

## Badger Class 2025-2026

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Core Text	<b>Escape to Pompeii</b>	<b>The Snowman</b>	<b>Emperor penguins</b>	<b>Float</b>	<b>The Great Chocoplot</b>	<b>Should we feed animals at National Parks?</b>
	Genre	Narrative- Historical fiction	Narrative- story	NCR	Narrative-story	Narrative- mystery	Balanced argument
	Outcome	Rewrite the story from an alternative perspective.	Write the story.	Factsheet about Emperor Penguins.	Story.	Write a mystery story.	Write an argument for and against.
	Links across the curriculum	Topic	Christmas				
Unit 2	Core Text	<b>The Highwayman</b>	<b>An alternative to plastic straws.</b>	<b>Gut Garden</b>	<b>The River- Valerie Bloom</b>	<b>Sicily holiday brochure</b>	<b>The Explorer</b>
	Genre	Poetry	Persuasive advert	Explanation text	Poetry	Persuasion	Narrative—adventure.
	Outcome	Narrative poem	Advert	Text written about microbiomes	Write a poem.	Write a holiday brochure for Australia.	
	Links across the curriculum		PSHE				
Cross Curricular Writing	Core Text					Dreamtime stories	
	Genre	Diary	Letter		Explanation text	Myths and legends	Persuasive letter
	Outcome	Diary entry as a child in Roman times	Write a letter making a promise		Explanation of the digestive system.	To write a Dreamtime story	Write a letter urging the government to look at sea pollution.
	Links across the curriculum	Topic	RE		Science	Topic	PSHE/Topic

	Year 4	Year 5
<b>Phonic &amp; Whole word spelling</b>	<p>spell further homophones</p> <p>spell words that are often misspelt (Appendix 1)</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>
<b>Other word building spelling</b>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>
<b>Transcription</b>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	
<b>Handwriting</b>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>
<b>Contexts for writing</b>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
<b>Planning writing</b>	<p>discus and record ideas</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>
<b>Drafting writing</b>	<p>organise paragraphs around a theme</p> <p>in narratives, create settings, characters and plot</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p>

	in non-narrative material, use simple organisational devices (headings & subheadings)	<p>precising longer passages</p> <p>use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>
<b>Editing writing</b>	<p>assess the effectiveness of their own and others' writing and suggest improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others writing</p> <p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p> <p>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p>
<b>Performing writing</b>	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<b>Vocabulary</b>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>use expanded noun phrases to convey complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p> <p>use a thesaurus</p>
<b>Grammar</b>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes</p> <p>use the correct form of 'a' or 'an'</p> <p>use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use a wide range of fronted adverbials correctly punctuated</p> <p>use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>convert nouns or adjectives into verbs</p> <p>use verb prefixes</p> <p>use devices to build cohesion, including adverbials of time, place and number</p>

	learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	
<b>Punctuation</b>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>use brackets, dashes or commas to indicate parenthesis</p> <p>use commas to clarify meaning or avoid ambiguity in writing</p>
<b>Grammatical terminology</b>	<p>determiner</p> <p>pronoun</p> <p>possessive pronoun adverbial</p>	<p>modal verb</p> <p>relative pronoun and relative clause</p> <p>parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p> <p>ambiguity</p>

## Year 5

Writing genre skills	Story Writing	<p><b>Stories with a twist ending</b></p> <ul style="list-style-type: none"> <li>• Agree basic plot - children have freedom to make changes</li> <li>• Develop devices to create tension</li> <li>• Begin to leave clues to the reader (hinting at the twist ending)</li> <li>• Begin to show cohesion</li> <li>• Use dialogue for effect (to show character/begin to advance action)</li> </ul>	<p><b>Write in the style of an author</b></p> <ul style="list-style-type: none"> <li>• Using model purposefully to mimic style rather than copy ide</li> <li>• Apply a range of descriptive techniques</li> <li>• Begin to justifying choices e.g. word choice, structure</li> </ul>	<p><b>Thriller/Ghost Stories</b></p> <ul style="list-style-type: none"> <li>• Explore and use a range of techniques to build suspense.</li> <li>• Lengthy description throughout - Show not tell</li> <li>• Apply techniques figurative language</li> </ul>
	Poetry	<ul style="list-style-type: none"> <li>• Use literary techniques to tell a story</li> <li>• Stanzas flow and show similar structure</li> <li>• Children are guided on structure</li> </ul>		
	Recount	<ul style="list-style-type: none"> <li>• Write historical, scientific or personal recounts linked to topics of study</li> <li>• Recount is sequenced and show cohesion using several techniques</li> <li>• The purpose of the recount is clear within the orientation</li> <li>• Use of senses, detailed description and emotive language appeals to the reader</li> <li>• The reader is through sentence variation e.g. questions and possibly the use of second person</li> <li>• Recounts are of appropriate formality</li> </ul>		

		<ul style="list-style-type: none"> <li>• Language is fitting to the time</li> </ul>
	News Report	<ul style="list-style-type: none"> <li>• Historical / Scientific or modern setting</li> <li>• If Historical, language should be appropriate.</li> <li>• MA /HA children should aim to write with a biased view - using fact and opinion</li> <li>• Range of chronological devices</li> <li>• Complex sentence structure appropriate to Y5 should be applied.</li> <li>• Reported and direct speech</li> </ul>
	Persuasion	<ul style="list-style-type: none"> <li>• Sustain the viewpoint throughout whether personal or befitting of character role</li> <li>• Support opinions with facts and other side of argument is mentioned and used with affect</li> <li>• Sentence and overall structure is appropriate to the time period / formality and intended audience</li> <li>• Formality is consistent</li> <li>• Possible use of mixed genre</li> </ul>
	Non Chron	<ul style="list-style-type: none"> <li>• Create an information text with research include mixed genre to add challenge e.g. inform and persuade</li> <li>• Organised logically with the audience in mind</li> <li>• Use concise, well chosen language, correct for the purpose and audience</li> </ul>
	Instructions	<ul style="list-style-type: none"> <li>• Instructions are well introduced and sequenced</li> <li>• Language is chosen to give appropriate detail</li> <li>• Audience and purpose is clear and considered</li> </ul>
	Explanation	<ul style="list-style-type: none"> <li>• Features of texts are chosen for the audiences benefit</li> <li>• Subject might be more abstract e.g. Science / Geography focus and vocabulary is used to suit</li> <li>• Text is well sequenced including cause and effect</li> <li>• Structure and language is matched appropriately to audience</li> <li>• Introduce the challenge of mixed genre e.g. inform and explain</li> </ul>

## Year 4

Writing genre skills	Story Writing	<b>Stories in Imaginary Worlds</b> <ul style="list-style-type: none"> <li>• Discuss and agree setting as a class using a model</li> <li>• Children to have some freedom in dilemma section.</li> <li>• Lengthy description of the setting using a range of techniques</li> <li>• Begin to use dialogue to show character</li> </ul>	<b>Stories from other cultures</b> <ul style="list-style-type: none"> <li>• Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales.</li> <li>• Language should be appropriate to the culture chosen.</li> </ul>	<b>Myths &amp; Legends</b> <ul style="list-style-type: none"> <li>• Discuss and agree setting / story line as a class.</li> <li>• Freedom in the dilemma</li> <li>• Balance of action and description</li> <li>• Language, creatures, names and places are fitting to the time period</li> </ul>
	Poetry	<ul style="list-style-type: none"> <li>• Develop similes, metaphors and personification so they are different (not always the clichés)</li> <li>• Begin to use literary techniques to structure the stanza e.g. pattern of 3</li> </ul>		
	Recount	<ul style="list-style-type: none"> <li>• Write historical, scientific or personal recounts linked to topics of study</li> <li>• Recount will be in chronological order, sequenced with sentence starts</li> <li>• 'who, what, when why' adds detail and gives explanation to the reader</li> <li>• Write about the 5 senses for the readers benefit</li> </ul>		

		<ul style="list-style-type: none"> <li>• Use descriptive and emotive language</li> <li>• Begin to engage the reader through sentence variation e.g. questions</li> <li>• Level of formality is agreed as a class and is most consistent within writing</li> <li>• Begin to consider language and the time period</li> </ul>
	News Report	<ul style="list-style-type: none"> <li>• Modern setting</li> <li>• Introduce difference between fact and opinion</li> <li>• Range of chronological devices</li> <li>• Focus on paragraphing and speech types</li> </ul>
	Persuasion	<ul style="list-style-type: none"> <li>• Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role</li> <li>• Sustain the viewpoint throughout</li> <li>• Support opinions with facts</li> <li>• Sequence writing so reasons flow with an orientation and a reorientation</li> <li>• Discuss formality and aim to be consistent</li> </ul>
	Non Chron	<ul style="list-style-type: none"> <li>• Create a subject specific Information text with research</li> <li>• Organise logically with the correct features</li> <li>• Use concise, accurate language - Know the purpose of the report</li> </ul>
	Instructions	<ul style="list-style-type: none"> <li>• Emphasis on the sequencing of events (numbers, bullet points, adverbials)</li> <li>• Instructions include all features of the text type</li> <li>• Know the purpose and language is chosen carefully</li> <li>• Different audiences are explored</li> </ul>
	Explanation	<ul style="list-style-type: none"> <li>• Use all features of an explanation text and begin to think about the impact of the audience</li> <li>• Ensure text is on sequenced appropriately using a range of techniques</li> <li>• Discuss cause and effect and incorporate this into writing</li> </ul>