



Year one

Reading objectives: word reading Phonics is taught daily	Spelling objectives	Speaking and listening objectives
<ul style="list-style-type: none"> •Apply phonic knowledge and skills as the route to decode words. •Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. •Read accurately, blending sounds in unfamiliar words containing GPCs that have been taught. •Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. •Read words with contractions (for example, I'll, we'll, I'm) and understand that the apostrophe represents the omitted letter(s.) •Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words. •Re-read books to build up their fluency and confidence in reading words. 	<p>Please see spelling continuum.</p>	<ul style="list-style-type: none"> •Listen and respond appropriately to adults and their peers. •Ask relevant questions to extend their understanding and knowledge. •Use relevant strategies to build their vocabulary. •Articulate answers, arguments and opinions. •Structure descriptions, explanations and narratives, including expressing feelings. •Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. •Use spoken language to develop understanding through imagining and exploring ideas. •Speak audibly and fluently. •Participate in discussions, performances, role play and improvisations. •Gain and maintain the interest of the listener(s). •Consider different viewpoints, attending to and building on the contributions of others. •Use appropriate registers for effective communication.
Reading objectives: comprehension	Handwriting objectives	Vocabulary, grammar and punctuation objectives (see writing continuum)
<ul style="list-style-type: none"> •Develop pleasure in reading, motivation to read and understanding by 	<p>HANDWRITING IS TAUGHT DAILY. Pupils should be taught to:-</p>	<ul style="list-style-type: none"> •Develop their understanding of -leaving spaces between words.

<p>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>-Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>-Recognising and joining in with predictable phrases,</p> <p>-Learning to appreciate rhymes and poems, and recite some by heart.</p> <p>-Discuss word meanings, linking new meanings to those already known.</p> <p>•Understand both the books they can already read accurately and fluently and those they listen to by</p> <p>-Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>-Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>-Discussing the significance of the title and events.</p> <p>-Making inferences on the basis of what is being said and done.</p> <p>-Predicting what might happen on the basis of what has been read so far.</p> <p>•Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>•Explain clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"> •Sit correctly at a table, holding a pencil comfortably and correctly. •Begin to form lower case letters in the correct direction, starting and finishing in the right place. •Form capital letters. •Form digits 0-9. •Understand which letters belong to which handwriting “families” (i.e. letters that are formed in similar ways) and to practise these. 	<p>-Joining words and clauses using ‘and.’</p> <p>-Beginning to punctuate sentences using a capital letter and full stop, question mark or exclamation mark.</p> <p>-Using a capital letter for names of people, places, the days of the week and using the personal pronoun ‘I’</p> <p>(see vocabulary, grammar and punctuation overview for more detail)</p>
---	---	--

<p>Writing transcription (see writing continuum)</p>	<p>Writing composition (see writing continuum)</p>
<ul style="list-style-type: none"> •Spell -words containing each of the 40+ phonemes already taught. 	<ul style="list-style-type: none"> •Write sentences by -saying out loud what they are going to write about.

- common exception words.
- the days of the week.

- Name the letters of the alphabet

- naming the letters of the alphabet in order.
- using letter names to distinguish between alternative spellings of the same sound.

- Add prefixes and suffixes

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
- using the prefix ‘un’
- using –ing, -ed, -er and –est where no change is needed in the spelling of the root words,

- Apply spelling rules and guidance (see the spelling continuum.)

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

- composing a sentence orally before writing it.

- sequencing sentences to form short narratives.

- Rereading what they have written to check it makes sense.

- Discuss what they have written with the teacher or other pupils.

- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, Grammar and Punctuation overview – Year one

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> •To use regular plural noun suffixes –s or-es {<i>dog, dogs, wish, wishes</i>} including the effects of these suffixes on the meaning of the noun. •Recognise verbs as action words. •Know that suffixes can be added to verbs where no change is needed in the spelling of the root words (e.g. <i>helping, helped, helper</i>) •How the prefix un- changes the meaning of verbs. •Recognise adjectives as describing words. •Recognise un- changes the meaning of adjectives. 	<ul style="list-style-type: none"> •Know that every sentence has a subject and a verb. •Understand how words can be combined to make sentences. •To join words using ‘and’ •To join clauses using ‘and’. 	<ul style="list-style-type: none"> •Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> •Separate words with spaces. •Use a capital letter at the beginning of every sentence. •Use a full stop at the end of a sentence. •Use a question mark at the end of a question. •Use an exclamation mark for a command or a dramatic sentence. •Use capital letters for names of places. •Use capital letters for names of people. •Use capital letters for the days of the week. •Use the capital ‘I’ for the personal pronoun. 	verb adjective subject letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark

Year Two

Reading objectives: word reading Phonics is taught daily	Spelling objectives	Speaking and listening objectives
<ul style="list-style-type: none"> •Continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent. •Read accurately by blending the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. •Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. •Read accurately words of two or more syllables that contain the same graphemes as above. •Read words containing common suffixes. •Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. •Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. •Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. •Re-read these books to build up their fluency and confidence in word reading. 	<p>Please see spelling continuum.</p>	<ul style="list-style-type: none"> •Listen and respond appropriately to adults and to their peers. •Ask relevant questions to extend their understanding and knowledge. •Use relevant strategies to build their vocabulary. •Articulate answers, arguments and opinions. •Structure descriptions, explanations and narratives, including expressing feelings. •Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. •Use spoken language to develop understanding through imagining and exploring ideas. •Speak audibly and fluently. •Participate in discussions, performances, role plays and improvisations. •Gain and maintain the interest of the listener(s). •Consider different viewpoints, attending to and building on the contribution of others. •Use appropriate registers for effective communication.
Reading objectives: comprehension	Handwriting objectives	Vocabulary, grammar and punctuation objectives (see writing continuum)
<ul style="list-style-type: none"> •Develop pleasure in reading, motivation to read, vocabulary and understanding by 	<p>TO BE TAUGHT DAILY</p>	<ul style="list-style-type: none"> •Learn how to use both familiar and new punctuation correctly, including full stops, capital letters,

<p>-listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>-discussing the sequence of events in books and how items of information can be related.</p> <p>-becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.</p> <p>-being introduced to non-fiction books that are structured in different ways.</p> <p>-recognising simple literary language in stories and poetry.</p> <p>-discussing their favourite words and phrases.</p> <p>-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>•Understand both the books that they can already read accurately and fluently and those they can listen to by:</p> <p>-drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>-checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>-making inferences on the basis of what is being said and done.</p> <p>-answering and asking questions.</p> <p>-predicting what might happen on the basis of what has been read so far.</p> <p>•participate in discussion about books, poems and other materials, both those they listen to and those that they read for themselves.</p>	<p>•form lower-case letters of the correct size relative to one another.</p> <p>•start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>•write capital letters and digits of the correct size, presentation and relationship to one another and to lower case letters.</p> <p>•use spacing between words that reflect the size of the letters.</p>	<p>exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</p> <p>•Learn how to use</p> <p>-sentences with different forms: statement, question, exclamation and command.</p> <p>-expanded noun phrases.</p> <p>-present and past tenses correctly and consistently, including the progressive tense.</p> <p>-subordination and coordination.</p> <p>-some features of written standard English.</p>
--	---	--

Writing transcription (see writing continuum)	Writing composition (see writing continuum)
<ul style="list-style-type: none"> •Spell by: <ul style="list-style-type: none"> -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. -learning new ways of spelling phonemes for which one or more spellings are already known, and learn some new words with each spelling, including a few common homophones. -learning to spell common exception words. -learning to spell more words with contracted forms. -learning to spell the possessive apostrophe (singular) {for example, the girl's book.} -distinguishing between homophones and near homophones. •Add suffixes to spell longer words, including –ment, -ness, -ful, -less and –ly. 	<ul style="list-style-type: none"> •Develop positive attitudes towards and stamina for writing by <ul style="list-style-type: none"> -writing narratives about personal experiences and those of others (real or fictional). -writing about real events. -writing poetry. -writing for different purposes. •Consider what they are going to write before beginning by: <ul style="list-style-type: none"> -planning or saying out loud what they are going to write about. -writing down ideas and/or key words, including new vocabulary. -encapsulating what they want to say, sentence by sentence.

Vocabulary, Grammar and Punctuation – Year 2

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> •To know that a noun is a naming word. •To create compound words {<i>superman</i>} •To change adjectives into nouns by using –ness. •To change verbs into nouns by adding –er {<i>baker, robber</i>} •To change verbs in adjectives by adding –ful and –less. •Use the suffixes –er and –est in adjectives. •Use –ly in standard English 	<ul style="list-style-type: none"> •To use subordination {<i>if, that, because</i>} to join clauses. •To use coordination {<i>or, and, but</i>} •To build on knowledge of nouns to create expanded noun phrases {<i>the blue butterfly, plain flour, the man in the moon.</i>} •To recognise that a statement is a telling sentence. •To recognise that a question is an asking question. •To recognise that an exclamation is an excited sentence. •To recognise that a command is a sentence giving an order. 	<ul style="list-style-type: none"> •To be able to use present tense consistently and correctly. •To be able to use past tense consistently and correctly. •To choose correctly when to use present tense and when to use past tense. •To use the progressive verbs in the present and past tense {<i>e.g.: he was drumming, she was shouting.</i>} 	<ul style="list-style-type: none"> •To use full stops to demarcate statements. •To use question marks to demarcate questions. •To use exclamation marks to demarcate exclamations and commands. •To use commas to separate items in a list. •To use apostrophes to mark where letters are missing in spelling. •To use possessive apostrophes to make singular possession in nouns {<i>for example, the girl's name</i>} 	noun adjective noun phrase adverb statement question command exclamation compound suffix present tense past tense apostrophe comma

Year Three

<p>Reading objectives: word reading</p> <ul style="list-style-type: none"> •Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet. •Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in a word. 	<p>Spelling objectives</p> <p>Please see spelling continuum.</p>	<p>Speaking and listening objectives</p> <ul style="list-style-type: none"> •Listen and respond appropriately to adults and their peers. •Ask relevant questions to extend their understanding and knowledge. •Articulate and justify answers and arguments. •Use relevant strategies to build their vocabulary. •Give well-structured descriptions and explanations for different purposes. •Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. •Use spoken language to develop understanding through speculating, imagining and exploring ideas. •Speak audibly and fluently with an increasing command of Standard English. •Participate in discussions, presentations, performances, role plays and improvisations. •Gain and maintain the interest of the listener(s). •Consider different viewpoints, attending to and building on the contribution of others. •Select and use appropriate registers for effective communication.
<p>Reading objectives: comprehension</p>	<p>Handwriting objectives</p>	<p>Vocabulary, grammar and punctuation objectives (see writing continuum)</p>
<ul style="list-style-type: none"> •Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. reading books that are structured in different ways and reading for a range of purposes. -using dictionaries to check the meanings of words that they have read. 	<p>THIS NEEDS TO BE DAILY</p>	<ul style="list-style-type: none"> •Extend the range of sentences with more than one clause by using a wider range of conjunctions. •Use the present form of verbs. •Choose nouns appropriately for the clarity and cohesion and to avoid repetition. •Use conjunctions, adverbs and prepositions to express time and cause. •Use inverted commas to punctuate direct speech.

<ul style="list-style-type: none"> -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -identifying themes and conventions in a wide range of books. -preparing poems and play scripts to read aloud and perform, showing understanding through intonation and action. -discussing words and phrases that capture the reader's interest and imagination. -recognising some different forms of poetry {for example – free verse, narrative poetry} •Understand what they read, in books they can read independently, by:- <ul style="list-style-type: none"> -checking the text makes sense to them, discussing their understanding. -asking questions that improve their understanding of a text. -drawing inferences such as inferring characters' feelings, thoughts and motives through their actions. -predicting what might happen from details stated. -identifying main ideas drawn from more than one paragraph. -identifying how language, structure and presentation contribute to meaning. •Retrieve and record information from non-fiction. •Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say. 		
<p>Writing transcription (see writing continuum)</p> <ul style="list-style-type: none"> •Use further prefixes and suffixes and understand how to add them. •Spell further homophones. •Spell words often misspelt. •Place the possessive apostrophe accurately in words with regular plurals {the girls' bags} 	<p>Writing composition (see writing continuum)</p> <ul style="list-style-type: none"> •Plan their writing by: <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -discussing and recording ideas. 	

- Use the first two letters in a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- Draft and write by
 - composing and rehearsing sentences orally (including dialogue)
 - building up a varied and rich vocabulary to use in writing.
 - using conjunctions to join clauses (*when, before, after, while, because*)
 - using adverbs that show time, place or cause (*then, next, soon, in the distance, therefore*)
 - using prepositions (*before, after, during, in, because of*)
 - beginning to use paragraphs by grouping related material.
 - in narratives, creating settings, characters and plot.
 - in non-narrative material, using simple organisational devices {for example, headings and sub-headings}
- Evaluate and edit by
 - assessing the effectiveness of their own and others' writing and suggesting improvements.
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group, or a whole class, using appropriate intonation.

Vocabulary, Grammar and Punctuation overview – Year Three

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> •Form nouns using a range of prefixes {for example <i>super-, anti-, auto-</i>} •To distinguish between consonants and vowels. •Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel. •Recognise word families based on common words, showing how words are related in form and meaning {<i>solve, solution, solver, dissolve, insoluble</i>} 	<ul style="list-style-type: none"> •Use conjunctions to express time (<i>before, after, when, while</i>} •Use conjunctions to express cause (<i>so, because</i>) •Use adverbs to express time (<i>then, next, soon, after, later, meanwhile</i>) •Use adverbs to express place (<i>far away, in the distance, next to, near to</i>) •Use adverbs to express cause (<i>therefore, due to the fact that, as long as</i>) •Use prepositions (<i>before, after, during, in, because of</i>) 	<ul style="list-style-type: none"> •To begin to group related material into paragraphs. •To use headings and sub-headings when organising writing. •use the present perfect form of verbs (<i>He has gone out to play, I have been to Mexico before, he has seen the play many times</i>) 	<ul style="list-style-type: none"> •To use inverted commas to punctuate direct speech. •To use the possessive apostrophe accurately for regular plurals. 	preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (also known as speech marks)

Writing sequence – Year 3 (see the schemes of work for more detail)

Autumn term		Spring term		Summer term	
1a	1b	2a	2b	3a	3b
The Frog Prince Cont'd	Stone Age Boy	Romulus and Remus	The Last Garden	The Iron Man	The Tunnel
<ul style="list-style-type: none"> •Letter of help •Letter of advice •Character description •postcard •diary •spell •letter of apology 	<ul style="list-style-type: none"> •Setting •Information report •Instructions •diary •letter of recount •newspaper article 	<ul style="list-style-type: none"> •character description •letter of explanation •eye-witness report •diary •letter of apology •narrative 	<ul style="list-style-type: none"> •setting •advert •letter of recount •diary •letter of advice •diary from another character's perspective •narrative 	<ul style="list-style-type: none"> •interview •diary •instructions •letter of apology •wanted poster •eye-witness account •menu •character design •alternative narrative •newspaper article •non-chronological report 	<ul style="list-style-type: none"> •letter of introduction •narrative •letter of help •Recount •alternative extended narrative
Cross-curricular writing links					
<ul style="list-style-type: none"> •Write an information guide for the National History Museum on different types of rocks •Design a poster about how to protect your eyes from the sun •Write an interview with a hunter gatherer •Write instructions for how to look after a prehistoric animal •Create a leaflet for a prehistoric zoo •Write a tourist information guide about Skara Brae/Stonehenge •Write a diary entry from someone living in an Iron Age hill fort 	<ul style="list-style-type: none"> •Write a non-chronological report about the Bronze Age with sub-headings: religion/technology and travel. •Write a postcard from a place within a different time zone. •Write a picture from a younger child about what causes day and night. •Recreate 'At the same moment around the world' •Write a narrative based on a cave painting •Write a simple fact file about Mary Anning •Write a set of instructions for how to make a roundhouse •Write a poem about the dark 	<ul style="list-style-type: none"> •Create a poster about which metals attract/repel magnets •Design a magnetic game and write a set of instructions for it •Write a description of a Roman legionnaire •Write an interview with Boudicca •Create a comic strip about Boudicca's resistance •Create a menu for a Roman banquet •Create top trump cards for the Roman gods •Create an information leaflet for a form of Roman entertainment – include categories such as description/opening hours/admission price/quotes from previous customers etc 	<ul style="list-style-type: none"> •Write a diary entry about atypical day from a Roman child's point of view. •Write a poem (e.g. a kenning) about volcanoes. •Write an information guide about volcanoes. •Write a letter to a penpal about living in a volcanic area. •Write a postcard from Pompeii. •Write a persuasive letter about how to protect Pompeii. •Write a footwear product report. •Create an advert about Roman sandals. 	<ul style="list-style-type: none"> •Write an explanation of the life cycle of a plant. •Create a DK eye-witness style guide to the skeleton. •Create a poster about nutrition. •Write a description of the rainforest. •Write a poem about a rainforest animal. •Create a comic strip about one of the dangers to the rainforest. •Write a letter of help about the destruction of the rainforest. 	<ul style="list-style-type: none"> •Create a comic strip about a moving monster. •Create a travel brochure about the Amazonian rainforest. •Write a diary from the perspective of an Amazon farmer. •Write a report about different types of rainforest conservation. •Write a letter to companies to persuade them to stop using palm oil in their products. •Write a fact file about the rainforest for another Year 3 class.

Year four

<p>Reading objectives: word reading</p> <ul style="list-style-type: none"> •Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meanings of new words they meet. •Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the world. 	<p>Spelling objectives</p> <p>Please see spelling continuum.</p>	<p>Speaking and listening objectives</p> <ul style="list-style-type: none"> •Listen and respond appropriately to adults and their peers. •Ask relevant questions to extend their understanding and knowledge. •Articulate and justify answers and arguments. •Use relevant strategies to build their vocabulary. •Give well-structured descriptions and explanations for different purposes. •Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. •Use spoken language to develop understanding through speculating, imagining and exploring ideas. •Speak audibly and fluently with an increasing command of Standard English. •Participate in discussions, presentations, performances, role play and improvisations. •Gain and maintain the interest of the listener(s) •Consider different viewpoints, attending to and building on the contribution of others. •Select and use appropriate registers for effective communication.
<p>Reading objectives: comprehension</p> <ul style="list-style-type: none"> •Develop positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books -reading books that are structured in different ways and reading for a range of purposes. -using dictionaries to check the meanings of words that they have read. 	<p>Handwriting objectives</p> <p>TO BE TAUGHT DAILY</p> <ul style="list-style-type: none"> •Use the diagonal and horizontal strokes that are needed to join letters. •increase the legibility, consistency and quality of handwriting {for example, by ensuring that the downward strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.} 	<p>Vocabulary, grammar and punctuation objectives (see writing continuum)</p> <ul style="list-style-type: none"> •Use conjunctions to write sentences with more than one clause including <i>when, because, if, although</i>. •Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. •Use fronted adverbials at the beginning of sentences. •Use a comma after a fronted adverbial. •Indicate possession by using the possessive apostrophe with plural nouns. •Use and punctuate direct speech.

<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <ul style="list-style-type: none"> -identifying themes and conventions in a wide range of books. -preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. -discussing words and phrases that capture the reader's interest and imagination. -recognising some different forms of poetry {for example, free verse, narrative poetry} <p>•Understand what they read, in books they can read independently by:-</p> <ul style="list-style-type: none"> -checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context. asking questions that improve their understanding of a text. drawing inferences such as inferring characters' feelings, thoughts and motives through their actions, and justifying inferences with evidence. -predicting what might happen from details stated and implied. -identifying main ideas drawn from more than one paragraph. -identifying how language, structure and presentation contribute to meaning. <p>•Retrieve and record information from non-fiction.</p> <p>•Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>		
<p>Writing transcription (see writing continuum)</p>	<p>Writing composition (see writing continuum)</p>	
<ul style="list-style-type: none"> •Use further prefixes and suffixes and understand how to add them. •Spell further homophones. •Spell words that are often misspelt 	<ul style="list-style-type: none"> •Plan their writing by: <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	

- Place the possessive apostrophe accurately with words with irregular plurals (for example, children's)
- Use the first three letters in a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

-discussing and recording ideas.

- Draft and write by

- composing and rehearsing sentences orally (including the correct layout of dialogue) progressively building on a varied and rich vocabulary .

- organising paragraphs around a theme.

- in narratives, create descriptions of settings and characters, using expanded noun phrases.

- in narratives, create a plot.

- in non-narrative material, use organisational devices.

- Evaluate and edit by

- assessing the effectiveness of their own and others' writing and spelling improvements.

- proof-read for spelling and punctuation errors.

- read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

Vocabulary, Grammar and Punctuation overview – Year four

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> •To consolidate understanding so that we can use –s to indicate plurals. •To consolidate understanding so that we can use –s to indicate possession. •To distinguish between when a possessive –s or plural –s has been used. •To identify determiners (<i>a, an, the, some etc.</i>) •To identify possessive pronouns (<i>mine, yours, his, hers</i>) 	<ul style="list-style-type: none"> •To expand noun phrases by adding modifying adjectives, nouns and prepositional phrases (e.g. <i>the teacher expanded to the strict teacher with the curly hair</i>) •Use fronted adverbials at the beginning of sentences : adverbials of time, place or manner. 	<ul style="list-style-type: none"> •Use paragraphs to organise ideas around a theme. •Choose an appropriate pronoun within and across sentences to aid cohesion and avoid repetition. •Choose an appropriate noun within and across sentences to aid cohesion and avoid repetition. 	<ul style="list-style-type: none"> •Use inverted commas to indicate direct speech. •Use a comma after the reporting clause (<i>the conductor shouted, "Sit down!"</i>) •end punctuation within inverted commas (<i>"It's not fair!"shouted the boy.</i>) •Use a comma after a fronted adverbial. 	determiner pronoun possessive pronoun adverbial

Writing sequence – Year 4 (see the schemes of work for more detail)

Autumn term		Spring term		Summer term	
1a	1b	2a	2b	3	
Farther	Beowulf	Dangerous Game	Cinnamon	Ancient Greek Myths	
<ul style="list-style-type: none"> •setting •letter of explanation •recount •eye-witness account •non-chronological report •narrative 	<ul style="list-style-type: none"> •letter of application •diary •setting •wanted poster •eye-witness account •non-chronological report •letter of help •letter of recount •kenning •legend writing 	<ul style="list-style-type: none"> •persuasive letter •setting •holiday brochure •diary •recount •letter of advice •character description •eye-witness report 	<ul style="list-style-type: none"> •character description •setting •letter of help •diary •eye-witness account •non-chronological report •letter of recount •limerick •narrative 	<ul style="list-style-type: none"> • Thank you letter •diary •narrative •recount •letter of advice •letter of apology •alternative myth •description •eye-witness account •spell 	<ul style="list-style-type: none"> •diary from another character's perspective •kenning •character description •non-chronological report •newspaper article
Cross-curricular links					
<ul style="list-style-type: none"> •Write instructions for chocolate crispy cakes •Write a non-chronological report about the water cycle. •Write the day in the life of a water droplet (link in with the water cycle.) •Write an eye-witness account of the Anglo-Saxon invasion (link with Beowulf.) •Write a diary about daily Anglo-Saxon life •Write a day in the life/ recount from an Anglo-Saxon's child's perspective. 	<ul style="list-style-type: none"> •Create a glossary of the Anglo-Saxon laws and justice. •Design and write a postcard from one of the major cities of the UK •Design a tourist information leaflet for a county. •Write a persuasive letter about the importance of green belts. •Write a museum guide for an Anglo-Saxon cross/piece of jewellery. •Write a set of instructions for making bread. 	<ul style="list-style-type: none"> •Write instructions for brushing your teeth. •Write an information guide for a younger class about how to keep your teeth healthy. •Create a poem using onomatopoeia •Write a diary entry about crossing from Denmark to England from the point of a Viking invader. •Create a wanted poster for a Viking warrior. •Write an eye-witness report about a Viking raid. •Write a letter of advice to Ethelred the Unready about why the Danegeld isn't a good pact. •Write an explanation about CAMS. 	<ul style="list-style-type: none"> •Write a recount about the daily life from a perspective of a Viking child. •Write a fact file about the Viking gods. •Write a description of a Viking feast. •Create a settlement and write a description of it. •Write a persuasive speech about why it is better to live in an urban/rural area. •Write a travel brochure piece for a place which was a Viking settlement. •Write an atmospheric setting based on the monoprnt of a London building. 	<ul style="list-style-type: none"> •Create a poster about conductors and insulators. •Write a persuasive letter about saving the environment. •Write about the changes that have occurred to the environment (link to 'Windows' by Jeannie Baker.) •Write a character description of a hoplite. •Write an information leaflet about the ancient Greek gods. •Write a letter of help to a Greek god. •Write a non-chronological report about the Olympics. 	<ul style="list-style-type: none"> •Write an excerpt for a tourist guide about an Ancient Greek monument. •Write a diary entry from a child living in Ancient Greek times. •Create an Ancient Greek menu. •Write a letter describing a visit to a rich Ancient Greek person's house. •Write a speech about why democracy is important. •Write a postcard from an Eastern European country. •Create a fact file for an atlas about an Eastern European country. •Create a comic strip using an Ancient Greek vase as a stimulus. •Write a set of instructions for making an alarmed box.

Year five

<p>Reading objectives: word reading</p> <ul style="list-style-type: none"> •Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. 	<p>Spelling objectives</p> <p>Please see spelling continuum.</p>	<p>Speaking and listening objectives</p> <ul style="list-style-type: none"> •Listen and respond appropriately to adults and their peers. •Ask relevant questions to extend their understanding and knowledge. •Articulate and justify answers and arguments and opinions. •Use relevant strategies to build their vocabulary. •Give well-structured descriptions, explanations and narratives for different purposes. •Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. •Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. •Speak audibly and fluently with an increasing command of standard English/ •Participate in discussions, presentations, performances, role play, improvisations and debates. •Gain and maintain the interest of the listener(s). •Consider and evaluate different viewpoints, attending to and building on the contribution of others. •Select and use appropriate registers for effective communication.
<p>Reading objectives: comprehension</p> <ul style="list-style-type: none"> •Maintain positive attitudes to reading and understanding what they read by: <ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books for textbooks. 	<p>Handwriting objectives</p> <p>TO BE TAUGHT DAILY</p> <ul style="list-style-type: none"> •Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -choosing which shape of the letter to use when given choices and deciding whether or not to join specific letters. 	<p>Vocabulary, grammar and punctuation objectives (see writing continuum)</p> <ul style="list-style-type: none"> •Use the perfect form of verbs to mark relationships of time and cause (have/has) •Use expanded noun phrases to convey complicated information concisely. •Use modal verbs to indicate possibility. •Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e) omitted relative.

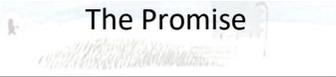
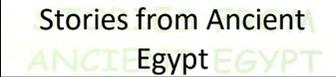
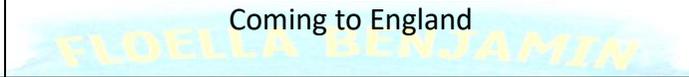
<p>-reading books that are structured in different ways and reading for a range of purposes.</p> <p>-increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.</p> <p>-recommending books that they have read to their peers, giving reasons for their choices.</p> <p>-identifying themes and conventions in and across a wide range of writing.</p> <p>-making comparisons within and across books.</p> <p>-learning a wider range of poetry by heart.</p> <p>-preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.</p> <ul style="list-style-type: none">•Understanding what they read by:<ul style="list-style-type: none">-checking that the book makes sense to them, discussing the understanding and exploring the meaning of words in context.-asking questions to improve their understanding.-drawing inferences such as inferring character's feelings, thoughts and motives through their actions.-predicting what might happen from details stated.Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.•Identify how language, structure and presentation contribute to meaning.•Discuss and evaluate how authors use language, including figurative language.•Distinguish between statements of fact and opinion.•Retrieve, record and present information from non-fiction.		
---	--	--

<ul style="list-style-type: none"> •Participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas. •Explain and discuss their understanding of what they have read, including formal presentations and debates. •Provide reasoned justifications for their views. 		
<p>Writing transcription (see writing continuum)</p> <ul style="list-style-type: none"> •Use further prefixes and suffixes and understand the guidance for adding them. •Spell some words with 'silent' letters {for example, knight, palm} •Continue to distinguish between homophones. •Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. •Use the first three or four letters of a word to check the spelling, meaning or both of these in a dictionary. •Find synonyms in a thesaurus.. 	<p>Writing composition (see writing continuum)</p> <ul style="list-style-type: none"> •Plan their writing by <ul style="list-style-type: none"> -identifying the audience for and the purpose of writing, selecting the appropriate form and using other similar writing models as their own. -noting and developing initial ideas. -in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. •Draft and write by <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding of how such choices can change meaning. -describing settings, character and integrating dialogue to convey the character in narratives. -precising longer passages. -using devices to build cohesion within and across paragraphs. -using further organisational and presentational devices to structure text and guide the reader {e.g. headings, bullet points, underlining.} •Evaluate and edit by <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to clarify meaning. -ensuring the consistent and correct use of tense through a piece of writing including the use of modal verbs. -ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. •Proof-read for spelling and punctuation errors. 	

Vocabulary, Grammar and Punctuation overview – Year five

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> •Convert nouns or adjectives into verbs using suffixes (for example <i>-ate, -ise, -ify</i>) •Use verb prefixes [for example, <i>dis-, de- mis-, over- and re-</i>] 	<ul style="list-style-type: none"> •Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun (e.g. <i>This is the skirt I bought in the sales.</i>) •Indicate degrees of possibility using adverbs [for example, <i>might should, will, must</i>] •Use the perfect form of verbs (<i>I have finished, he has walked in, we will have been running for an hour</i>) 	<ul style="list-style-type: none"> •Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] •Link ideas across paragraphs using adverbials of time [for example, <i>later</i>] place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] 	<ul style="list-style-type: none"> •Use brackets, dashes or commas to indicate parenthesis. •Use commas to clarify meaning or avoid ambiguity. 	Modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity

Writing sequence – Year 5 (see the schemes of work for more detail)

Autumn term		Spring term		Summer term	
1a	1b	2a	2b	3	
					
<ul style="list-style-type: none"> •Description of a cityscape •Diary •Apology letter •Recount •Thankyou letter •A narrative sequel 	<ul style="list-style-type: none"> •setting •letter of narrative •recount •eye-witness account •letter of recount •character description •missing poster 	<ul style="list-style-type: none"> •Narrative •Information report •Diary •Eye-witness account •Instructions •Job application •Alternative myth •Letter of explanation •Wanted poster •Setting •Thank you letter •Playscript 	<ul style="list-style-type: none"> •Eye witness report •Diary •persuasive letter •Information leaflet •Narrative letter from an alternate character's point of view •Setting •Diary from a contrasting perspective •Modern-day narrative 	<ul style="list-style-type: none"> •setting •menu •description of a market •recount •postcard •letter of help •Diary 	<ul style="list-style-type: none"> •Letter of advice •newspaper article •persuasive letter •letter of narrative •extended narrative
Cross-curricular links					
<ul style="list-style-type: none"> •Write a glossary about different materials using scientific language. •Write a simple biography of Spencer Silver/ Ruth Benerito. •Write a letter of advice to a homesick evacuee. •Write a letter to an evacuee from a parent in London during the Battle of Britain. •Write a description of a setting (link to the Blitz.) •Write a diary entry about being in an air raid. •Create recipes linked to rationing. 	<ul style="list-style-type: none"> •Interview a member of the land army •Write a persuasive letter from the government about how to stay safe during the war. •Write a poem about mountains. •Write a tourist guide to Snowdon. •Write a diary entry from a mountaineer's perspective. •Write a persuasive guide on protecting the mountain environment. •Write a description of a Henry Moore setting (link to imagery.) •Create a set of instructions for a marble run. 	<ul style="list-style-type: none"> •Write a fact file about puberty for another Y5 class. •Write a letter home from the perspective of an astronaut who is orbiting space. •Create a comic strip based on space exploration •Write a newspaper article about the first landing on the moon. •Write a guide to mummification. •Write a recount about daily life for an Ancient Egyptian child (the day in the life of.) • 	<ul style="list-style-type: none"> •Write a guide to the Ancient Egyptian gods. •Write a letter from Howard Carter about discovering Tutankhamun's tomb. •Write a description of Tutankhamun's tomb. •Write an information leaflet about the water cycle for a younger child. •Write a poem about rivers. •Write a non-chronological report about the River Nile. •Write a non-chronological report about a space buggy. 	<ul style="list-style-type: none"> •Create a picture book about different life cycles. •Write an explanation report about different forces. •Create a travel brochure to the Caribbean. •Write a non-chronological report about the British Empire.. •Write a biography about an important historical figure of African descent. •Write a diary entry about the journey on Windrush. •Write a description of the Notting Hill Carnival. 	<ul style="list-style-type: none"> •Choose an area of British culture which changed through the arrival of people from Caribbean descent (such as dance, art, writing, music etc.) and write a guide. •Write a persuasive speech to end racism. •Write an information leaflet about the local area. •Write a persuasive speech about the dangers of traffic pollution. •Write a letter to the local MP/ Mayor of London about ways to ease traffic congestion. •Write a guide to a local park.

Year six

<p>Reading objectives: word reading</p> <ul style="list-style-type: none"> •Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. 	<p>Spelling objectives</p> <p>Please see spelling continuum.</p>	<p>Speaking and listening objectives</p> <ul style="list-style-type: none"> •Listen and respond appropriately to adults and their peers. •Ask relevant questions to extend their understanding and knowledge. •Articulate and justify answers and arguments and opinions. •Use relevant strategies to build their vocabulary. •Give well-structured descriptions, explanations and narratives for different purposes. •Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. •Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. •Speak audibly and fluently with an increasing command of Standard English. •Participate in discussions, presentations, performances, role play and improvisations and debates. •Gain and maintain the interest of the listener(s).
<p>Reading objectives: comprehension</p>	<p>Handwriting objectives</p>	<p>Vocabulary, grammar and punctuation objectives (see writing continuum)</p>
<ul style="list-style-type: none"> •Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -reading books that are structured in different ways and reading for a range of purposes, 	<p>TO BE TAUGHT DAILY</p> <ul style="list-style-type: none"> •Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. -choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> •Develop their understanding of <ul style="list-style-type: none"> -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. •Indicate grammatical and other features by <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing.

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so the meaning is clear to the audience.

•Understanding what they read by:

- checking their book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives through their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph.
- identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning.

•Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.

- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.

- using hyphens to avoid ambiguity.
- Using bracket, dashes or commas to indicate parenthesis.
- using semi-colons, colons or dashes to mark boundaries between independent clauses.
- using a colon to introduce a list.
- punctuating bullet points consistently.

<ul style="list-style-type: none"> •Participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. •Explain and discuss their understanding of what they have read, including through formal presentations and debates. •Provide reasoned justification for their views. 		
<p>Writing transcription (see writing continuum)</p> <ul style="list-style-type: none"> •Use further prefixes and suffixes and understand the guidance for adding them. •To extend the bank of words spelt with a silent letter {e.g. <i>solemn</i>.} •Continue to distinguish between homophones. •Use knowledge of morphology and etymology in spelling and understand that the spelling and meaning of words, •To use a thesaurus and use the words found in a thesaurus in a meaningful context. 	<p>Writing composition (see writing continuum)</p> <ul style="list-style-type: none"> •Plan for their writing by <ul style="list-style-type: none"> -identifying the audience for and the purpose of writing, selecting the appropriate form and using other similar writing models as their own. -noting and developing initial ideas. •In writing narratives, consider how authors have developed characters and setting in what pupils have read, listened to, seen or performed. •Draft and write by: <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -In narratives, describing settings, character and atmosphere and integrating dialogue to convey the character. -precising longer passages. -using devices to build cohesion within and across paragraphs. -using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining.) •Evaluate and edit by <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -ensuring the consistent and correct use of tense through a piece of writing. -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. •Proof-read for spelling and punctuation errors. 	

Vocabulary, Grammar and Punctuation overview – Year six

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> • Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>, <i>ask for</i> – <i>request</i>, <i>go in</i> – <i>enter</i>] • Understand how words are related by meaning as synonyms and antonyms {for example, <i>big</i>, <i>large</i>, <i>little</i>} 	<ul style="list-style-type: none"> • Use the passive to affect the presentation of the information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken by me</i>] • Know the difference between structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> Or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech.] 	<ul style="list-style-type: none"> • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>On the other hand</i>, <i>in contrast</i> or <i>As a consequence!</i>] and ellipsis. • Use layout devices [for example, headings, sub-headings, columns, bullets or tables to structure text.] 	<ul style="list-style-type: none"> • Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>it's raining; I'm fed up</i>] • Use a colon to introduce a list and use of semi-colons within lists. • Use bullet points to list information. • Understand how hyphens can be used to avoid ambiguity [for example <i>man eating shark</i> versus <i>man-eating shark</i> or <i>recover</i> versus <i>re-cover</i>.] 	Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points

Writing sequence – Year 6 (see the schemes of work for more detail)

Autumn term		Spring term		Summer term	
Thief!		Boy in the Tower		Clockwork	
<ul style="list-style-type: none"> •Letter of advice •Persuasive letter •Letter to a pen pal •Diary •Letter of explanation •Eye-witness account 	<ul style="list-style-type: none"> •Newspaper article •Letter of narrative •Wanted poster •Retell a narrative from another character's point of view •Fact file •Extended narrative. 	<ul style="list-style-type: none"> •Cinquain •setting •Letter of help •Diary entry •Recount •Information leaflet •Letter of advice •Wanted poster 	<ul style="list-style-type: none"> •Newspaper report •Short narrative •Formal letter of information •postcard •Narrative from another character's perspective •letter of help •letter of recount 	<ul style="list-style-type: none"> •Setting •Diary •Eye-witness account •wanted poster •Letter of recount •persuasive letter •newspaper article •extended narrative 	
Cross-curricular links					
<ul style="list-style-type: none"> •Write an explanation text of how animals have adapted. •Write instructions for how to make a periscope. •Create a playscript based on shadow puppets. •Write a biography about Mary Anning/ Charles Darwin/ Alfred Wallace •Write a curse table to a Roman god. •Write a glossary of Anglo-Saxon laws. •Write a balanced argument about Robin Hood – hero or villain? 	<ul style="list-style-type: none"> •Write a letter home from a criminal about living on a penal colony •Write a day in the life of a Victorian prisoner. •Create a comic strip version of Noyes' 'The Highway Man.' •Create a recipe book of rice dishes from around the world. 	<ul style="list-style-type: none"> •Write a guide to the circulatory system for another Year 6 class. •Write an information leaflet for parents about being healthy (link to diet/exercise/drugs/lifestyle) •Write an encyclopaedia report for a South African animal. •Choose an African country and write a travel brochure for it. •Write an information leaflet about Mount Kilimanjaro. •Write a letter to the CAR government about how they can improve living conditions for the CAR people. 	<ul style="list-style-type: none"> •Write a persuasive letter encouraging people to buy fairtrade products. •Write an explanation of the differences between Northern Africa and Sub-Saharan Africa. •Write a diary entry from a tourist's perspective visiting Morocco. •Write a letter to the Metropolitan Museum of Art about why the Benin bronzes should be returned. •Write a newspaper article about the discovery of the Benin bronzes. •Write a letter from the perspective of a Portuguese trader visiting Benin. •Write a guide to the Benin gods. •Write an eye-witness account about the Benin punitive expedition. 	<ul style="list-style-type: none"> •Write an information guide about electricity for a younger child. •Write a guide to classification. •Create a report on the life and works of Carl Linnaeus. •Write a letter from an Antarctic research station. •Write a report on the Inuit way of life. •Write a newspaper article about the destruction of the ice caps. 	<ul style="list-style-type: none"> •Write a description of a biome (climate/location/flora and fauna/preservation techniques) •Write a report on an animal found in a specific biome (appearance/habitat/diet/behaviour) •Write a persuasive speech about climate change. •Write a persuasive letter about how to preserve a specific biome. •Use one of Hockney's landscapes as an inspiration for writing a setting. •Write a cinquain about one of Hockney's landscapes.