

Badger Class 2026-2027

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Core Text	Charlie and the Chocolate Factory	The Christmas Truce	Once Upon a Raindrop	Still I Rise	The Creature	The Princess and the Pea
	Genre	Narrative	Narrative	Non Chronological Report	Poetry	Newspaper report	Traditional Tale
	Outcome	Writing a story about being a Golden Ticket winner	Retell the story of the Christmas Truce from an alternative perspective.	Non chron about the Water Cycle	Poem based on the theme of bullying	Write a newspaper report	Retell the story with a similar moral dilemma.
	Links across the curriculum	Rainforest topic	Topic	Science	PSHE/Black History	Planet/ topic	Monarchy/PSHE
Unit 2	Core Text	Arthur and the Golden Rope	An alternative to plastic straws	The Whale	Zoo	The Most Dangerous Animal in the World	Gorilla
	Genre	Norse Myth	Advert	Narrative	Narrative	Poetry	Narrative
	Outcome	A quest for Arthur	Persuasive advert/poster	Add narrative to the story.	Write a balanced argument for and against zoos.	Write a poem	Write a story about the Gorilla.
	Links across the curriculum	Vikings/Mythology/History	PSHE	PSHE	Topic/ PSHE	PSHE/ Science	PSHE/Science
Cross Curricular Writing	Core Text	Where the Poppies now Grow				Queen Elizabeth	
	Genre	Diary Entry	Non chronological report	Non chronological report	Diary	Non chronological report	Letter to King Charles
	Outcome	War Diary	Write a non-chron on Dr Maggie Aderin-Pocock	Write a non-chron about the Solar System	Writing a diary as a child in Viking times	Report about the King	
	Links across the curriculum	Topic/PSHE	Black History Month Science – space topic	Science – space topic	Vikings	Monarchy	

	Year 4	Year 5
Phonic & Whole word spelling	spell further homophones spell words that are often misspelt (Appendix 1)	spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
Other word building spelling	use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	Use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words

	use the first 2 or 3 letters of a word to check its spelling in a dictionary	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	
Handwriting	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 increase the legibility, consistency and quality of their handwriting	to join specific letters choose the writing implement that is best suited for a task choose which shape of a letter to use when given choices and deciding whether or not
Contexts for writing	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed identify
Planning writing	discus and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	note and develop initial ideas, drawing on reading and research where necessary
Drafting writing	organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader
Editing writing	assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	assess the effectiveness of their own and others writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing writing	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

Vocabulary	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility use a thesaurus
Grammar	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use a wide range of fronted adverbials correctly punctuated use a wide range of conjunctions, adverbs and prepositions to express time and cause. learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs use verb prefixes use devices to build cohesion, including adverbials of time, place and number recognise vocabulary and structures
Punctuation	use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas)	use brackets, dashes or commas to indicate parenthesis use commas to clarify meaning or avoid ambiguity in writing
Grammatical terminology	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun and relative clause parenthesis bracket dash cohesion ambiguity

Year 5

Writing genre skills	Story Writing Stories with a twist ending • Agree basic plot - children have freedom to make changes • Develop devices to create tension • Begin to leave clues to the reader (hinting at the twist ending) • Begin to show cohesion • Use dialogue for effect (to show character/begin to advance action)	Write in the style of an author • Using model purposefully to mimic style rather than copy ide • Apply a range of descriptive techniques • Begin to justifying choices e.g. word choice, structure	Thriller/Ghost Stories • Explore and use a range of techniques to build suspense. • Lengthy description throughout - Show not tell • Apply techniques figurative language
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	Poetry	• Use literary techniques to tell a story • Stanzas flow and show similar structure • Children are guided on structure
	Recount	• Write historical, scientific or personal recounts linked to topics of study • Recount is sequenced and show cohesion using several techniques • The purpose of the recount is clear within the orientation • Use of senses, detailed description and emotive language appeals to the reader • The reader is through sentence variation e.g. questions and possibly the use of second person • Recounts are of appropriate formality • Language is fitting to the time
	News Report	• Historical / Scientific or modern setting • If Historical, language should be appropriate. • MA /HA children should aim to write with a biased view - using fact and opinion • Range of chronological devices • Complex sentence structure appropriate to Y5 should be applied. • Reported and direct speech
	Persuasion	• Sustain the viewpoint throughout whether personal or befitting of character role • Support opinions with facts and other side of argument is mentioned and used with affect • Sentence and overall structure is appropriate to the time period / formality and intended audience • Formality is consistent • Possible use of mixed genre
	Non Chron	• Create an information text with research include mixed genre to add challenge e.g. inform and persuade • Organised logically with the audience in mind • Use concise, well chosen language, correct for the purpose and audience
	Instructions	• Instructions are well introduced and sequenced • Language is chosen to give appropriate detail • Audience and purpose is clear and considered
	Explanation	• Features of texts are chosen for the audiences benefit • Subject might be more abstract e.g. Science / Geography focus and vocabulary is used to suit • Text is well sequenced including cause and effect • Structure and language is matched appropriately to audience • Introduce the challenge of mixed genre e.g. inform and explain

Year 4

Writing genre skills	Story Writing	Stories in Imaginary Worlds • Discuss and agree setting as a class using a model • Children to have some freedom in dilemma section. • Lengthy description of the setting	Stories from other cultures • Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales. • Language should be appropriate to the culture chosen.	Myths & Legends • Discuss and agree setting / story line as a class. • Freedom in the dilemma • Balance of action and description • Language, creatures, names and
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		using a range of techniques • Begin to use dialogue to show character		places are fitting to the time period
	Poetry	• Develop similes, metaphors and personification so they are different (not always the clichés) • Begin to use literary techniques to structure the stanza e.g. pattern of 3		
	Recount	• Write historical, scientific or personal recounts linked to topics of study • Recount will be in chronological order, sequenced with sentence starts • ‘who, what, when why’ adds detail and gives explanation to the reader • Write about the 5 senses for the readers benefit • Use descriptive and emotive language • Begin to engage the reader through sentence variation e.g. questions • Level of formality is agreed as a class and is most consistent within writing • Begin to consider language and the time period		
	News Report	• Modern setting • Introduce difference between fact and opinion • Range of chronological devices • Focus on paragraphing and speech types		
	Persuasion	• Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role • Sustain the viewpoint throughout • Support opinions with facts • Sequence writing so reasons flow with an orientation and a reorientation • Discuss formality and aim to be consistent		
	Non Chron	• Create a subject specific Information text with research • Organise logically with the correct features • Use concise, accurate language - Know the purpose of the report		
	Instructions	• Emphasis on the sequencing of events (numbers, bullet points, adverbials) • Instructions include all features of the text type • Know the purpose and language is chosen carefully • Different audiences are explored		
	Explanation	• Use all features of an explanation text and begin to think about the impact of the audience • Ensure text is on sequenced appropriately using a range of techniques • Discuss cause and effect and incorporate this into writing		