

| Week | Retrieval                                                                                                                  | Main Lesson                                                                                                                                | Vocabulary                  |
|------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1    | To know how to write in the continuous past tense.<br>He was playing at school.                                            | To know when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”). - determiners                   | Determiners                 |
| 2    | To know how to write in the present continuous tense.<br>I am playing at school.                                           | To know how to express time, place and cause, using prepositions: before, after, during, in, because of.                                   | Prepositions                |
| 3    | To know what onomatopoeia is and be able to include it in writing<br>The buzz of the bee.                                  | To know the difference between the subject and object with the personal pronoun.                                                           | Subject<br>Object           |
| 4    | To know what alliteration is and be able to include it in writing<br>The snake slithered slowly.                           | To know what is a possessive adjective: my, your, his, hers, its, ours, their.                                                             | Possessive adjective        |
| 5    | To know how to write in the first person with correct subject agreement.                                                   | To know irregular simple past-tense verbs.<br>e.g. awake – awoke blow - blew                                                               | Irregular simple past tense |
| 6    | To know how to write in the second person with correct subject agreement.                                                  | To know synonyms for verbs such as “said”, or “go” to create more up levelled verbs.                                                       | Synonyms<br>verbs           |
| 7    | To know how to write in the third person with correct subject agreement.                                                   | To know how to write verbs in the past perfect:<br>“had” + past participle.                                                                | Past perfect tense          |
| 8    | To know how to change spoken words into inverted commas.                                                                   | To know what a co-ordinating conjunction is and include them in writing<br>and, but, or, so, for, nor, yet.                                | Co ordinating conjunction   |
| 9    | To know how to write independent sentences using inverted commas.                                                          | To know what a subordinating conjunction is and include them in writing: until, although                                                   | Subordinating conjunction   |
| 10   | To know what is meant by prefix, root word and suffix.                                                                     | To be able to write in the present perfect tense<br>Has/have + past participle -She has gone to the shops instead of she went to the shops | Present perfect tense       |
| 11   | To know how to use simple present tense showing subject verb agreement.<br>I like, He likes, We like, They like, You like. | To know how to express time, place and cause using conjunctions:<br>when, before, after, while, so, because.                               | Conjunctions                |
| 12   | To know how to form simple past tense by adding ‘ed’.<br>He played at school.                                              | To know how to write different sentence types - Alan Peat’s 3 Simile                                                                       | Sentence types              |

| Week | Retrieval                                                                                                    | Main Lesson                                                                                            | Vocabulary                      |
|------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------|
| 1    | To know when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”).   | To know the meanings of homophones<br>Bear- bare pair- pear                                            | Homophones                      |
| 2    | To know how to express time, place and cause, using prepositions: before, after, during, in, because of.     | To know how to write using exaggerated language:<br>unbelievable, glorious etc.                        | exaggerated language            |
| 3    | To know the difference between the subject and object with the personal pronoun.                             | To know how to write different sentence types - Alan Peat’s 5 pairs                                    | Sentence types                  |
| 4    | To know what is a possessive adjective: my, your, his, hers, its, ours, their.                               | To know how to write different sentence types - Alan Peat’s 15 Double ly ending                        | Sentence types                  |
| 5    | To know irregular simple past-tense verbs.<br>e.g. awake – awoke blow - blew                                 | To know how to write in paragraphs as a way to group related material.                                 | Paragraphs                      |
| 6    | To know synonyms for verbs such as “said”, or “go” to create more up levelled verbs.                         | To know how to write using headings and subheadings to aid presentation (linking to writing sequence). | Headings and subheadings        |
| 7    | To know how to write verbs in the past perfect:<br>“had” + past participle.                                  | To know how to correctly write using the first, second and third person.                               | First, second and third person. |
| 8    | To know what a co-ordinating conjunction is and include them in writing<br>and, but, or, so, for, nor, yet.  | To know how to write including specific/technical vocabulary to add detail.                            | technical vocabulary            |
| 9    | To know the rules for the plural of nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”.        | To know how to write expressing time, place and cause using adverbs: then, next, soon                  | Adverbs                         |
| 10   | To know what a subordinating conjunction is and include them in writing : until, although                    | To know the difference between a phrase and a clause.                                                  | Phrase<br>clause                |
| 11   | To know how to express time, place and cause using conjunctions:<br>when, before, after, while, so, because. | To know how to use commas to separate clauses.                                                         | Commas                          |
| 12   | To know how to write different sentence types - Alan Peat’s 3 Simile                                         | To know how a prefix changes a word specifically<br>Auto- anti- super- under                           | Prefix                          |

| Week | Retrieval                                                                                              | Main Lesson                                                                                                                                                                                                             | Vocabulary      |
|------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1    | To know the meanings of homophones<br>Bear- bare pair- pear                                            | To know about word families based on common words<br>Fear feared fearful fears fearfully                                                                                                                                | Word Families   |
| 2    | To know how to write using exaggerated language:<br>unbelievable, glorious etc.                        | To know about word families to support meaning and spelling of words<br>Solve, solution, solving, solver, dissolved, soluble, insoluble                                                                                 | Word Families   |
| 3    | To know how to write different sentence types - Alan Peat's 5 pairs                                    | To know how to write for persuasion using the pattern of 3<br>Fun, exciting, adventurous                                                                                                                                | Sentence types  |
| 4    | To know how to write different sentence types - Alan Peat's 15 Double ly ending                        | To know how to write different sentence types - Alan Peat's 23 ___ing, ___ed                                                                                                                                            | Sentence types  |
| 5    | To know how to write in paragraphs as a way to group related material.                                 | To know the rules for the plural of nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”.                                                                                                                   | Plural Nouns    |
| 6    | To know how to write using headings and subheadings to aid presentation (linking to writing sequence). | To know how to change the position of an adjective in a sentence to create impact<br>The old, crooked house stood on the hill. Old and crooked, the house stood on the hill. The house on the hill was old and crooked. | Adjective       |
| 7    | To know how to correctly write using the first, second and third person .                              | To know how to use inverted commas and associated punctuation for direct speech.<br>“Hello”, “said Mary                                                                                                                 | Inverted Commas |
| 8    | To know how to write including specific/technical vocabulary to add detail.                            | To know what a quantifier is and be able to use them in writing<br>Enough, less, fewer, lots of, none of, both, each, every, a few, nether, either, several                                                             | Quantifier      |
| 9    | To know how to write expressing time, place and cause using adverbs: then, next, soon                  | To know how to use a preposition<br>Next to, by the side, during , though, throughout, because of                                                                                                                       | Preposition     |
| 10   | To know the difference between a phrase and a clause.                                                  | To know how to write different sentence types - Alan Peat's 1 BOYS                                                                                                                                                      | Sentence types  |
| 11   | To know how to use commas to separate clauses.                                                         | To know how to form the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” of “-fe” to “-ves”; wolf to wolves.                                                                                | Plural Nouns    |
| 12   | To know how a prefix changes a word specifically<br>Auto- anti- super- under                           | To know how to form the noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: chief – chiefs.                                                                                               | Plural Nouns    |