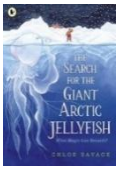
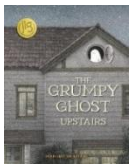
Lower Key Stage 2 Mixed Age Cycle B Yearly Overview.

Texts	Word	Sentence	Text	Punctuation
Autumn 1  Ocean meets sky (3 week) **Fiction Outcome**: Dream adventure narrative  The Search for the Giant Arctic Jellyfish **Non-fiction Outcome**: Captain's daily log	Y3 Formation of nouns using range of prefixes e.g. auto- super- anti- Using a or an according to whether the next word begins with a vowel or consonant	Use a wider range of conjunctions to express time, place and cause e.g. when, before, after, while, so, because, if, although Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification (Y2 recap)	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) and to mark singular possession in nouns (Yr 2 recap) Use commas to separate items in a list (yr 2 recap)
	Y4 Verb inflections (we were instead of we was)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Use commas after fronted adverbials Use of a comma after the reporting clause and use of end punctuation within inverted commas

Texts	Word	Sentence	Text	Punctuation
Autumn 2  Grumpy Ghost Upstairs (3 week) **Fiction Outcome**: Ghost narrative  Hortense and the Shadow (3 week) **Non-fiction Outcome**: Diary Entry	Y3 Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis - mis - Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant Learn how to use -ly in Standard English to turn adjectives into adverbs (Y2 reinforcement)	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Use a wider range of conjunctions, e.g. when, if, because, although	Present perfect form of verbs in contrast to the simple past	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use of inverted commas to punctuate direct speech Commas to separate items in a list Apostrophes to mark singular possession in nouns (Yr 2 recap)
	Y4 Grammatical difference between plural and possessive -s Verb inflections (we were instead of we was)	Expressing time, place and cause using prepositions (Yr 3 recap) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition within and across sentences.	Apostrophes for plural possession Use commas after fronted adverbials

Texts	Word	Sentence	Text	Punctuation
Spring 1  Arthur and the Golden Rope by Joe Todd-Stanton **Non-fiction Outcome:** Myth Narrative **Fiction Outcome**: Information Guide	Year 3 Use **powerful vocabulary** to describe characters, settings and events, e.g. *brave warrior, mysterious forest, enormous mountain, treacherous journey, magical rope*. Explore **word choices** linked to myths and information texts, e.g. *legend, hero, quest, magical, mythical, ancient, mysterious, discover, explore, survive*.	Year 3 Use expanded noun phrases with adjectives and prepositional phrases, e.g. the enormous golden rope, the brave young warrior, the mysterious cave beneath the mountain. Use fronted adverbials to show time, place and cause, e.g. Early one morning, Arthur began his quest. Beyond the towering mountains, a mysterious creature waited. Because of his bravery, Arthur continued his journey.	Year 3 Use **paragraphs** to organise ideas around a theme, e.g. one paragraph about **Arthur**, one about **his quest** and one about **the golden rope**. Use **headings and sub-headings** to organise information, e.g. **Arthur's Quest**, **The Golden Rope**, **The Gods and Goddesses**. Use **nouns and pronouns** to avoid repetition, e.g. *Arthur climbed the mountain. **He** was determined to reach the summit.*	Year 3 Use **commas after fronted adverbials**, e.g. **Early one morning,** Arthur began his journey. **Beyond the mountains,** he discovered a mysterious cave. Use **apostrophes for singular possession**, e.g. **Arthur's sword**, **the god's palace**, **the giant's cave**, **the warrior's shield**.
	Yr 4 Grammatical difference between plural and possessive -s	Yr 4 Noun phrases expanded by the addition of modifying	Yr 4 Paragraphs to organise ideas around a theme,	Yr 4 Apostrophes for plural possession

		adjectives, nouns and preposition phrases Fronted adverbials	with headings and sub-headings Nouns or pronouns to aid cohesion and avoid repetition	Use commas after fronted adverbials

Texts	Word	Sentence	Text	Punctuation
Spring 2 Unit 4D  The Lost Happy Endings by Carol Ann Duffy **Fiction Outcome**: Twisted Narrative **Non-fiction Outcome**: Letter to persuade	Y3 Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using adverbs e.g. then, next, soon, therefore	Present perfect form of verbs in contrast to the simple past.	Inverted commas to punctuate speech
	Yr 2 Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Use adverbials and conjunctions for cohesion	Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials

Texts	Word	Sentence	Text	Punctuation
Summer 1  The Journey by Francesca Sanna **Fiction Outcome**: Refugee Narrative **Non-fiction Outcome**: Diary to recount	Y3 Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Headings and sub-headings to aid presentation	Inverted commas to punctuate speech
	Y4 Verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s	Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition	Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials

Texts	Word	Sentence	Text	Punctuation
Summer 2 **Unit 4F**  Manfish by Jennifer Berne **Fiction Outcome**: Invention Narrative **Non-fiction Outcome**: Biography to recount	Y3 Formation of nouns using a range of prefixes e.g. auto- inter- anti-(mis-, in-, dis-, un-) Develop an understanding of word families based on common words, showing how words are related in form and meaning Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel	Develop understanding by expressing time and place using prepositions e.g. before, after, during, in Develop understanding by expressing time, place and cause using adverbs then, next, soon, therefore	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Present perfect form of verbs	Inverted commas to punctuate speech
	Y4 Verb inflections (we were instead of we was)]	Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Use of a comma after the reporting clause and use of end punctuation within inverted commas. Use commas after fronted adverbials