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| **Boyton Writing/ Reading Overview** **Chestnuts Y3,4,5,6 Cycle B** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Main theme** | **Community** | **Legends and folklore** | **Mystery and Truth** | **Belonging and Equality** | **A sense of place** | **Pride and Courage** |
| **Writing Root / Spelling Seed text** | The Midnight Panther(Whole school unit) | The Mermaid of Zennor Charles Causley (3 weeks) | The Whale Ethan and Vita Murrow (3 weeks) | The Lost Thing Shaun Tan ( 3 weeks) | Leila and the Blue FoxKiran Millwood Hargrave ( 3 weeks) | The Man Who Walked Between the Towers Mordicai Gerstein ( 2+ weeks) |
| ***Outcomes*** | *Reports, poems, summaries,**letters of advice, badges, a section of dialogue,**a bid, an own version narrative / narrative**from an alternate perspective* | *Own version legends Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue* | *Film pitches Reported speeches, speech and thought bubbles, descriptions, recounts in role, letters to a newspaper editor* | *Own version narratives**Diaries, formal letters,**adverts, character and setting**descriptions, reports* | *Extended blog entry Poetry, informal messages, formal letters, short information texts, diary entries, narrative / action scenes, tweets* | *Biographies/**autobiographies**Information writing (Wikipedia pages),**letters of advice (formal), interviews, news report,* *persuasive speeches* |
| ***Year 3 /4 skills*** | * *Extending the range of sentences with more than one clause by using a wider range of*
* *conjunctions, including when, if, because, although*
* *Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*
* *Using conjunctions, adverbs and prepositions to express time and cause*
* *Use commas after fronted adverbials*
* *Directed speech*
 | * *Extend the range of sentences with more than one clause by using a wider range of conjunctions*
* *Use the present perfect form of verbs in contrast to the past tense*
* *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*
* *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*
* *Use conjunctions, adverbs and prepositions to express time and cause*
* *Use commas after fronted adverbials*
* *Indicate possession by using the possessive apostrophe with plural nouns*
* *Use and punctuate direct speech*
* *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition*
 | * *Extend the range of sentences with more than one clause by using a wider range of conjunctions*
* *Adverbials of time*
* *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*
* *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*
* *Use conjunctions, adverbs and prepositions to express time and cause*
* *Use commas after fronted adverbials*
* *Indicate possession by using the possessive apostrophe with plural nouns*
* *Use and punctuate direct speech*
* *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition*
 | * *Extend the range of sentences with more than one clause by using a wider range of conjunctions*
* *Adverbials of time*
* *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*
* *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*
* *Use conjunctions, adverbs and prepositions to express time and cause*
* *Indicating degrees of possibility using adverbs/ modal verbs*
* *Use commas after fronted adverbials*
* *Indicate possession by using the possessive apostrophe with plural nouns*
* *Use and punctuate direct speech*
* *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition*
 | * *Extend the range of sentences with more than one clause by using a wider range of conjunctions*
* *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*
* *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*
* *Use conjunctions, adverbs and prepositions to express time and cause*
* *Use commas after fronted adverbials*
* *Indicate possession by using the possessive apostrophe with plural nouns*
* *Use and punctuate direct speech*
* *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition*
 | * *Extend the range of sentences with more than one clause by using a wider range of conjunctions*
* *Use the present perfect form of verbs in contrast to the past tense*
* *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*
* *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*
* *Use conjunctions, adverbs and prepositions to express time and cause*
* *Use commas after fronted adverbials*
* *Indicate possession by using the possessive apostrophe with plural nouns*
* *Use and punctuate direct speech*
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| ***Year 5 /6 skills*** | *Recognising vocabulary and structures that are appropriate for formal speech and writing,**including subjunctive forms**• Using expanded noun phrases to convey complicated information concisely**• Using modal verbs or adverbs to indicate degrees of possibility**• Using relative clauses or implied (ie omitted) relative pronoun* | *• Recognising vocabulary and structures that are appropriate for formal speech and writing,**including subjunctive forms**• Using passive verbs to affect the presentation of information in a sentence**• Using expanded noun phrases to convey complicated information concisely**• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative**pronoun**• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for**example, might, should, will, must]**• Use of commas to clarify meaning or avoid ambiguity**• Using brackets, dashes or commas to indicate parenthesis* | *Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative**pronoun**• Indicating degrees of possibility using adverbs* *• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]**• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example,**nearby] and number [for example, secondly] or tense choices [for example, he had seen her**before]**• Brackets, dashes or commas to indicate parenthesis**• Use of commas to clarify meaning or avoid ambiguity**• Use of expanded noun phrases to convey complicated information concisely**• The difference between structures typical of informal speech and structures appropriate for**formal speech and writing*  | *Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)**• The difference between vocabulary typical of informal speech and vocabulary appropriate for**formal speech and* *• Indicating degrees of possibility using adverbs/ modal verbs**• The use of subjunctive forms* *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative**pronoun**• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or**phrase, grammatical connections, e.g. adverbials**• Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after**the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted,**“Sit down!”**• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure**text]* | *• Using expanded noun phrases to convey complicated information concisely**• Using modal verbs or adverbs to indicate degrees of possibility**• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative**pronoun**• Use of commas to clarify meaning or avoid ambiguity**• The difference between vocabulary typical of informal speech and vocabulary appropriate for**formal speech and writing**• The difference between structures typical of informal speech and structures appropriate for**formal speech and writing [for example, the use of question tags* *• How words are related by meaning as synonyms and antonyms* *• Use of the passive to affect the presentation of information in a sentence* *• Linking ideas across paragraphs using a wider range of cohesive devices:* *• Use of the semi-colon, colon and dash to mark the boundary between independent clauses*  | *• Recognising vocabulary and structures that are appropriate for formal speech and writing,**including subjunctive forms**• Using passive verbs to affect the presentation of information in a sentence**• Using expanded noun phrases to convey complicated information concisely**• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative**pronoun**• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for**example, might, should, will, must]**• Use of commas to clarify meaning or avoid ambiguity**• Using brackets, dashes or commas to indicate parenthesis* |
| **Literacy Leaf text** | The Poet’s Dog (3 weeks)  | Annie Lumsden, The Girl from the Sea David Almond (3+ weeks) | Overheard in a Tower Block Joseph Coelho (2 weeks) |  The WonderlingMira Bartok (3 weeks) | When the Stars Come Out Nicola Edwards( 3 weeks) | Me, My Dad and the End of the Rainbow Benjamin Dean ( 3 weeks) |
| **Writing Root / Spelling Seed text** | The Matchbox Diary Paul Fleischman (3weeks) | The Selfish Giant Oscar Wilde ( 3 weeks) | High Rise Mystery Sharna Jackson (3 weeks) | Freedom Bird Jerdine Nolen (3 weeks) | The Island Armin Greder(3 weeks) | The Tempest William Shakespeare ( 3 weeks)  |
| ***Outcomes*** | *Biography Dialogue, diary entries, retelling (oral dictation), mini-autobiography, fact files* | *Own version narratives about kindness. Letters, first person recounts, diaries,**letters, posters, reports* | *Extended stories**Character & setting**descriptions, police &**newspaper report, dialogue,**persuasive letters* | *Biographies Non-narrative, poems, explanations, dialogue,**postcards, letters of advice, descriptions,* *recounts, narrative**poems* | *Sequel**Welcome guides, descriptions, letters**of advice, diary entries, imagined**conversations* | *Playscripts Setting descriptions, character descriptions, diaries, dialogue*  |
| ***Y3 /4 skills*** | *• Extending the range of sentences with more than one clause by using a wider range of**conjunctions, including when, if, because, although**• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition**• Using conjunctions, adverbs and prepositions to express time and cause**• Using fronted adverbials* | *• Expressing time, place and cause using conjunctions* *• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition**• Fronted adverbials [for example, Later that day, I heard the bad news.]**• Use of paragraphs to organise ideas around a theme**• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid**repetition**• Use of inverted commas and other punctuation to indicate direct speech**• Use of commas after fronted adverbials**• Introduction to inverted commas to punctuate direct speech* | *• Expressing time, place and cause using conjunctions**• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition**• Fronted adverbials [for example, Later that day, I heard the bad news.]**• Use of paragraphs to organise ideas around a theme**• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid**repetition**• Use of inverted commas and other punctuation to indicate direct speech**• Use of commas after fronted adverbials**• Introduction to inverted commas to punctuate direct speech* | *• Extending the range of sentences with more than one clause by using a wider range of**conjunctions, including when, if, because, although**• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition**• Using conjunctions, adverbs and prepositions to express time and cause**• Using fronted adverbials** *Using expanded noun phrases effectively*
 | *• Expressing time, place and cause using conjunctions**• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition**• Fronted adverbials [for example, Later that day, I heard the bad news.]**• Use of paragraphs to organise ideas around a theme**• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid**repetition**• Use of inverted commas and other punctuation to indicate direct speech**• Use of commas after fronted adverbials**• Introduction to inverted commas to punctuate direct speech* | *• Use of the present perfect form of verbs instead of the simple past [for example, He has gone**out to play contrasted with He went out to play]* *• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so,**because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before,**after, during, in, because of]* *• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition**phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)* *• Fronted adverbials [for example, Later that day, I heard the bad news.]*  |
| ***Y5 /6 skills*** | *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative**pronoun**• Indicating degrees of possibility using adverbs or modal verbs* *• Linking ideas across paragraphs using adverbials of time* *• Brackets, dashes or commas to indicate parenthesis**• Use of commas to clarify meaning or avoid ambiguity**• Use of expanded noun phrases to convey complicated information concisely**• Devices to build cohesion within a paragraph* *• How words are related by meaning as synonyms and antonyms* *• The difference between structures typical of informal speech and structures appropriate for formal speech and writing*  | *Recognising vocabulary and structures that are appropriate for formal speech and writing,**including subjunctive forms**• Using passive verbs to affect the presentation of information in a sentence**• Using expanded noun phrases to convey complicated information concisely**• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative**pronoun**• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for**example, might, should, will, must]**• Use of commas to clarify meaning or avoid ambiguity**• The difference between structures typical of informal speech and structures appropriate for formal speech and writing* | *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative**pronoun**• Indicating degrees of possibility using adverbs or modal verbs* *• Linking ideas across paragraphs using adverbials of time* *• Brackets, dashes or commas to indicate parenthesis**• Use of commas to clarify meaning or avoid ambiguity**• Use of expanded noun phrases to convey complicated information concisely**• Devices to build cohesion within a paragraph* *• How words are related by meaning as synonyms and antonyms* *• The difference between structures typical of informal speech and structures appropriate for formal speech and writing*  | *Recognising vocabulary and structures that are appropriate for formal speech and writing,**including subjunctive forms**• Using passive verbs to affect the presentation of information in a sentence**• Using expanded noun phrases to convey complicated information concisely**• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative**pronoun**• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for**example, might, should, will, must]**• Use of commas to clarify meaning or avoid ambiguity* | *Recognising vocabulary and structures that are appropriate for formal speech and writing,**including subjunctive forms**• Using passive verbs to affect the presentation of information in a sentence**• Using the perfect form of verbs to mark relationships of time and cause**• Using expanded noun phrases to convey complicated information concisely**• Using modal verbs or adverbs to indicate degrees of possibility**• Learning the grammar for years 5 and 6 in English appendix 2* | *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative**pronoun**• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for**example, might, should, will, must]**• Brackets, dashes or commas to indicate parenthesis**• How words are related by meaning as synonyms and antonyms*  |
| **Literacy Leaf text** |  The Secret of Haven Point Lisette Auton ( 3+ weeks) | Sir Gawain and the Green Knight Michael Morpurgo ( 3 weeks) | Real-life Mysteries: Can you explain the unexplained? Susan Martineau and Vicky Barker( 3 weeks) | Black and British: A short, essential history David Olusoga (3 weeks)  | Cosmic Frank Cottrell Boyce (4 weeks) | Malala: Standing up for girls’ rightsl (3+ weeks) |