Respect, Believe, Achieve

Overchurch Junior School

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English Vehicle Text and Writing Outcome	A Story Like the Wind by Gill Lewis	On The Origin of Species by Sabina Radeva	Rose Blanche by Ian McEwan & Roberto Innocenti	Hansel & Gretel by Neil Gaiman & Lorenzo Mattotti	Shackleton's Journey by William Grill	Wolves

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Punctuation and Grammar elements covered	Expanded noun phrases to convey complicated information concisely Use commas to clarify meaning or avoid ambiguity in writing to enhance meaning Use hyphens to avoid ambiguity and to enhance meaning Use brackets, dashes or commas to indicate parenthesis and to enhance meaning Use semicolons, colons or dashes to mark boundaries between independent clauses Recap speech punctuation for direct and reported speech Any other gaps identified during independent writing	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing The difference between structures typical of informal speech and structures appropriate to formal Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Any other gaps identified during independent writing	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and write The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses Any other gaps identified during independent writing	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone The difference between structures typical of informal speech and structures appropriate to formal speech in writing The use of the subjunctive form in some very formal speech and writing. Wish – if I were… Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity Any other gaps identified during independent writing	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use of the passive to affect the presentation of information in a sentence Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses Any other gaps identified during independent writing	Understand how words are related by meaning as synonyms and Antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Any other gaps identified during independent writing

Spellings to be taught

1. Challenge Words
2. Challenge Words
3. Challenge Words
4. Challenge Words
5. Challenge Words
6. Challenge Words
7. Challenge Words
8. Challenge Words
9. Challenge Words
10. Challenge Words
11. Spelling Rules: Words with the short vowel sound /i/ spelled y
12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.
13. Spelling Rules: Adding the prefix '-over' to verbs.
14. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'
15. Spelling Rules: Words which can be nouns and verbs.
16. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'
17. Spelling Rules: Words with a 'soft c' spelled /ce/.
18. Spelling Rules: Prefix dis, un, over, im.   Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite
19. Spelling Rules: Words with the /f/ sound spelled ph.
20. Spelling Rules: Words with origins in other countries
21. Spelling Rules: Words with unstressed vowel sounds.
22. Spelling Rules: Words with endings /shuhl/ after a vowel letter.
23. Spelling Rules: Words with endings /shuhl/ after a consonant letter.
24. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.
25. Spelling Rules: Words ending in '-ably.'
26. Spelling Rules: Words ending in '-ible'
27. Spelling Rules: Adding the suffix '-ibly' to create an adverb.
28. Spelling Rules: Changing '-ent' to '–ence.'
29. Spelling Rules: -er, -or, -ar at the end of words.
30. Spelling Rules: Adverbs synonymous with determination.
31. Spelling Rules: Adjectives to describe settings
32. Spelling Rules: Vocabulary to describe feelings.
33. Spelling Rules: Adjectives to describe character
34. Grammar Vocabulary
35. Grammar Vocabulary
36. Mathematical Vocabulary