**RED HALL PRIMARY SCHOOL**

**WRITING CURRICULUM OVERVIEW**

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| Photo | Photo | | Photo |
| Our intent is simple and clear –   * To improve our writing attainment to be in line with national average, * To ensure children make at least good progress from their starting points with us, * Offer an interesting and engaging English curriculum, which follows the curiosity and wonders of the child and which is guided by the knowledge and expertise of our passionate practitioners. * To create warm, trusting relationships and partnerships which are built on mutual respect, in every English lesson. Consequently, giving children the confidence to ask questions and succeed. * And, most importantly, to ensure children are proud of their efforts and achievements   Why?  Writing at Red Hall has always been a priority. Our data does not reflect the effort which is put in from our staff and children. We understand that writing can be tough for many our children. This is why we go above and beyond to ensure our children have access to a tailor-made curriculum, perfect for the children at Red Hall.  As our children are only 11 years old, by the time they leave us in Year 6, many have not had the real life experiences needed to be able to produce an engaging piece of writing, using precise language and feelings. However, who would be able to write a setting description about (for example) the beach, including your 5 senses (touch, smell, taste, see and hear), if you haven’t even been to the beach, smelt the fish and chips, heard the waves crashing and felt the sand tickle your toes? Exactly! That’s why we do not only teach children to write, we also teach them about places, through photos, videos and our experiences, if we are unable to take them there to experience this for themselves. | | What experiences will the children receive?  We ensure that all children will receive opportunities and experiences at Red Hall Primary School, which other primary schools may not offer.  As a pupil at Red Hall, your child will have access to the following experiences:   * A school setting where emotional health, well-being and happiness is our priority for pupils, staff, parents and the wider community. * High quality teaching from teachers and TAs * Real life experiences, e.g. trips to the beach * Hooks into writing e.g parents coming into school for a ‘surprise’ event * Whole school writing events e.g. book reviews, short story competitions * Class competitions where effort is rewarded, instead of just the finished product * English star of the week certificates given out on Fridays in our ‘Celebration Assembly’ * Opportunities to have efforts celebrated on social media * A “what you need to succeed” booklet (Year 2 – 6) * And most importantly, staff who are continually upskilled, to ensure ways of teaching are forever being developed. | |
| By the end of their time at Red Hall, what will all of our children have?  In general, children will have:   * Made at least good progress from their starting points with us * Ideally, have reached the expected standard for a pupil of their age * Have developed an enthusiasm for writing – smiles and giggles are a must! * Learn more and remember more * Have the resilience to act on feedback to improve even further (this is a tricky one. We know from speaking to parents, that sometimes they find writing hard, so this is one we work extra hard on – resilience) * Experiences to build on throughout the rest of their education * A sense of pride in their achievements and the presentation of their work | | | |

**Whole School Themes**

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| **Autumn 1: Community**  **A Moment In Time** | **Autumn 2: Aspirational**  **Tell Me a Story** | **Spring 1: Respect**  **The Most Amazing Journey** | **Spring 2: Inclusive**  **We Are Family** | **Summer 1: Nurturing**  **Magic, Mystery and Mayhem** | **Summer 2: Growing together**  **Dream BIG** |
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Teaching Sequence

**The Red Hall Writing Journey KS1 (Autumn)**

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| --- | --- | --- | --- |
| **Week 1** | **Day 1** | **Day 2** | **Day 3** |
| **Start unit** |  |  |
| **Hook / Pregenre check**  **Cold Write**  **(Guided reading –preteach vocab of model text)** | **Look at further examples of texts**  (Guided reading – model VIPERS skill with Model text) | **Crack the code**  **Magpieing words/sentence patterns**  (Guided reading VIPERS) |
| **Week 2** | **Day 4** | **Day 5** | **Day 6** |
| **Skill 1** | Skill 2 | WAGOLL (showing Skill 1 and 2)  Re-writing of WABOLL |
| Grammar/  punctuation/sentence structure skill children can use in final writing outcome. | Grammar/  punctuation/sentence structure skill children can use in final writing outcome. | Share WAGOLL and identify skill 1 and 2 and how it is used in the genre. Share a poor example of this used in the genre. Children could edit and improve. |
| **Week 3** | **Day 7** | **Day 8** | **Day 9** |
| Plan 1st Draft | Final Draft | Post consolidation |
| Planning time for writing outcome. Teacher to explicitly model using the English working wall etc. | Present work thinking about the purpose and audience. | Follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a standalone lesson or can be linked to the context of the writing done. Depth Learning Challenges. |

**The Red Hall Writing Journey KS1 YR2 (Spring)**

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| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Start unit** |  | **Skill 1** | **Skill 2** | Skill 3 |
| **Pregenre check**  **Cold Write**  **(Guided reading –preteach vocab of model text)** | **Look at further examples of texts**  (Guided reading – model VIPERS skill with Model text) | **Crack the code**  **Magpieing words/sentence patterns**  (Guided reading VIPERS) | Grammar/  punctuation/sentence structure skill children can use in final writing outcome. | Grammar/  punctuation/sentence structure skill children can use in final writing outcome. |
| **Week 2** | **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| Consolidation of skills (in diff genre/context to final writing outcome) | WAGOLL (showing Skill 1 and 2)  Re-writing of WABOLL | Boxing up  Shared write/guided write | Plan 1st Draft | Write 1st Draft |
| Opportunity for a short write to apply Skill 1 and Skill 2. | Share WAGOLL and identify skill 1 and 2 and how it is used in the genre. Share a poor example of this used in the genre. Children could edit and improve. |  | Planning time for writing outcome. Teacher to explicitly model using the English working wall etc. |  |
| **Week 3** | **Day 11** | **Day 12 and Day 13** | | **Day 14** | **Day 15** |
| Write 1st Draft | Edit and Improve | | Final Draft | Post consolidation |
| . | Self assessment.  Whole class feedback..  Editing stations  Editing partners. | | Present work thinking about the purpose and audience. | Follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a standalone lesson or can be linked to the context of the writing done. Depth Learning Challenges. |

**The Red Hall Writing Journey KS1 YR1 (Spring 2)**

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| --- | --- | --- | --- | --- | --- | --- |
| **Week 1** | **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Start unit** |  | | **Skill 1** | **Skill 2** | Skill 3 |
| **Pregenre check**  **Cold Write**  **(Guided reading –preteach vocab of model text)** | **Learn the text map**  (Guided reading – model VIPERS skill with Model text) | | **Crack the code**  **Magpieing words/sentence patterns**  (Guided reading VIPERS) | Grammar/  punctuation/sentence structure skill children can use in final writing outcome. | Grammar/  punctuation/sentence structure skill children can use in final writing outcome. |
| **Week 2** | **Day 6** | **Day 7** | | **Day 8** | **Day 9** | **Day 10** |
| Consolidation of skills (in diff genre/context to final writing outcome) | WAGOLL (showing Skill 1 and 2)  Re-writing of WABOLL | | Boxing up  Shared write/guided write | Plan/ Proud Books | Plan/ Proud Books |
| Opportunity for a short write to apply Skill 1 and Skill 2. | Share WAGOLL and identify skill 1 and 2 and how it is used in the genre. Share a poor example of this used in the genre. Children could edit and improve. | | Shared write/guided write in master classes (ability groups) | Pupils to plan each section and then write after.  Pupils to complete planning and writing in masterclass. | Pupils to plan each section and then write after.  Pupils to complete planning and writing in masterclass. |
| **Week 3** | **Day 11** | **Day 12** | **Day 13** | | **Day 14** | **Day 15** |
| Plan/ Proud Books | Edit and improve | Post consolidation | | Short burst opportunity |  |
| . Pupils to plan each section and then write after.  Pupils to complete planning and writing in masterclass. | Editing and improve a child’s work as a group. | Follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a standalone lesson or can be linked to the context of the writing done. Depth Learning Challenges. | | Children apply post-consolidation skills. |  |

**The Red Hall Writing Journey KS2**

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| **Week 1** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Start unit** |  |  | **Skill 1** | Skill 2 |
| **Pregenre check**  **Cold Write**  **(Guided reading –preteach vocab of model text)** | **Look at further examples of texts**  (Guided reading – model VIPERS skill with Model text) | **Crack the code**  **Magpieing words/sentence patterns**  (Guided reading VIPERS) | Grammar/  punctuation/sentence structure skill children can use in final writing outcome. | Grammar/  punctuation/sentence structure skill children can use in final writing outcome. |
| **Week 2** | **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| Consolidation of skills (in diff genre/context to final writing outcome) | WAGOLL (showing Skill 1 and 2)  Re-writing of WABOLL | Boxing up  Shared write/guided write | Plan 1st Draft | Write 1st Draft |
| Opportunity for a short write to apply Skill 1 and Skill 2. | Share WAGOLL and identify skill 1 and 2 and how it is used in the genre. Share a poor example of this used in the genre. Children could edit and improve. |  | Planning time for writing outcome. Teacher to explicitly model using the English working wall etc. |  |
| **Week 3** | **Day 11** | **Day 12** | **Day 13** | **Day 14** | **Day 15** |
| Write 1st Draft | Edit and Improve | Final Draft | Post consolidation |  |
| . | Self assessment.  Whole class feedback..  Editing stations  Editing partners. | Present work thinking about the purpose and audience. | Follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a standalone lesson or can be linked to the context of the writing done. Depth Learning Challenges. |  |

**\***Grammar starters to rehearse sentence patterns, magpie vocabulary., recap previous grammar and spelling rules.

**STRIVE writing journey (Spring 1b)**

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| **Week 1** | **Day 1** | **Day 2** | **Day 3** |
| **Start unit** |  |  |
| **Hook / Pregenre check**  **Cold Write**  **(Guided reading –preteach vocab of model text)** | **Look at further examples of texts**  (Guided reading – model VIPERS skill with Model text) | **Crack the code**  **Magpieing words/sentence patterns**  (Guided reading VIPERS) |
| **Week 2** | **Day 4** | **Day 5** | **Day 6** |
| **Skill 1** | Skill 2 | WAGOLL (showing Skill 1 and 2)  Re-writing of WABOLL |
| Grammar/  punctuation/sentence structure skill children can use in final writing outcome. | Grammar/  punctuation/sentence structure skill children can use in final writing outcome. | Share WAGOLL and identify skill 1 and 2 and how it is used in the genre. Share a poor example of this used in the genre. Children could edit and improve. |
| **Week 3** | **Day 7** | **Day 8** | **Day 9** |
| Plan 1st Draft | Final Draft | Post consolidation |
| Planning time for writing outcome. Teacher to explicitly model using the English working wall etc. | Present work thinking about the purpose and audience. | Follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a standalone lesson or can be linked to the context of the writing done. Depth Learning Challenges. |

**Whole school genre overview**

Aims of this document:

1. To give clear guidance on what to teach and when to teach it. Provide a clear overview of the text types which will be covered each half term, ensuring opportunities to write both fiction and non-fiction.
2. Due to all teaching the same genre at the same time, cross-school moderation will allow staff to see progression across year groups and see how their teaching builds upon knowledge and understanding.
3. Provide a clear overview of the interlinked writing journey and reading journey for each half term.
4. To create whole school writing opportunities.

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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **LL/Nursery** | **Nursery Rhymes**  **Retelling traditional tales** | **Nursery Rhymes**  **Retelling traditional tales** | **Nursery Rhymes**  **Retelling traditional tales** | **Story Settings**  **Character Descriptions** | **Dear Zoo** | **Poetry** |
| **Reception** | **Nursery Rhymes**  **Retelling traditional tales** | **Nursery Rhymes**  **Retelling traditional tales** | **Nursery Rhymes**  **Retelling traditional tales** | **Narrative e.g. Handa’s Surprise** | **Retelling traditional tales** | **Poetry** |
| **Year 1** | **Instructions – Simple Instructions** | **Recount – Diary, first person** | **Narrative – Repetition e.g. Peace at Last** | **Narrative e.g. Where the Wild Things are.** | **Explanation text** | **Narrative** |
| **Narrative – traditional tales – description of characters, accurate retelling of the story.** | **Letter – To entertain e.g. to santa.** | **Narrative – a wishing story** | **Character Descriptions** | **Non-chronological report** | **Poetry** |
| **Year 2** | **Instructions – How to create…/ how to survive…** | **Recount – Diary, or third person** | **Short Narrative** | **Narrative - Fable** | **Explanation text** | **Narrative** |
| **Narrative – traditional tales – understanding of beginning, middle and end, character descriptions.** | **Letter – To inform.** | **Newspaper Report** | **Character Descriptions linking to picture book/class novel/theme** | **Non-chronological report** | **Poetry** |
| **Year 3** | **Instructions – linking to theme e.g. how to survive a volcanic eruption.** | **Recount – autobiography.** | **Discussion/ argument text** | **Narrative - Fable** | **Explanation text** | **Narrative** |
| **Narrative – fractured fairytales.** | **Letter – To persuade e.g. something for Christmas.** | **Newspaper report** | **Character Descriptions linking to picture book/class novel/theme** | **Non-chronological report** | **Poetry** |
| **Year 4** | **Instructions - How to begin a school year positively.** | **Recount - autobiography** | **Discussion/ argument text** | **Narrative – Myths and Legends** | **Explanation text** | **Narrative** |
| **Narrative – fractured fairytales.** | **Letter – to persuade** | **Newspaper report** | **Character Descriptions linking to picture book/class novel/theme**  **Beginning to think about effect on the reader.** | **Non-chronological report** | **Poetry** |
| **Year 5** | **Instructions - How to survive the wrath of Macbeth – linking to class novel.** | **Recount - biography** | **Discussion/ argument text** | **Narrative – Myths and Legends** | **Explanation text** | **Narrative** |
| **Narrative – set in a particular time period. Linking to theme.** | **Letter – to persuade** | **Newspaper report** | **Character and Setting Descriptions – linking to visual literacy/video** | **Non-chronological report** | **Poetry** |
| **Year 6** | **Instructions - How to survive the wrath of Macbeth – linking to class novel.** | **Recount - Biography** | **Discussion/ argument text** | **Narrative – Myths and Legends -** | **Explanation text** | **Narrative** |
| **Narrative – time slip.** | **Letter – to peruade** | **Newspaper report** | **Character and Setting Descriptions-To thrill** | **Non-chronological report** | **Poetry** |

**Progression of Skills**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Transcription** | Autumn   * Spell words containing each of the Set 1 phonemes already taught. * Spell common exception words (see attached list). * Name the letters of the alphabet in order. * Using ing where no change is needed in spelling of root words. • Use the spelling rule ‘s’ for plurals. * Write from memory simple phrases dictated by the teacher. * Using words containing Set 1 phonemes plus Autumn common exception words. Phase 5.   Spring   * Spell words containing each of the Set 2 phonemes already taught. * Spell common exception words (see attached list). * Use the letter names. * Using ‘ed’ and ‘er’. * Spell the days of the week. * Using words containing Set 2 phonemes plus Spring common exception words.   Summer   * Spell words containing each of the Set 3 phonemes already taught. * Spell common exception words (see attached list). * Use letter names to distinguish between alternative spellings of the same sound. * Using spelling rule for ‘es’. * Use the prefix ‘un’ * Using ‘est’ * Using words containing Set 3 phonemes plus common exception words | * Distinguishing between homophones and near homophones * Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. | * Write from memory simple sentences, dictated by the teacher, that include words & punctuation taught so far. Y3 SPAG glossary. * Use further prefixes and suffixes and understand how to add them. * Spell further homophones. * Spell words that are often misspelt Appendix 1 Focus: * Suffix- beginning with vowel letter * suffix- ation • * suffix –ly * suffix -ous * sound – spelt y * Use the first 2 or 3 letters of a word to check its spelling in a dictionary. | * Use further prefixes and suffixes and understand how to add them. * Spell further homophones. * Spell words that are often misspelt • Appendix 1 Focus: * suffix- beginning with vowel letter * Suffix- ation * suffix -ly * suffix -ous * sound – spelt y * Use the first 2 or 3 letters of a word to check its spelling in a dictionary. * Place the possessive apostrophe accurately in words with regular plurals, e.g. girls’ and in words with irregular plurals, e.g. children’s. * Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. Y4 Spag. | * Understand the guidelines for adding them: * endings cial/tial * endings -ance/- ence * i before e rule (including exceptions) * ough string * fer/ferr inflections * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. * Use dictionaries to check the spelling and meaning of words. * Use the first 3 or 4 letters of a word to check its spelling in a dictionary. * Be able to use a thesaurus. | * Understand the guidelines for adding them: * Endings cial * Use of hyphen * I before e rule including Exceptions * Ough string * Silent letters * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. NC. * Use dictionaries to check the spelling and meaning of words. * Use the first 3 or 4 letters of a word to check its spelling in a dictionary. * Be able to use a thesaurus. |
| **Composition** | Autumn   * Saying out loud what they are going to write about. * Discuss what they have written with the teacher.   Spring   * Re-reading what they have written to check that it makes sense. * Discuss what they have written with other pupils. * Read aloud their writing clearly enough to be heard by the teacher.   Summer   * Sequencing sentences to form short narratives. * Re-reading what they have written to check that it makes sense and making corrections. * Read aloud their writing clearly enough to be heard by their peers | * Develop positive attitudes and stamina towards writing by: Writing narratives about personal experiences and those of others (real and fictional). * writing about real events * writing poetry * writing for different purposes   Consider what they are going to write before beginning by:   * Planning or saying out loud what they are going to write about. * Writing down ideas and/or key words, including new vocabulary. * Encapsulating what they want to say, sentence by sentence. | Plan their writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas Draft and write by: • Composing and rehearsing sentences orally (including dialogue). • Progressively build a varied and rich vocabulary. • In non-narrative material, using simple organisational devices such as headings and sub-headings. • Use an increasing range of sentence structures for Spag glossary • Organising paragraphs around a theme. | With greater independence, plan their writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas Draft and write by: • Composing and rehearsing sentences orally (including dialogue). • Progressively build a varied and rich vocabulary. • In non-narrative material, using simple organisational devices such as headings and sub-headings. • Use an increasing range of sentence structures for Spag glossary. • Organising paragraphs around a theme using adverbials . | Plan their writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, underlining | Plan their writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives and describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Précising (summarising) longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. |
| **Vocabulary, grammar and punctuation** | Autumn   * Use terms such as suffix, verbs, letter, word, capital letter and full stop. * Leave spaces between words. * Use capital letters for personal pronoun ‘I’ and names of people.   Spring   * Use terms such as suffix, verbs, punctuation and exclamation mark. * Joining words/sentences using ‘and’ * Begin to use the exclamation mark. * Use capital letters for days of the week.   Summer   * Use terms such as prefix, noun, singular, plural and question mark. * Begin to use the question mark. * Use capital letters for names of places | * Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks. * Plus: -commas for lists -apostrophes for contracted forms - possessive (singular). * Learn how to use: Sentences with different forms: statement, question, exclamation, command. * Expanded noun phrases to describe and specify [for example, the blue butterfly] * The present and past tenses correctly and consistently including the progressive form. * Subordination (using when, if, that, or because) and coordination (using or, and, or but). * Some features of written Standard English, e.g. no slang, pronunciation changes. * Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Spag Y2 | * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. * Use conjunctions, adverbs and prepositions to express time and cause. * Use fronted adverbials. * Using the present perfect form of verbs in contrast to the past tense, e.g. has or have Indicate grammatical and other features by:   • Using commas after fronted adverbials.  • Using and punctuating direct speech. | Pupils should be taught:   * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * Use conjunctions, adverbs and prepositions to express time and cause. * Use fronted adverbials. Using the present perfect form of verbs in contrast to the past tense, e.g. has or have * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Indicate grammatical and other features by:   • Using commas after fronted adverbials.  • Using and punctuating direct speech.  • Indicating possession by using the possessive apostrophe with plural nouns | Pupils should be taught to develop their understanding of concepts by:   * Using the perfect form of verbs to mark relationships of time and cause. * Using expanded noun phrases to convey complicated information concisely. * Using modal verbs or adverbs to indicate degrees of possibility. * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronouns Indicate grammatical and other features by:   • Using commas to clarify meaning or avoid ambiguity in writing.  • Using brackets, dashes or commas to indicate parenthesis.  • Using a colon to introduce a list. | Pupils should be taught to develop their understanding of concepts by:   * Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. * Using passive verbs to affect the presentation of information in a sentence. * Using the perfect form of verbs to mark relationships of time and cause. * Using expanded noun phrases to convey complicated information concisely. * Using modal verbs or adverbs to indicate degrees of possibility. * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Indicate grammatical and other features by:   • Using commas to clarify meaning or avoid ambiguity in writing.  • Using hyphens to avoid ambiguity.  • Using brackets, dashes or commas to indicate parenthesis.  • Using semi-colons, colons or dashes to mark boundaries between independent clauses.  • Using a colon to introduce a list.  • Punctuating bullet |
| **Handwriting** | Autumn   * Sit correctly at the table holding a pencil comfortably and correctly. * Begin to form lowercase letters in the correct direction.   Spring   * Form capital letters. * Form digits 0 – 9 with increasing accuracy.   Summer   * Understand which letters belong to which handwriting families and to practise these. | * Form lower-case letters of the correct size relative to one another * Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined. * Capital letter & digits: Correct size, orientation and relationship to one another and to lower case letters. * Use spacing between words that reflects the size of the letters | * Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined * Develop easy joins, e.g. ea, th, ee, ai * Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. * Single letter formation, e.g. focus on size. Sitting | * Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined * Develop easy joins, e.g. ea, th, ee, ai * For increased time, Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. * Single letter formation, e.g. focus on size. Sitting letters on the line. | Write legibly, fluently and with increasing speed by:   * Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. * Consistency of joins, size & legibility, e.g. little deciphering. * Evidence of quality developing across all books. * Choosing the writing implement that is best suited for a task (e.g. quick notes, letters, and annotation pens, green pens). | Write legibly, fluently and with increasing speed by:   * Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. * Consistency of joins, size & legibility, e.g. little deciphering. * Evidence of quality developing across all books. Choosing the writing implement that is best suited for a task (e.g. quick notes, letters, and annotation pens, green pens). |
| **Editing** |  | * Evaluating their writing with the teacher and other pupils. * Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. * Proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly | * Proof-read for spelling and punctuation errors. * Read aloud their own writing, to a group or the whole class, using: -appropriate intonation -controlling tone and volume * Proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. * Assessing the effectiveness of their own and others’ writing and suggesting improvements | Evaluate and edit by:   * Proof-read for spelling and punctuation errors. * Read aloud their own writing, to a group or the whole class, using: -appropriate intonation -controlling tone and volume * Proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. * Assessing the effectiveness of their own and others’ writing and suggesting improvement | Evaluate and edit by:   * Assessing the effectiveness of their own and others’ writing. * Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. * Ensuring the consistent and correct use of tense throughout a piece of writing. * Proof-read for spelling and punctuation errors. * Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Evaluate and edit by:   * Assessing the effectiveness of their own and others’ writing. * Proposing changes to enhance effects & clarify by: - vocabulary - grammar – punctuation * Ensuring the consistent and correct use of tense throughout a piece of writing. * Ensuring correct subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing & choosing the appropriate register. * Proof-read for spelling and punctuation errors * Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |

**National Curriculum Coverage**

YEAR ONE

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| Previous Knowledge  Pupils have experienced phonics within EYFS and have built confidence in creating labels, captions and creating simple sentences. Pupils have experienced narrative and non-fiction texts. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Genres | Instructions – Simple Instructions  Narrative – traditional tales – description of characters, accurate retelling of the story. | Recount – Diary, first person  Letter – To entertain e.g. to santa. | Narrative – Repetition e.g. Peace at Last  Narrative – a wishing story | Narrative e.g. Where the Wild Things are.  Character Descriptions | | Explanation text  Non-chronological report | Narrative  Poetry |
| Transcription skills | * Spell words containing each of the Set 1 phonemes already taught. * Spell common exception words (see attached list). * Name the letters of the alphabet in order. * Using ing where no change is needed in spelling of root words. * Use the spelling rule ‘s’ for plurals. * Write from memory simple phrases dictated by the teacher. * Using words containing Set 1 phonemes plus Autumn common exception words. * How words can combine to make sentences. | | * Spell words containing each of the Set 2 phonemes already taught. * Spell common exception words (see attached list). * Use the letter names. * Using ‘ed’ and ‘er’. * Spell the days of the week. * Using words containing Set 2 phonemes plus Spring common exception words.   Write from memory simple sentences dictated by the teacher. | | | * Spell words containing each of the Set 3 phonemes already taught. * Spell common exception words (see attached list). * Use letter names to distinguish between alternative spellings of the same sound. * Using spelling rule for ‘es’. * Use the prefix ‘un’ * Using ‘est’ * Using words containing Set 3 phonemes plus Summer common exception words. * Write from memory simple multiple sentences dictated by the teacher. | |
| Composition Skills | * Saying out loud what they are going to write about. * Discuss what they have written with the teacher | | * Re-reading what they have written to check that it makes sense. * Discuss what they have written with other pupils. * Read aloud their writing clearly enough to be heard by the teacher. | | | * Re-reading what they have written to check that it makes sense and making corrections. * Read aloud their writing clearly enough to be heard by their peers. | |
| SPAG skills | * Using terms such as suffix, verbs, letter word, capital letter and full stop. * Introduction to capital letters and full stops and demarcate sentences. * Separation of words with spaces. * Sequencing sentences to form short narratives. * Joining words and joining clauses using and | | * I can say out loud what I am going to write about. * I can combine words to make sentences. * I can use some capital letters and full stops within sentences. * I can separate words with finger spaces. * I can use ‘and’ to join sentences * I can sequencing sentences to form short narratives independently, using repetition.   GD: I can use co-ordination and some subordination to join clauses. | * I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses * I can use capital letters and full stops * I can write sentences with adjectives * I can write letters on the line | | * I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses * I can use capital letters and full stops * I can write sentences with adjectives * I can write letters on the line | * Sequencing sentences to form short narratives. * I can use a capital letter for proper noun * I can begin to use a Comma in a list * I can create a noun phrase * I can use co-ordinating conjunctions to join two clauses. * I can begin to use an exclamation mark |
| Handwriting skills | * Sit correctly at the table holding a pencil comfortably and correctly. * Begin to form lowercase letters in the correct direction | | * Form capital letters. * Form digits 0 – 9 with increasing accuracy. | | | Understand which letters belong to which handwriting families and to practise these. | |
| Editing Skills |  |  |  |  | |  |  |
| Key Vocab  Letter, Capital Letter, Word, Singular, Plural, Punctuation, Sentence, Full stop, question mark, exclamation mark, phoneme | | | | |

YEAR TWO

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| Previous Knowledge  Pupils have been exposed to a variety of writing genres and have developed confidence in the fundamental elements to transcription. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Genres | Instructions – How to create…/ how to survive…  Narrative – traditional tales – understanding of beginning, middle and end, character descriptions. | Recount – Diary, or third person  Letter – To inform. | Short Narrative  Newspaper Report | Narrative – Fable  Character Descriptions linking to picture book/class novel/theme | | Explanation text  Non-chronological report | Narrative  Poetry |
| Transcription skills | * Distinguishing between homophones and near homophones * Write from memory simple sentence dictated by the teacher that include words and punctuation taught so far. | | * Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. | | | * Write from memory simple sentence dictated by the teacher that include words and punctuation taught so far. | |
| Composition Skills | Develop positive attitudes and stamina towards writing by: Writing narratives about personal experiences and those of others (real and fictional).   * writing about real events * writing for different purposes   Consider what they are going to write before beginning by:   * Planning or saying out loud what they are going to write about. | | Develop positive attitudes and stamina towards writing by:   * Writing narratives about personal experiences and those of others (real and fictional). * writing about real events * writing for different purposes   Consider what they are going to write before beginning by:   * Writing down ideas and/or key words, including new vocabulary. * Encapsulating what they want to say, sentence by sentence. | | | Develop positive attitudes and stamina towards writing by:   * Writing narratives about personal experiences and those of others (real and fictional). * writing about real events * writing for different purposes * writing about poetry   Consider what they are going to write before beginning by:   * Writing down ideas and/or key words, including new vocabulary. * Encapsulating what they want to say, sentence by sentence. | |
| SPAG skills | * Sentences with different forms: statement, **question**, exclamation, command. * The present and past tenses correctly and consistently including the progressive form. * Some features of written Standard English, e.g. no slang, pronunciation changes. * Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Spag Y2 * Expanded noun phrases to describe and specify [for example, the blue butterfly] | | * Learning how to use both familiar and new punctuation correctly including full stops, capital letters, **exclamation** marks, question marks. * Sentences with different forms: statement, question, exclamation, command. * Expanded noun phrases to describe and specify [for example, the blue butterfly] * use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses * Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). * use adverbs e.g quickly, slowly * Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. | | | Plus:   * -commas for lists -apostrophes for contracted forms - possessive (singular). * Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).   Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Spag Y2   * Adverbs | |
| Handwriting skills | * Capital letter & digits: Correct size, orientation and relationship to one another and to lower case letters. * Use spacing between words that reflects the size of the letters | | * Form lower-case letters of the correct size relative to one another * Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined. | | | * Form lower-case letters of the correct size relative to one another * Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined. | |
| Editing Skills | * Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | | * Proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly. | | | * Evaluating their writing with the teacher and other pupils. | |
| Key Vocab  Noun Noun Phrase Statement Question Exclamation Command Compound Suffix Adjective Verb Adverb Apostrophe Comma Tense Past Present | | | | |

YEAR THREE

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| Previous Knowledge  Pupils have begun to write increasingly longer pieces of text, with an increasing awareness of the purpose of writing. Pupils can confidently apply phonetic knowledge within their writing. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Genres | Instructions – linking to theme e.g. how to survive a volcanic eruption.  Narrative – fairy tales | Recount – biography  Letter – To persuade e.g. something for Christmas. | Discussion/ argument text  Newspaper Report | Narrative – Fable  Character Descriptions linking to picture book/class novel/theme | | Explanation text  Non-chronological report | Narrative  Poetry |
| Transcription skills | * Write from memory simple sentences, dictated by the teacher, that include words & punctuation taught so far. Y3 SPAG glossary. * Use further prefixes and suffixes and understand how to add them. * Spell further homophones. * Spell words that are often misspelt | | * Write from memory several simple sentences, dictated by the teacher, that include words & punctuation taught so far. Y3 SPAG glossary. * Appendix 1 Focus: * suffix- beginning with vowel letter * suffix- ation * suffix -ly * suffix -ous * sound – spelt y | | | * Write from memory complex sentences, dictated by the teacher, that include words & punctuation taught so far. Y3 SPAG glossary. * Use the first 2 or 3 letters of a word to check its spelling in a dictionary | |
| Composition Skills | Plan their writing by:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas   Draft and write by:   * Composing and rehearsing sentences orally (including dialogue). | | Plan their writing by:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas   Draft and write by:   * Composing and rehearsing sentences orally (including dialogue). * Progressively build a varied and rich vocabulary. * In non-narrative material, using simple organisational devices such as headings and sub-headings. | | | Plan their writing by:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas   Draft and write by:   * Composing and rehearsing sentences orally (including dialogue). * Progressively build a varied and rich vocabulary. * In non-narrative material, using simple organisational devices such as headings and sub-headings. * Use an increasing range of sentence structures for Spag glossary * Organising paragraphs around a theme. | |
| SPAG skills | * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. * Identify a or an * Introduction to paragraphs as a way to group related material. * Use fronted adverbials. * Use conjunctions, adverbs and prepositions to express time and cause. | | * I can begin to use a varied range of sentence structures using subordinate clauses. * I can use commas for lists * I can begin to use inverted commas to punctuate direct speech * I can organise paragraphs around a theme. * I can begin to use commas for to mark the clause. * I am beginning to extend my sentences with more than one clause by using a wider range of conjunctions eg when, if, because, although * I can use conjunctions to express cause. | | | Using the present perfect form of verbs in contrast to the past tense, e.g. has or have Indicate grammatical and other features by:   * Using commas after fronted adverbials. * Using and punctuating direct speech. | |
| Handwriting skills | * Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. * Single letter formation, e.g. focus on size. Sitting letters on the line. | | * Develop easy joins, e.g. ea, th, ee, ai | | | * Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined | |
| Editing Skills | * Evaluating their writing with the teacher and other pupils. | | * Proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly | | | * Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | |
| Key Vocab  Preposition Conjunction Word Family Prefix Clause Subordinate Clause Direct Speech Consonant Vowel Inverted Comma | | | | |

YEAR FOUR

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| Previous Knowledge  Pupils have developed confidence with the different genres of writing. Pupils are developing confidence with using a wider range of grammatical features. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Genres | **Instructions –**  **Narrative – fractured fairy tales** | **Recount – biography**  **Letter – To persuade** | **Discussion/ argument text**  **Newspaper Report** | **Narrative – Myths and Legends**  **Character Descriptions linking to picture book/class novel/theme** | | **Explanation text**  **Non-chronological report** | **Narrative**  **Poetry** |
| Transcription skills | * Use further prefixes and suffixes and understand how to add them. * Spell further homophones. * Spell words that are often misspelt   • Appendix 1 Focus:   * suffix- beginning with vowel letter | | * Use further prefixes and suffixes and understand how to add them. * Spell further homophones. * Spell words that are often misspelt   • Appendix 1 Focus:   * suffix- beginning with vowel letter * Suffix- ation * suffix -ly * Use the first 2 or 3 letters of a word to check its spelling in a dictionary. * Place the possessive apostrophe accurately in words with regular plurals, e.g. girls’ and in words with irregular plurals, e.g. children’s. | | | * Use further prefixes and suffixes and understand how to add them. * Spell further homophones. * Spell words that are often misspelt   • Appendix 1 Focus:   * suffix- beginning with vowel letter * Suffix- ation * suffix -ly * suffix -ous * sound – spelt y * Use the first 2 or 3 letters of a word to check its spelling in a dictionary. * Place the possessive apostrophe accurately in words with regular plurals, e.g. girls’ and in words with irregular plurals, e.g. children’s. * Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. | |
| Composition Skills | Plan their writing by:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas   Draft and write by:   * Composing and rehearsing sentences orally (including dialogue). | | Plan their writing by:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas   Draft and write by:   * Composing and rehearsing sentences orally (including dialogue). * Progressively build a varied and rich vocabulary. * In non-narrative material, using simple organisational devices such as headings and sub-headings. * Organising paragraphs around a theme. | | | Plan their writing by:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas   Draft and write by:   * Composing and rehearsing sentences orally (including dialogue). * Progressively build a varied and rich vocabulary. * In non-narrative material, using simple organisational devices such as headings and sub-headings. * Use an increasing range of sentence structures for Spag glossary * Confidently organising paragraphs around a theme, using adverbials. | |
| SPAG skills | * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. * Use conjunctions, adverbs and prepositions to express time and cause. * Indicate grammatical and other features by using commas after fronted adverbials. | | * Use fronted adverbials. Using the present perfect form of verbs in contrast to the past tense, e.g. has or have * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. * Indicate grammatical and other features by:   + Using commas after fronted adverbials.   + Using and punctuating direct speech. | | | * Confidently Use fronted adverbials. Using the present perfect form of verbs in contrast to the past tense, e.g. has or have * Confidently choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Indicate grammatical and other features by:   • Using commas after fronted adverbials.  • Using and punctuating direct speech.   * • Indicating possession by using the possessive apostrophe with plural nouns | |
| Handwriting skills | * Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined * Confident with easy joins, e.g. ea, th, ee, ai | | * For increased time, Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | | | * For increased time, Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. * Single letter formation, e.g. focus on size. Sitting letters on the line. | |
| Editing Skills | Evaluate and edit by:   * Begin to confidently roof-read for spelling and punctuation errors (30%). * Read aloud their own writing, to a group or the whole class.. * Assessing the effectiveness of their own and others’ writing and suggesting improvement | | Evaluate and edit by:   * Begin to proof-read for spelling and punctuation errors (40%) * Read aloud their own writing, to a group or the whole class, using: -appropriate intonation -controlling tone and volume * Proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. * Assessing the effectiveness of their own and others’ writing and suggesting improvement | | | Evaluate and edit by:   * Begin to proof-read for spelling and punctuation errors (50%) * Read aloud their own writing, to a group or the whole class, using: -appropriate intonation -controlling tone and volume * Proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. * Assessing the effectiveness of their own and others’ writing and suggesting improvement | |
| Key Vocab  Fronted Adverbial Determiner Pronoun Possessive Pronoun Standard English Inverted Comma Modifying Adjective Prepositional Phrase | | | | |

YEAR 5

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| Previous Knowledge  Pupils have experienced a wide range of grammatical features and spelling rules. Pupils are beginning to edit their work with increasing independence. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Genres | Instructions - How to survive the wrath of Macbeth – linking to class novel  **n**arrative – set in a particular time period. Linking to theme. | **Recount – autobiography**  **Letter – To persuade** | **Discussion/ argument text**  **Newspaper Report** | **Narrative – Myths and Legends**  **Character/ Setting descriptions linking to picture book/class novel/theme** | | **Explanation text**  **Non-chronological report** | **Narrative**  **Poetry** |
| Transcription skills | * Use dictionaries to check the spelling and meaning of words. * Use the first 3 or 4 letters of a word to check its spelling in a dictionary. * Be able to use a thesaurus * Understand the guidelines for adding: endings cial/tial | | * Understand the guidelines for adding: * endings -ance/- ence * i before e rule (including exceptions) * ough string * fer/ferr inflections | | | * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix. | |
| Composition Skills | Plan their writing by:   * Begin to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. * Noting and developing initial ideas, drawing on reading and research where necessary * In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   Draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, underlining | | Plan their writing by:   * Begin to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. * Noting and developing initial ideas, drawing on reading and research where necessary * In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   Draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. * Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, underlining | | | Plan their writing by:   * Begin to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. * Noting and developing initial ideas, drawing on reading and research where necessary * In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   Draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. * Using a wide range of devices to build cohesion within and across paragraphs. * Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, underlining | |
| SPAG skills | * Using expanded noun phrases to convey complicated information concisely. * Using modal verbs or adverbs to indicate degrees of possibility. * Beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronouns Indicate grammatical and other features by:   • Using commas to clarify meaning or avoid ambiguity in writing.  • Using brackets, dashes or commas to indicate parenthesis.  • Using a colon to introduce a list. | | * Using the perfect form of verbs to mark relationships of time and cause. * Using modal verbs or adverbs to indicate degrees of possibility. * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronouns Indicate grammatical and other features by:   • Using commas to clarify meaning or avoid ambiguity in writing.  • Using brackets, dashes or commas to indicate parenthesis.  • Using a colon to introduce a list | | | * Using the perfect form of verbs to mark relationships of time and cause. * Using modal verbs or adverbs to indicate degrees of possibility. * Confidently using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronouns Indicate grammatical and other features by:   • Accurately Using commas to clarify meaning or avoid ambiguity in writing.  • Accurately using brackets, dashes or commas to indicate parenthesis.   * • Using a colon to introduce a list | |
| Handwriting skills | * Developing consistency of joins, size & legibility, e.g. little deciphering. * Evidence of quality developing across all books. | | * Consistency of joins, size & legibility, e.g. little deciphering. * Increased evidence of quality developing across all books. * Beginning to choose the writing implement that is best suited for a task (e.g. quick notes, letters, and annotation pens, green pens). | | | * Consistency of joins, size & legibility, e.g. little deciphering. * Evidence of quality developing across all books. * Choosing the writing implement that is best suited for a task (e.g. quick notes, letters, and annotation pens, green pens). | |
| Editing Skills | Evaluate and edit by:   * Assessing the effectiveness of their own and others’ writing. * Beginning to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. * Proof-read for spelling and punctuation errors with increasing accuracy. | | Evaluate and edit by:   * Assessing the effectiveness of their own and others’ writing. * Proposing changes to vocabulary and punctuation to enhance effects and clarify meaning. * Ensuring the consistent and correct use of tense throughout a piece of writing. * Proof-read for spelling and punctuation errors with increasing accuracy. * Beginning to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | | | Evaluate and edit by:   * Assessing the effectiveness of their own and others’ writing. * Confidently proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. * Ensuring the consistent and correct use of tense throughout a piece of writing. * Proof-read for spelling and punctuation errors (75%) * Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | |
| Key Vocab  Modal Verb Relative Pronoun Relative Clause Parenthesis Bracket Dash Cohesion Ambiguity Modal Verb Adverbials | | | | |

YEAR SIX

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| Previous Knowledge  Pupils have begun to consider the effect their writing has on the reader. Pupils have begun to carefully select vocabulary and grammar to enhance the readers’ experience. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Genres | Instructions – linking to class novel.  Narrative – time slip | **Recount – biography**  **Letter – To persuade** | **Discussion/ argument text**  **Newspaper Report** | **Narrative – Myths and Legends**  Character and Setting Descriptions-To thrill | | **Explanation text**  **Non-chronological report** | **Narrative**  **Poetry** |
| Transcription skills | * Use dictionaries to check the spelling and meaning of words. * Use the first 3 or 4 letters of a word to check its spelling in a dictionary. * Be able to use a thesaurus * Understand the guidelines for adding: endings cial | | * Understand the guidelines for adding: * using a hyphen * i before e rule (including exceptions) * ough string * Silent letters | | | * Confidently apply spelling rule for: * Endings cial * using a hyphen * i before e rule (including exceptions) * ough string * Silent letters * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 in NC. | |
| Composition Skills | Plan their writing by:   * Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. * Begin to note and develop initial ideas, drawing on reading and research where necessary.   Draft and write by:   * Continuing to develop confidence selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * In narratives and describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. * Using a wide range of devices to build cohesion within and across paragraphs * Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. | | Plan their writing by:   * Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. * Begin to note and develop initial ideas, drawing on reading and research where necessary. * In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.   Draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * In narratives and describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. * Précising (summarising) longer passages * Using a wide range of devices to build cohesion within and across paragraphs * Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. | | | Plan their writing by:   * Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. * Begin to note and develop initial ideas, drawing on reading and research where necessary. * In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.   Draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * In narratives and describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. * Précising (summarising) longer passages * Using a wide range of devices to build cohesion within and across paragraphs * Independently using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. | |
| SPAG skills | * Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. * Using expanded noun phrases to convey complicated information concisely. * Using modal verbs or adverbs to indicate degrees of possibility. * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Indicate grammatical and other features by: * Using commas to clarify meaning or avoid ambiguity in writing. * Using brackets, dashes or commas to indicate parenthesis. * Using semi-colons, colons or dashes to mark boundaries between independent clauses. * Using a colon to introduce a list. * Punctuating bullet points | | * Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. * Beginning to use passive verbs to affect the presentation of information in a sentence. * Beginning to use the perfect form of verbs to mark relationships of time and cause. * Using expanded noun phrases to convey complicated information concisely. * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Indicate grammatical and other features by:   • Using commas to clarify meaning or avoid ambiguity in writing.  • Using hyphens to avoid ambiguity.  • Using brackets, dashes or commas to indicate parenthesis.  • Using semi-colons, colons or dashes to mark boundaries between independent clauses. | | | * Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. * Beginning to use passive verbs to affect the presentation of information in a sentence. * Beginning to use the perfect form of verbs to mark relationships of time and cause. * Using expanded noun phrases to convey complicated information concisely. * Using commas to clarify meaning or avoid ambiguity in writing. * Using hyphens to avoid ambiguity. * Using brackets, dashes or commas to indicate parenthesis. * Using semi-colons, colons or dashes to mark boundaries between independent clauses. | |
| Handwriting skills | * Consistency of joins, size & legibility, e.g. little deciphering. * Evidence of quality developing across all books. | | * Consistency of joins, size & legibility, e.g. little deciphering. * Increased evidence of quality developing across all books. * Beginning to choose the writing implement that is best suited for a task (e.g. quick notes, letters, and annotation pens, green pens). | | | * Consistency of joins, size & legibility, e.g. little deciphering. * Evidence of quality developing across all books. * Choosing the writing implement that is best suited for a task (e.g. quick notes, letters, and annotation pens, green pens). | |
| Editing Skills | Evaluate and edit by:   * Assessing the effectiveness of their own and others’ writing. * Proposing changes to enhance effects & clarify by: - vocabulary - grammar – punctuation * Developing confidence in ensuring the consistent and correct use of tense throughout a piece of writing. * Proof-read for spelling and punctuation errors. * Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | | Evaluate and edit by:   * Assessing the effectiveness of their own and others’ writing. * Proposing changes to enhance effects & clarify by: - vocabulary - grammar – punctuation * Ensuring the consistent and correct use of tense throughout a piece of writing. * Proof-read for spelling and punctuation errors accurately. | | | Evaluate and edit by:   * Assessing the effectiveness of their own and others’ writing. * Proposing changes to enhance effects & clarify by: - vocabulary - grammar – punctuation * Ensuring the consistent and correct use of tense throughout a piece of writing. * Ensuring correct subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing & choosing the appropriate register. * Proof-read for spelling and punctuation errors accurately. | |
| Key Vocab  Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet Points Dash | | | | |