



The Leys Primary School Subject Overview - Writing 2025-2026

Becoming an Author

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Core books -Owl Babies -Handa's Surprise Core Poems -Five Little Pumpkins -Wise Old Owl -Chop Chop -Leaves are Falling -Cup of Tea -Mice	Core books -Suddenly -The Very Hungry Caterpillar Core Poems -Pointy Hat -Falling Apples -A basket of Apples -Breezy Weather -Who has seen the Wind? -Shoes	Core books -Aliens love Underpants -Superworm Core Poems -Popcorn -A little House -Pancakes -Lets Put on our Mittens -I can build a Snowman -Carrot nose	Core books -Whatever Next -Supertato Core Poems -Spring Wind -Furry, Furry Squirrel -Hungry Birdies - A little Seed -Stepping Stones -Mrs Bluebird	Core books -Stanley's stick Core Poems -I have a Little Frog -Dance -Pitter Patter -Sliced Bread -A Little Shell -Five Little Peas	Core books -Room on the Broom Core Poems -The Fox -Monkey Babies -Thunderstorms -Five Little Owls -If I were So Very Small -Under a Stone
Key Skills	<u>Sequence of learning</u> -I can listen to a story in a small group -I can talk about what is happening in a picture -I can talk through a book -I can listen to and join in with stories and poems.	<u>Sequence of learning</u> -I can give meaning to the marks I make as they draw, write and paint -I can begin to tell my own stories -I can talk about events and characters in stories. -I can suggest how the story might end	<u>Sequence of learning</u> -I can begin to write for a range of reasons. -I can re-enact and reinvent stories I have heard in my play. -I can use a range of story vocabulary. -I can recall and discuss stories and	<u>Sequence of learning</u> -I can begin to link sounds to some frequently used digraphs, e.g. sh, th, ee -I can identifying letters and write recognisable letters in sequence, such as my name	<u>Sequence of learning</u> -I can begin to read simple phonically decodable words and simple sentences -I demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary	<u>Sequence of learning</u> -I can spell words by identifying sounds in them and representing the sounds with a letter or letters. -I can anticipate (where appropriate) key events in stories -I can use and understand recently introduced vocabulary during discussions

	<p>-I can joins in with repeated refrains and phrases from rhymes and stories</p> <p>-I can hear and says the initial sound in words</p>	<p>-I can recognise familiar words and signs such as my own name.</p> <p>-I can use vocabulary influenced by my experiences of reading</p>	<p>information I have heard.</p> <p>-I can begin to segment the sounds in simple words and blend them together</p>	<p>-I can continue a rhyming string and identify alliteration</p> <p>-I can choose how to record a narrative (drawing, writing, roleplay, video)</p> <p>-I can begin to read some high frequency words</p>	<p>-I can say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>-I can read words consistent with their phonic knowledge by sound-blending</p> <p>-I can write recognisable letters, most of which are correctly formed.</p>	<p>about stories, nonfiction, rhymes and poems and during role play</p> <p>-I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words</p> <p>-I can write simple phrases and sentences that can be read by others</p>
Poetry	<p>Whole school poetry competition- National Poetry Day</p>	<p>-Pointy Hat</p> <p>-Falling Apples</p> <p>-A basket of Apples</p> <p>-Breezy Weather</p> <p>-Who has seen the Wind?</p> <p>-Shoes</p>	<p>-Popcorn</p> <p>-A little House</p> <p>-Pancakes</p> <p>-Lets Put on our Mittens</p> <p>-I can build a Snowman</p> <p>-Carrot nose</p>	<p>Whole School Easter Poetry Competition</p>	<p>-I have a Little Frog</p> <p>-Dance</p> <p>-Pitter Patter</p> <p>-Sliced Bread</p> <p>-A Little Shell</p> <p>-Five Little Peas</p>	<p>-The Fox</p> <p>-Monkey Babies</p> <p>-Thunderstorms</p> <p>-Five Little Owls</p> <p>-If I were So Very Small</p> <p>-Under a Stone</p>
Key subject links	<p>Class Author Week: 8/9-12/9</p> <p>National Poetry Day (performance poetry): 2/10</p>	<p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p>	<p>World Book Day: 5/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p>	<p>Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue Fliess</p>	<p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p>

Key Texts	-Owl Babies -Handa's Surprise	-Suddenly -The Very Hungry Caterpillar	-Aliens love Underpants -Superworm	-Whatever Next -Supertato	-Stanley's Stick	-Room on the Broom
SMSC and British Values	<ul style="list-style-type: none"> enable students to develop their self-knowledge, self-esteem and self-confidence encourage respect for other people an understanding of how students (citizens) can influence decision-making through discussion (the democratic process) 					
Global Goals	No poverty	Zero Hunger		Zero Hunger		
School values	Inclusivity / Aspiration / Empowerment / Empathy / Determination / Respect					
The Leys Pathways	Communicate in a two way conversation.					
<u>Year 1</u>	Text: The Train Ride Recount	Text: Firework night Text: On safari (Non-Fiction) Poetry Information Report	Text -Pinocchio (Traditional Tale) Narrative	Text- Toys from the past (Non-Fiction) Explanation Report	Text- Irish myth-song of the sea Narrative	Narrative-story- The storm whale Recount
Key Skills	How words can combine to make sentences. Joining words and joining clauses using 'and'.	Poetry/Information Report- Suffix that can be added to verbs where no change in the spelling of the root words. Regular plural noun suffixes-s or-es	How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. How words can combine to make	Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for	How words can combine to make sentences. Joining words and joining clauses using 'and'.	How words can combine to make sentences. Joining words and joining clauses using 'and'.

	<p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun 'I'.</p>	<p>Joining words with 'and'.</p> <p>How words can combine to make sentences.</p> <p>Separation of words with spaces.</p> <p>Introduction to capital letters, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal I.</p>	<p>sentences.</p> <p>Joining words and joining clauses using 'and'.</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun 'I'.</p>	<p>names and for the personal pronoun 'I'.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</p> <p>How words can combine to make sentences.</p> <p>Joining words and joining clauses using 'and'.</p>	<p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun 'I'.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p>	<p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun 'I'.</p>
Poetry	Whole school poetry competition- National Poetry Day	Firework night		Whole School Easter Poetry competition.		

Poetry Outcomes	<p>Performing- Performing rhymes and poems, including from other cultures, Performing poems with repeated phrases. Create and include actions</p> <p>Creating- Group performance poetry with repeated patterns or lines, List poems, Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Adding words/phrases/captions to images. Generate rhyming words/phrases.</p>					
Key subject links	<p>Class Author Week: 8/9-12/9</p> <p>National Poetry Day (performance poetry): 2/10</p>	<p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p>	<p>World Book Day: 5/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p>	<p>Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue Fliess</p>	<p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p>
Key Vocabulary	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.					
Key Texts	The Train Ride	On Safari	Pinocchio	Toys from the past	Irish myth- Song of the sea	The storm whale
SMSC and British Values	<ul style="list-style-type: none"> enable students to develop their self-knowledge, self-esteem and self-confidence encourage respect for other people an understanding of how students (citizens) can influence decision-making through discussion (the democratic process) 					
Global Goals		Life on Land			Life Below Water	Life Below Water
School Values	Inclusivity / Aspiration / Empowerment / Empathy / Determination / Respect					

The Leys Pathways	Communicate my thoughts and feelings in a calm, verbal way.					
Year 2	Text-Hibernation Non-chronological report	Text-How to make a bird feeder Instructions	Text-The great fire of London Diary entries	Text-If I were in charge of the world Poetry	Text-George and the dragon Narrative	Text-The Day the Crayons Quit Persuasive Letter
Key Skills	<p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present</p>	<p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive</p>	<p>Commas to separate items in a list</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Pupils should be taught</p>	<p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and</p>

	<p>tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>		<p>form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>
Poetry	Whole school poetry competition- National Poetry Day			<p>Whole School Easter Poetry competition.</p> <p>-If I were in charge of the world</p>		
Poetry Outcomes	Performing- Contemporary and classic poetry, Lyrics (contractions), Poems with repeated patterns and patterned structure, Question and answer poems, Simple raps					

	<p>Creating- Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. Progressive. Poems that include commands. List poems. Question and answer poems. Calligram words/phrases. Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones). Alliterative sentences. Innovated patterned structures</p> <p>Analysing- Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation</p>					
Key subject links	<p>Class Author Week: 8/9-12/9</p> <p>National Poetry Day (performance poetry): 2/10</p>	<p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p>	<p>World Book Day: 5/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p>	<p>Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue Fliess</p>	<p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p>
Key Vocabulary	<p>Recap Y1 Vocab: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>New Y2 Vocab: noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>					
Key Texts	Hibernation	How to make a bird feeder.	The great fire of London	If I were in charge of the world	George and the Dragon	The Day the Crayons Quit
SMSC and British Values	<ul style="list-style-type: none"> enable students to develop their self-knowledge, self-esteem and self-confidence encourage respect for other people an understanding of how students (citizens) can influence decision-making through discussion (the democratic process) 					

Global Goals	Life on Land	Life on Land	Climate Action	No Poverty		
School Values	Inclusivity / Aspiration / Empowerment / Empathy / Determination / Respect					
The Leys Pathways	Communicate my thoughts and feelings in a calm, verbal way.					
Year 3	Text: Star in the Jar (Fiction) Narrative	Text: The true story of the three little pigs (Fiction) Persuasion	Text: Earthquakes (Non-fiction) Non-Chronological Report	Text: Stone age boy (Fiction) Narrative	Text: I asked the little boy who cannot see (Fiction) Poetry	Text: Street beneath my feet (Non-fiction): Explanation
Key Skills	Formation of nouns using a range of prefixes[for example super-, anti-, auto-i Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Adverbs [for example, then, next, soon,therefore] Prepositions [for example, before, after, during,in, because of]	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]	To discuss what they have written with the teacher or other pupils. To read aloud theirwriting clearly enough to be heard by theirpeers and the teacher. To select and useappropriate registers for effective communication.	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Adverbs [for example, then, next, soon,therefore] Prepositions [for example, before, after, during,in, because of]

	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>Prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to inverted commas to punctuate direct speech.</p>	<p>Adverbs [for example, then, next, soon, therefore]</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to inverted commas to punctuate direct speech.</p>	<p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To speak audibly and fluently with an increasing command of Standard English.</p> <p>To participate in discussions, presentations, performances, roleplay, improvisations and debates.</p> <p>To gain, maintain and monitor the interest of the listener(s)</p> <p>To ask relevant questions to extend their understanding and knowledge.</p> <p>To use relevant strategies to build their vocabulary</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentation</p> <p>Introduction to inverted commas to punctuate direct speech.</p>
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Poetry	Whole school poetry competition- National Poetry Day	Christmas Poetry		Whole School Easter Poetry competition.		
Poetry Outcomes	<p>Performing- Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener. Perform narrative poems. Explore different voices for the narrator and characters. Perform free verse poems</p> <p>Creating- Narrative poems Free verse poems List poems Conversation poems Haiku, Kennings, Calligrams, Special effects: similes, metaphors, personification etc. Song lyrics (<i>apostrophes</i>)</p> <p>Analysing- Read/discuss a range of poems and discuss: Types of poems they are and how you know, Structure of the poem, Purpose of the poem, Poems could be sorted into different forms. Are they easy to sort or are they ambiguous?</p> <p>Summarise poems- Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have.</p>					
Key subject links	<p>Class Author Week: 8/9-12/9</p> <p>National Poetry Day (performance poetry): 2/10</p>	<p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p>	<p>World Book Day: 5/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p>	<p>Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue Fliess</p>	<p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p>
Key Vocabulary	<p>Recap Y2 Vocab: noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> <p>Y3 Vocab: preposition, conjunction word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas.</p>					

Key Texts	Text: Star in the Jar (Fiction)	Text: The true story of the three little pigs (Fiction)	Text: Earthquakes (Non-fiction)	Text: Stone age boy (Fiction)	Text: I asked the little boy who cannot see (Fiction)	Text: Street beneath my feet (Non-fiction):
SMSC and British Values	<ul style="list-style-type: none"> enable students to develop their self-knowledge, self-esteem and self-confidence encourage respect for other people an understanding of how students (citizens) can influence decision-making through discussion (the democratic process) 					
Global Goals			Climate Change		Life Below Water	
School Values	Inclusivity / Aspiration / Empowerment / Empathy / Determination / Respect					
The Leys Pathways	Communicate verbally, confidently and in writing with increased clarity.					
Year 4	Text: Float (Fiction) Narrative	Text: Text: The Creature (Non-fiction) News Report	Text: The Ironman (Fiction) Narrative	Text: Nikola Tesla Non-Fiction Biography	Text: Arther and the Golden Rope (Fiction) Narrative	Text: The River Poetry
Key Skills	The grammatical difference between plural and possessive -s Noun phrases expanded by the addition of	The grammatical difference between plural and possessive -s Noun phrases expanded by the addition of	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession [for	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Appropriate choice of pronoun or noun within

	<p>modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Use of commas after fronted adverbials</p>	<p>modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>	<p>maths teacher with curly hair)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Use of commas after fronted adverbials</p>	<p>example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition</p>	<p>and across sentences to aid cohesion and avoid repetition</p> <p>To write sentences by composing a sentence orally before writing it.</p> <p>To write sentences by sequencing sentences to form short narratives.</p> <p>To write sentences by re-reading what they have written to check that it makes sense.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>The grammatical difference between plural and possessive -s</p>
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					phrases	
Poetry	Whole school poetry competition- National Poetry Day			Whole School Easter Poetry competition=		
Poetry Outcomes	<p>Performing- Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener. Perform narrative poems. Explore different voices for the narrator and characters. Perform free verse poems</p> <p>Creating- Narrative poems Free verse poems List poems Conversation poems Haiku, Kennings, Calligrams, Special effects: similes, metaphors, personification etc. Song lyrics (<i>apostrophes</i>)</p> <p>Analysing- Read/discuss a range of poems and discuss: Types of poems they are and how you know, Structure of the poem, Purpose of the poem, Poems could be sorted into different forms. Are they easy to sort or are they ambiguous?</p> <p>Summarise poems- Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have.</p>					
Key subject links	<p>Class Author Week: 8/9-12/9</p> <p>National Poetry Day (performance poetry): 2/10</p>	<p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p>	<p>World Book Day: 5/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p>	<p>Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue Fliess</p>	<p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p>
Key Vocabulary	Recap Y3 Vocab: preposition, conjunction word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas					

	New Y4 vocab: determiner, pronoun, possessive pronoun, adverbial					
Key Texts	Text: Float (Fiction)	Text: The Wizards of Once (Non-Fiction)	Text: The Ironman (Fiction)	Text: Nikola Tesla Non-Fiction	Text: The River	Text: Arther and the Golden Rope (Fiction)
SMSC and British Values	<ul style="list-style-type: none"> enable students to develop their self-knowledge, self-esteem and self-confidence encourage respect for other people an understanding of how students (citizens) can influence decision-making through discussion (the democratic process) 					
Global Goals	Life below water	Life below water	Life on Land			Affordable and clean energy
School Values	Inclusivity / Aspiration / Empowerment / Empathy / Determination / Respect					
The Leys Pathways	Communicate verbally, confidently and in writing with increased clarity.					
Year 5	Text: Kick (Non-Fiction) Persuasive letter	Text: One small step (Fiction) Narrative	Text: Mars transmission (Non-Fiction) Report	Text: Is Screen Use making children lazy? (Non-fiction) Balanced argument	The Highwayman (Poetry) Narrative Poem	Kensuke's Kingdom (Fiction) Narrative
Key Skills	Verb prefixes [for example, dis-, de-, mis-, over- and re-] Relative clauses beginning with who,	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might,	Brackets, dashes or commas to indicate parenthesis. Converting nouns or adjectives into verbs using	How words are related by meaning as synonyms and antonyms [for example, big, large, little].

	<p>which, where, when, whose, that, or an omitted relative pronoun</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>suffixes [for example, -ate; -ise; -ify]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>Use of the semicolon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semicolons within lists</p>
Poetry	Whole school poetry competition- National Poetry Day			Whole School Easter Poetry competition.		
Poetry Outcomes	<p>Performing- Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience. Perform your own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating- Blackout poems, Structured grammar poem, Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads, Cinquain, Comic verse, Concrete poems, Exploring and using unusual/surprising word combinations, Kennings, Modal verb poems (if only), Consider layout and presentation.</p>					

	<p>Analysing- Poetry reviews Poetry analysis Recommendations: The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>					
Key subject links	<p>Class Author Week: 8/9-12/9</p> <p>National Poetry Day (performance poetry): 2/10</p>	<p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p>	<p>World Book Day: 5/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p>	<p>Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue Fliess</p>	<p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p>
Key Vocabulary	<p>Recap Y4 Vocab: determiner, pronoun, possessive pronoun adverbial</p> <p>New Y5 Vocab: modal verb, relative pronoun relative clause, parenthesis, bracket, dash cohesion, ambiguity</p>					
Key Texts	Text:Kick (Non-Fiction)	Text:One small step (Fiction)	Text:Mars transmission (Non-Fiction)	Text: Is Screen Use making children lazy? (Non-fiction)	The Highwayman (Poetry)	Kensuke's Kingdom (Fiction)
SMSC and British Values	<ul style="list-style-type: none"> enable students to develop their self-knowledge, self-esteem and self-confidence encourage respect for other people an understanding of how students (citizens) can influence decision-making through discussion (the democratic process) 					
Global Goals	Peace and Justice	Climate Action	Climate action			Life Below Water
School Values	Inclusivity / Aspiration / Empowerment / Empathy / Determination / Respect					

The Leys Pathways	Communicate clearly and confidently both verbally and in writing.					
Year 6	Text: When The Sky falls (Non-Fiction) Diary Entry	Text: Rose Blanche by Ian McEwan (Fiction) Discussion	Text: The Island-by <u>Armin Greder</u> Newspaper report	Text: Spiderwick's Field Guide to the Fantastical World Around You Narrative	Text: Spiderwick's Field Guide to the Fantastical World Around You Explanation	Text: Alma (Non-fiction) Narrative
Key Skills	<p>Verb prefixes [for example, dis-, de-, mis-, over- and r</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later],</p>	<p>Select appropriate grammar and vocabulary to clarify meaning and enhance effect.</p> <p>Use cohesive devices (e.g. conjunctions, adverbials, pronouns, synonyms) to link ideas across paragraphs.</p> <p>Organise writing into paragraphs that support a logical structure and progression of ideas.</p> <p>Use modal verbs and adverbs to express degrees of possibility (e.g. <i>might, could,</i></p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</p> <p>Use of the semicolon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semicolons within lists</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Brackets, dashes or commas to indicate Parenthesis</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>

	<p>place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><i>perhaps, possibly</i>).</p> <p>Maintain an appropriate level of formality using Standard English.</p> <p>Use a range of sentence types for effect, including rhetorical questions.</p> <p>Use appropriate punctuation to clarify meaning (e.g. commas for clauses, brackets, dashes, colons).</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar, and structure to improve coherence.</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns,</p>	<p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>How hyphens can be used to avoid ambiguity</p>	<p>Use of the semicolon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semicolons within lists</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
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			<p>bullets, or tables, to structure text]</p> <p>Use of the semicolon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semicolons within lists</p>			
Poetry	Whole School Poetry Competition- National Poetry Day			Whole School Easter Poetry competition.		
Poetry Outcomes	<p>Performing- Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience. Perform your own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating- Blackout poems, Structured grammar poem, Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads, Cinquain, Comic verse, Concrete poems, Exploring and using unusual/surprising word combinations, Kennings, Modal verb poems (if only), Consider layout and presentation</p> <p>Analysing- Poetry reviews Poetry analysis Recommendations: The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>					
Key subject links	<p>Class Author Week: 8/9-12/9</p> <p>National Poetry Day</p>	<p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p>	<p>Peter Pan performance 7th</p>	<p>World Book Day: 5/3</p> <p>Easter Poetry - 19/3 (world poetry day-</p>	<p>Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue</p>	<p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p>

	(performance poetry): 2/10		January. National Handwriting day: 23/1	21/3)	Fliess	
Key Vocabulary	Recap Y5 words: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity New Y6 key vocab: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
Key Texts	Text: Letters from the Lighthouse (Non-Fiction)	Text: Rose Blanche by Ian McEwan (Fiction)	Text: Goldilocks (Non-fiction)	Text: Spiderwick's Field Guide to the Fantastical World Around You	Text: Scott The Antarctic	Text: David Attenborough (Non-fiction)
SMSC and British Values	<ul style="list-style-type: none"> enable students to develop their self-knowledge, self-esteem and self-confidence encourage respect for other people an understanding of how students (citizens) can influence decision-making through discussion (the democratic process) 					
Global Goals	Life Below Water Life on Land	Reduced Inequalities	Zero Hunger	Good Health and Wellbeing		Life on Land
School Values	Inclusivity / Aspiration / Empowerment / Empathy / Determination / Respect					
The Leys Pathways	Communicate clearly and confidently both verbally and in writing.					

