



Bromesberrow  
St Mary's CofE (VA) Primary School

*We're Reaching for the Stars*

**Respect, Motivation, Perseverance, Kindness, Pride, Cooperation**

## **Writing Text Overview**

At Bromesberrow St. Mary's we have a Quality Text based approach to writing, which we base our English lessons around. You will see in our English books that we have a 'front cover' introducing each text, associated grammar and punctuation, clear outcomes and intentions, as well as the promise of a 'final published piece'. Our children find this helpful to understand that their writing has purpose and an audience. All of our texts have been carefully chosen to ensure that there is a good spread of literature. All texts have been chosen with our children in mind, their interests, cultural capital needs and to support a good appreciation of difference and diversity. They are planned in advance, but can be changed by negotiation if something exciting or different comes to our attention.

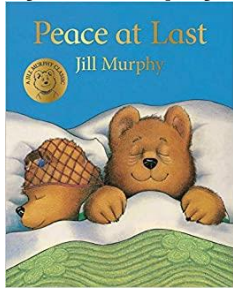


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### Class One (Reception and Year One)

Cycle 1					
	English Text	Grammar, spelling and punctuation	Learning outcomes	Published Piece	Reception Adult Directed Suggestions
Aut A (1)	<p><b>Peace at Last by Jill Murphy</b></p> 	<p><b>Y1</b> Use different <b>verbs</b> e.g. the tap dribbled/gushed /spat Children leave spaces between words when they are writing Children are able to join words and clauses using 'and' *Using spelling rules and common exception words taught so far (see</p>	<p><b>Y1</b> To write a retelling of the story of Peace at Last  To innovate the story to change the events.</p>	<p><b>Y1</b> To write a nocturnal animal fact file</p>	<ul style="list-style-type: none"> <li>• Listening to and joining in with the story e.g. making the sounds and moving to represent different events</li> <li>• Retelling the story through small world and props. Vocabulary: focus on adverbs e.g. <i>the cat meowed loudly, the fridge hummed constantly, the tap dripped annoyingly.</i></li> <li>• Making paper aeroplanes and testing, and making a 'boat that will float'. Adult to encourage curiosity and questioning asking 'I wonder what will happen</li> </ul>



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		Phonics and Spelling Overview)			<p>if?' and 'What might happen when?' and 'why do you think?'</p> <ul style="list-style-type: none"><li>• Making their own big aeroplane out of big construction, challenging children through pondering...hmmm...I wonder how this might work. Support and introduce Vocabulary e.g. <i>the tiny wheel and the long, thin box.</i></li><li>• Light and dark- torches, light boxes and exploration. Adult to use open ended questioning think 'why, what, how, when?' e.g. I wonder how the torch lights up? <i>Vocabulary: light, dark,</i></li></ul>
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					<p><i>reflect, shiny, bright, shadow, prism</i></p> <ul style="list-style-type: none"><li>• Sounds- sound walks, sound lotto, music to represent sounds.</li><li>• Teddy Bears picnic: Instruction writing e.g. how to make sandwiches or teddy biscuits. What do we need? <i>Vocabulary: <b>time connectives</b>-First, Then, Next, After that, Finally and <b>verbs</b>- mix, stir, pour, measure, taste, wash, use and weigh.</i></li><li>• Nocturnal animals: Building new vocabulary to describe the animals encountered in the story. Children could create fact</li></ul>
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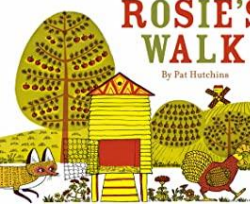
					files or use new descriptive Vocabulary to write about their favourite animal. <i>Vocabulary- <b>adjectives</b>-furry, feathery, sharp, pointed, wet, rough, tiny,</i>
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<p><b>Aut A (2)</b></p>	<p><b>Year 1: Rosie's Walk by Pat Hutchins</b></p> 	<p>Use different <b>prepositions</b> in different ways 'on, around, under, through, behind,' Children leave spaces between words when they are writing, Children are able to join words and clauses using 'and', Children are beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark, Adding the endings -ing, and -ed where</p>	<p>To write sentences that make sense including a preposition.</p> <p>To create own picture map to retell Rosie's Walk</p> <p>To write/retell the story of Rosie's Walk</p>	<p>To innovate and write your own 'Rosie's Walk',</p>	<ul style="list-style-type: none"> <li>• Small world farm set including characters from Rosie's Walk- could add different textured cereals to support and extend vocabulary use e.g. adjective use: <i>crunchy, hard, dry, brittle, crackly, snapping, rough, grainy.</i> Adding different characters, alongside the familiar encourages children to innovate.</li> <li>• Recreate the pond from Rosie's Walk or visit a pond- what lives in here? Link to Science animals and habitats work- an opportunity to revisit specific Vocabulary and concepts e.g. frog life cycles. Vocabulary:</li> </ul>
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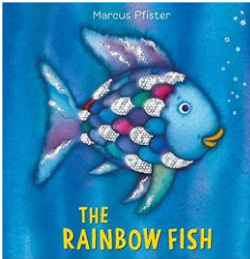
		<p>there is no change to the root word, Children use a capital letter for names of people, places, days of the week and the pronoun 'I'</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>			<p>frogspawn, tadpole, lily pad, goldfish, pond skater, water boatman, pond weed, pond snail</p> <p>Investigate what a mill is- children to investigate different types of flour- explore textures and develop Vocabulary through this e.g. smooth, grainy, lumpy, fine, powdery, seeded, soft, silky, snowy white. Make bread from this and further develop Vocabulary: knead, rise, bake, stretchy, bendy, yeast, teaspoon, sugar, salt, flour, measure, weigh</p> <p>Create own drama retelling of Rosie's walk for Harvest Festival-linking to breadmaking and the mill.</p>
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<p>Aut B (1)</p>	<p>The Rainbow Fish by Marcus Pfister</p> 	<p>Use <b>adjectives</b> to describe appearance and personality Children are able to join words and clauses using 'and' Adding the endings -ing, and -ed where there is no change to the root word *Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>	<p>To write a character description for Rainbow Fish To write their own Rainbow Fish story (retelling)</p>	<p>To write instructions on how to care for a rainbow fish</p>	<ul style="list-style-type: none"> <li>• Making a rainbow fish collages (individual and/or big shared)</li> <li>• Creating big instructions on how to be a good friend or circle time</li> <li>• Learning about sea creatures through small world, videos, non fiction texts.</li> <li>• Construct their own small world 'sea worlds'</li> <li>• Sharing games 'my turn, your turn'</li> <li>• Describing worlds for rainbow fish (using adjectives from the book to increase vocabulary)</li> </ul>
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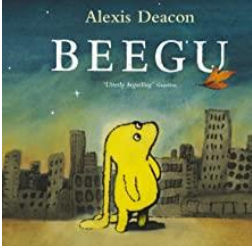
					<ul style="list-style-type: none"><li>• Looking at how fish move through water (model using flippers and hands as flippers in water.</li><li>• Explore the concept of pushing and pulling as forces</li></ul> <p>Explore what happens to water e.g. water evaporating (disappearing from outside on a sunny day) and investigating ice. Describe the changes when ice melts, asking the question 'I wonder why?'</p>
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<p>Aut B (2)</p>	<p>Beegu by Alexis</p> 	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear</b> To use adjectives to describe e.g. Beegu had flapping ears. Children leave spaces between words when they are writing Children are able to join words and clauses using 'and' Children are beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear or as part of a shared write</b> To write a character description of Beegu To Write a diary entry as Beegu</p>	<p>To write a postcard to Beegu</p>	<ul style="list-style-type: none"> <li>• A spaceship landing to stimulate discussion and interest:</li> <li>• Children could make their own spaceships to travel to space. Vocabulary: space, travel, fly, launch, rocket, explore, blast, zoom</li> <li>• Exploring the planets and different worlds e.g. a mars 'red planet' world for the children to explore. Vocabulary: dust, rusty, red, sandy, rocks,</li> <li>• Children could design their own alien puppets with different features. Vocabulary: creepy,</li> </ul>
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					slimy, scary, amazing, beautiful, loud, quiet, gentle, vicious
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Aut B (3)	<p><b>Snowflakes</b></p> <p>Snowflakes, snowflakes Twirl around Snowflakes, snowflakes Touch the ground Snowflakes, snowflakes Land on my nose Snowflakes, snowflakes Freeze my toes Snowflakes, snowflakes In the air Snowflakes, snowflakes</p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear</b></p> <p>Use adjectives to describe snowflakes and snow e.g. icy, snowy, delicate, fragile, melting Describe actions for snowflakes (verbs) e.g. flutter, swirl, twist, touch, land, dancing</p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear or as part of a shared write</b></p> <p>To perform the Poem including actions</p> <p>To write sentences to describe snowflakes</p> <p>Create snowflake poems: Snowflakes, snowflakes, Spinning, swirling, Snowflakes, snowflakes,</p>	<p>Poetry performance at Christmas service</p>	<ul style="list-style-type: none"> <li>• Exploring ice and fake snow- how does this feeling, what does it look like? Vocabulary- icy, freezing, smooth, shiny, watery, melting, squishy...</li> <li>• Creating own snowflake patterns</li> <li>• Moving like snowflakes. Vocabulary- swirling, whirling, dancing, spinning, twisting, floating, touching</li> </ul>
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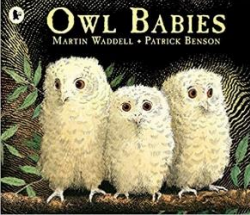
	Everywhere!		Touching, twirling		
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<p><b>Spring A (1)</b></p>	<p><b>The Owl Babies by Martin Waddell</b></p> 	<p><b>Y1 and Reception Verbally:</b> To use verbs to describe how the owls moved e.g. The owl glided through the air. The owl shuffled along the branch.</p> <p>To use adjectives to describe how the owls were feeling e.g. the baby owls were frightened, terrified, relieved, ecstatic</p> <p>Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. big,</p>	<p><b>Y1/Reception:</b> To retell the story of the owl babies <b>Y1 and Reception using a writing frame:</b> To write a nocturnal animal fact file</p> <p><b>Y1 and reception shared writing piece:</b> To write a recount on investigating an owl pellet e.g. what did you do and what did you find out?</p>	<p>Nocturnal animal factfile</p>	<ul style="list-style-type: none"> <li>• Build a home for an owl using big construction/natural materials. Children need to think carefully about what they may need.</li> <li>• Retell the story of the Owl Babies using story mapping. Children to create their own story maps, adding labels and beginning to build sentences. Vocabulary: swoop, glide, lonely, sad, frightened, nervous, love, happy, joy, excited, snowy, feathery,</li> <li>• Learn about Owl habitats, diet and appearance. Make posters to share learning with labels</li> <li>• Circle time to explore challenges and</li> </ul>
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		<p>bigger, biggest in describing the owls.</p> <p><b>Y1</b> Children leave spaces between words when they are writing Children are able to join words and clauses using 'and'</p> <p>Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Adding the endings -ing, and -ed where there is no change</p>			<p>resilience. Vocabulary: feelings- nervous, happy, sad, frightened, alone</p>
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		<p>to the root word e.g. swooping/swooped, flying.</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>			
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<p><b>Spring A (2)</b></p>	<p><b>The Gingerbread Man</b></p> 	<p><b>Y1 and Reception Verbally:</b> Use conjunctions of time First, Then, Next, After that, Finally to verbally share instructions and then to write</p> <p>Use bossy verbs e.g. mix, stir, cut, roll</p> <p>Children leave spaces between words when they are writing Children are able to join words and clauses using 'and'</p>	<p><b>Y1</b> To write instructions for making gingerbread men</p> <p><b>Y1/Reception:</b> To act out the story of the gingerbread man (using puppets)</p> <p><b>Y1</b> To write the story of the gingerbread man using a comic strip presentation (adding speech bubbles and pictures) Reception to draw the different events in the story and then write phrases to describe, using</p>	<p>To write the story of the gingerbread man using a comic strip presentation (adding speech bubbles and pictures)</p>	<ul style="list-style-type: none"> <li>• Baking gingerbread men and practising using bossy verb vocabulary e.g. mix, stir, sprinkle, put, measure, roll, cut.</li> <li>• Play dough gingerbread men instructing others how to make a gingerbread man: Vocabulary- first, then, next, after that, push, squish, roll, combine, cut, put</li> <li>• Small world gingerbread men to support retelling with sentences and repetitive refrains available</li> <li>• Percussion instruments out to retell e.g. cow bell for cow, coconut halves for the horse and then a drum to hold the steady</li> </ul>
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		Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.	writing frames where needed		beat (pentameter) of the repetitive refrain: 'run, run as fast as you can you can't catch me I'm the Gingerbread Man'.
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<p><b>Spring B (1)</b></p>	<p><b>Rainbow Stew by Catherine Falwell</b></p> 	<p><b>Y1 and reception</b> (differentiated by language use) : Use adjectives to describe a fruit or vegetable e.g. shiny pepper, glossy tomato, bitter lemon, sweet strawberry, tart raspberry</p> <p><b>Y1 and Reception</b> (differentiated by language use and spelling/phonic expectation): Using imperative 'bossy' verbs</p> <p><b>Y1 and reception verbally and seen modelled within writing frame:</b></p>	<p><b>Y1 and Reception</b> (differentiated by language use and spelling/phonic expectation): Write descriptive sentences to describe a fruit or vegetable to go on display to encourage children to try new foods</p> <p><b>Y1 and Reception</b> (differentiated by language use and spelling/phonic expectation): Write a recount of how you made rainbow stew using imperative 'bossy'</p>	<p><b>Y1 and Reception as a small group piece:</b> Create a poster to share the importance of healthy eating with key facts and captions included as well as images (photographs and pictures). This will be shared with parents and the school</p>	<p>Children explore and discuss different vegetables. Vocabulary: smooth, bumpy, rough, hard, shiny, colourful, bitter, sweet, sharp, juicy, moist</p> <p>Children make rainbow stew, after tasting and preparing vegetables. Encourage children to create a picture instruction list (preschool adding in initial sounds if appropriate e.g. 'c' for carrot) Vocabulary: mix, add, chop, stir, combine, measure, weigh</p> <p>Children explore colour mixing through painting and colour mixing sensory bags</p> <p>Explore healthy eating and 'eating the rainbow'</p>
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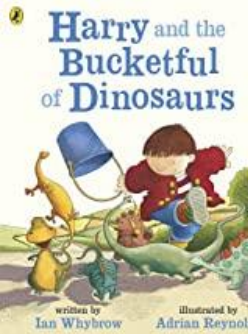
		Using conjunctions of time e.g. first, then, next, after that and finally	verbs and time connectives		<p>Vocabulary: healthy, sweet, bitter, sharp, like, dislike, juicy, sugar, colourful, Picking up and sorting rainbow beads (using pincers), making rainbow necklaces (threading)</p> <p>Setting up and role playing cafes. Adults to provide mark making opportunities (e.g. rainbow pens and menus, notepads and name cards). Model writing and encourage hearing and recording initial sounds, as well as emergent writing and whole word writing.</p> <p>Visit Africa on Google Earth. Share videos or pictures of the different people who live there and terrain/land e.g. the Serengeti and Congo Rainforest.</p>
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<p><b>Spring B (2)</b></p>	<p><b>Harry and his bucketful of dinosaurs by Ian Whybrow</b></p> 	<p><b>Y1 and reception</b> (differentiated by language use) To use adjectives to describe dinosaurs and the places visited (settings)</p> <p>Children leave spaces between words when they are writing Children are able to join words and clauses using 'and'</p> <p>Children are able to punctuate sentences using a capital letter, full stop, question mark</p>	<p>To create a dinosaur fact poster</p> <p>To plan and write a 'Harry' adventure story</p>	<p><b>Y1</b>-To write an adventure story with you instead of Harry (third person, past tense). <b>Reception:</b> To write a beginning, middle and end story writing captions and simple sentences to describe/</p>	<p>Small world dinosaur land inside and out Vocabulary: ferocious, huge, colossal, giant, vicious, sharp, clawed, tail, spines, spikes, plates, tubes</p> <p>Buckets and containers with different capacities to support bossy verb use. Vocabulary: fill, pour, tip</p>
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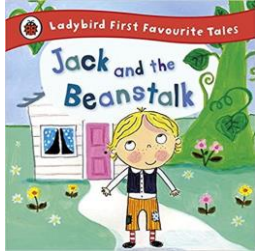
		<p>or exclamation mark most of the time.</p> <p>Adding the endings –ing, and -ed where there is no change to the root word e.g. the dinosaur jumped out of the bucket...Harry leaped down the road.</p> <p>Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. tall, taller, tallest in describing and comparing the dinosaurs</p>			
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<p><b>Summer A (1)</b></p>	<p><b>Jack and the Beanstalk</b></p> 	<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using adjectives to describe the beanstalk e.g. towering, ginormous, vast</p> <p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using verbs to describe how the characters did things e.g. the giant bellowed, Jack sprinted, the cow ambled...</p>	<p>Retell the story of Jack and the Beanstalk</p> <p>Sensory and imaginative story writing: Imagine if a Beanstalk appeared in our school, where would it take you? What would you see? Who would you meet? What would you do? Designing a wanted poster for the giant</p>	<p>Writing own sensory narrative to tell the story of 'ourselves' and the Beanstalk e.g. Evie and the Beanstalk</p>	<ul style="list-style-type: none"> <li>• Growing Beans, observing, drawing and recording. Vocabulary: grow, leaves, bean, water, soil, sunlight, tall, taller, tallest, small, smaller, smallest; smooth, shiny, speckled bean</li> <li>• Exploring and describing characters e.g. Jack and the Giant. Vocabulary: angry, huge, colossal, immense, frightening, scary, booming/loud voice</li> <li>• Making Character Wanted posters.</li> <li>• Building a beanstalk using anything you like e.g. how can you reach the clouds?</li> </ul>
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		<p>Children leave spaces between words when they are writing</p> <p>Children are able to join words and clauses using 'and'</p> <p>Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Adding the endings -ing, and -ed where there is no change to the root word e.g.</p>			
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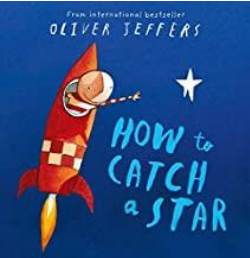
		<p>Jack sprinted to the beanstalk.</p> <p>Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. the beanstalk grew taller and taller or Jack ran faster and faster or it was the biggest beanstalk the world had ever seen!</p>			
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<p><b>Summer A (2)</b></p>	<p><b>How to Catch a Star by Oliver Jeffers</b></p> 	<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using adjectives to describe alien appearance e.g. gloopy, jelly- like, glowing, glistening, shining</p> <p>Y1 and reception (working towards): Children leave spaces between words when they are writing</p> <p>Y1: Children are able to join words and clauses using 'and'</p>	<p>Y1 Write own instructional text on 'how to catch a star' Reception- write instructional sentences</p> <p>Y1 (extend thinking and sentences to explain why) and Reception: Write a list of things you would need to take with you on a rocket journey to space.</p>	<p>Y1 and Reception (differentiated by expectation in vocabulary and written transcription): Create a 'wanted' poster for an alien (based on own designed and made aliens)</p>	<p>Making own solar systems out of polymer clay. Vocabulary: gas, planet, star, sun, space, moon, orbit, Jupiter, red spot, storm, ice and dust, Saturn, Mars, Earth, oceans and land</p> <p>Exploring star constellations- making own Vocabulary: Orion, Little Bear, big bear, star, the plough, Gemini, Leo,</p>
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		<p>Y1: Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Y1: Adding the endings –ing, and -ed where there is no change to the root word e.g. The boy blasted off into space.</p> <p>Y1: Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word</p>			
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**Respect, Motivation, Perseverance, Kindness, Pride, Cooperation**

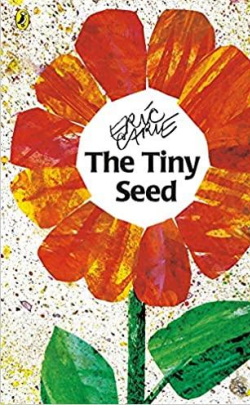
		e.g. it was the fastest rocket in the Solar System!			
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<p><b>Summer B (1)</b></p>	<p><b>The Tiny Seed by Eric Carle</b></p> 	<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Adjectives to describe different flowers, how they smell, feel, look like... e.g. delicate petals, beautiful smell, vibrant/bright colour</p> <p>Y1 and reception (Y1 written expectation to include to give coherence to writing: Using conjunctions of time to explain the life cycle of a</p>	<p>Writing explanations to include diagrams/pictures and photos to describe the life cycle of a seed</p> <p>Flower descriptions- exploring different flowers, learning their names and describing them using adjectives (could be added as captions to a display of painted flowers)</p>	<p>Written explanation of the life cycle of a flowering plant</p>	<ul style="list-style-type: none"> <li>• Planting seeds and observing how these grow, learning what they need to stay healthy. Children to question why and how things happen when plants grow. Adult to model this: 'I wonder why...'</li> <li>• Use tools for digging e.g. looking for seeds in the soil, digging holes to plant seeds. Children to care for tools.</li> <li>• Travel like seeds- modelling seed dispersal. Growing from tiny seed into a plant (music and movement)</li> <li>•</li> </ul>
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		<p>flowering plant e.g. first, secondly, thirdly, then, next, after that and finally.</p> <p>Y1 and reception (working towards): Children leave spaces between words when they are writing</p> <p>Y1: Children are able to join words and clauses using 'and'</p> <p>Y1: Children are able to punctuate sentences using a capital letter, full stop, question mark</p>			<ul style="list-style-type: none"><li>• Children explore the book, taking turn to act out different parts</li><li>• Writing labels for plants and seedlings and setting up their own shop to sell plants</li><li>• Counting Seeds and Comparing</li></ul>
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		or exclamation mark most of the time.			
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<p><b>Summer B (2)</b></p>	<p><b>Sing a Song of Sixpence</b> Sing a song of sixpence, A pocket full of rye. Four and twenty blackbirds, Baked in a pie. When the pie was opened, The birds began to sing; Wasn't that a dainty dish, To set before the king? The king was in his counting house, Counting out his money; The queen was</p>	<p>Y1: Adding –ed and –ing endings to verbs e.g. opened, counting, hanging, pecked.</p> <p>Y1 and reception (working towards): Children leave spaces between words when they are writing</p> <p>Y1: Children are able to join words and clauses using 'and'</p> <p>Y1: Children are able to punctuate sentences using a</p>	<p>Y1 and Reception: To understand the meaning behind a traditional poem e.g. what is a sixpence, four and twenty, a parlour, a counting house?</p> <p>Y1 and Reception (differentiated by phonic expectation) To bring Sing a Song of Sixpence to life by drawing pictures to match each line so that the 'old fashioned vocabulary' is clearly understood for a reader.</p>	<p>Y1 (to have the speaking parts) and Reception: To perform a poem, with instruments and actions to an audience (end of year service)</p>	<p>Sing a song of sixpence- unpicking and exploring what this means- acting out together and creating props.</p> <p>Pie making, bread making and tasting honey. Making honey bread.</p> <p>Adding instruments to explore and add sounds to 'If I should meet a Crocodile'</p>
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	<p>in the parlour, Eating bread and honey. The maid was in the garden, Hanging out the clothes; When down came a blackbird And pecked off her nose.</p> <p><b>If You Should Meet a Crocodile</b></p>	<p>capital letter, full stop, question mark or exclamation mark most of the time.</p>	<p>To change key words to innovate Sing a Song of Sixpence e.g. Four and Twenty caterpillars</p> <p>To perform a humorous poem using percussion instruments</p>		
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	<p><b>If You Should Meet a Crocodile</b></p> <p>If you should meet a Crocodile Don't take a stick and poke him; Ignore the welcome in his smile, Be careful not to stroke him. For as he sleeps upon the Nile, He thinner gets and thinner; And whene'er you meet a Crocodile He's ready for his dinner.</p> 				
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Cycle 2					
	English Text	Grammar, spelling and punctuation	Learning outcomes	Published Piece	Reception Adult Directed Suggestions
Aut A (1)	<p><b>The Little Red Hen</b></p> 	<p><b>Y1 and reception verbally</b> Use different <b>verbs</b> e.g. sowed, planted, baked, threshed</p> <p><b>Y1 and reception verbally</b> Use <b>time connectives</b> e.g. first, then, next, after that, finally.</p> <p>Y1 -Verbally use adverbial openers- unfortunately, happily, sadly, crossly...</p>	<p>Y1/Reception-To create a whole class story map of the story of the Little Red Hen. Y1 using using adverbial openers actively: unfortunately, happily, sadly, crossly...</p> <p>Y1-To write a retelling of the story of the Little Red Hen, using <b>time connectives</b> e.g.</p>	<p>Y1-To write a retelling of the story of the Little Red Hen, using <b>time connectives</b> e.g. first, then, next, after that, finally.</p>	<ul style="list-style-type: none"> <li>• Small world farm, including the characters from the Little Red Hen for children to role play</li> <li>• Different grains, ear of corn, grasses, flour, cereals to explore. Vocabulary (adjectives): <i>crunchy, hard, dry, brittle, crackly, snapping, rough, grainy</i></li> <li>• Popcorn flavour tasting (adding different flavours) e.g. toffee, salt, plain, sugar. Children to explore and share tastes and</li> </ul>



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		<p><b>Y1</b> -Children leave spaces between words when they are writing</p> <p>Children are able to join words and clauses using 'and'</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>	<p>first, then, next, after that, finally.</p> <p>Y1/Reception-To create a Harvest Performance sharing the story of the Little Red Hen</p> <p>Y1-To create an illustrated, labelled diagram of a chicken and 2 facts for display.</p>		<p>descriptions. Vocabulary (adjectives): sweet, salty, plain, flavourless, sugary. Children to record their favourite popcorn and give a reason why.</p> <ul style="list-style-type: none"> <li>• Making own Harvest bread, following instructions. Vocabulary: weigh, measure, teaspoon, yeast, sugar, salt, oil, knead, mix, shape, ball. Children to use pictures to explain what they did. Adult to support with vocabulary and discussion.</li> <li>• Egg to Chicken lifecycles using the specific vocabulary e.g. in an egg there is the white and the</li> </ul>
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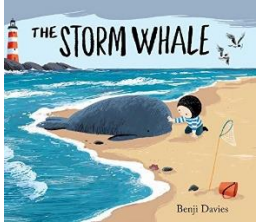
					<p>yolk. Children to explore how these develop into chicks using images to show the progression of embryo development.</p> <ul style="list-style-type: none"><li>• Children to draw own egg-chicken lifecycles and record what they see using pictures. Adult to support and challenge through discussion and vocabulary.</li></ul>
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<p><b>Aut A (2)</b></p>	<p><b><u>Storm Whale by Benji Davies</u></b></p> 	<p>Y1 written and Reception verbally- Use different <b>prepositions</b> in different ways 'on, around, under, through, behind,'</p> <p>Y1 and reception verbally-using adjectives to describe the sea</p> <p>Y1-Children leave spaces between words when they are writing,</p> <p>Y1-Children are able to join words and clauses using 'and',</p>	<p>To write a guide on how to care for a beach whale using (book or film)</p> <p>Designing a game for Noi using instructions</p> <p>To write a poem about the sea using adjectives to describe</p> <p>Retelling the story of the Storm Whale</p> <p>Display- save our whales!</p>	<p>To write an 'adjective' poem about the sea</p>	<ul style="list-style-type: none"> <li>• Gather props and objects that support a seaside theme and provide sensory stimulus to enrich language, such as: driftwood, rocks and pebbles, wet and dry sand, shells, seaweed, salt water and perhaps small world figures with which the children could re-enact the story. They could also create their own.</li> <li>• Making our own different type of whale using clay and other medi- sperm, blue, killer, Narwhal, humpback, beluga. Vocabulary: blow hole, fins, dorsal fin, ear, eye,</li> </ul>
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		<p>Y1-Children are beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark,</p> <p>Y1-Adding the endings –ing, and -ed where there is no change to the root word e.g the storm whale breached the surface of the sea or the storm whale was washed up on the beach,</p>			<p>flukes, ventral pleats and flippers</p> <ul style="list-style-type: none"> <li>• Seaside roleplay using the sandpit. Build and create together a big bank of sand and digging words e.g. dig, spade, mix, pour, pat. To be laminated and stuck up for others to use.</li> <li>• Investigating different seashells and learning their names and 'how they lived' e.g. muscles attached to rocks, limpets cling to rocks, dog whelks and sea snails. Children to draw observational drawings.</li> <li>• Show box aquariums. Children can play a</li> </ul>
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		<p>Children use a capital letter for names of people, places, days of the week and the pronoun 'I'</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>			<p>describing game with these, where they turn the box around and have to describe a sea creature using adjectives for the class to guess what it is.</p>
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<p>Aut B (1)</p>	<p><b><u>The Hibernation Hotel by John Kelly</u></b></p> 	<p>Use <b>adjectives</b> to describe appearance and personality of characters</p> <p>Y1-Children are able to join words and clauses using 'and'</p> <p>Y1-Adding the endings -ing, and -ed where there is no change to the root word</p> <p>*Using spelling rules and common exception words taught so far (see</p>	<p>Y1 individual and reception (shared write book) To retell the story of the Hibernation Hotel-making your own book</p> <p>Y1 individual and reception (shared write) To write a non-chronological report on one of the animals from the Hibernation Hotel. Children will need to understand about headings (e.g. appearance, diet,</p>	<p>To write a non-chronological report on one of the animals from the Hibernation Hotel</p>	<ul style="list-style-type: none"> <li>• Role playing hotels. Children to have opportunities to mark make, check in, check out. Add in keys, writing materials, bedding, hotel packs of soap, tea and sugar.</li> <li>• Making homes for animals that need to hibernate now the weather is getting colder e.g. hedgehog homes, dormouse and bat boxes and putting up around school.</li> <li>• Learning about different types of bears, their homes and habitats e.g.</li> </ul>
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		Phonics and Spelling Overview)	habitat, special facts)  Y1 and reception- Making own recording/film about different types of bears to share with other children.		where does a brown bear live? Vocabulary: Arctic, Polar Bear, brown bear, bespectacled bear, sun bear, moon bear, fur, sharp claws,  <ul style="list-style-type: none"> <li>• Making our own different bear sock puppets for a recording to teach other children about bears.</li> </ul> Different bear habitats in the tough spot e.g. arctic world with polar bears and polar animals, panda bears and Bamb
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<p>Aut B (2)</p>	<p><b>Grandad's Secret Giant by David Litchfield</b></p> 	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear</b> To use adjectives to describe characters and settings</p> <p>Y1-Children leave spaces between words when they are writing</p> <p>Y1-Children are able to join words and clauses using 'and'</p> <p>Y1- Children are beginning to punctuate</p>	<p>Y1-Explore the different characters, feelings and actions- use this to write character descriptions</p> <p>Y1 and reception as a shared write-Write simile poems to describe the characters e.g. the giant had hands as large as saucers</p> <p>Y1 individual and reception as a group-Make up our own stories entitled</p>	<p>Write your own story about a magical secret character e.g. a secret unicorn or dragon</p>	<p>Create own wave pictures inspired by: Hokusai- The Great Wave, or Turner- Dutch Fishing Boats In A Storm. Vocabulary: foamy, swirling, whirling, enormous, ginormous, huge, colossal, giant. Explore simile verbally e.g. <i>the waves are blue like the sky.</i></p> <p>Comparing and contrasting objects and amounts to gain an understanding of size e.g. small, medium, large, tiny, middle sized, giant, huge, enormous, colossal, ginormous.</p> <p>Designing our own friendly giants. What are our giants like? Adding describing words using developing phonics knowledge.</p>
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		<p>sentences using a capital letter, full stop, question mark or exclamation mark</p>	<p>'Grandad's Secret .....(unicorn, dragon etc)</p> <p>Y1-Write a diary entry from Billy- the day he first saw the giant</p>		
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<p><b>Aut B (3)</b></p>	<p><b>Christmas Baking</b></p> 	<p><b>Y1 and Reception</b> Use bossy verbs to instruct each other what to do e.g. mix, stir, add, measure, pour.</p> <p><b>Y1 and reception verbally</b> Use <b>time connectives</b> e.g. first, then, next, after that, finally.</p>	<p>Y1 and Reception as a shared write- Write instructions for baking to share with families at home, so that they can rebake!</p>	<p>Y1 and Reception as a shared write- Write instructions for baking to share with families at home, so that they can re-bake! Use pictures and sentences (inc bossy verbs and time connectives)</p>	<p>Playdough to be able to role play and instruct others. Adults to model vocabulary: add, measure, mix, roll, cut, pour, knead.</p>
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<p><b>Spring A (1)</b></p>	<p><b><u>River Lullaby by Matt Goodfellow</u></b></p> <p>Sliding through the silence of high night peaks</p> <p style="text-align: right;"><i>hush little</i> <i>shush little</i></p> <p style="text-align: right;"><i>rush</i> <i>little river</i></p> <p>Swallowing secrets that the moon-child speaks</p> <p style="text-align: right;"><i>hush little</i> <i>shush little</i></p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear</b></p> <p>Y1 and reception (differentiated by language use)-Use adjectives to describe a river (5 senses)</p> <p>Y1 and reception (differentiated by language) Describe movement for river (verbs) e.g. bubbling, babbling, crashing, flowing, swirling, curling</p>	<p>Y1 and Reception- To perform River Lullaby using percussion and actions</p> <p>To write about the Journey of the River Leadon.</p> <p>To write a poem using adjectives to describe what can be heard, seen, touched</p> <p>What can be found in a stream or a river? Fact writing and labelled diagrams.</p>	<p>Y1 with sentences to describe each stage and reception (pictures) -To write a story map/journey of the River Leadon</p>	<ul style="list-style-type: none"> <li>• Create our own water ways and 'rivers' using guttering etc. Vocabulary: river source, flowing, moving, waves, ripples, transport, float, sail, meander, bend, ocean</li> <li>• How to catch water? Exploring using rain gauges and making our own. Children gaining an understanding that this water has come from the seas, rivers...(water cycle). Children to use labelled pictures/diagrams to show what they did.</li> <li>• Percussion instruments to explore water making sounds</li> </ul>
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	<p><i>rush</i> <i>little river</i></p> <p>Silver-line dreams where cityscapes sleep</p> <p><i>hush little</i> <i>shush little</i></p> <p><i>rush</i> <i>little river</i></p> <p>Rumble ever onwards - It's a journey to be free</p>	<p>Y1-Adding the endings –ing, and -ed where there is no change to the root word e.g. curling, flowing,</p> <p><b>Y1</b> Children leave spaces between words when they are writing Children are able to join words and clauses using 'and'</p> <p>Y1-Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p>			<ul style="list-style-type: none"> <li>• Moving like water-meandering, flowing, waves, ripples etc...</li> <li>• What do we find in streams and rivers-stream dipping at Glynch brook. Recording what you see with labels</li> </ul>
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	<p><i>hush little</i> <i>shush little</i></p> <p><i>rush</i> <i>little river</i></p> <p>Back into the arms of a dawn-dressed sea</p> <p><i>hush little</i> <i>shush little</i></p> <p><i>rush</i> <i>little river</i></p>	<p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>			
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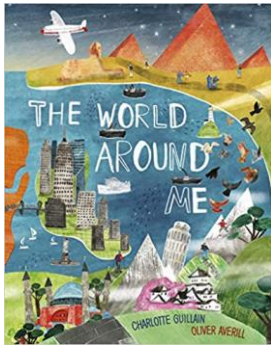




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<p><b>Spring A (2)</b></p>	<p><b>The World Around Me by Charlotte Guillian</b></p> 	<p><b>Y1 and Reception Verbally:</b> To use adjectives to describe the places we visit and the sights we see e.g. the majestic Taj Mahal or the colossal Himalayas,</p> <p>Y1-Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. in comparing different landmarks e.g. the Malvern hills are big, Ben Nevis is bigger and Mount Everest is the biggest.</p>	<p>Y1-To write our own journey around the world including 6 stops, creating our own fold out book. Reception to draw and attempt to write labels and captions to describe the places.</p> <p>Y1 (full sentence descriptions) and reception (captions and labels to pictures)To write facts about different animals, landmarks and places around the world to add to</p>	<p>Y1-To write our own journey around the world including 6 stops, creating our own fold out book. Reception to draw and attempt to write labels and captions to describe the places.</p>	<p>Children to create their own journey around the world, adding in 3 stops and captions to describe to create their own book</p> <p>Children to draw pictures of and write labels and facts about the different animals, places and landmarks.</p> <p>Small world places from around the world- where will we go this week? Africa, Asia, Europe... Different tuff spot places, animals and landmarks to explore. Vocabulary for each e.g. Antarctica- cold, ice, polar</p>
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		<p><b>Y1</b> Children leave spaces between words when they are writing Children are able to join words and clauses using 'and'</p> <p>Y1-Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Y1-Adding the endings -ing, and -ed where there is no change to the root word e.g.</p>	<p>our own drawings of the world.</p>		<p>bear, arctic fox/hare, snow, melt, ice bergs.</p> <p>Maps of the world available with tracing paper, chalks and other marks making/drawing opportunities linked to this.</p>
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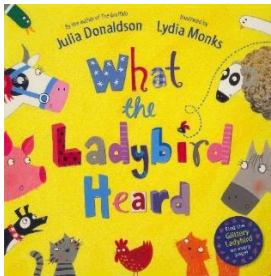
		visited, landed, seeing  *Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)			
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<p><b>Spring B (1)</b></p>	<p><b>What the Ladybird Heard by Julia Donaldson</b></p> 	<p><b>Y1 and Reception Verbally:</b> Use verbs to describe actions e.g. the duck flapped in the pond or the cow chewed grass in the field.</p> <p>Y1-Children leave spaces between words when they are writing</p> <p>Y1-Children are able to join words and clauses using 'and'</p> <p>Y1-Children are able to punctuate sentences using a</p>	<p>Y1 and Reception (attempt captions) Retell the story of what the Ladybird Heard, focusing on the key events and characters.</p> <p>Y1 and Reception - Create a wanted poster for Hefty Hugh and Lanky Len</p> <p>Y1-Create a character profile, using adjectives to describe</p>	<p>Retell the story of what the Ladybird Heard, focusing on the key events and characters.</p>	<p>Create a class rhyming dictionary.</p> <p>Beebot journey to tell the story of What the Ladybird Heard. Adult to support with language use/intonation and expression and adopting different voices for characters. e.g. Hefty Hugh says 'good thinking that'</p> <p>Role playing and retelling the story using masks. Children to be encouraged to say lines as their character. Adult to model correct intonation and expression.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
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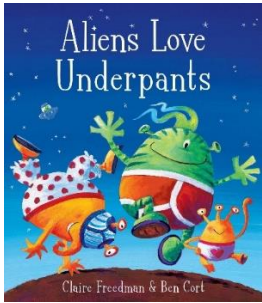
		capital letter, full stop, question mark or exclamation mark most of the time.	appearance and personality		
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<p><b>Spring B (2)</b></p>	<p>Aliens love Underpants by Claire Freedman</p> 	<p><b>Y1 and reception</b> (differentiated by language use) : Use adjectives to describe a fruit or vegetable e.g. shiny pepper, glossy tomato, bitter lemon, sweet strawberry, tart raspberry</p> <p><b>Y1 and Reception</b> (differentiated by language use and spelling/phonic expectation): Using imperative 'bossy' verbs</p> <p><b>Y1 and reception verbally and seen modelled within writing frame:</b></p>	<p>Y1 -Writing your own alien adventure story</p> <p>Y1 and reception (design with labels)- Designing your own alien and writing a character description to tell the reader more.</p> <p>Y1-Writing a letter to your alien, using the correct layout and tense.</p>	<p>Y1 independent and reception group write- Writing a letter to your alien, using the correct layout and tense.</p>	<p>Sequence the story using pictures and props</p> <p>Add in sentences to build a class 'big book' of the story.</p> <p>Design your own aliens, adding two adjectives in a caption to describe.</p> <p>Describing alien pants and designing your own! Using adjectives to describe and write.</p> <p>Add speech/thought bubbles to the alien pictures to describe what they are saying or thinking.</p>
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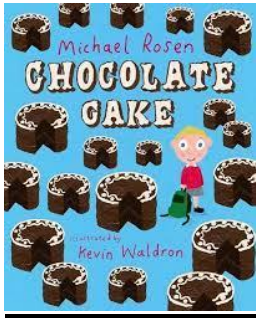
		Using conjunctions of time e.g. first, then, next, after that and finally			
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<p><b>Summer A (1)</b></p>	<p><b>Chocolate Cake by Michael Rosen</b></p> 	<p><b>Y1 and reception</b> (differentiated by language use) To use adjectives to describe chocolate e.g. melting, oozy, thick, sweet, smooth, glossy,</p> <p><b>Y1 and reception verbally</b> -Use bossy verbs e.g. mix, stir, put, pour etc.</p> <p><b>Y1 and reception verbally</b> Use <b>time connectives</b> e.g. first, then, next, after that, finally.</p>	<p>Y1 and reception (ingredients list only) Write your own invented recipe for a Chocolate cake (children to have explored making chocolate cake and to also have been read a section of George's Marvellous Medicine). What unusual ingredients might you add? Children to write ingredients list.</p>	<p>Y1- Write your own recipes and method for making chocolate cake to go on our school FB or website to share with parents and others. Reception- ingredients list only</p>	<p>Making own chocolate cake, writing down ingredients. Vocabulary: smooth, silky, melting, chocolate, cocoa, powder, flour, sugar, sweet, sticky, gooey, buttery, mix, combine, stirring, measure, weigh</p> <p>Making own innovative chocolate cakes in the mud kitchen- what will you add? Remember we need to write it down to be able to make it again!</p> <p>Making own group poem using adjectives to describe chocolate cake. Add in actions, gestures,</p>
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		<p>Y1-Children leave spaces between words when they are writing</p> <p>Y1-Children are able to join words and clauses using 'and'</p> <p>Y1-Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p>	<p>Write your own method for making chocolate cake.</p> <p>Writing your own sensory chocolate cake poem based on when you first see, then smell and then taste the cake.</p> <p>Perform poems with expression, intonation, gesture and actions.</p>		<p>facial expressions. Perform to others</p>
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<p><b>Summer A (2)</b></p>	<p><b>The Skies Above my Eyes by Charlotte Guillain</b></p> 	<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using adjectives to describe the what we can see e.g. vast, huge sky, immense space, sparkling stars, fiery sun,</p> <p><b>Y1 and Reception</b> (differentiated through language)  Y1-Children leave spaces between words when they are writing</p>	<p>Y1 and Reception (differentiated by phonic expectation) Children to write about what they can see in the city scene imagining that they are the little girl.</p> <p>Y1 and Reception (differentiated by phonic expectation) Children to write what they see when they look up outside our school. Focus on adjective use to describe.</p>	<p>Y1 and Reception (draw and captions to describe)- Writing a setting description- Children to write about what they can see in the city scene imagining that they are the little girl.</p>	<p>Children to lie down outside and to look up. What do they see? Write and draw what you saw.</p> <p>Making own solar systems out of polymer clay. Vocabulary: gas, planet, star, sun, space, moon, orbit, Jupiter, red spot, storm, ice and dust, Saturn, Mars, Earth, oceans and land</p>
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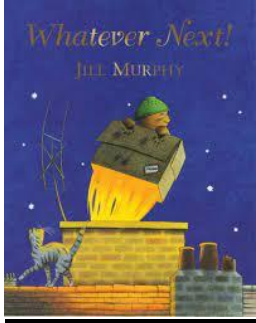
		<p>Y1-Children are able to join words and clauses using 'and'</p> <p>Y1-Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Y1-Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. the moon is bright, the stars are brighter and the sun is brightest.</p>	<p>Children to research and write a factual text about a planet in the Solar System.</p>		
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<p><b>Summer B (1)</b></p>	<p><b>Whatever Next by Jill Murphy</b></p> 	<p><b>Y1 and Reception (working towards)</b> Use verbs to describe the actions e.g. the rocket blasted off!</p> <p>Y1: Children are able to join words and clauses using 'and'</p> <p>Y1: Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Y1: Adding the endings -ing, and -</p>	<p>Y1 and reception- Retell the story of Whatever Next</p> <p>Y1-Innovate and write your own story, wondering where would you visit? What would you see? What would happen? Who might you meet?</p>	<p>Y1-Innovate and write your own story, wondering where would you visit? What would you see? What would happen? Who might you meet?</p> <p>Reception- to retell the story using simple sentences to describe events</p>	<p>Role play space and rockets</p> <p>Make own space rockets out of cardboard boxes and junk modelling (large and smaller scale)</p>
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		<p>ed where there is no change to the root word e.g. The bear launched off into space.</p> <p>Y1: Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. it was the fastest rocket in the Solar System!</p>			
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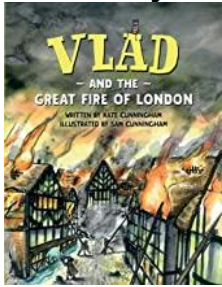


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## Class 2 (Year 2 and 3)

Cycle 1	English Text	Grammar, spelling and punctuation	Learning outcomes	Published Piece
Aut A (1)	<p>Vlad and the Great Fire of London by</p> 	<p>Y2:</p> <ul style="list-style-type: none"> <li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i></li> <li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark</li> <li>• Children know what a noun is (a person, place, object or feeling)</li> <li>• Children know what an adjective is e.g. the <i>burning</i> fire.</li> <li>• Children know what a verb is e.g. the burning fire was <i>crackling</i>.</li> <li>• Children can use subordinating conjunctions e.g. <i>when</i>, <i>because</i>, <i>if</i></li> </ul>	<p>Pose and ask questions,</p> <p>Debate-speculating, discussing and hypothesising</p> <p>Question writing</p> <p>Diary entry</p> <p>Comic strips</p>	<p>Create a comic strip re-telling the story from Boxton's point of view.</p>



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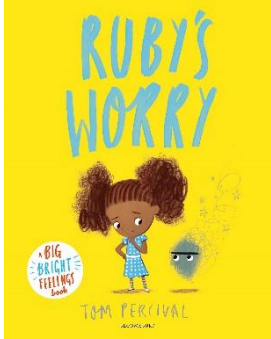
<p><b>Aut A (2)</b></p>	<p>Ruby's Worry by Tom Percival</p>	<p>Y3:</p> <ul style="list-style-type: none"> <li>• Children can use powerful adjectives in their writing e.g. the <i>flickering</i> flame (Y3)</li> <li>• Children use apostrophes for possession with confidence e.g. the <i>baker's</i> oven (Y3)</li> <li>• Children use inverted commas for direct speech e.g. The girl muttered, 'I cannot go on any longer...' (Y3)</li> <li>• Children use coordinating conjunctions e.g. <i>or, and, but</i> (Y3)</li> <li>• Children use place and cause conjunctions e.g. <i>since, so, yet, therefore</i> (Y3)</li> </ul> <p>Y2:</p> <ul style="list-style-type: none"> <li>• Children are able to join words and clauses using <i>and</i>,</li> </ul>	<p>Discuss and debate feelings and emotions of characters</p>	<p>Write a letter to Ruby to give her ways to deal with her worry.</p>
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		<p><i>because, but</i> and so e.g. Ruby was feeling sad because...</p> <ul style="list-style-type: none"><li>• Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</li><li>• Children use a capital letter for names of people, places, days of the week and the pronoun 'I'</li><li>• Children can use subordinating conjunctions e.g. <i>when, because, if</i> (<i>when Ruby shared her worry, she felt better.</i>)</li><li>• Children can write expanded noun phrases e.g. <i>the angry worry...the frightened girl</i></li><li>• Children are able to form nouns from adjectives e.g. <i>happy-happiness</i> and <i>sad-sadness</i></li><li>• Children know what an adverb is e.g. She walked <i>quietly</i> across the park</li></ul>	<p>Diary entry</p> <p>Character descriptions</p> <p>Writing letters</p> <p>Writing 1st person as the worry</p>	
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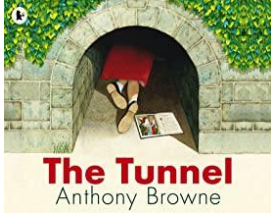
		<p>Y3:</p> <ul style="list-style-type: none"><li>• Children can use apostrophes for possession e.g. Ruby's worry</li><li>• Children use apostrophes for possession with confidence e.g. the <i>boy's</i> boat</li><li>• Children use inverted commas for direct speech e.g. The girl muttered, 'I cannot go on any longer...'</li><li>• Children use coordinating conjunctions e.g. <i>or, and, but</i></li><li>• Children use place and cause conjunctions e.g. <i>since, so, yet, therefore (Ruby was feeling worried, yet she didn't have the confidence to share this.</i></li></ul>		
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<p><b>Aut B (1)</b></p>	<p>The Tunnel by Anthony Brown</p>  <p><b>The Tunnel</b> Anthony Browne</p>	<p>Y2</p> <ul style="list-style-type: none"><li>• Children can write expanded noun phrases e.g. <i>the dark tunnel...the gloomy forest</i></li><li>• Children are able to use the progressive forms of verbs to show past and present tense e.g. <i>the girl ran</i> and <i>the girl is running</i></li><li>• Children can use adverbs in their writing e.g. The girl crawled <i>carefully</i> through the tunnel</li><li>• Children are able to join words and clauses using <i>and, because, but</i> and <i>so</i> e.g. <i>the girl was nervous but she carried on anyway!</i></li><li>• Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</li></ul>	<p>Diary entry</p> <p>Re-telling –narrative</p> <p>Innovating a story</p> <p>Descriptive writing</p> <p>Setting description</p>	<p>Create a new adventure story based around a tunnel of your own choice.</p>
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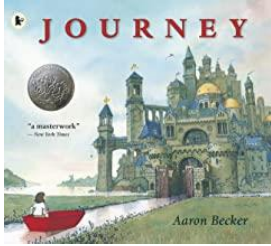
		<p>Y3</p> <ul style="list-style-type: none"><li>• Children can use subordinating conjunctions e.g. <i>when, because, if</i> (The girl felt proud <i>when</i> she entered the tunnel.)</li><li>• Children can express time, place and cause conjunctions e.g. <i>since, so, yet,</i></li><li>• Children express time, place and cause using adverbs e.g. <i>then, next, therefore</i></li><li>• Children express time, place and cause using prepositions e.g. <i>before, after, during</i></li><li>• Children use expanded noun phrases e.g. <i>she walked through the mysterious, dark forest.</i></li><li>• Children use inverted commas for direct speech e.g. <i>'It is so cold and empty in here' whispered the girl</i></li></ul>		
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<p><b>Spring A (1)</b></p>	<p><b>The Journey by Aaron Becker</b></p> 	<p>Y2</p> <ul style="list-style-type: none"> <li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i> e.g. <i>the girl was captured because she knew too much!</i></li> <li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Children know what an adjective is and can use expanded noun phrases e.g. the <i>impressive</i> castle</li> <li>• Children know what a verb is e.g. The impressive castle <i>loomed</i> before her</li> <li>• Children use a capital letter for names of people, places, days of the week and the pronoun 'I'</li> <li>• Children can use subordinating conjunctions e.g. <i>when</i>,</li> </ul>	<p>Setting description</p> <p>Write an adjective poem</p> <p>Explore adding dialogue and speech bubbles to show interactions between characters</p> <p>Use speech conversations to create a script</p> <p>Write a short narrative for the story from one of the character's points of view (1<sup>st</sup> person or 3<sup>rd</sup> person)</p>	<p>Write a narrative sequel to the Journey</p>
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		<p><i>because, if (if the girl hurried, she could make it!)</i></p> <ul style="list-style-type: none"><li>• Children can use apostrophes for possession e.g. <i>the girl's boat</i></li></ul> <p>Y3-</p> <ul style="list-style-type: none"><li>• Children can use adverbs e.g. the cage rattled <i>noisily</i></li><li>• Children can express time, place and cause conjunctions e.g. <i>since, so, yet, (The girl was lonely so she created her own world)</i></li><li>• Children express time, place and cause using adverbs e.g. <i>then, next, therefore</i></li><li>• Children express time, place and cause using prepositions e.g. <i>before, after, during</i></li><li>• Children use expanded noun phrases e.g. <i>glinting, glowing lanterns</i></li></ul>		
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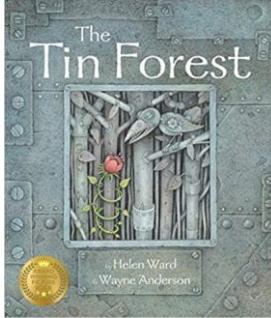
		<ul style="list-style-type: none"><li>• Children can use powerful adjectives in their writing e.g. The <i>glimmering, golden</i> cage</li></ul>		
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<p>Spring A (2)</p>	 <p>The Tin Forest by Helen Ward</p>	<p>Y2</p> <ul style="list-style-type: none"> <li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i></li> <li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark</li> <li>• Children know what a noun is (a person, place, object or feeling)</li> <li>• Children know what an adjective is and can use expanded noun phrases e.g. the <i>exotic</i> jungle</li> <li>• Children know what a verb is e.g. The tiger's eyes were <i>gleaming</i></li> <li>• Children can use apostrophes for possession e.g. <i>the man's book</i></li> </ul> <p>Y3-</p>	<p>Pose and ask questions, discussing and debating issues raised in the text</p> <p>Extend vocabulary to write a poem to describe the old man's dream</p> <p>Explore character, feelings and emotions</p> <p>Write a setting description to describe the Tin Forest (before and after)</p>	<p>Write a setting description to describe the Tin Forest (before and after)</p>
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		<ul style="list-style-type: none"><li>• Children know can use adverbs e.g. The tiger's eyes were gleaming <i>brightly</i>.</li><li>• Children can express time, place and cause conjunctions e.g. <i>since, so, yet, (The old man dreamed of beauty, yet all he had was rubbish!)</i></li><li>• Children express time, place and cause using adverbs e.g. <i>then, next, therefore</i></li><li>• Children express time, place and cause using prepositions e.g. <i>before, after, during (During the night the old man dreamed)</i></li><li>• Children use expanded noun phrases e.g. <i>The cold, metal forest.</i></li><li>• Children can use powerful adjectives in their writing e.g. the <i>delicate</i> flowers...the <i>soothing</i> tiger.</li></ul>		
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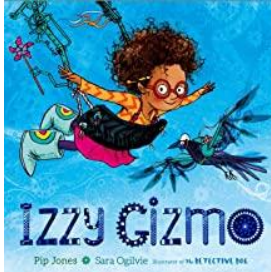




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<p>Spring B</p>	<p>Izzy Gizmo by Pip Jones</p> 	<p>Y2- Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i> e.g. <i>you have to turn the handle firmly, so the pasta flattens out.</i></p> <ul style="list-style-type: none"><li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li><li>• Children are able to use conjunctions of time to explain e.g. <i>first</i> you need to...</li><li>• Children know what an adjective is and can use expanded noun phrases e.g. <i>The amazing Spagsonic Pasta Machine</i></li><li>• Children know what a verb is e.g. you <i>turn</i> the lever</li><li>• Children can use subordinating conjunctions e.g. <i>when</i>,</li></ul>	<p>Verbally explain to another how to use an pasta machine</p> <p>Write instructions Write explanations</p> <p>Write a character description for Izzy</p> <p>Write a description of one of her inventions</p>	<p>Write an explanation for the great Spagsonic Pasta Machine!</p>
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		<p><i>because, if (if you turn the lever the pasta comes out)</i></p> <ul style="list-style-type: none"> <li>• Children can use apostrophes for possession e.g. <i>Izzy's invention</i></li> </ul> <p>Y3-</p> <ul style="list-style-type: none"> <li>• Children can use adverbs e.g. knead the dough <i>firmly</i></li> <li>• Children can express time, place and cause conjunctions e.g. <i>since, so, yet,</i></li> <li>• Children express time, place and cause using adverbs e.g. <i>then, next, therefore (next roll the dough out as flat as you can)</i></li> <li>• Children express time, place and cause using prepositions e.g. <i>before, after, during (before you roll out the dough, you must knead it)</i></li> </ul>		
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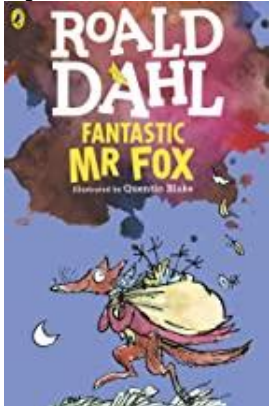
		<ul style="list-style-type: none"><li>• Children use expanded noun phrases e.g. <i>sticky, tacky dough...</i></li></ul>		
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<p><b>Summer A</b></p>	<p><b>Fantastic Mr Fox by Roald Dahl</b></p> 	<p>Y2- Children are able to join words and clauses using <i>and, because, but</i> and <i>so</i> e.g. <i>Mr fox was absolutely terrified, but he still poked his nose out of the burrow.</i></p> <p>Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark.</p> <ul style="list-style-type: none"> <li>• Children know what an adjective is and can use expanded noun phrases e.g. the <i>disgusting</i> Bunce</li> <li>• Children can use different verbs to describe actions e.g. Mr Fox scrambled through the tunnel</li> <li>• Children can use subordinating conjunctions e.g. <i>when, because, if</i> (the trapdoor</li> </ul>	<p>Use hot seating to explore character</p> <p>Write a Character description for Mr Fox, Boggis, Bunce or Bean</p> <p>Write a dialogue between two characters</p> <p>Recount events from 2 different view points e.g. Mr Fox's and Badger's.</p>	<p>Write a newspaper report to cover the events of Fantastic Mr Fox</p>
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		<p><i>opened, when Mr Fox gave it a push)</i></p> <ul style="list-style-type: none"><li>• Children can use apostrophes for possession e.g. <i>Mr Fox's children</i></li><li>• Children use inverted commas to punctuate speech and dialogue</li></ul> <p>Y3-</p> <ul style="list-style-type: none"><li>• Children can use adverbs e.g. Mr Fox crept <i>cautiously</i> out of his burrow</li><li>• Children can express time, place and cause conjunctions e.g. <i>since, so, yet, (the small foxes were exhausted, yet they kept on digging)</i></li><li>• Children express time, place and cause using adverbs e.g. <i>then, next, therefore</i></li><li>• Children express time, place and cause using prepositions e.g. <i>before, after, during (before</i></li></ul>		
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		<p><i>they could feast, they needed to get the food back to Mrs Fox)</i></p> <ul style="list-style-type: none"><li>• Children use expanded noun phrases e.g. <i>sickly, sweet cider</i></li></ul>		
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<p><b>Summer B (1)</b></p>	<p>Zahra (Literacy Shed)</p> 	<p>Y2-</p> <ul style="list-style-type: none"> <li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i></li> <li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Children know what an adjective is and can use expanded noun phrases e.g. vibrant dress...stripy facepaint</li> <li>• To use appropriate adjectives to describe accurately e.g. <i>streaky</i> face paint.</li> <li>• Use coordinating and subordinating conjunctions</li> <li>• To understand and use verbs accurately</li> <li>• To write in past or present tense</li> </ul>	<p>Ask (and write) questions and give statements.</p> <p>character description</p> <p>Learn to write action sentences</p> <p>Write and use drama to reenact speech/ dialogue sentences</p> <p>Narrative opening</p> <p>3rd person narrative</p>	<p>Children write a narrative in 3<sup>rd</sup> person</p>
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		<ul style="list-style-type: none"><li>• Children use inverted commas to punctuate speech and dialogue</li><li>•</li></ul> <p>Y3-</p> <ul style="list-style-type: none"><li>• Children use expanded noun phrases <i>e.g. striking, vibrant face paint</i></li><li>• To write in past and present tense accurately</li><li>• Children can use adverbs <i>e.g. Zahra shuffled watchfully across the ground</i></li><li>• Children can express time, place and cause conjunctions <i>e.g. since, so, yet,</i></li><li>• Children express time, place and cause using adverbs <i>e.g. then, next, therefore</i></li><li>• Children express time, place and cause using prepositions <i>e.g. before, after, during</i></li></ul>		
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		<ul style="list-style-type: none"><li>• Children use inverted commas to punctuate speech and dialogue consistently and accurately in a piece of writing</li></ul>		
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Cycle 1	English Text	Grammar, spelling and punctuation	Learning outcomes	Published Piece
Aut A (1)	<p><b>Hansel and Gretel by Bethan Woollvin</b></p> 	<p>Y2:</p> <ul style="list-style-type: none"> <li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i> e.g. Hansel wanted the sweets <i>because</i> he was so hungry.</li> <li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark</li> <li>• Children know what a noun is (a person, place, object or feeling)</li> <li>• Children know what an adjective is e.g. the <i>sugary</i> sweets.</li> <li>• Children know what a verb is e.g. the children <i>skipped</i> along.</li> <li>• Children can use subordinating conjunctions e.g. <i>when</i>,</li> </ul>	<p>Participate in a performance</p> <p>Retelling the story with twists</p> <p>Character description</p> <p>Writing your own alternative version of the story</p> <p>Writing a play script of the story</p>	<p>Writing and performing own group play scripts</p>



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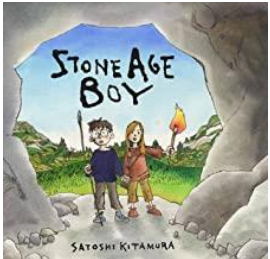
		<p><i>because, if (when Hansel got to the door he turned the handle)</i></p> <p>Y3:</p> <ul style="list-style-type: none"><li>• Children can use powerful adjectives in their writing e.g. the <i>meandering</i> path</li><li>• Children use apostrophes for possession with confidence e.g. the <i>witch's</i> cottage</li><li>• Children use inverted commas for direct speech</li><li>• Children use coordinating conjunctions e.g. <i>or, and, but</i></li><li>• Children use place and cause conjunctions e.g. <i>since, so, yet, therefore</i></li></ul>		
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<p><b>Aut A (2)</b></p>	<p><b>Stone Age Boy by Satoshi Kitamura</b></p> 	<p>Y2-</p> <ul style="list-style-type: none"><li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i></li><li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark</li><li>• Children are able to write in expanded noun phrases</li><li>• Children can use an adjective to describe a noun</li><li>• Children can use suffix <i>-ly</i> to turn adjectives into adverbs e.g. the boy kindly helped the girl.</li><li>• Children can use adverbs to describe verbs in sentences e.g. the boy walked <i>slowly</i> towards the cave.</li><li>• Children know what a verb is and can vary these in their</li></ul>	<p>Character description Narrative writing Information writing Diary Entry</p>	<p>Narrative adapted Stone Age Boy or Girl</p>
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		<p>sentences e.g. the children <i>strolled</i> along.</p> <ul style="list-style-type: none"><li>• Children can use subordinating conjunctions e.g. <i>The boy stopped still, when the girl beckoned him to follow.</i></li><li>• <i>Children use apostrophes for contractions e.g. I'm, he's, she's</i></li></ul>		
		<p>Y3-</p> <ul style="list-style-type: none"><li>• Children can use coordinating conjunctions e.g. They stopped to talk to each other, so that they could understand more.</li><li>• Children can use subordinating conjunctions to vary their sentences e.g. <b>When</b> the boy spotted the cave, he was very excited.</li><li>• Children can write consistently in past and present tense</li><li>• Children can write in paragraphs around a theme</li></ul>		



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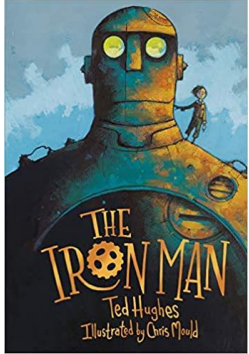
		<ul style="list-style-type: none"><li>• Use apostrophes for possession e.g. the <i>girl's</i> hand shook nervously.</li><li>• Use dialogue punctuation accurately within a narrative</li><li>• Children use prepositions in their writing e.g. <i>Under</i> the silvery moon, the deer walked majestically.</li><li>• Using personal dictionaries, thesaurus and dictionaries</li><li>• Proof reading and revising writing</li></ul>		
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<p><b>Aut B</b></p>	<p><b>The Iron Man by Ted Hughes</b></p> 	<p>Y2-</p> <p>Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i> e.g. <i>The Iron man creaked forward, but he was very slow.</i></p> <ul style="list-style-type: none"> <li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Children are able to use conjunctions of time to explain e.g. <i>Finally</i> he rested.</li> <li>• Children know what an adjective is and can use expanded noun phrases e.g. <i>The empty eyes of the Ironman.</i></li> <li>• Children know what a verb is and use in their writing e.g. his legs <i>creaked</i> and <i>groaned</i>.</li> </ul>	<p>Character description/biography</p> <p>Narrative writing</p> <p>Instructions on how to capture the Ironman</p> <p>Persuasive letter</p>	<p>Persuasive letter</p>
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		<ul style="list-style-type: none"><li>• Children can use apostrophes for possession e.g. <i>The ironman's fist.</i></li><li>• Children use apostrophes for contractions e.g. he's</li></ul> <p>Y3-</p> <ul style="list-style-type: none"><li>• Children can use adverbs e.g. the Ironman walked <i>determinedly</i> towards the boy.</li><li>• Children can use <i>simile</i> e.g. <i>the rusted iron like burnished autumn leaves.</i></li><li>• Children recognise metaphor e.g. <i>His great iron head shaped like a dustbin but as big as a bedroom</i></li><li>• Children can express time, place and cause conjunctions e.g. <i>since, so, yet, (The Ironman edged closer, yet still he couldn't see him)</i></li></ul>		
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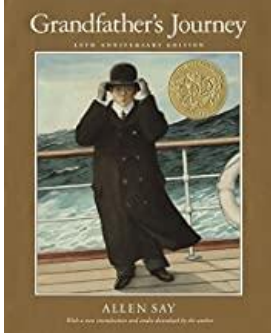
		<ul style="list-style-type: none"><li>• Children express time, place and cause using adverbs e.g. <i>then, next, therefore</i></li><li>• Children express time, place and cause using prepositions e.g. <i>before, after, during</i></li><li>• Children use expanded noun phrases e.g. <i>piercing, dagger-like eyes staring</i></li><li>• Children use commas to separate items in a list e.g. <i>the wary, scared look in his eyes.</i></li><li>• Children begin to organise their writing into paragraphs</li><li>• Proof reading and revising writing</li></ul>		
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<p><b>Spring A (1)</b></p>	<p><b>Grandfather's Journey by Allen Say</b></p> 	<p>Y2-</p> <p>Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and so e.g. <i>The man held tightly onto his hat, so that it didn't fly away.</i></p> <ul style="list-style-type: none"><li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li><li>• Children are able to use conjunctions of time to explain e.g. <i>After that the man visited the...</i></li><li>• Children know what an adjective is and can use expanded noun phrases e.g. <i>The glistening pool of water.</i></li><li>• Children know what a verb is and use in their writing e.g. <i>the water swirled and curled</i></li><li>• Children can use subordinating conjunctions e.g. <i>when</i>,</li></ul>	<p>Character description</p> <p>Setting description</p> <p>Writing letters</p> <p>Writing a recount</p>	<p>Narrative writing piece</p>
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		<p><i>because, if (the boat shook when the waves hit it)</i></p> <ul style="list-style-type: none"><li>• Children can use apostrophes for possession e.g. <i>The man's hat.</i></li><li>• Children use apostrophes for contractions e.g. he's</li></ul> <p>Y3-</p> <ul style="list-style-type: none"><li>• Using -ed past tense to build vocabulary e.g. the man <i>marvelled</i>...the man felt <i>bewildered</i>...the man <i>longed</i> for.</li><li>• Children can use adverbs e.g. the sea rocked <i>gently</i> to and fro that evening.</li><li>• Children can use simile e.g. the water was <i>as still as</i> a sheet of glass.</li><li>• Children can express time, place and cause conjunctions</li></ul>		
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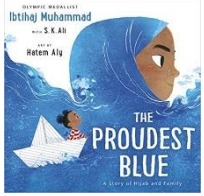
		<p>e.g. <i>since, so, yet, (The man felt so homesick, since he was far from home)</i></p> <ul style="list-style-type: none"><li>• Children express time, place and cause using adverbs e.g. <i>then, next, therefore</i></li><li>• Children express time, place and cause using prepositions e.g. <i>before, after, during (Before his journey the man packed his clothes securely in a trunk).</i></li><li>• Children use expanded noun phrases e.g. <i>thrashing, bashing waves.</i></li><li>• Children use commas to separate items in a list e.g. <i>thrashing, bashing</i></li><li>• Children begin to organise their writing into paragraphs</li><li>• Proof reading and revising writing</li></ul>		
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<p><b>Spring A (2)</b></p>	<p><b>The Proudest Blue by Ibtihaj Muhammad</b></p> 	<p>Y2-</p> <ul style="list-style-type: none"><li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i></li><li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark</li><li>• Children write in expanded noun phrases</li><li>• Children can use an adjective to describe a noun</li><li>• Children can use suffix <i>-ly</i> to turn adjectives into adverbs e.g. the old woman stared <i>miserably</i> at the boy</li><li>• Children can use the progressive form of verbs e.g. <i>she is drumming...he is driving</i></li><li>• Children can use adverbs to describe verbs in sentences e.g. the lion prowled <i>slowly</i> towards the cave.</li></ul>	<p>Articulate and justify answers, arguments and opinions (thinking about the experience of Asiya)</p> <p>Build vocabulary to describe the sea</p> <p>Descriptions of the sea setting (using senses)</p> <p>Retell the story from Asiya's point of view</p>	<p>Write own poem to describe the sea</p>
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		<ul style="list-style-type: none"><li>• Children know what a verb is and can vary these in their sentences e.g. the children <i>shuffled</i> along.</li><li>• <i>Children use apostrophes for contractions e.g. I'm, he's</i></li><li>• Children can recognise a simile e.g. the sea was like a pool a tears</li></ul>		
		Y3- <ul style="list-style-type: none"><li>• Children are able to use simile to describe e.g. the hijab is blue like the bluest sky.</li><li>• Children can use coordinating conjunctions e.g. Faizah wanted a hijab the same as Aishya's, <i>because</i> blue was her favourite colour.</li><li>• Children can use subordinating conjunctions to vary their sentences e.g. Faizah felt proud</li></ul>		



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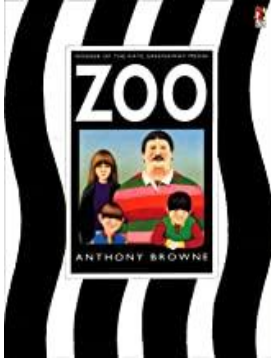
		<p>of Asiya's Hijab, <i>but</i> embarrassed that people didn't understand.</p> <ul style="list-style-type: none"><li>• Children can write consistently in past and present tense</li><li>• Children can write in paragraphs around a theme</li><li>• Children can use apostrophes for possession with confidence e.g. Asiya's hijab</li><li>• Children use prepositions in their writing e.g. the boat travelled <i>through</i> the deep blue</li><li>• Using personal dictionaries, thesaurus and dictionaries</li><li>• Proof reading and revising writing</li></ul>		
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<p><b>Spring B</b></p>	<p><b>Zoo by Anthony Brown</b></p> 	<p>Y2-</p> <ul style="list-style-type: none"> <li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i></li> <li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark</li> <li>• Children write in expanded noun phrases</li> <li>• Children can use an adjective to describe a noun</li> <li>• Children can use suffix -ly to turn adjectives into adverbs e.g. the old woman stared <i>miserably</i> at the boy</li> <li>• Children can use the progressive form of verbs e.g. <i>she is drumming...he is driving</i></li> <li>• Children can use adverbs to describe verbs in sentences e.g. the lion prowled <i>slowly</i> towards the cave.</li> </ul>	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others (thinking about the views, feelings and experiences of dad, the children and mum)</p> <p>Character description built around feelings, beliefs, views and experiences</p> <p>Instructions (how to look after animals)</p> <p>Writing a poem about my Dad inspired by dad in Zoo</p>	<p>Information Booklet (non-chronological report) about animals</p>
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		<ul style="list-style-type: none"><li>• Children know what a verb is and can vary these in their sentences e.g. the children <i>shuffled</i> along.</li><li>• <i>Children use apostrophes for contractions e.g. I'm, he's</i></li></ul>		
		Y3- <ul style="list-style-type: none"><li>• Children can use coordinating conjunctions e.g. Dad always tells me off, <i>because</i> I am the oldest! It is not fair!</li><li>• Children can use subordinating conjunctions to vary their sentences e.g. <i>When</i> Dad argued with the ticket man, I felt embarrassed!</li><li>• Children can write consistently in past and present tense</li><li>• Children can write in paragraphs around a theme</li></ul>		



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		<ul style="list-style-type: none"><li>• Use apostrophes for possession e.g. Dad commented on the tiger's sharp teeth'</li><li>• Use dialogue punctuation consistently within text</li><li>• Children use prepositions in their writing e.g. <i>On</i> top of their heads they wore their monkey hats! The penguins huddled <i>next to</i> the pool</li><li>• Using personal dictionaries, thesaurus and dictionaries</li><li>• Proof reading and revising writing</li></ul>		
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<p><b>Summer (1)</b></p>	<p><b>Arthur and the Golden Rope</b></p> 	<p>Y2-</p> <ul style="list-style-type: none"><li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i></li><li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark</li><li>• Children write in expanded noun phrases e.g. <i>the dangerous wolf</i></li><li>• Children can use an adjective to describe a noun effectively e.g. <i>the glimmering crystal</i>.</li><li>• Children can use suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>wickedly</i></li><li>• Children can use the progressive form of verbs e.g. <i>Arthur is running...he is brave</i>.</li><li>• Children can use adverbs to describe verbs in sentences e.g. <i>the wolf stalked slowly towards Arthur</i>.</li></ul>	<p>Use drama to tell parts of the story</p> <p>Describe character</p> <p>Describe setting</p> <p>Write a powerful opening paragraph</p>	<p>Write a diary entry where Arthur first sees the wolf.</p>
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		<ul style="list-style-type: none"><li>• Children know what a verb is and can vary these in their sentences e.g. Arthur <i>stomped</i> forwards.</li><li>• Children can use adverbs e.g. Arthur stomped <i>angrily</i> forwards.</li></ul> <p>Y3-</p> <ul style="list-style-type: none"><li>• Children can use coordinating conjunctions e.g. <i>because, or, and</i></li><li>• Children can use subordinating conjunctions to vary their sentences e.g. whilst the wolf crept towards him, Arthur thought carefully.</li><li>• Children can write consistently in past and present tense</li><li>• Children can write in paragraphs around a theme</li></ul>		
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		<ul style="list-style-type: none"><li>• Children use prepositions in their writing e.g. <i>in front</i> of his very eyes, the gleaming gem glistened.</li><li>• Using personal dictionaries, thesaurus and dictionaries</li><li>• Proof reading and revising writing</li><li>• Begin to use fronted adverbials in their writing e.g. <i>Bravely Arthur faced the lion, even though his heart was beating frantically in his chest.</i></li></ul>		
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<p><b>Summer A (2)</b></p>	<p>Invasions Unit Literacy Shed</p> 	<p>Y2-</p> <ul style="list-style-type: none"> <li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i></li> <li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark</li> <li>• Children write in expanded noun phrases e.g. <i>glinting, shining ship</i></li> <li>• Children can use an adjective to describe a noun effectively e.g. the <i>shrieking</i> sound</li> <li>• Children can use suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>lonely</i></li> <li>• Children can use adverbs to describe verbs in sentences e.g. the wind was <i>whipping</i> across the land.</li> </ul>	<p>Character description</p> <p>description of a settings</p> <p>Ship log journals</p>	<p>Ships Log Journal</p>
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		<ul style="list-style-type: none"><li>• Children can use adverbs e.g. The sun shone <i>strongly</i> down upon the world</li></ul> <p>Y3-</p> <ul style="list-style-type: none"><li>• Children can use coordinating conjunctions e.g. <i>but, or, and</i> (<i>the alien was frantic and afraid</i>)</li><li>• Children can use subordinating conjunctions to vary their sentences e.g. <i>Although</i> I was very nervous, I still opened the door to my ship.</li><li>• Children can write consistently in past and present tense</li><li>• Children can write in paragraphs around a theme</li><li>• Children use prepositions in their writing e.g. <i>Beneath</i> the swirling dust, an alien stood.</li><li>• Using personal dictionaries, thesaurus and dictionaries</li></ul>		
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		<ul style="list-style-type: none"><li>• Proof reading and revising writing</li><li>• Begin to use fronted adverbials in their writing e.g. <i>Fearsomely, the alien let out a powerful roar!</i></li></ul>		
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<p><b>Summer B</b></p>	<p><b>The Secret Life of Bees by Moira Butterfield</b></p> 	<p>Y2-</p> <ul style="list-style-type: none"> <li>• Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i></li> <li>• Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark</li> <li>• Children can use an adjective to describe a noun effectively e.g. the <i>flickering</i> wings of the bee.</li> <li>• Children can use adverbs to describe verbs in sentences e.g. the bees flying <i>furiously</i> towards the hive.</li> </ul> <p>Y3-</p> <ul style="list-style-type: none"> <li>• Children can use coordinating conjunctions e.g. <i>but</i>, <i>or</i>, <i>and</i> (<i>I would like to keep my honey or why should I make it?</i>)</li> </ul>	<p>Poems Letter from the bee Retelling a story Information writing about bees</p>	<p>Information writing about bees</p>
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		<ul style="list-style-type: none"><li>• Children can use subordinating conjunctions to vary their sentences e.g. <i>Unless</i> we look after our bees we will have no food to eat!</li><li>• Children can write consistently in past and present tense</li><li>• Children can write in paragraphs around a theme</li><li>• Children use prepositions in their writing e.g. <i>Within</i> the beehive the worker bees look after their queen.</li><li>• Using personal dictionaries, thesaurus and dictionaries</li><li>• Proof reading and revising writing</li></ul>		
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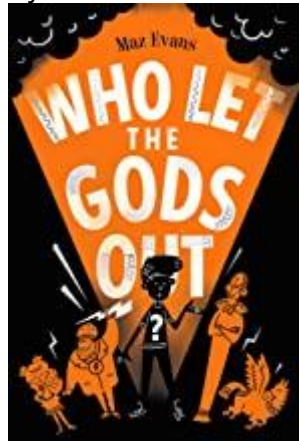


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### Class 3 (Year 4, 5 and 6)

Cycle A				
Term	Quality Text	Grammar, spelling and punctuation	Writing Outcomes	Published Piece
Autumn A/B	Who Let the God's Out by Maz Evans 	Fronted Adverbials (All) e.g. <i><b>Flickering like lightning</b>, the            daemon eyes stared intensely            forward.</i>  Pronoun or noun (All)  Tenses (All) e.g. <i>present perfect            tense: they <b>had been</b> here            before.</i>  Expanded noun phrases (All) e.g. <i>The <b>jutting, jagged</b> rocks            emerged from the mist-covered            land.</i>	Descriptive writing. Figurative Language use. Press release. Explore sentence construction and the impact clauses have	Third Person Narrative  Newspaper article



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		<p>Paragraphs (All)</p> <p>Inverted commas (All)</p> <p>Synonyms and antonyms (Yr 6) e.g. instead of <b>scary</b> eyes: <b>fear-invoking, petrifying, terrifying.</b></p> <p>Linking paragraphs using adverbials (Yr 5/6) e.g. <b>Eventually, finally</b></p> <p>Using commas to clarify meaning (Yr 5/6)</p> <p>Modifying prepositional phrases (All) e.g. <i>the goddess's robes,</i> <b>with glimmering jewels,</b> <i>cascaded down her body.</i></p> <p>Cohesion within paragraphs (Yr 5/6)</p>		
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<p>Autumn B (1 week mini project)</p>	<p>Christmas Recipe Writing</p> 	<p>Layout devices (All) e.g. Headings and subheadings, introductory sentence to draw the reader in.</p> <p>Use of imperative verbs e.g. <i>whisk, mix, combine</i></p> <p>Use of adverbs, prepositions and conjunctions to add detail e.g. <b>Gently</b> sift the flour <b>into</b> the bowl, <b>so</b> that it is fine and easy to mix.</p> <p>Fronted Adverbials (All) e.g. <b>Licking my lips</b>, I readied myself to taste the enticing biscuit.</p> <p>Linking paragraphs using adverbials (Yr 5/6)</p>	<p>Descriptive writing Recipe</p>	<p>Instructions</p>
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		Using modal verbs to indicate possibility (Yr 5/6) e.g. <i>This <b>may</b> be the tastiest biscuit that has ever passed my lips!</i>		
Spring A	<p>Kensuke's Kingdom by Michael Morpurgo</p> 	<p>Modal Verbs (All) e.g. <i>Michael wondered if he <b>would</b> make it out alive...</i></p> <p>Subordinate clause (All) e.g. <i>he reached out for the ball, <b>grasping it desperately.</b></i></p> <p>Relative Clauses (5/6) e.g. <i>Footsteps, <b>which were imprinted in the soft sand,</b> provided a clue that he was not alone on the island.</i></p> <p>Determiners (All)</p>	<p>Motif poetry Tanka Poem Precise text in a timeline To use figurative language</p>	<p>Narrative Haiku Poem</p>



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		<p>Cohesion across paragraphs(Yr 6)</p> <p>Parenthesis (Yr 5/6) e.g. <i>The leaves rustled (<b>making me nervous</b>), but I continued on.</i></p> <p>Hyphens (Yr 6) e.g. <i>the <b>beautiful-looking</b> plants surrounded me.</i></p> <p>Semi-colons, colons and dashes (Yr 6)</p> <p><i>Michael was intrigued; he carried on stalking his way through the bushes.</i></p> <p>Use of short sentences to create effect e.g. <b>Disheartened. Desperate. Despondent.</b> <i>Michael thought of his lost family.</i></p>		
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		Use of ellipsis e.g: For suspense or to show the trailing off of thought: <i>He wondered what lay ahead of him...</i>		
Spring B	Macbeth Literacy Shed 	Pronoun and nouns (All)  Parenthesis (Yr 5/6) e.g. <i>She scrubbed at her hands - <b>muttering manically under her breath</b>- even though nothing was there!</i>  Formal and informal language and writing (Yr 6)  Using the passive (Yr 6) e.g. <i>Looking like an innocent flower, she charged onward.</i>  Apostrophes (All)	Letter. Sequencing events. Identifying and writing features in a balanced argument. Make predictions. Persuasive techniques.	Newspaper. Balanced argument.

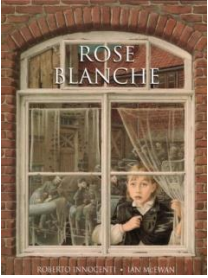




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		<p>Informal and formal speech (Yr 6) e.g.</p> <p><i>Formal: I ask you to consider my proposal.</i></p> <p><i>Informal: What do you think of this?</i></p> <p>Standard English verb inflections (All) e.g. <i>were-was, did-done</i></p>		
<p>Summer A</p>	<p>Rose Blanche by Roberto Innocenti</p> 	<p>Relative Clauses (Yr 5/6) e.g. <i>The girl, <b>who was staring mournfully out of the window</b>, reached out her hand.</i></p> <p>Paragraphs (All)</p> <p>Synonyms (All) e.g. <i>scared= petrified, terrified, fearful.</i></p>	<p>Techniques to build tension and suspense in writing. To use figurative language To make predictions Journey mapping. Emotive poem.</p>	<p>Setting description. Internal monologue. Diary entry</p>



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		<p>Repetition for effect e.g. <i>Baffled, bemused, befuddled. I continued to look my fill.</i></p> <p>Use of ellipsis e.g: for suspense or to show the trailing off of thought: <i>I wondered if I would ever feel like myself again...</i></p> <p>Tenses (All) First person past tense e.g. <i>I thought to myself...this isn't right!</i></p> <p>Parenthesis (Yr 5/6) e.g. <i>Rose <b>(with her hands shaking like a leaf)</b> entered the looming forest.</i></p> <p>Formal and informal language (Yr 6) e.g. <i>Formal: The situation</i></p>		
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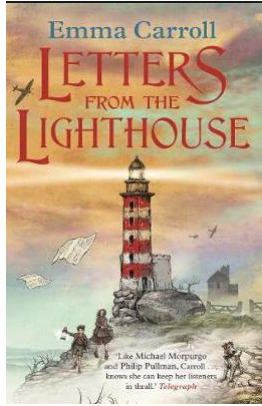
		<p><i>was becoming increasingly concerning</i></p> <p><i>Informal: Things were getting out of hand.</i></p> <p>Pronouns (All)</p> <p>Commas to clarify meaning (Yr 5/6) .g. 'Bill claims Joe is the best bowler in the team' or 'Bill, claims Joe, is the best bowler in the team.'</p> <p>Plural and possessive 's' (All) e.g.</p> <p><i>Plural 's'- The <b>boys</b>' hands gripped the railings.</i></p> <p>Standard English Verb Inflections (All) e.g. walk- walking or stand- standing</p>		
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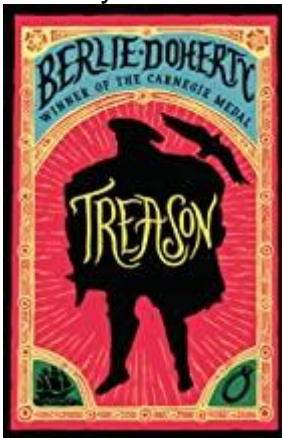
<p>Summer B</p>	<p>Letters from the Lighthouse by Emma Carroll</p> 	<p>Use of dialogue to convey character</p> <p>Using the passive voice (Yr 6) <i>e.g. a beautiful letter had been written by someone.</i></p> <p>Hyphens (Yr 6) <i>e.g. This place had <b>little-town</b> charm!</i></p> <p>Plural and possessive 's' (All) <i>e.g. plural 's'- The <b>boys'</b> hands gripped the railings.</i></p> <p>Tenses (All) <i>e.g. past progressive: They <b>were walking</b> steadily</i></p>	<p>Write a missing person's report. Write a descriptive recount. Persuasive letters. Poetry.</p>	<p>A persuasive letter A poem</p>
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Cycle B				
Term	Quality Text	Grammar, spelling and punctuation	Writing Outcomes	Published Piece
Autumn A	Treason by Berlie Doherty 	<p>Write dialogue and punctuate accurately (All)</p> <p>Use dialogue to advance the action of a narrative (Y5/6) e.g. <i>Everyone had started to yell simultaneously and the noise was ballooning out of control, "ENOUGH!" mum roared with surprising ferocity. "Put that spanner back and sit down, NOW!"</i></p> <p>Use a colon to introduce a list and to punctuate bullet points accurately. (All)</p> <p>First person (All) e.g. <i>I trundled on slowly; it was all looking</i></p>	Character description. Setting description. Prediction. Diary entry. Narrative story	Diary. Narrative Story.



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		<p><i>decidedly bleak for me...What might I do? Where might I go?</i></p> <p>Synonyms and Antonyms (Yr 6) e.g. <i>instead of a 'sad day' it could be a 'bleak day'.</i></p> <p>Pronoun or noun (All)</p> <p>Fronted adverbials (All) e.g. <b><i>Stumbling along blindly, I reached out for that wretched door handle.</i></b></p> <p>Formal and Informal Writing (Yr 6) e.g.</p> <p><i>Formal: The situation was becoming increasingly concerning</i></p>		
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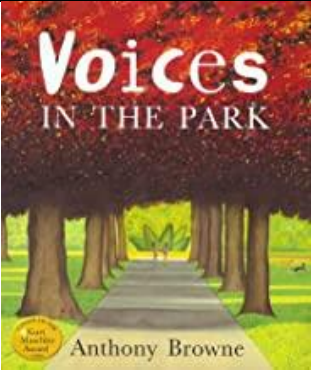

		<p><i>Informal: Things were getting out of hand.</i></p> <p>Expanded Noun Phrases (All) e.g. 'I crawled along the <b>dank, decaying</b> passageway.'</p> <p>Prepositional Phrases (All) e.g. <i>under the table, out of sight.</i></p> <p>Cohesion within Paragraphs (Yr 5/6)</p>		
Autumn B	Voices in the Park by Anthony Brown	<p>Using commas to clarify meaning (All) e.g. 'Bill claims Joe is the best bowler in the team' or 'Bill, claims Joe, is the best bowler in the team.'</p> <p>Paragraphs (All).</p> <p>Inverted Commas (All).</p>	<p>Poem. Descriptive language. Character description Setting Description. Book recommendation.</p>	<p>Poem. Narrative Story.</p>



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		<p>e.g. <i>"Help me! I cannot remember where I left my door key," pleaded Joe.</i></p>		
<p>Autumn B (1 week mini project)</p>	<p>Brownie Trees</p> 	<p>Layout devices (All) e.g. Headings and subheadings, introductory sentence to draw the reader in.</p> <p>Use of imperative verbs e.g. <i>whisk, mix, combine</i></p> <p>Use of adverbs, prepositions and conjunctions to add detail e.g. <b><i>Gently sift the flour into the</i></b></p>	<p>Recipe (instructional). Descriptive paragraph.</p>	<p>Recipe</p>





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		<p><i>bowl, <b>so</b> that it is fine and easy to mix.</i></p> <p>Modal verbs to indicate possibility (All) e.g. <i>you <b>could</b> use chocolate or rainbow sprinkles to decorate your biscuits.</i></p> <p>Semi-colons, colons and dashes (Yr 6) Crack the egg-<b>on the side of the bowl</b>-being careful not to get shell in your recipe.</p>		
Spring A	Day of the Dead (Literacy Shed)	<p>Using the passive (Yr 6) e.g. <i>the floats were followed by the crowds.</i></p> <p>Commas/brackets/ dashes to indicate parenthesis (Yr 5/6) e.g. <i>Decorated garlands, <b>made from</b></i></p>	<p>Setting description. Information leaflet. Diary extract</p>	Information leaflet



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		<p><i>exotic blooms, hung around their necks.</i></p> <p>Relative Clause (Yr 5/6) e.g. <i>The musicians, <b>who were mesmerising in their intensity</b>, had the crowd transfixed.</i></p> <p>Determiners (All).</p> <p>Tenses (All) e.g. present progressive: <i>They <b>were strumming</b> gentle on their guitars.</i></p> <p>Linking paragraphs using adverbials (Yr 5/6)</p>		
Spring B	Edward Tulane by Kate DiCamillo	Hyphens (Yr 5/6).	Dream description. Setting Description. Missing Person advert.	Rewrite a fairy tale. Letter



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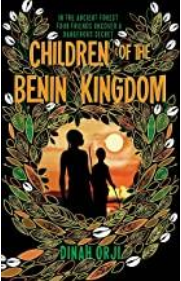
		<p>Cohesion across paragraphs (Yr 6) e.g. <b>eventually, finally</b></p> <p>Standard English Verb Inflections (All) e.g. <b>was-were</b></p> <p>Inverted Commas (All).</p> <p>Formal and informal speech (All) <i>Formal: Edward addressed his audience proudly, attempting to convey his message. Informal: Edward told everyone what he wanted.</i></p> <p>Plural and Possessive's' (All) e.g. <i>Edward's ruby red jacket</i></p>		
<p>Summer A</p>	<p>Children of the Kingdom of Benin by Dinah Orji</p>	<p>Apostrophes (All) e.g. <i>apostrophes for missions: <b>wouldn't</b> and possession: <b>boy's spear.</b></i></p>	<p>Diary entry Setting description Personal account</p>	<p>Letter from father to future daughter. Narrative from another perspective.</p>



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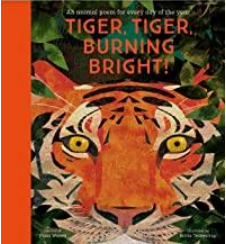
		<p>Fronted Adverbials (All) e.g. <b><i>Ambling slowly</i></b>, he continued <i>on his pathway through the forest.</i></p> <p>Pronoun or noun (All)</p> <p>Synonyms and antonyms (Yr 6) <i>e.g. use of antonym 'horrendous' to show how the situation has changed from previously 'harmonious'.</i></p> <p>Relative clause (Yr 5/6)</p> <p><i>The pathway, <b>which weaved precariously</b>, brought them to an open clearing.</i></p>		
<p>Summer B</p>	<p>Tiger, Tiger Burning Bright (poems) by Fiona Waters</p>	<p>Expanded noun phrases (All)</p> <p><i>e.g. use of simile: The Tiger's <b>striking</b> eyes, flashed like</i></p>	<p>Review Figurative language</p>	<p>Poetry</p>



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		<p><i>streaks of lightning across a <b>barren</b> sky.</i></p> <p><i>Use of personification: The <b>towering</b> trees, reached out their branches towards him.</i></p> <p>Pathetic Fallacy e.g. <i>the raindrops <b>wept</b> around her.</i> (Y6)</p> <p>Using commas to clarify meaning (Yr 5/6)</p> <p>Semi-colons, colons and dashes (Yr 6) e.g. <i>a coat of beautiful, bold slashes-<b>of which I longed to touch-</b> was just out of my reach</i></p>		
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Cycle C				
Term	Quality Text	Grammar, spelling and punctuation	Writing Outcomes	Published Piece
Autumn A	Secrets of a Sun King by Emma Carol 	Inverted commas (All) <i>"I feel so lost!" the boy uttered forlornly. "Well, you must find a solution!" he reasoned with himself.</i>  Dashes, colons and semi-colons (Yr 6) <i>Please be advised as to what we discovered:</i> <ul style="list-style-type: none"> <li>• <i>Ancient golden orbs the size of my fist</i></li> <li>• <i>Gemstones- so huge that they I couldn't hold one</i></li> </ul> Parenthesis (Yr 5/6) e.g. <i>It was so immense- this shard of golden light-</i>	Newspaper report Persuasive letter Poem Narrative Diary entry	Narrative Newspaper report



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		<p><i>that it dominated my vision.</i></p> <p>Apostrophes (All) <i>He's genuinely the wealthiest person I know.</i></p> <p>Plural and possessive s (All) e.g. possessive s: <i>it was the king's chamber</i></p> <p>Paragraphs (All) Formal and informal writing (Yr 6) Fronted Adverbials (All) e.g. <i>With his eyes darting nervously around, the boy edged ever further forward.</i></p> <p>Tenses (All) e.g. <i>Past progressive: They <b>were walking</b> steadily</i></p>		
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		<p>Pronouns or nouns (All) <i>e.g. use of he/she, me/you</i></p> <p>Relative Clauses (Yr 5/6) <i>e.g. The ancient artefacts, <b>which were partially hidden from view</b>, glinted quietly through the cragged rocks.</i></p> <p>Expanded noun phrases (All) <i>A <b>pasty, haunted</b> face came into view.</i></p> <p>Linking paragraphs using adverbials (Yr 5/6) <i>e.g. nearby, later</i></p> <p>Repetition for effect e.g. <i>It was <b>more ominous, more dark, more deadly</b>, than anything she had ever encountered.</i></p>		
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		<p>Use of short sentences to create effect e.g. <b>Deeper. Denser. Darker.</b> <i>The bitter forest appeared to consume all the life around it.</i></p> <p>Use of ellipsis e.g: For suspense or to show the trailing off of thought: <i>I wondered what the tomb would look like inside...</i></p>		
<p>Autumn B (1 week mini project)</p>	<p>Christmas recipe writing. Traditional Christmas cakes.</p> 	<p>Layout devices (All) e.g. Headings and subheadings, introductory sentence to draw the reader in.</p> <p>Use of imperative verbs e.g. <i>whisk, mix, combine</i></p>	<p>Recipe (instructional). Descriptive paragraph.</p>	<p>Recipe</p>



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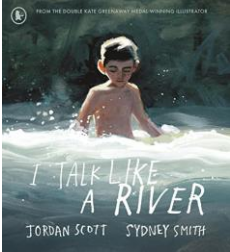
		<p>Use of adverbs, prepositions and conjunctions to add detail e.g. <b>Gently</b> sift the flour <b>into</b> the bowl, <b>so</b> that it is fine and easy to mix.</p> <p>Plural and possessive s (All) <i>Share your partner's equipment.</i></p> <p>Apostrophes (All) e.g. <b>we're</b> convinced that you will adore the way these taste sensations feel as you savour them slowly.</p> <p>Hyphens (Yr 6) e.g. <i>Tongue- tingling cakes</i> <i>Mouth-watering biscuits</i></p>		
Spring A	I Talk Like a River	<p>Similes and metaphors e.g. shimmering <b>like</b> a mirror.</p>	<p>Poetry writing Using senses in descriptive writing</p>	Haiku river poem



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**Respect, Motivation, Perseverance, Kindness, Pride, Cooperation**


		<p>Personification e.g. <i>the river meanders, like <b>crooked fingers</b>.</i></p> <p>Fronted adverbial (Y4) e.g. <i>Sauntering slowly along, the river travelled onwards.</i></p> <p>Expanded noun phrases (Y4) e.g. <b>dismal, dark water.</b></p> <p>Using commas to clarify meaning (All) e.g. <i>'Bill claims Joe is the best bowler in the team' or 'Bill, claims Joe, is the best bowler in the team.'</i></p> <p>Paragraphs (Yr All)</p>	<p>Describing character Integrating speech</p>	
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		<p>Use devices to build cohesion (Y5)</p> <p>Children link ideas across paragraphs using a wider range of cohesive devices (Y6)</p> <p>Use of passive voice (Y6) e.g <i>Nearly bursting its banks, the river surged forward.</i></p>		
Spring B	<p>Cosmic by Frank Cottrell- Boyce</p> 	<p>Modal verbs to indicate possibility (Yr 5/6) e.g. <i>Might this be the only way they could succeed?</i></p> <p>Formal and informal speech (All)</p> <p><i>Formal: Liam addressed his audience proudly,</i></p>	<p>Descriptive writing. Using dialogue to progress action. Character descriptions. Use of layout devices. Exciting sentence openers.</p>	<p>Narrative Chapter. Itinerary. Persuasive letter.</p>



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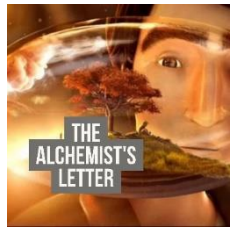
		<p><i>attempting to convey his message.</i></p> <p><i>Informal: Liam told everyone what he wanted.</i></p> <p>Pronouns or nouns (All) <i>e.g. use of he/she, me/you</i></p> <p>Determiners (All) e.g. <i>Quantifier: Do you want to travel in <b>this</b> rocket?</i> <i>Definite Article: It was <b>the</b> best space suit.</i> <i>Indefinite Article: It was <b>an</b> expensive suit.</i> <i>Demonstrative: They wanted <b>all</b> the cake.</i> <i>Possessive: Which one was <b>his</b> rocket?</i></p> <p>Standard English verb inflections (All) e.g. <i>past</i></p>		
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		<p><i>tense –ed or –er/est to compare.</i></p> <p>Use of conjunctive adverbs e.g. <b>however, consequently</b></p>		
Summer A	<p>The Alchemist's Letter</p> 	<p>Use of expanded noun phrases to describe e.g. <i>the <b>bold, brassy</b> looking gears of the <b>monstrous</b> machine.</i></p> <p>Use of simile and metaphor e.g. <i>The <b>jagged mountain of metal</b> shot upwards to towards to sky.</i></p> <p>Pathetic Fallacy e.g. <i>the raindrops <b>wept</b> around her.</i> (Y6)</p> <p>Symbolism as figurative language. (Y6)</p>	<p>Character description. Setting description.</p>	<p>Third person narrative Letter</p>



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		<p>Persuasive language e.g <i>use of modal verbs to create urgency and authority: <b>must, should, ought</b></i></p> <p>Semi colons and dashes (Yr 6) e.g. <i>The girl approached the towering, monstrous machine; she felt her resolve stutter, but she continued on regardless.</i></p> <p>Formal writing (All) Formal: <i>It is my sincerest belief that you should consider my heartfelt plea, giving it due consideration as is deserving of this case.</i></p>		
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		<p>Commas to clarify meaning (Yr 5/6) e.g. <i>He sprang to his feet quickly, realising that someone was at the door.</i> <i>He sprang to his feet, quickly realising that someone was at the door.</i></p> <p>Paragraphs (Yr All)</p> <p>Inverted commas (All) "I'm hungry", the girl pitifully complained. "Well you must find yourself something to eat them", the man asserted.</p> <p>Using the passive (Yr 6) <i>The problem was considered carefully by them.</i></p>		
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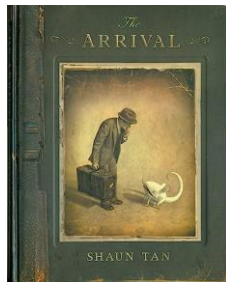




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		Cohesion across paragraphs (Yr 6)		
Summer B	<p>The Arrival by Shaun Tan</p> 	<p>Relative clauses (Y5/6) e.g. <i>The creature, <b>who had twisted talons</b>, built to torture its prey.</i></p> <p>Fronted Adverbials (All) e.g. <i>Twirling in front of his eyes, the twisted, tangled vines reached out.</i></p> <p>Expanded noun phrases (All) e.g. <i>The <b>decaying, rancid</b> creature</i></p> <p>Synonyms and antonyms (Yr 6) e.g. <i>use of antonym 'horrendous' to show how the situation has changed</i></p>	<p>Journal entry Flash back Narrative Detailed descriptions</p>	<p>Journal entry</p>



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		<p><i>from previously 'harmonious'.</i></p> <p>Use of short sentences to create effect e.g. <b>Dark. Destructive. Demented.</b> <i>The creature cast out its eerie wail.</i></p> <p>Use of ellipsis e.g: For suspense or to show the trailing off of thought: <i>She pondered on what the creature had in store for her...</i></p>		
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