

# RED HALL PRIMARY SCHOOL

## WRITING CURRICULUM OVERVIEW

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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 eleven** 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 five 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**, but 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.

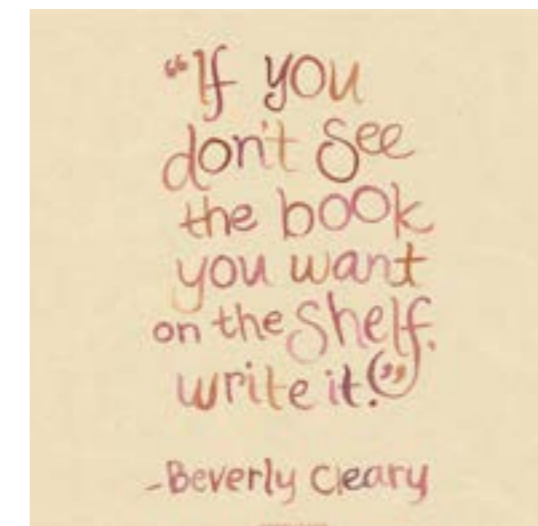
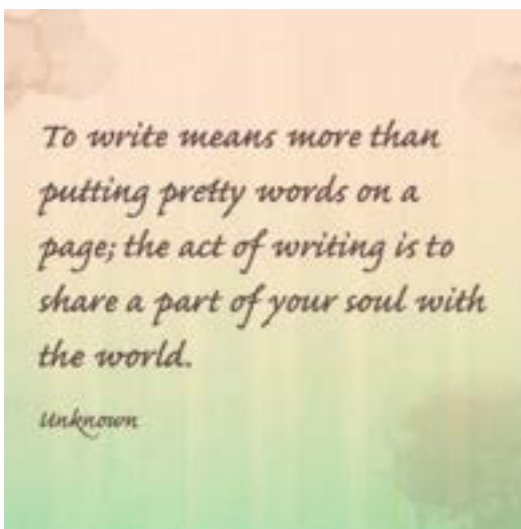
As a **pupil** at Red Hall, your child will have access to the following **experiences**:

- 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, meeting an author
- **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?

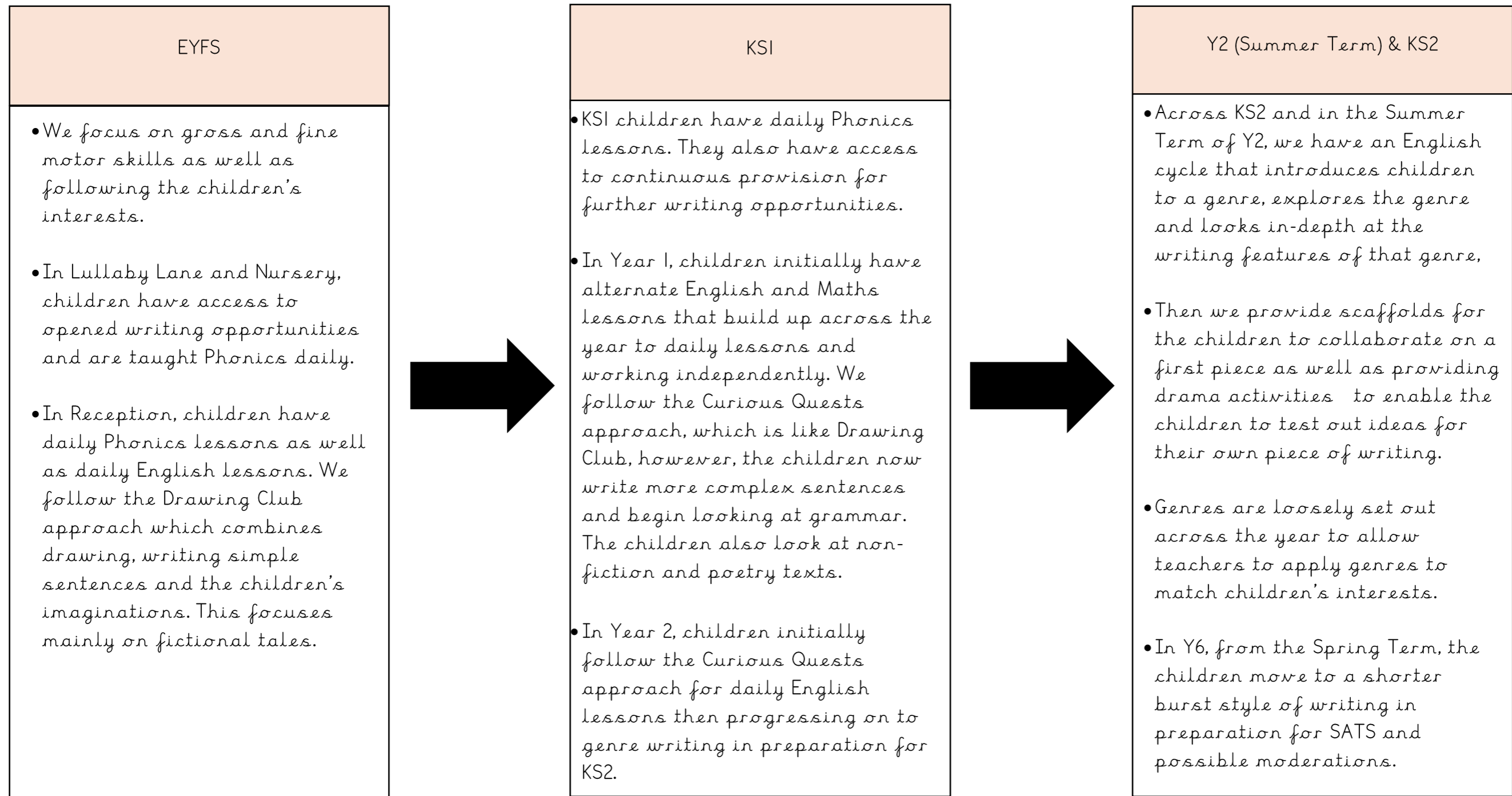
In general, children will have:

- 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
- English lessons from Houghton Academy to **support** children with the transition and expectations of Secondary School.



## How is Writing taught at Red Hall?

We teach writing very differently in each Key Stage, but the end goal is the same - to inspire children to write! We have a bespoke approach that works for our pupils, and we believe in **stages** not **ages**. Our progression is built upon year upon year as well as recapping skills taught in previous year groups. Here is our progressive writing journey:



# Resources to support English Curriculum and delivery:



## Sequence of Lessons and SPAG sessions

Year 1 children continue to develop skills, knowledge and understanding through continuous provision during the Autumn term, which is ran similar to how children learn in EYFS. In the Spring and Summer term, the children move to 'Challenges' within the areas and the teacher will do a daily masterclass, where a member of staff will work with small groups at a time while the other children explore the environment.

Year 2 children continue to develop their skills, knowledge and understanding through challenge areas and masterclasses in the Autumn term, and then progress to formal lessons in Spring.

The rest of the school, start the year with an in-depth grammar and punctuation unit. Then for the rest of the year, follow a sequence of lessons that can be seen below:

### SPAG Friday Focuses

English lessons on a Friday will consist of learning the SPAG objective(s) below as well as a spelling test on the spelling words sent home.

Monday - Thursday	Following Writing Sequence
Friday	Weekly SPAG session

	Autumn 1 (after PVPG unit)	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2					Capital letters for names and places	Questions and exclamations
Y3	Capital letters for names and places	Commas for lists Apostrophes for contractions	Exclamations Questions	<u>Verb Tenses - past simple, past progressive, present simple, present progressive</u>	Commas for fronted adverbials (TRaMP) Y3/4 Spelling Words	Apostrophe possession single vs plural Y3/4 Spelling Words
Y4	Capital letters for proper nouns (names and places)	Commas for lists Nouns - common and collective	Noun phrases and verbs Apostrophe possession single vs plural	Commas for fronted adverbials (TRaMP) Y3/4 Spelling Words	Commas to mark the clause Y3/4 Spelling Words	<u>Verb Tenses - past simple, past progressive, present simple, present progressive</u>
Y5	<u>Verb Tenses - past simple, past progressive, present simple, present progressive</u>	Commas for fronted adverbials (TRaMP) Y5/6 Spelling Words	Modal verbs Nouns (collective, abstract, proper, common)	Relative clauses Relative pronouns	Adverbials Colons vs semi colons	Parenthesis (brackets, commas, dashes) Y5/6 Spelling Words

## Reception / KS1 Sequence for Writing

	Session 1	Session 2	Session 3	Session 4	Session 5
Reception	<ul style="list-style-type: none"> <li>Introduce stimulus / new book</li> <li>Book talk</li> <li>Read book / look at new stimulus</li> <li>Discuss vocabulary</li> <li>Draw and write a word / phrase / sentence about a character.</li> </ul>	<ul style="list-style-type: none"> <li>Recap book</li> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Draw and write a word / phrase / sentence about the setting.</li> </ul>	<ul style="list-style-type: none"> <li>Recap book</li> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Draw and write a word / phrase / sentence about the problem (from the planning).</li> </ul>	<ul style="list-style-type: none"> <li>Recap book</li> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Draw and write a word / phrase / sentence about the problem (from the planning).</li> </ul>	<ul style="list-style-type: none"> <li>Recap book</li> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Draw and write a word / phrase / sentence about the problem (from the planning).</li> </ul>
Y1	<ul style="list-style-type: none"> <li>Introduce stimulus / new book</li> <li>Book talk</li> <li>Read book / look at new stimulus</li> <li>Discuss vocabulary</li> <li>Introduce this week's 'quest' (SPAG objective).</li> <li>Draw and write about the character (if fiction) or the main focus (if non-fiction) including the 'codes' set (the codes can be any objective that revisits prior learning).</li> </ul>	<ul style="list-style-type: none"> <li>Recap book / stimulus</li> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Recap this week's 'quest'.</li> <li>Draw and write about the setting (if fiction) or something to help (if non-fiction) including the 'codes' set (the codes can be any objective that revisits prior learning).</li> </ul>	<ul style="list-style-type: none"> <li>Recap book / stimulus</li> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Recap this week's 'quest'.</li> <li>Draw and write about the problem (from the planning, if fiction) or the location (if non-fiction) including the 'codes' set (the codes can be any objective that revisits prior learning).</li> </ul>	<ul style="list-style-type: none"> <li>Recap book / stimulus</li> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Recap this week's 'quest'.</li> <li>Draw and write about a problem (the teacher set if non-fiction, see planning if fiction) including the 'codes' set (the codes can be any objective that revisits prior learning).</li> </ul>	<ul style="list-style-type: none"> <li>Recap book / stimulus</li> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Incorrectly model this week's 'quest'. Can the children explain why it is wrong?</li> <li>Draw and write about a problem (the teacher set if non-fiction, see planning if fiction) including the 'codes' set (the codes can be any objective that revisits prior learning).</li> </ul>
Y2 Autumn / Spring Term	<ul style="list-style-type: none"> <li>Introduce stimulus / new book</li> <li>Book talk</li> <li>Read book / look at new stimulus</li> <li>Discuss vocabulary</li> <li>Introduce this week's 'quest' (a genre e.g. diary entry).</li> <li>Draw and write the first section of the genre including the 'codes' set (the codes can be any objective that revisits prior of future learning).</li> </ul>	<ul style="list-style-type: none"> <li>Recap book / stimulus</li> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Recap this week's 'quest'.</li> <li>Draw and write the next section of the genre including the 'codes' set (the codes can be any objective that revisits prior of future learning).</li> </ul>	<ul style="list-style-type: none"> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Recap this week's 'quest'.</li> <li>Draw and write the next section of the genre including the 'codes' set (the codes can be any objective that revisits prior of future learning).</li> </ul>	<ul style="list-style-type: none"> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Recap this week's 'quest'.</li> <li>Draw and write the next section of the genre including the 'codes' set (the codes can be any objective that revisits prior of future learning).</li> </ul>	<ul style="list-style-type: none"> <li>Recap vocabulary (and learn more if the children are ready).</li> <li>Recap this week's 'quest'.</li> <li>Draw and write the final section of the genre including the 'codes' set (the codes can be any objective that revisits prior of future learning).</li> </ul>

## KS2 Sequence for Writing

	Session 1	Session 2	Session 3	Session 4	Session 5
Week One	<b>Hook into the Text / Pre-genre check / Reading as a Reader / Reading as a Writer</b> <ul style="list-style-type: none"> <li>Give a purpose to the writing / immerse in the model text</li> <li>What do the children already know about the genre?</li> <li>Crack the code - compare different examples of the text types and find similarities/ differences and agree on effectiveness</li> <li>Discuss vocab, features, create writer's toolkit etc.</li> </ul>		<b>Direct Teaching</b>  SPAG objectives or focussing on features specific to this genre	<b>Direct Teaching</b>  SPAG objectives or focussing on features specific to this genre	<b>Improve WABOLL</b>  Chn to improve a model text missing the two skills focussed on this week
Week Two	<b>Box Up and Shared Write</b>  Opportunity to unpick the WAGOLL to identify the skills that has been taught and to begin to plan their own writing.  Teacher takes some suggestions from children to create a new, shared version	<b>Plan Guided Write</b>  Children to be given the text type with a skill / feature missing for children to include. Children read text type then as a whole class plan the section(s) missing together	<b>Guided Write</b>  Model how to use the plan to put this into full sentences. Teacher to 'guide' the children initially to include the skill/feature then allow the children to apply the skill independently for the rest of their writing.	<b>Drama / Speaking &amp; Listening</b>  Activities such as hot seating, roleplay etc.	<b>Planning Writing</b>  Children plan their own version of the genre on the Box Up format, using the WAGOLL features and Steps to Success booklet
Week Three	<b>First Draft</b> <ul style="list-style-type: none"> <li>Independent write</li> <li>Children have the genre toolkit to self-assess against</li> </ul>		<b>Editing/ Improving</b>  Use evaluation objectives to direct teaching.  Use Editing Stations to edit one aspect at a time until the children are confident with editing.		
			<b>Publish/ Perform</b> <ul style="list-style-type: none"> <li>Display</li> <li>Proud Book</li> </ul> Perform/read to peers or others.		

# Genre Overview

Year Group	Autumn	Spring	Summer
Year 1	<u>Drawing Club Texts:</u> <ul style="list-style-type: none"> <li>• The Bad Tempered Ladybug</li> <li>• White Hen and Fox</li> <li>• Dear Zoo</li> <li>• The Colour Monster</li> <li>• Beegu</li> <li>• Aliens Love Underpants</li> <li>• Hansel &amp; Gretel</li> <li>• Oi Frog</li> <li>• Batfink</li> </ul>	PVPG Year 1  <u>Curious Quests Texts:</u> <ul style="list-style-type: none"> <li>• Princess Smarty Pants</li> <li>• Jack &amp; The Beanstalk</li> <li>• Enormous Turnip</li> <li>• Captain Pugwash</li> </ul>	<u>Curious Quests Texts:</u> <ul style="list-style-type: none"> <li>• The Three Little Pigs</li> <li>• Open Carefully</li> <li>• Where The Wild Things Are</li> <li>• Tiddler</li> <li>• Gingerbread Man</li> <li>• Superworm</li> </ul>
Year 2	<u>Curious Quests Texts:</u> <ul style="list-style-type: none"> <li>• Pirate Pete</li> <li>• Lost and Found</li> <li>• The Odd Egg</li> <li>• Pink Panther</li> <li>• Willow The Wisp</li> <li>• Are the dinosaurs dead, dad?</li> </ul>	PVPG Year 2  <u>Weekly Genres</u> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Non-Chronological Report</li> <li>• Story (overcome the monster)</li> <li>• Story (rags to riches)</li> <li>• Postcard</li> <li>• Letter</li> </ul>	<u>Whole School Genres/Overview:</u> <ul style="list-style-type: none"> <li>• Diary</li> <li>• Narrative</li> <li>• Explanation</li> <li>• Poetry - Diamante</li> </ul>
Year 3	PVPG Year 3  <ul style="list-style-type: none"> <li>• Non-Chronological Report</li> <li>• Instructions</li> <li>• Diary</li> <li>• Letter - to persuade</li> </ul>	<ul style="list-style-type: none"> <li>• Character Description</li> <li>• Setting Description</li> <li>• Narrative</li> <li>• Newspaper</li> <li>• Biography</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Explanation</li> <li>• Discussion/Argument</li> <li>• Poetry - Clerihew</li> </ul>
Year 4	PVPG Year 4  <ul style="list-style-type: none"> <li>• Non-Chronological Report</li> <li>• Instructions</li> <li>• Diary</li> <li>• Letter - to persuade</li> </ul>	<ul style="list-style-type: none"> <li>• Character Description</li> <li>• Setting Description</li> <li>• Narrative</li> <li>• Newspaper</li> <li>• Biography</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Explanation</li> <li>• Discussion/Argument</li> <li>• Poetry - Limerick</li> </ul>
Year 5	PVPG Year 5  <ul style="list-style-type: none"> <li>• Non-Chronological Report</li> <li>• Instructions</li> <li>• Diary</li> <li>• Letter - to persuade</li> </ul>	<ul style="list-style-type: none"> <li>• Character Description</li> <li>• Setting Description</li> <li>• Narrative</li> <li>• Newspaper</li> <li>• Biography</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Explanation</li> <li>• Discussion/Argument</li> <li>• Poetry - Narrative</li> </ul>
Year 6	PVPG Year 6  <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Procedural</li> <li>• Diary</li> </ul>	<u>Shorter bursts (1-2 weeks)</u> <ul style="list-style-type: none"> <li>• Autobiography</li> <li>• Newspaper</li> <li>• Diary</li> <li>• Setting Description</li> <li>• Information Text</li> <li>• Short narrative</li> <li>• Tourism Leaflet</li> </ul>	<u>Shorter bursts (1-2 weeks)</u> <ul style="list-style-type: none"> <li>• Evacuee Letter</li> <li>• NCR</li> <li>• Explanation</li> <li>• Discussion / Argument</li> <li>• Poetry - Narrative</li> </ul>

# Skills Progression

	Core skills	Phonics / Spelling	Punctuation	Grammar
Lullaby Lane	<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make</li> </ul>			
Nursery	<ul style="list-style-type: none"> <li>Shows a preference for a dominant hand.</li> <li>Gives meaning to the marks they make as they draw, write, paint</li> <li>Begins to write their own name.</li> <li>Draws some of the pre-handwriting shapes.</li> </ul>	<ul style="list-style-type: none"> <li>RWI Set 1 - m, a, s, d, t</li> </ul>		
Reception	<ul style="list-style-type: none"> <li>Hears and writes the initial sounds in words.</li> <li>Write their name</li> <li>Writes labels, captions, phrases and simple sentences.</li> <li>Uses a tripod grip</li> <li>Write recognisable letters forming some of them correctly.</li> </ul>	<ul style="list-style-type: none"> <li>RWI Set 1 - m, a, s, d, t, i, n, p, g, o, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</li> <li>RWI Set 2 - ay, ee, igh, oo (moon), oo (shook), ar, or, air, ir, ou, oy</li> <li>I, to, the, no, my, you, said and we.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use finger spaces</li> </ul>	
Y1	<ul style="list-style-type: none"> <li>sequence sentences in my writing.</li> <li>write letters on the line.</li> <li>form lower-case letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>RWI Set 3 - ea, oi, a-e, i-e, o-e, u-e, aw, ur, er, ow, ai, oa, ew, ire, ear, ure, are</li> <li>Plurals - adding s / es</li> <li>Suffixes - ing, ed, est and er</li> <li>Prefix - un</li> <li>Double consonants - ff, ll, ss, zz</li> <li><a href="#">Year 1 Common Exception Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Aa?!?</li> <li>Spaces to separate words</li> <li>Capital Letter for start of sentence, names, personal pronoun - I</li> </ul>	<ul style="list-style-type: none"> <li>Subject</li> <li>Noun</li> <li>Sentence</li> <li>Adjectives</li> <li>Subordinating conjunctions (because)</li> <li>Co-ordinating conjunctions (and, but)</li> <li>Past and present beginning to be consistent</li> </ul>
Y2	<ul style="list-style-type: none"> <li>form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>form lower-case letters of the correct size relative to one another in some of their writing.</li> <li>write simple narratives about personal experiences and those of others (real / fiction).</li> <li>spell words correctly, and making phonically plausible attempts at others.</li> <li>form capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters.</li> <li>begin plan what I want to write in my own writing, composing sentences orally and working through the plan one section at a time.</li> <li>use lead in lines in my handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>RWI Set 3 - ea, oi, a-e, i-e, o-e, u-e, aw, ur, er, ow, ai, oa, ew, ire, ear, ure, are, ph, wh</li> <li>Suffixes - ment, ness, ful, less, ly</li> <li>Homoepphones - to/too/two, there/their, no/know, sea/see</li> <li>j sound spelt gd / dge</li> <li>s sound wrote as c before e, i and y</li> <li>n sound spelt kn and gn</li> <li>r sound spelt wr</li> <li>g as g / ge / dge</li> <li>igh sound spelt y</li> <li>swap y for i and add ed, ing, er and est</li> <li>or sound spelt a (all) also spelt ar (war)</li> <li>u sound spelt o (other)</li> <li>l sound wrote as le (table), el (tunnel) and al (metal)</li> <li><a href="#">Year 2 Common Exception Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Aa?!?</li> <li>Spaces to separate words</li> <li>Capital Letter for start of sentence, names, personal pronoun - I</li> <li>Apostrophe for contractions</li> <li>Single possessive apostrophe</li> <li>Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>Subject</li> <li>Noun / expanded noun phrases</li> <li>Sentence (simple and compound), command, statement, question</li> <li>Adjectives</li> <li>Subordinating conjunctions (when, if, that, because)</li> <li>Co-ordinating conjunctions (but, or, and)</li> <li>Past and present beginning to be consistent</li> <li>Adverbs</li> </ul>

<p>Y3</p>	<p><u>Write by:</u></p> <ul style="list-style-type: none"> <li>Organizing paragraphs around a theme; some attempt to sequence ideas logically.</li> <li><b>mostly</b> cursive handwriting.</li> <li>use simple organisational devices in non-fiction texts e.g. subheadings.</li> <li>create characters and settings using expanded noun phrases.</li> </ul> <p><u>Plan, draft and improve:</u></p> <ul style="list-style-type: none"> <li>with some support and using similar ideas to the structure, grammar and vocabulary from a given model.</li> <li>proofread for tense, spelling and punctuation errors.</li> <li>beginning to make improvements in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes - ation, ly, ous, ion, ian, ture</li> <li>Prefixes - dis, in, re, anti, super, sub</li> <li>Homophones - there/their/they're, not/knot, no/know, write/right</li> <li>sh sound spelt ch</li> <li>i sound spelt y</li> <li>u sound spelt ou</li> <li>c sound spelt ch</li> <li><a href="#">LKS2 Spelling Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Aa?! </li> <li>Spaces to separate words</li> <li>Capital Letter for start of sentence, names, personal pronoun - I</li> <li>Apostrophe for contractions and possession</li> <li>Single possessive apostrophe</li> <li>Commas in a list</li> <li>Begin to use commas for fronted adverbials</li> <li>Begin to use inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Subject</li> <li>Noun / expanded noun phrases</li> <li>Sentence (simple, complex and compound), command, statement, question</li> <li>Paragraphs</li> <li>Adjectives</li> <li>Verbs</li> <li>Subordinating (AWHITEBUS)* and Coordinating clauses (FANBOYS)*</li> <li>Most tenses correct</li> <li>Some adverbs / adverbials (TRaMP)</li> <li>Pronouns</li> <li>Begin to use fronted adverbials (ISPACE)</li> </ul>
<p>Y4</p>	<p><u>Write by:</u></p> <ul style="list-style-type: none"> <li><b>mostly</b> organise my writing into paragraphs.</li> <li>write neatly and legibly with cursive handwriting.</li> <li>describe settings and characters using expanded noun phrases, and I can create plots.</li> <li>use simple organisational devices in non-fiction texts e.g. subheadings and bullet points.</li> </ul> <p><u>Plan, draft and improve:</u></p> <ul style="list-style-type: none"> <li>by discussing and recording ideas using ideas of structure, grammar and vocabulary from given models.</li> <li>proofread my own writing and improve any grammar, vocabulary, spelling and punctuation errors with support</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes - ous, ly, sion, sure</li> <li>Prefixes - mis, auto, inter, il, un, dis, super, sub</li> <li>Homophones - peace/piece, rein/reign/rain, missed/mist, who's/whose</li> <li>ay sound spelt ei, eigh, ey</li> <li>c spelt que</li> <li>g sound spelt gue</li> <li>u sound spelt ou</li> <li>s sound spelt sc</li> <li><a href="#">LKS2 Spelling Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Aa?! </li> <li>Spaces to separate words</li> <li>Capital Letter for start of sentence, names, personal pronoun - I</li> <li>Apostrophe for contractions and possession</li> <li>Single possessive apostrophe</li> <li>Commas in a list, after fronted adverbials and to mark the clause.</li> <li>Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Subject</li> <li>Noun / expanded noun phrases</li> <li>Sentence (simple, complex and compound), command, statement, question</li> <li>Paragraphs</li> <li>Adjectives</li> <li>Verbs</li> <li>Subordinating (AWHITEBUS)* and Coordinating clauses (FANBOYS)*</li> <li>Tenses consistent</li> <li>Adverbs / adverbials (TRaMP)</li> <li>Pronouns</li> <li>Fronted adverbials (ISPACE)</li> <li>Subordinate clauses</li> <li>Prepositions</li> </ul>
<p>Y5</p>	<p><u>Write</u></p> <ul style="list-style-type: none"> <li>for a range of purposes</li> <li>legibly, fluently, and with increasing speed.</li> </ul> <p><u>Plan, draft and improve:</u></p> <ul style="list-style-type: none"> <li>plan my writing by considering the audience and the purpose also using similar writing models for their own.</li> <li>with minimal support, proofread my own writing and improve any grammar, vocabulary, spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes - cious, tious, cial, tial, ent, ence, ant, ance, ible, able</li> <li>Homophones - herd/heard, father/farther, allowed/aloud, passed/past</li> <li>Silent k, g, l, b, t and n in words.</li> <li>ee sound spelt ei</li> <li>ough as in ought / rough / through / dough / thorough</li> <li><a href="#">UKS2 Spelling Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Aa?! </li> <li>Spaces to separate words</li> <li>Capital Letter for start of sentence, names, personal pronoun - I</li> <li>Apostrophe for contractions and possession</li> <li>Single possessive apostrophe</li> <li>Commas in a list, after fronted adverbials and to mark the clause.</li> <li>Fronted adverbials</li> <li>Inverted commas</li> <li>Parenthesis - ( )</li> </ul>	<ul style="list-style-type: none"> <li>Subject</li> <li>Noun / expanded noun phrases</li> <li>Sentence (simple, complex and compound), command, statement, question</li> <li>Paragraphs</li> <li>Adjectives</li> <li>Verbs / modal verbs</li> <li>Subordinating (AWHITEBUS)* and Coordinating clauses (FANBOYS)*</li> <li>Correct use of simple past, past progressive and past perfect</li> <li>Adverbs / adverbials (TRaMP)</li> </ul>



			<ul style="list-style-type: none"> <li>• Semi-colons</li> <li>• Dashes</li> <li>• Brackets</li> <li>• Colons</li> <li>• Bullet points</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns inc relative pronouns</li> <li>• Fronted adverbials (ISPACE)</li> <li>• Subordinate &amp; relative clauses</li> <li>• Prepositions</li> <li>• Figurative language</li> <li>• Subjunctive form</li> <li>• Begins to use passive and active voice</li> </ul>
Y6	<p><u>Write</u></p> <ul style="list-style-type: none"> <li>• effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>• maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Plan, draft and improve</u></p> <ul style="list-style-type: none"> <li>• independently proofread my own writing and improve any grammar, vocabulary, spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes - ible, able</li> <li>• Homophones - advise/advice, practice/practice</li> <li>• Silent letters within words - k, g, l and n.</li> <li>• i before e except after c</li> <li>• ough as in ought / rough / through / dough / thorough</li> <li>• hyphenated words e.g. co-ordinate</li> <li>• <a href="#">UKS2 Spelling Words</a></li> </ul>	<ul style="list-style-type: none"> <li>• Aa?!</li> <li>• Spaces to separate words</li> <li>• Capital Letter for start of sentence, names, personal pronoun - I</li> <li>• Apostrophe for contractions and possession</li> <li>• Single possessive apostrophe</li> <li>• Commas in a list, after fronted adverbials and to mark the clause.</li> <li>• Fronted adverbials</li> <li>• Inverted commas</li> <li>• Parenthesis - ( )</li> <li>• Semi-colons</li> <li>• Dashes</li> <li>• Brackets</li> <li>• Colons</li> <li>• Bullet points</li> <li>• Hyphens</li> </ul>	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Noun / expanded noun phrases</li> <li>• Sentence (simple, complex and compound), command, statement, question</li> <li>• Paragraphs</li> <li>• Adjectives</li> <li>• Verbs / modal verbs</li> <li>• Subordinating (AWHITEBUS)* and Coordinating clauses (FANBOYS)*</li> <li>• Correct use of simple past, past progressive and past perfect</li> <li>• Adverbs / adverbials (TRaMP)</li> <li>• Pronouns inc relative pronouns</li> <li>• Fronted adverbials (ISPACE)</li> <li>• Subordinate &amp; relative clauses</li> <li>• Prepositions</li> <li>• Figurative language</li> <li>• Subjunctive form</li> <li>• Passive and active voice</li> </ul>