ELM class

Year A

	Theme/text	T4W Focus	Construction (paragraphing/ organisation)	Punctuation (link to No- Nonsense Grammar)	Vocabulary (link to spelling)	Grammar (link to No-Nonsense Grammar)	Cross- curriculum or guided reading links	Outcome
Term 1 Unit 1	The Story of Pirate Pete.	Story pattern Rags to riches. Focus: Openings and endings.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.	Question marks. Exclamation marks.	Glittering, gleaming. Treasure. Compound words: amazement.	Sentence signposts e.g. Long, long ago. First, after that, finally. Power of 3 adjectives e.g. fierce, tall and grumpy pirate. Progressive form of verbs: I was cooking. They are running.	Setting: beach.	The Story of the Forgetful Squirrel.
Term 1 Unit 2	Real leaflet analysis.	Text type: Persuasive leaflet.	Who? What? Where? When? How? Slogan: You'll be nuts about us! USP.	Question marks. Exclamation marks.	Claw – aw. Cry – cried (change y to an ie before the d). Didn't – contracted apostrophes.	Exciting adjectives. Powerful verbs. Power of 3 e.g. Sam cried and cried and cried. Similies: His claws were as	Science: Habitats. Setting: Woodland. Developed from the pirate story. Real life.	Come toland.

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							sharp as swords. Prefix: unhappy. Suffix: forgetful.	
	Term 2 Unit 1	The Papaya that Spoke.	Story pattern: Journey Tale. Focus: Dialogue.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.	Speech marks. Question marks. Exclamation marks.	Run – running (short vowel sound, double the consonant). Shine – shining (long vowel sound, do not double the consonant).	Sentence signposts: Once upon a time. First, next, finally, after that. Power of 3 e.g. he ran and he ran. Repetitive language. Past tense. Contracted apostrophes i.e. that's, isn't.	Vegetables in the supermarket.
	Term 2 Unit 2	The Farmer's Diary.	Text type: Recount in the form of a diary.	Beginning, middle and end. Chronological. Who? What? Where? When?			First person. Headings.	Recount in the form of a diary.

Term 3 Unit 1	Little Red Riding Hood.	Story pattern: Journey	Past tense, timesentence signposts, direct speech. View: page 83 Non- fiction Talk 4 Writing across the curriculum Story mountain: opening, build up,	Question marks. Exclamation	Familiar settings.	Recount of the story with
		Focus: setting.	problem, resolution, ending. Beginning, middle and end.	marks.	Traditional stories. Present and past tense correctly.	a focus on setting and character.
Term 3 Unit 2	How to trap a dragon.	Text type: Instructions.	How to in the title. List of ingredients/equipment. Numbers to show order. Imperative verbs i.e. mix/stir. Short, clear sentences. Time connectives. Beginning, middle and end. Chronological.	Commas used when writing a list of ingredients. Possible use of colon before a list e.g. What you need: a spade, blanket and sticks.	Commands. Imperative verbs. Sentence signposts.	How to trap a dragon instructions leading onto how to look after a pet dragon.

Term 4	The	Story pattern:	Story mountain:	Commas –	Similies e.g.	A defeat the
Unit 1	Clockwork	Defeat the	opening, build up,	power of 3.	stood as tall	monster story
	Dragon.	Monster.	problem, resolution,		as a tree.	with a focus
	Jonathan		ending.			on character.
	Emmet	Focus:	Beginning, middle and		Power of 3	
		Character.	end.		e.g. red, scary	
					and	
					aggressive.	
					Adverbs e.g.	
					he tiptoed	
					quietly.	
					Adjectives e.g.	
					a small, round	
					ball.	
					Allieration e.g.	
					The dragon	
					slept silently.	
Term 4	Should	Text type:	Purpose: to present a		Sentence	A discussion
Unit 2	children	Discussion.	reasoned and balanced		signposts to	document
	spend more		view of an issue.		guide the	with
	time playing				reader	contrasting
	board games,		Opening paragraph		through the	points.
	reading and		that introduces the		argument i.e.	
	less time on		reader to the issue.		the first	
	the				reason, also,	
	computer?		Contrasting points		however, on	
			ending with a reasoned		the other	
			conclusion.		hand, many	
					people believe	
					that.	

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			Looking at viewpoint				
			from both sides.				
			View page 214 Non-				
			fiction Talk 4 Writing				
			across the curriculum				
Term 5	The Secret of	Story pattern:		Exclamations	Isolate the	Use dramatic	A suspense
Unit 1	Black Rock.	Warning tale.		to show	character – in	connectives to	story with a
51c <u>1</u>	Brack Nook	Warning tare.		impact.	darkness/cold.	introduce	scary element
		Focus:		pace.		suspense and	which may be
		Suspense.			Scary sound	drama – at	a rock or
		Suspense.			effects e.g.	that moment,	something
					something	suddenly,	else (HA).
					hissed. A	unfortunately.	eise (na).
						uniortunately.	
					hand		
					appeared.		
					Character's		
					reaction e.g.		
					she shivered.		
Term 5	The seaside.	Tout tupou	Opening that		Sile Silivereu.	Sentence	Information
	The seaside.	Text type:	l . –				
Unit 2		Information.	introduces the reader			signposts to	about the
			to the subject.			add	seaside.
			Chunks of information,			information.	What you can
			logically organized,				see and
			possibly with			Present tense	words of
			subheadings,			and third	advice.
			information boxes,			person e.g.	
			lists, bullet points,			whales are	
			diagrams and images.			large.	
			5 . 1 . 6				
			Fairly formal.				

			Detail and description,			
			including comparisons.			
			View page 132 Non-			
			fiction Talk 4 Writing			
			across the curriculum			
Term 6	The Glass	Story pattern:	To create a description		Use precise	
Unit 1	Cupboard.	Fable.	that the reader can		nouns to	
			imagine, making it		'name it' and	
	Story	Focus:	sound real and using it		create a	
	pattern:	Description –	to intrigue.		picture in the	
	Fable.	people,			reader's mind	
		places and	Effectiveness of the		e.g. poodle	
		objects.	moral of the fable.		rather than	
					dog.	
			Formal language.			
			Present tense.		Choose	
			Causal sentence		adjectives	
			signposts of link		with care and	
			explanation.		us a comma	
			Detail to help		e.g. the small,	
			understand points in		round pot.	
			the form of		-	
			information.		Power of 3 to	
					describe e.g.	
					The cupboard	
					was	
					mysterious,	
					large and	
					scary.	

					Powerful verbs.	
					Adverbs .	
					Use 'as' and 'like' similes.	
Term 6 Unit 2	How a magical object works.	Text type: Explanation	Series of logical, often chronological and explanatory steps. To help someone understand a process or why something is, or			An explanation about how their magical object works.
			has happened.			

Year B

	Theme/text	T4W Focus	Construction (paragraphing/ organisation)	Punctuation (link to No- Nonsense Grammar)	Vocabulary (link to spelling)	Grammar (link to No-Nonsense Grammar)	Cross- curriculum or guided reading links	Outcome
Term 1 Unit 1	Cinderella.	Story pattern Rags to riches. Focus: Openings and endings.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.	Question marks. Exclamation marks.	Glittering, gleaming. Treasure. Compound words: amazement.	Sentence signposts e.g. Long, long ago. First, after that, finally. Power of 3 adjectives. Progressive form of verbs: I was cooking. They are running.	Setting: Cottage/palace	Children to compose their own rags to riches story.
Term 1 Unit 2	Real leaflet analysis. Come to the Cinderella Experience.	Text type: Persuasive leaflet.	Who? What? Where? When? How?	Question marks. Exclamation marks.		Exciting adjectives. Powerful verbs. Power of 3 e.g. Cinderella cried and cried and cried. Similies: His claws were as sharp as swords.		Persuasive leaflet advertising the Cinderella Experience.

						Prefix: unhappy. Suffix: forgetful.	
Term 2 Unit 1	Harry's Home.	Story pattern: Journey Tale. Focus: Dialogue.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.	Speech marks. Question marks. Exclamation marks.	Run – running (short vowel sound, double the consonant). Shine – shining (long vowel sound, do not double the consonant).	Sentence signposts: First, next, finally, after that. Past tense. Contracted apostrophes i.e. that's, isn't.	Dialogue. Children to write their own passage with a focus on handwriting etc.
Term 2 Unit 2	Grandad's Diary.	Text type: Recount in the form of a diary.	Beginning, middle and end. Chronological. Who? What? Where? When? Past tense, timesentence signposts, direct speech. View: page 83 Non- fiction Talk 4 Writing across the curriculum			First person. Headings.	A recount in the form of a diary;.

Term 3	The	Story pattern:	Story mountain:	Question	Familiar	Story
Unit 1	Gingerbread	Journey	opening, build up,	marks.	settings.	focusing on
	Man.	story.	problem, resolution,	Exclamation	Traditional	setting and
			ending.	marks.	stories.	what
		Focus:	Beginning, middle and			happened.
		setting.	end.		Present and	What is a
					past tense	traditional
					correctly.	tale?
Term 3	How to cook	Text type:	How to in the title.	Commas used	Commands.	Recipe
Unit 2	gingerbread.	Instructions.	List of	when writing	Imperative	detailing
			ingredients/equipment.	a list of	verbs.	how to cook
			Numbers to show	ingredients.	Sentence	gingerbread.
			order.		signposts.	
			Imperative verbs i.e.	Possible use		
			mix/stir.	of colon		
			Short, clear sentences.	before a list		
			Time connectives.	e.g. What you		
				need: a		
			Beginning, middle and	spade,		
			end.	blanket and		
				sticks.		
			Chronological.			
Term 4	Ocean Meets	Story pattern:	Story mountain:	Commas –	Similies e.g.	A fantasy
Unit 1	Sky.	Fantasy.	opening, build up,	power of 3.	stood as tall	story with
			problem, resolution,		as a tree.	description.
		Focus:	ending.			
		Description.	Beginning, middle and		Power of 3	
			end.		e.g. red, scary	
					and	
			To create a description		aggressive.	
			that the reader can			

			imagine, making it		Adverbs e.g.	
			sound real and using it		he tiptoed	
			to intrigue.		quietly.	
			Effectiveness of the		Adjectives e.g.	
			moral of the fable.		a small, round	
					ball.	
			Formal language.		Allieration e.g.	
			Present tense.		The dragon	
			Causal sentence		slept silently.	
			signposts of link		,	
			explanation.			
			Detail to help			
			understand points in			
			the form of			
			information.			
Term 4	Is it	Text type:	Purpose: to present a		Sentence	Discussion
Unit 2	important to	Discussion.	reasoned and balanced		signposts to	paper
	look after our		view of an issue.		guide the	pointing out
	seas and				reader	both sides
	oceans?		Opening paragraph		through the	of the
			that introduces the		argument i.e.	argument.
			reader to the issue.		the first	
					reason, also,	
			Contrasting points		however, on	
			ending with a reasoned		the other	
			conclusion.		hand, many	
					people believe	
			Looking at viewpoint		that.	
			from both sides.			

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		View page 214 Non-					
		fiction Talk 4 Writing					
		across the curriculum					
Kassim and	Story pattern:		Exclamations	Isolate the	Use dramatic		Warning
the Greedy	Warning tale.		to show	character – in	connectives to		tale.
Dragon.			impact.	darkness/cold.	introduce		
	Focus:				suspense and		
	Suspense.			Scary sound	drama – at		
				effects e.g.	that moment,		
				something	suddenly,		
				hissed. A	unfortunately.		
				hand			
				appeared.			
				Character's			
				reaction e.g.			
				she shivered.			
Lizards.	Text type:	Opening that			Sentence		An
	Information.	introduces the reader			signposts to		information
		to the subject.			add		leaflet
		Chunks of information,			information.		about
		logically organized,					lizards.
		possibly with			Present tense		
		subheadings,			and third		
		information boxes,			person e.g.		
		lists, bullet points,			whales are		
		diagrams and images.			large.		
		Fairly formal.					
		Detail and description,					
		including comparisons.					
	the Greedy Dragon.	the Greedy Dragon. Focus: Suspense. Lizards. Text type:	Kassim and the Greedy Dragon. Lizards. Text type: Information. Text type: Information. Chunks of information, logically organized, possibly with subheadings, information boxes, lists, bullet points, diagrams and images. Fairly formal. Detail and description,	Kassim and the Greedy Dragon. Lizards. Text type: Information. Detail and description, logically organized, points, diagrams and images. Fairly formal. Detail and description,	Kassim and the Greedy Dragon. Story pattern: the Greedy Dragon. Story pattern: Warning tale. Focus: Suspense. Suspense. Suspense. Suspense. Suspense. Story pattern: to show impact. Scary sound effects e.g. something hissed. A hand appeared. Character's reaction e.g. she shivered. Character's reaction formation. Information. Information. Information, logically organized, possibly with subheadings, information boxes, lists, bullet points, diagrams and images. Fairly formal. Detail and description,	Kassim and the Greedy Dragon. Focus: Suspense. Lizards. Text type: Information. Text type: Information. Character's reaction e.g. she shivered. To the subject. Chunks of information, logically organized, possibly with subheadings, information boxes, lists, bullet points, diagrams and images. Fairly formal. Detail and description,	Kassim and the Greedy Dragon. Focus: Suspense. Lizards. Text type: Information. Lizards. Lizards. Text type: Information. Lizards. Lizards. Text type: Information. Lizards. Lizards. Text type: Information. Lizards. Lizards. Lizards. Text type: Information. Lizards. Lizards. Lizards. Text type: Information. Lizards. Lizards. Lizards. Lizards. Text type: Information. Lizards. Lizards. Lizards. Text type: Information. Lizards. Text type: Information. Lizards. Lizards. Lizards. Text type: Information. Lizards. Character's reaction e.g. she shivered. Sentence signposts to add information. Lizards. Present tense and third person e.g. whales are large. Lizards. L

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Term 6 Unit 1	The hare and the tortoise.	Story pattern: Fable.	View page 132 Non- fiction Talk 4 Writing across the curriculum To create a description that the reader can imagine, making it		Use precise nouns to 'name it' and	A description of the fable.
	Story pattern: Fable.	Focus: Description.	sound real and using it to intrigue. Effectiveness of the moral of the fable.		create a picture in the reader's mind e.g. poodle rather than dog.	
			Formal language. Present tense. Causal sentence signposts of link explanation. Detail to help understand points in the form of		Choose adjectives with care and us a comma e.g. the small, round pot.	
			information.		Power of 3 to describe e.g. The cupboard was mysterious, large and scary.	
					Powerful verbs.	

			Adverbs . Use 'as' and	
			'like' similes.	
Term 6	Is important	Series of logical, often		An
Unit 2	to say	chronological and		explanation
	'please' and	explanatory steps.		detailing
	'thank you?'	To help someone		both sides.
		understand a process		
	Text type:	or why something is, or		
	Explanation.	has happened.		