions and conjunctions. In report writing, they will use headings, subheadings, technical vocabulary, and formal language, while incorporating pictures and captions. For narratives, they will learn to plan stories with clear structures, use engaging vocabulary, and apply different sentence types and conjunctions, as well as spelling and handwriting skills, including correct letter formation and punctuation.</p>	<p>Castles and Dragons</p>  <p>Quest Story Instructions Letter</p> <p>They will develop quest stories by outlining key elements such as the hero, goal, challenges, and resolution, inspired by texts like "How to Train Your Dragon." They will enhance their writing with descriptive language, varied sentence structures, and effective dialogue, ensuring correct</p>	<p>Castles and Dragons</p>  <p>Fantasy Narrative - or Quest Explanation text about dragons Letter</p> <p>They will focus on formal, impersonal writing, mastering multi-clause sentences, noun phrases, and the use of commas, brackets, and dashes, while also understanding the subjunctive mood. They will develop narratives by creating vivid settings, well-structured plots, and deep character descriptions, drawing inspiration from works like "The Hobbit" and using varied sentence structures and figurative language. In their writing, they will ensure accuracy by using dictionaries, understanding silent letters, and distinguishing homophones, while also refining their work through planning, drafting, revising, and editing. Finally, students will assess and improve their writing for clarity, consistency, and effectiveness, ensuring correct tense usage, subject-verb agreement, and engaging presentation.</p>

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			<p>punctuation and engaging narratives. For instructional writing, they will focus on clear sequencing using imperative verbs, adverbs, and time conjunctions, while also organising instructions logically and proofreading for clarity. Students will also practice spelling, grammar, and handwriting skills, and will refine their writing through editing, proofreading, and applying grammatical rules from the Year 3 and 4 curriculum.</p>	
<p>Term 5</p>	<p>Our wonderful world</p> <p>To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including single phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary. Listens to stories and is beginning to anticipate what may happen next.</p> <p>Beginning to understand meaning of new vocabulary. Understands the different parts of a book.</p> <p>sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters.</p>	<p>Gardens and Allotments</p>  <p>Poem Character description Adventure Story Instruction</p> <p>To look at poetry, exploring rhyme, rhythm, alliteration, and imaginative word use, while memorising and reciting poems. They will enhance their character descriptions using adverbs, adjectives, actions, and a variety of</p>	<p>Egyptians</p>  <p>Poem Recount Instructions Description</p> <p>They will focus on using expanded noun phrases and adjectives to enhance descriptions and create vivid imagery in their poems. They need to ensure their writing is well-organised with clear paragraphs, and effectively use conjunctions,</p>	<p>Evolution and Inheritance</p>  <p>Diary Poem Explanation Text</p> <p>They will focus on creating explanation texts, diaries, and poems by mastering a variety of language and structural techniques. For explanation texts, they will use formal, technical language, passive voice, and advanced punctuation, ensuring clarity and detail through expanded noun phrases and relative clauses. In diary writing, they will practice using the first person, chronological sequencing, and a mix of facts</p>

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	<p>Recognising taught tricky words in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective. Uses learnt words and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.</p>	<p>conjunctions, ensuring consistency in tense and revising their work. In narrative writing, they will study adventure stories to understand their structure and effects, and use a range of sentence types and onomatopoeia to enrich their own adventure tales. Spelling, handwriting, and composition skills will also be emphasised, with a focus on correct letter formation, punctuation, and clear expression in their writing.</p>	<p>adverbs, and the present perfect form to add detail and complexity. In recounts and instructions, they must sequence events chronologically, use the past tense, and include relevant details such as dates and materials. Consistent spelling, punctuation, and grammar, including the use of possessive apostrophes and correctly spelled homophones, are essential for clarity and coherence</p>	<p>and opinions, while incorporating rhetorical questions and the subjunctive mood. In poetry, they will explore themes of evolution and nature, analysing and using figurative language, structure, and form to express complex ideas and emotions. Across all tasks, they will refine their spelling, punctuation, and grammar, using tools like dictionaries and thesauruses, and will evaluate and edit their work for coherence and impact.</p>
<p>Term 6</p>	<p>Marvelous Mablethorpe</p> <p>To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including single phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary. Can understand meaning of new vocabulary</p> <p>Understands the different parts of a book, page sequencing and that we read and write from left to right and top to bottom. Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught tricky words in</p>	<p>Seasides</p>  <p>Persuasive letter Recount Narrative</p> <p>To focus on writing persuasive letters, using techniques such as alliteration, repetition, rhetorical questions, and exaggerated language to address and persuade the reader. They will also write recounts, practicing chronological order, informal first-person narration, and using adverbs, expanded noun phrases, and apostrophes correctly. In narrative writing, they will explore story genres, character descriptions, and settings, using adjectives, conjunctions, and clear paragraphs to create effects and make revisions. Emphasis will be placed on</p>	<p>Water Cycle</p>  <p>Newspaper report Explanation Narrative</p>	<p>Greeks</p>  <p>Nonchronological report Myth Narrative News Paper</p> <p>They develop their writing skills across various genres, including non-chronological reports, narratives, and newspaper reports, by focusing on structure, language, and punctuation. They will learn to organise information effectively using headings, subheadings, and cohesive devices while employing the passive voice, technical vocabulary, and advanced punctuation like semi-colons and colons. In narrative writing, they will explore complex characters,</p>

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	<p>text. To know that a sentence starts with a capital letter and ends with a full stop</p> <p>Knowing that sentences can be extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>	<p>spelling common exception words, applying phonics rules, and improving handwriting and composition skills.</p>	<p>They should create an attention-grabbing headline, include an author byline, and start with a summarising paragraph, using a range of statements, facts, and quotations. They need to write formally in the third person and past tense, employing both coordinating and subordinating conjunctions effectively. They should create engaging characters and settings with descriptive language and expanded noun phrases, structure their stories with a clear beginning, middle, and end, and use various sentence structures including dialogue to enhance character development and plot advancement. They should practice writing legibly and fluently, organizing paragraphs around themes, and revising their work for spelling, punctuation, and grammatical accuracy.</p>	<p>settings, and plot structures, incorporating literary devices and varying sentence structures to create engaging and sophisticated stories. Across all forms of writing, emphasis will be placed on accurate spelling, grammar, and the use of tools such as dictionaries and thesauruses, they will be encouraged to edit and refine their work for clarity and impact.</p>
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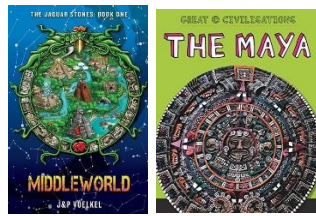
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	EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6
Term 1	<p>Schools Cool</p> <p>Listening to and identifying sounds in the environments. Listening to and hearing initial sounds in familiar words. To identify sounds on a sound mat. Listens to familiar stories and able to recall some facts, ask questions and share own ideas</p>	<p>Special Places</p>  <p>Labels and Captions Retelling Description</p> <p>To write labels, captions, and simple sentences, focusing on descriptive language and sequencing events in stories. Year 2s will work on writing structured paragraphs with sensory details and editing their work for clarity. They will also practise writing thank-you notes, expressing gratitude, and following a basic format. Throughout, they will focus on correct letter formation, using capital letters, and ensuring their writing makes sense.</p>	<p>Mablethorpe High Street</p>  <p>Poem Diary Chronological Report</p> <p>They will practice writing effective dialogue, vary sentence length to build tension, and use new vocabulary and punctuation to enhance their narratives. Additionally, they will focus on creating well-organised factual reports with headings, technical vocabulary, and expanded noun phrases, while incorporating rhetorical techniques and emotive language in persuasive writing. Key skills will include using fronted adverbials, coordinating and subordinating conjunctions, and proofreading for accuracy and coherence.</p>	<p>1953 Flood</p>  <p>Instructional writing Persuasive text Discursive</p> <p>They will develop their writing by mastering multi-clause sentences, modal verbs, and advanced punctuation like dashes and semi-colons to convey degrees of possibility and to create clear instructional texts and persuasive letters. They will focus on selecting appropriate vocabulary, grammar, and structures for formal writing and speech, using expanded noun phrases and relative clauses to communicate complex information concisely. Additionally, they will learn to identify and apply the features of instructional texts and persuasive letters, including organisation, persuasive language, and the use of rhetorical questions. Throughout their writing process, they will research, plan, draft, and edit their work, ensuring accuracy, coherence, and a consistent use of tense, while also considering audience and purpose.</p>


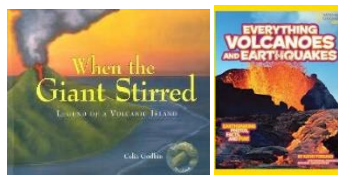
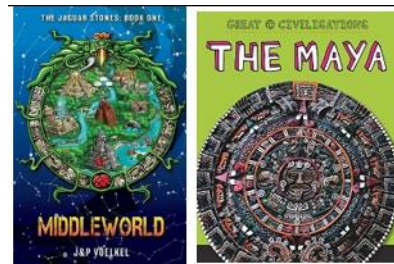
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<p>Term 2</p>	<p>Fantastic Festivals</p> <p>Listening to and hearing sounds in CVC words. To identify taught single sounds on a sound mat and to use this when writing. Listens to familiar stories and able to recall some facts, ask questions and share own ideas.</p> <p>Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Knows how to sequence familiar stories.</p>	<p>Nativity</p>  <p>Chronological Report Instructional text Persuasion Poster</p> <p>To explore various writing styles, including chronological and non-chronological reports, learning to use headings, conjunctions, and expanded noun phrases to structure their writing. They will also practise writing instructions with clear, ordered steps and precise details. They will develop their creativity by using alliteration, onomatopoeia, and effective vocabulary, and will work on correct handwriting and letter formation. Additionally, they will focus on sentence punctuation, including capital letters, full stops, and commas, and will learn to re-read and discuss their writing.</p>	<p>Greta Thunberg and David Attenborough</p>  <p>Persuasive Text Poem</p> <p>They will explore and use various poetic devices such as repetitive language, alliteration, and metaphors in free verse poems, and experiment with onomatopoeia. They will focus on writing in the past tense, constructing complex sentences with multiple clauses, and using fronted adverbials, while organising their texts into coherent paragraphs. In their writing, they will plan and draft introductory paragraphs, employ formal and technical language, and select appropriate conjunctions to link ideas, both in narratives and non-narrative texts. Additionally, they will practice composing and rehearsing sentences, organizing paragraphs around themes, and using a range of sentence structures, including direct speech punctuation and the present perfect tense.</p>	<p>Mayans</p>  <p>Song/poem Historical Narrative Nonchronological Report</p> <p>They will develop their writing by understanding the roots of words and using period-appropriate vocabulary, especially for historical narratives, ensuring accuracy and depth in their descriptions and dialogue. They will focus on incorporating figurative language, sensory details, and a wide range of vocabulary to evoke vivid imagery and emotions, particularly in poetry, while accurately reflecting the historical context. Additionally, they will learn to use complex sentence structures, expanded noun phrases, and correct punctuation, including commas and inverted commas, to clarify meaning and add detail. Throughout their work, they will select appropriate grammar, vocabulary, and organisational features, considering their audience and purpose, and drawing inspiration from similar texts to enhance their writing.</p>
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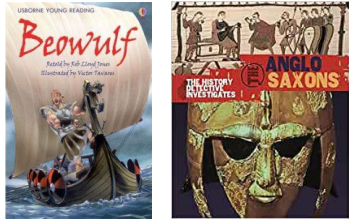

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<p>Term 3</p>	<p>Sensational Senses</p> <p>To begin to think of a short, simple sentence. To write a short, simple dictated sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying taught single sounds on a sound mat. Listens to stories and is beginning to anticipate what may happen next. Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught tricky words in text. Knows how to spell some familiar words.</p>	<p>Benjamin Zephaniah and Beatrix Potter</p>  <p>Narrative Poem Report</p> <p>To will explore the theme of the story Peter Rabbit, focusing on the main character's journey and how characters traits drive the plot. They will learn to sequence key events, identify narrative structure, and enhance their descriptive writing with adjectives and similes. They will create their own s about stories about overcoming fears, correct punctuation, and clear sentence structure. They will practice spelling rules, handwriting, and composing sentences, while also developing skills in editing, reading aloud, and sharing their work with the class.</p>	<p>Volcanos</p>  <p>Newspaper report Explanation Narrative</p> <p>They should create an attention-grabbing headline, include an author byline, and start with a summarising paragraph, using a range of statements, facts, and quotations. They need to write formally in the third person and past tense, employing both coordinating and subordinating conjunctions effectively. They should create engaging characters and settings with descriptive language and expanded noun phrases, structure their stories with a clear beginning, middle, and end, and use various sentence structures including dialogue to enhance character development and plot advancement. They should practice writing legibly and fluently, organizing paragraphs around themes, and revising their work for spelling, punctuation, and grammatical accuracy.</p>	<p>Mayans</p>  <p>Police Report Diary Entry Description</p> <p>They will develop their writing by incorporating modal verbs for possibility, expanded noun phrases, and rhetorical questions, while mastering the use of the active voice and figurative language to engage readers effectively. They will focus on using subordinating conjunctions, parenthesis, and adverbials to convey characters' emotions and details, organising their writing thoughtfully to impact the reader. For more formal writing, they will learn to use semi-colons, colons, the subjunctive mood, and hyphenated spellings, ensuring grammatical accuracy and clarity. Throughout, they will enhance their narrative and non-narrative skills by planning with a clear audience in mind, using appropriate grammar, vocabulary, and structure, and editing their work to improve meaning and effect.</p>
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<p>Term 4</p>	<p>Mechanical Minds</p> <p>To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including single phonemes and other digraphs on a sound mat. Listens to stories and is beginning to anticipate what may happen next. Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught tricky words in text. To know that a sentence starts with a capital letter and ends with a full stop Knows how to spell some familiar words .</p>	<p>Farm on a Fork .</p>  <p>Character description Traditional Tale Instruction</p> <p>They will enhance their character descriptions using adverbs, adjectives, actions, and a variety of conjunctions, ensuring consistency in tense and revising their work. In narrative writing, they will study adventure stories to understand their structure and effects, and use a range of sentence types and onomatopoeia to enrich their own adventure tales. Spelling, handwriting, and composition skills will also be emphasised, with a focus on correct letter formation, punctuation, and clear expression in their writing.</p>	<p>Anglo Saxons</p>  <p>Roman Myth Explanation Discursive</p> <p>They will focus on crafting clear and detailed explanations by creating strong titles, using formal and technical language, and employing coordinating and subordinating conjunctions to link and expand ideas. In persuasive writing, they will develop skills in using alliteration, rhetorical language, and emotive techniques to effectively address and persuade the reader. For narrative writing, they will plan and structure stories based on Beowulf, incorporating vivid descriptions, historical elements, and complex sentence structures. They will also practice spelling, punctuation,</p>	<p>World War II</p>  <p>Story Non-Chronological Report Letter</p> <p>They will focus on formal, impersonal writing, mastering multi-clause sentences, noun phrases, and the use of commas, brackets, and dashes, while also understanding the subjunctive mood. They will develop narratives by creating vivid settings, well-structured plots, and deep character descriptions, drawing inspiration from the stories they explore and using varied sentence structures and figurative language. In their writing, they will ensure accuracy by using dictionaries, understanding silent letters, and distinguishing homophones, while also refining their work through planning, drafting, revising, and editing. Finally, students will assess and improve their writing for clarity, consistency, and effectiveness, ensuring correct tense usage, subject-verb agreement, and engaging presentation.</p>




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			and handwriting, while assessing and improving their own and others' writing through editing and proofreading.	
Term 5	<p>Our Wonderful World</p> <p>To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including single phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary. Listens to stories and is beginning to anticipate what may happen next.</p> <p>Beginning to understand meaning of new vocabulary. Understands the different parts of a book. sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught tricky words in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective. Uses learnt words and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.</p>	<p>Woodlands</p>  <p>Little Red Riding Hood</p> <p>Diary Report Narrative</p> <p>To focus on writing diaries, reports, and narratives, honing their skills in various writing forms. For diaries, they will practice using dates, salutation, chronological order, and past tense, along with rhetorical questions and conjunctions. In report writing, they will use headings, subheadings, technical vocabulary, and formal language, while incorporating pictures and captions. For narratives, they will learn to plan stories with clear structures, use engaging vocabulary, and apply different sentence types and conjunctions, as well as spelling and handwriting skills, including correct letter formation and punctuation.</p>	<p>Woodlands</p> <p>Hansel and Gretel</p>  <p>Non-chronological Report Traditional Tale Persuasive Text</p> <p>They will explore and use various poetic devices such as repetitive language, alliteration, and metaphors in free verse poems, and experiment with onomatopoeia. They will focus on writing in the past tense, constructing complex sentences with multiple clauses, and using fronted adverbials, while organising their texts into coherent paragraphs. In their writing, they will plan and draft introductory paragraphs, employ formal and technical language, and select appropriate conjunctions to link ideas, both in narratives and non-narrative texts. Additionally, they will practice composing and rehearsing sentences,</p>	<p>Woodlands</p>  <p>Diary Poem Explanation Text</p> <p>They will focus on creating explanation texts, diaries, and poems by mastering a variety of language and structural techniques. For explanation texts, they will use formal, technical language, passive voice, and advanced punctuation, ensuring clarity and detail through expanded noun phrases and relative clauses. In diary writing, they will practice using the first person, chronological sequencing, and a mix of facts and opinions, while incorporating rhetorical questions and the subjunctive mood. In poetry, they will explore themes of evolution and nature, analysing and using figurative language, structure, and form to express complex ideas and emotions.</p>

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			organizing paragraphs around themes, and using a range of sentence structures, including direct speech punctuation and the present perfect tense.	Across all tasks, they will refine their spelling, punctuation, and grammar, using tools like dictionaries and thesauruses, and will evaluate and edit their work for coherence and impact.
Term 6	<p>Marvelous Mablethorpe</p> <p>To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including single phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary. Can understand meaning of new vocabulary</p> <p>Understands the different parts of a book, page sequencing and that we read and write from left to right and top to bottom.</p> <p>Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text. To know that a sentence starts with a capital letter and ends with a full stop</p> <p>Knowing that sentences can be extended by using a connective.</p> <p>Uses learnt words and phrases to</p>	<p>Technology Past and Present</p>  <p>Persuasive letter Recount Narrative</p> <p>To focus on writing persuasive letters, using techniques such as alliteration, repetition, rhetorical questions, and exaggerated language to address and persuade the reader. They will also write recounts, practicing chronological order, informal first-person narration, and using adverbs, expanded noun phrases, and apostrophes correctly. In narrative writing, they will explore story genres, character descriptions, and settings, using adjectives, conjunctions, and clear paragraphs to create effects and make revisions. Emphasis will be placed on spelling common</p>	<p>Anglo Saxons and the Viking Struggle</p>  <p>Poem Recount Instructions Description</p> <p>They will focus on using expanded noun phrases and adjectives to enhance descriptions and create vivid imagery in their poems. They need to ensure their writing is well-organised with clear paragraphs, and effectively use conjunctions, adverbs, and the present perfect form to add detail and complexity. In recounts and instructions, they must sequence events</p>	<p>Space Race</p>  <p>Nonchronological report Science fiction Narrative News Paper</p> <p>They develop their writing skills across various genres, including non-chronological reports, narratives, and newspaper reports, by focusing on structure, language, and punctuation. They will learn to organise information effectively using headings, subheadings, and cohesive devices while employing the passive voice, technical vocabulary, and advanced punctuation like semi-colons and colons. In narrative writing, they will explore complex characters, settings, and plot structures, incorporating literary devices and varying sentence structures to create engaging and sophisticated stories. Across all forms of writing, emphasis</p>

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	<p>discuss familiar stories or during role play.</p>	<p>exception words, applying phonics rules, and improving handwriting and composition skills.</p>	<p>chronologically, use the past tense, and include relevant details such as dates and materials. Consistent spelling, punctuation, and grammar, including the use of possessive apostrophes and correctly spelled homophones, are essential for clarity and coherence</p>	<p>will be placed on accurate spelling, grammar, and the use of tools such as dictionaries and thesauruses, they will be encouraged to edit and refine their work for clarity and impact.</p>
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