

## GRAMMAR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	<b>Overcoming the Monster Story</b> <b>Character Toolkit</b> <b>The Three Little Pigs</b> <ul style="list-style-type: none"> <li>Story language: Once upon a time... Early one morning... Unfortunately... Luckily... Finally...</li> <li>adjectives to describe character</li> <li>combining words to make simple sentences</li> <li>CL/FS/spaces</li> <li>CL for 1<sup>st</sup> person pronoun 'I'</li> </ul>	<b>Warning Story</b> <b>Openings and Endings Toolkit</b> <b>The Gruffalo's Child</b> <ul style="list-style-type: none"> <li>Story language: Once upon a time... Early one morning... Unfortunately... Luckily... Finally...</li> <li>Sentence openers – time/weather starters</li> <li>CL/FS/spaces</li> <li>singular /plural</li> <li>combining words to make simple sentences</li> </ul>	<b>Journey Story</b> <b>Action Toolkit</b> <b>The Queen's Hat</b> <ul style="list-style-type: none"> <li>suffixes that can be added to verbs with no change (-er, -est, -ed, -ing)</li> <li>Sequencing sentences to form short narratives</li> <li>CL/FS/spaces</li> <li>past tense</li> </ul>	<b>Information Superheroes</b> <ul style="list-style-type: none"> <li>write in 3 clear sections (opening, chunked info and concluding statement)</li> <li>begin sentences with the subject</li> <li>CL/FS/spaces</li> <li>past tense (-ed)</li> <li>compound sentences using conjunctions</li> </ul> and/but/so	<b>Wishing Story</b> <b>Description Toolkit</b> <b>The Magic Porridge Pot</b> <ul style="list-style-type: none"> <li>compound sentences using conjunctions</li> <li>and/but/so</li> <li>powerful verbs, adjectives and nouns</li> <li>simple similes</li> <li>selecting vocabulary to change the mood</li> <li>CL/FS/spaces</li> <li>CL for names</li> </ul>	<b>Portal Story</b> <b>Setting Toolkit</b> <b>Grandad's Island</b> <ul style="list-style-type: none"> <li>prefix -un to change meaning</li> <li>suffixes that can be added to verbs with no change (-er, -est, -ed, -ing)</li> <li>sequencing sentences to form short narratives</li> <li>CL/FS/spaces</li> <li>past tense</li> </ul>
	<b>Instructions</b> <b>How to trap a wolf</b> <ul style="list-style-type: none"> <li>title to explain</li> <li>opening question</li> <li>bullet point list</li> <li>bossy verbs for commands</li> <li>carefully chosen adjectives</li> <li>short, clear sentences</li> <li>sequential language</li> </ul> first, next, after that, finally <ul style="list-style-type: none"> <li>concluding statement</li> <li>CL/FS/spaces</li> </ul>	<b>1<sup>st</sup> person recount</b> <b>Elf on the Shelf</b> <ul style="list-style-type: none"> <li>Sequential language: first next soon after then finally in the end</li> <li>-ed suffix</li> <li>1<sup>st</sup> person (I, we, my, me)</li> <li>CL for 1<sup>st</sup> person pronoun 'I'</li> <li>Exclamations</li> </ul>	<b>Invention</b> <b>SBW: Consolidate basic skills</b>		<b>Invention</b> <b>SBW: Consolidate basic skills</b>	<b>Invention</b> <b>SBW: Consolidate basic skills</b>
			<b>Opening Doors Poetry Unit</b> <b>Slowly</b> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>			

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 2	<b>Journey Story</b> <b>Action Toolkit</b> <b>Meerkat Mail</b> <ul style="list-style-type: none"> <li>verbs to add detail or feeling</li> <li>simple sentences</li> <li>sentence of 3 (action)</li> <li>CL/FS/spaces</li> <li>commas in a list</li> <li>-ed suffix</li> <li>-ness/-less suffix</li> </ul>	<b>Warning Story</b> <b>Description Toolkit</b> <b>The Great Fire</b> <ul style="list-style-type: none"> <li>expanded noun phrases</li> <li>statement, question, commas in a list</li> <li>-es suffix (changing y to an i)</li> <li>progressive verbs</li> <li>apostrophes for singular possession and contractions</li> <li>-ly adverb starters</li> <li>CL/FS/spaces</li> </ul>	<b>Fantasy Story</b> <b>Character Toolkit</b> <b>Peter Pan</b> <ul style="list-style-type: none"> <li>apostrophes for contractions</li> <li>compound nouns</li> <li>subordination</li> <li>when, if, that, because</li> <li>expanded noun phrases</li> <li>-ly adverbs</li> <li>correct use of past tense</li> <li>apostrophes for singular possession</li> <li>CL/FS/spaces</li> <li>adverbials to add detail</li> <li>alternatives to overused action verbs: got, came, went, said, looked</li> </ul>	<b>Information</b> <b>The Fae</b> <ul style="list-style-type: none"> <li>correct use of present tense</li> <li>compound nouns</li> <li>subordination</li> <li>when, if, that, because, whilst</li> <li>expanded noun phrases</li> <li>CL/FS/spaces</li> <li>sentence of 3</li> <li>varied sentence openers</li> <li>generalising phrases</li> <li>subheadings</li> </ul>	<b>Overcoming the Monster Story</b> <b>Setting Toolkit</b> <b>Jack and the Beanstalk</b> <ul style="list-style-type: none"> <li>time of day and weather</li> <li>adjective and verb choice to affect meaning</li> <li>alliteration</li> <li>adjective/noun/verb</li> <li>simple similes (like/as)</li> <li>sentences of 3 - commas in a list</li> <li>prepositions to extend description</li> <li>CL/FS/spaces</li> <li>compound sentences using conjunctions</li> <li>and/but/so</li> </ul>	<b>Rags to Riches Story</b> <b>Openings and Endings Toolkit</b> <b>Pirate Tom</b> <ul style="list-style-type: none"> <li>comparatives</li> <li>-er, -est,</li> <li>time, place, weather openings</li> <li>synonyms</li> <li>specific adjectives to describe</li> <li>apostrophes for contractions</li> <li>apostrophes for singular possession</li> <li>imperative verbs and command sentences</li> </ul>
	<b>1<sup>st</sup> person Recount</b> <b>Postcards from Sunny</b> <ul style="list-style-type: none"> <li>adverbs</li> <li>adjectives</li> <li>expanded noun phrases</li> <li>questions, exclamations, statements</li> <li>singular/plural</li> <li>CL/FS/spaces</li> <li>sequential language: first, next, after that</li> <li>suffixes -ful, -ness</li> <li>correct use of present tense</li> </ul>	<b>Discussion</b> <b>(Speaking and Listening)</b> <b>Who was to blame for the Great Fire of London?</b> <ul style="list-style-type: none"> <li>subordination</li> <li>when, if, that, because</li> <li>correct use of past/present tense</li> <li>apostrophes for singular possession</li> <li>statements and questions</li> <li>and/or/but coordinating conjunctions</li> <li>CL/FS/spaces</li> </ul>	<b>Invention</b> <b>SBW: Consolidate basic skills</b>		<b>Invention</b> <b>SBW: Consolidate basic skills</b>	<b>Invention</b> <b>SBW: Consolidate basic skills</b>
			<b>Opening Doors Poetry Unit</b> <b>The Hippocrump</b> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>			

# Grammar and Punctuation Progression KS1 and KS2 2025-26

Blue objectives represent National Curriculum expectations. Black text represents oral composition and non-statutory components.

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## GRAMMAR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3	<b>Opening Doors Fiction Unit</b> <b>The Foundling</b> <ul style="list-style-type: none"> <li>consolidation of KS1 grammar and punctuation</li> </ul>	<b>Overcoming the Monster Story</b> <b>Character Toolkit</b> <b>The Cobbler of Krakow</b> <ul style="list-style-type: none"> <li>simile and metaphor</li> <li>prepositions</li> <li>SNoT</li> <li>precise vocabulary</li> <li>alliteration</li> <li>speech punctuation: new line, new speaker, inverted commas, CL for spoken words, end spoken sentence with punctuation</li> <li>conjunctions</li> <li>CL/FS</li> </ul>	<b>Invention</b> <b>SBW: Consolidate basic skills</b>	<b>Portal Story</b> <b>Action Toolkit</b> <b>The Wardrobe</b> <ul style="list-style-type: none"> <li>speech punctuation: new line, new speaker, inverted commas, CL for spoken words, end spoken sentence with punctuation</li> <li>alliteration</li> <li>precise <b>verbs</b> to show how a character thinks, feels or moves</li> <li>personification</li> <li>simile</li> <li>progressive -ing openers and clauses</li> </ul>	<b>Quest Story</b> <b>Dialogue Toolkit</b> <b>Cat Quest III</b> <ul style="list-style-type: none"> <li>secure earlier and use a wider range of subordination</li> <li>speech punctuation: new line, new speaker, inverted commas, CL for spoken words, end spoken sentence with punctuation</li> <li>dramatic adverbials</li> <li>onomatopoeia</li> <li>personification</li> <li>sentence of 3 – verbs for action</li> <li>commas in a list</li> <li>SNoT</li> </ul>	<b>Exciting Writing!</b> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>
	<b>Warning Story</b> <b>Setting Toolkit</b> <b>Little Red</b> <ul style="list-style-type: none"> <li>prepositions</li> <li>sentence structure – clauses (subject/verb)</li> <li>verbs and adverbs</li> <li>CL/FS</li> <li>past tense</li> <li>paragraphs</li> <li>definite articles (a/an)</li> <li>secure understanding of vowels and consonants</li> <li>adverbs</li> </ul>		<b>Information</b> <b>Stone Trolls</b> <ul style="list-style-type: none"> <li>commas in a list</li> <li>generalising phrases</li> <li>headings and subheadings</li> <li>technical language</li> <li>secure earlier and use a wider range of subordination</li> <li>correct use of present tense</li> </ul>			<b>Finding Story</b> <b>Description Toolkit</b> <b>Curse of the Pharaoh</b> <ul style="list-style-type: none"> <li>speech punctuation: new line, new speaker, inverted commas, CL for spoken words, end spoken sentence with punctuation</li> <li>adverbs</li> <li>secure use of both co-ordinating and subordinating conjunctions</li> <li>prefixes and suffixes</li> <li>word families</li> <li>present perfect form of verbs</li> <li>SNoT</li> <li>simile</li> <li>alliteration</li> </ul>
	<b>Explanation</b> <b>Mythical Creatures Survival Guide</b> <ul style="list-style-type: none"> <li>connectives for additional information / cause and effect</li> <li>coordination and subordination</li> <li>layout features – heading and subheadings</li> <li>hooking the reader with questions</li> <li>technical language</li> <li>correct use of present tense</li> </ul>	<b>Instructions</b> <b>How to tame a dragon</b> <ul style="list-style-type: none"> <li>imperative verbs</li> <li>sentence types</li> <li>temporal connectives</li> <li>adverbials</li> <li>bullet points</li> <li>commas in a list</li> <li>hooking the reader</li> <li>apostrophes for contraction</li> </ul>	<b>Opening Doors Fiction Unit</b> <b>The Island of the Nine Whirlpools</b> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>			
			<b>Opening Doors Poetry Unit</b> <b>The Magnifying Glass</b> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>		<b>Invention</b> <b>SBW: Consolidate basic skills</b>	<b>Invention</b> <b>SBW: Consolidate basic skills</b>

# Grammar and Punctuation Progression KS1 and KS2 2025-26

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GRAMMAR						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 4	<b>Quest Story</b> <i>Setting / Openings and Endings Toolkits</i> <b>Ruin</b> <ul style="list-style-type: none"> <li>fronted adverbials</li> <li>varied sentence length</li> <li>varied openers of time, weather and place</li> <li>precise vocabulary to affect mood</li> <li>SNoT</li> <li>metaphor and simile</li> <li>alliteration</li> <li>dropped in clauses (<b>with commas</b>) to reveal information (<i>that, which</i>)</li> </ul>	<b>Overcoming the Monster Story</b> <i>Dialogue Toolkit</i> <b>Troll in the Dungeon</b> <ul style="list-style-type: none"> <li>apostrophes for possession</li> <li>comma splicing</li> <li>use of inverted commas and other punctuation to indicate direct speech</li> <li>speech to advance action</li> <li>subordinating conjunctions</li> <li>synonyms for said</li> <li>expanded noun phrases</li> </ul>	<b>Warning Story</b> <i>Action Toolkit</i> <b>The Warthog and the Golden Ring</b> <ul style="list-style-type: none"> <li>modifying adjectives, nouns and preposition phrases</li> <li>fronted adverbials</li> <li>personification</li> <li>precise vocabulary to affect mood</li> <li>progressive verbs</li> <li>varied sentence length and openers</li> </ul>	<b>Discussion</b> <b>Who should Edward live with?</b> <ul style="list-style-type: none"> <li>organisational structures</li> <li>complex sentences to combine information</li> <li>plural -s and possessive apostrophe 's</li> <li>fronted adverbials</li> <li>pronouns for cohesion</li> <li>rhetorical questions</li> </ul>	<b>Opening Doors Fiction Unit</b> <b>Black Beauty</b> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>	<b>Exciting Writing!</b> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>
	<b>Newspaper Report – recount</b> <b>Iron Man</b> <ul style="list-style-type: none"> <li>was/were</li> <li>fronted adverbials</li> <li>synonyms</li> <li>past tense (simple, progressive and perfect verbs)</li> </ul>	<b>Opening Doors Non-Fiction Unit</b> <b>The Hallowe'en Banquet</b> <i>Food Review</i> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>	<b>Opening Doors Poetry Unit</b> <b>Dear March, Come In</b> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>		<b>Persuasion - advert</b> <b>Endangered!</b> <ul style="list-style-type: none"> <li>organisational structures inc. bullet points</li> <li>plural -s and possessive apostrophe 's</li> <li>pronouns for cohesion</li> <li>determiners</li> </ul>	<b>Portal Story</b> <i>Setting Toolkit</i> <b>Varjak Paw</b> <ul style="list-style-type: none"> <li>fronted adverbials</li> <li>paragraphs</li> <li>determiners</li> <li>definite articles a/an</li> <li>SNoT</li> <li>extended range of connectives</li> <li>personification</li> <li>similes</li> <li>precise vocabulary</li> <li>prepositions</li> </ul>

## Grammar and Punctuation Progression KS1 and KS2 2025-26

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	<ul style="list-style-type: none"> <li>varied sentence length and openers</li> <li>use of inverted commas and other punctuation to indicate direct speech</li> <li>linking paragraphs by sequencing or adding information</li> </ul>				<ul style="list-style-type: none"> <li>direct address</li> <li>exclamations and rhetorical questions</li> <li>informal language</li> <li>imperative verbs</li> <li>correct use of present tense</li> </ul>	<b>Invention</b> <b>SBW: Consolidate basic skills</b>
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YEAR 5	<i>Portal Story</i> <i>Character/Dialogue Toolkits</i> <b>The Amulet</b> <ul style="list-style-type: none"> <li>comma splicing</li> <li>convert nouns into verbs using suffixes</li> <li>parenthesis</li> <li>relative clauses and relative pronouns</li> <li>use of inverted commas and other punctuation to indicate direct speech</li> </ul>	<i>Overcoming the Monster Story</i> <i>Description Toolkit</i> <b>Beowulf</b> <ul style="list-style-type: none"> <li>modal verbs</li> <li>similes</li> <li>a wider range of adverbials in varied position</li> <li>onomatopoeia</li> <li>precise vocabulary</li> <li>SNoT</li> <li>personification</li> </ul>	<b>Invention</b> <b>SBW: Consolidate basic skills</b>	<i>Opening Doors Fiction Unit</i> <i>Moon Seeds</i> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>	<i>Opening Doors Fiction Unit</i> <i>The Hell Hound</i> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>	<b>Exciting Writing!</b> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>
	<i>Explanation</i> <b>Marvellous Machines</b> <ul style="list-style-type: none"> <li>organisational structures</li> <li>a wider range of adverbials in varied positions</li> <li>paragraphs</li> <li>determiners</li> <li>a wider range of connectives and generalising phrases to build cohesion</li> <li>exclamations and rhetorical questions</li> <li>correct use of tense</li> <li>opinions and facts</li> </ul>	<i>Information</i> <b>Grendel the Nightbeast</b> <ul style="list-style-type: none"> <li>a wider range of connectives and generalising phrases to build cohesion</li> <li>a wider range of adverbials in varied position</li> <li>more sophisticated simile and metaphor</li> <li>synonyms</li> <li>modal verbs</li> <li>relative clauses</li> <li>parenthesis</li> </ul>	<i>Instructions</i> <b>How to prepare for an alien invasion</b> <ul style="list-style-type: none"> <li>parenthesis</li> <li>tone and formality</li> <li>imperative verbs</li> <li>a wider range of adverbials in varied position</li> <li>semi-colons in a list</li> <li>temporal connectives</li> <li>relative clauses</li> <li>complex sentences to combine information</li> <li>superlatives</li> <li>conditional and hypothetical sentences</li> <li>exclamations and rhetorical questions</li> </ul>			<i>Warning Story</i> <i>Setting Toolkit</i> <b>The Canal</b> <ul style="list-style-type: none"> <li>comma splicing</li> <li>modal verbs</li> <li>use of commas to avoid ambiguity</li> <li>progressive verbs</li> <li>modal verbs</li> <li>parenthesis</li> <li>prefixes and suffixes</li> <li>speech to advance action and develop character</li> <li>speech punctuation</li> </ul>
			<i>Opening Doors Poetry Unit</i> <b>Cat</b> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>		<i>Journalistic Writing</i> <b>A Detective's Insight</b> <ul style="list-style-type: none"> <li>varying verb types</li> <li>tone and formality</li> <li>prepositional phrases</li> <li>tense consistency</li> <li>relative (embedded) clauses and relative pronouns</li> <li>a wider range of adverbials in varied positions</li> <li>precise vocabulary for effect</li> <li>modal verbs</li> </ul>	<b>Invention</b> <b>SBW: Consolidate basic skills</b>

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YEAR 6	<p><i>Dialogue Narrative</i> <b>Dr Who: The Empty Child</b></p> <ul style="list-style-type: none"> <li>speech to advance action and develop character</li> <li>use of inverted commas and other punctuation to indicate direct speech</li> <li>precise vocabulary for effect</li> </ul>	<p><i>Information</i> <b>Animals of Pandora</b></p> <ul style="list-style-type: none"> <li>punctuation for parenthesis</li> <li>active/passive voice</li> <li>technical vocabulary</li> <li>organisational devices- title, subheadings and paragraphs</li> <li>formal/informal language</li> <li>hyphenated adjectives</li> </ul>	<p><i>Narrative Recount</i> <b>Flashback to Action: The Piano</b></p> <ul style="list-style-type: none"> <li>SNoT</li> <li>formal/informal language</li> <li>figurative language</li> <li>semi-colon to mark independent clauses</li> <li>dialogue to advance the action</li> <li>active/passive voice</li> </ul>	<p><i>Opening Doors Fiction Unit</i> <b>The Gothic: Dracula and Jane Eyre</b></p> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>	<p><i>Opening Doors Fiction Unit</i> <b>Descent into the Maelstrom</b></p> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>	<p><b>Exciting Writing!</b></p> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>
	<p><i>Overcoming the Monster Story</i> <i>Suspense Toolkit</i> <b>The Tibicena</b></p> <ul style="list-style-type: none"> <li>precise vocab for effect – building atmosphere and altering mood</li> <li>formation of nouns using the suffix -er</li> <li>subject/verb/object</li> <li>compound into complex sentences using conjunctions</li> <li>subordinate clauses (varied position within the sentence)</li> <li>SNoT</li> <li>ellipsis</li> </ul>	<p><i>Action/Dialogue Narrative</i> <b>Fantastic Beasts</b></p> <ul style="list-style-type: none"> <li>precise vocab for effect – building atmosphere and altering mood</li> <li>subject / verb / object</li> <li>SNoT</li> <li>use of inverted commas and other punctuation to indicate direct speech</li> <li>synonyms</li> <li>sentence types</li> <li>antonyms of adjectives</li> <li>personification</li> </ul>	<p><i>Incident Reports – Different Perspectives</i> <b>The Tyre Swing</b></p> <ul style="list-style-type: none"> <li>differing levels of formality and perspective</li> <li>use of the prefix 'un' to create antonyms and change the meaning of verbs and adjectives</li> <li>antonyms of nouns and adverbs to alter mood, atmosphere and characterisation</li> <li>hyphens to avoid ambiguity</li> <li>semi-colon, colon or dash to mark independent clauses</li> </ul>			

# Grammar and Punctuation Progression KS1 and KS2 2025-26

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	<p><i>Discussion</i></p> <p><b>Should the species of the Tibicena be spared from extinction?</b></p> <ul style="list-style-type: none"> <li>pronouns for formality (them/ those that/what anything/nothing)</li> <li>a wider range of connectives and generalising phrases to build cohesion</li> <li>commas for clauses</li> <li>subjunctive form</li> <li>formal language of discussion</li> </ul>	<p><i>Journalistic Writing</i></p> <p><b>Shackleton's Diaries</b></p> <ul style="list-style-type: none"> <li>varying verb types</li> <li>tone and formality – colloquial language</li> <li>prepositional phrases</li> <li>tense consistency</li> <li>relative (embedded) clauses and relative pronouns</li> <li>a wider range of adverbials in varied positions</li> <li>precise vocabulary for effect</li> <li>modal verbs</li> <li>active/passive voice</li> </ul>		<p><i>News Report</i></p> <p><b>The Mysterious Disappearance of Jonathan Harker</b></p> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>	<p><i>Formal Complaint Letter</i></p> <p><b>Jumanji</b></p> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>	<p><i>Dual Narrative</i></p> <p><b>Jaws</b></p> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>
		<p><i>Creative Writing</i></p> <p><b>Black Powder</b></p> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>	<p><i>Opening Doors Poetry Unit</i></p> <p><b>The Call</b></p> <ul style="list-style-type: none"> <li>revisiting previous grammar and punctuation</li> </ul>			<p><b>Invention</b></p> <p><b>SBW: Consolidate basic skills</b></p>