

Writing



Intent

Having the ability to write successfully and skilfully will open up a world of communication for our pupils. Being able to communicate ideas and thoughts coherently with others through the written form, will ensure that they are able to get the most out of their learning across the curriculum and life beyond school. Therefore, our aim for all pupils at Longthorpe is that they leave as confident and motivated writers in order to achieve this.

In order to write successfully, pupils need to develop confidence across the two dimensions of writing: transcription and composition. Additionally, pupils need to have a developed understanding of audience and purpose, so they are able to adapt their language and style to suit a range of contexts, audiences and reasons for writing. Finally, as writers, pupils will need to be able to independently plan, edit and evaluate the effectiveness of their own writing. To enable this, we have designed a curriculum which allows pupils to develop all of these skills across their primary learning journey. We have based our writing curriculum on the 'Write Stuff' approach by Jane Considine. We want to raise the aspirations of pupils and teachers so

that the often tricky concepts associated with effective writing are made more accessible. We believe that this approach will bring clarity and consistency to the mechanics of writing and enable our pupils to write effectively. Additionally, it is a fun, creative and rigorous approach to the teaching of writing, allowing pupils to apply new skills, include interesting vocabulary, and to write effective sentences full of impact that keep the reader interested. We want pupils to:

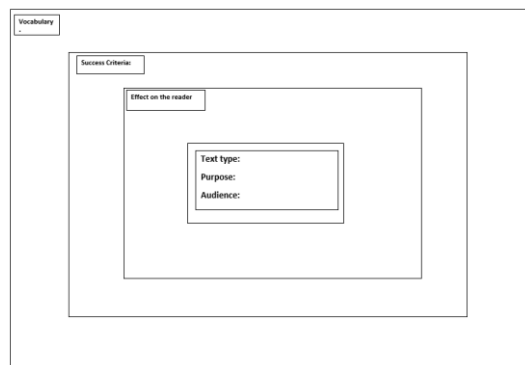
Write for a range of purposes including diary entries, persuasive letters, stories, poems and recounts.	Use their vast knowledge of vocabulary to excite, inform or entertain the reader.	Understand a range of punctuation and the effect it can have on the reader in both writing and reading.	Understand and be able to use a range of grammatical devices.
Understand the various sentence types that can be used to support different genres.	Spell accurately using their phonetic knowledge and apply spelling rules.	To speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions.	

Implementation

- Before teaching any unit, teachers will have looked through the planning carefully and selected which aspects of grammar they are going to teach - and know what the intended outcome will be.
- A grammar session is taught at least once a week. Part of this session will be a review of key learning or an aspect that has proved tricky. A new aspect of grammar is also introduced, with opportunities to practise/apply the new skill.
- Cooperative strategies and games such as 'Find the Fiction' (sharing sentences where two are correct and one with errors) are often used in lessons, allowing pupils to discuss and explain the errors.
- Pupils have opportunities to complete 'Check Its', which require them to edit 'real-life' errors from class writing.
- As part of the teaching sequence, teachers plan 'sentence stacking' lessons and independent writing sequences. 'Sentence stacking' refers to the fact that sentences are stacked together and organised to engage pupils with short, intensive moments of learning that they can then immediately apply to their own writing.
- Before each lesson, the class' shared writing is re-read to check how the next part of writing follows on. Teachers add to the shared version

as they select the best efforts of different pupils to type/scribe for the working wall. The pupils feel a great sense of pride when their sentence is chosen, and it becomes incorporated into the text.

- The narrative map is on display with relevant sections (plot points) being revealed as lessons progress. Alongside this, teachers have the 'Boxed-up' success criteria, which will be discussed with pupils and filled in. Teachers discuss the effect on the reader and what techniques are being used.
- Clear learning objectives which are shared, are linked to the effect on the reader (via the Boxed-up Success Criteria).
- Pupils have opportunities to share, collect and build their vocabulary knowledge through short burst sessions using talking partners, or 'Rally Robin' type activities.
- Visual aids and resources are used to support learning, such as 'whitebus' for subordinating conjunctions.
- Teachers will model writing a sentence using 'think alouds' to emphasise why certain words have been chosen and/or why specific aspects of grammar have been included. Once the model sentence is written, teachers will pass the task over to the pupils, expecting them to write their own sentence. At this point, teachers will scaffold the task as needed.
- Pupils edit their work using the CUPS & ARMS approach.
- Each pupil will have a writing target in the front of their books, and they will be held accountable for improving themselves by working towards achieving it. At least once a week, teachers will encourage pupils to reflect on their sentences and find examples of where they have met their writing target.

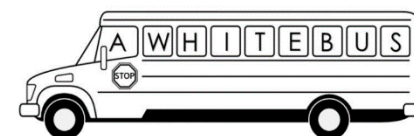


A 'boxed-up' success criteria.

REVISE		EDIT	
ARMS		CUPS	
A	Add sentences and words	C	Capitalization: sentences, names, places, months, titles, I
R	Remove unneeded words or sentences	U	Usage: match nouns and verbs correctly
M	Move a sentence or word placement	P	Punctuation: . ? ! , " "
S	Substitute rice cake words or sentences for salsa words	S	Spelling: Check all words, use resources

'CUPS & ARMS' for editing.

Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since

Visual resources to support learning.

The Journey of a Writer at Longthorpe

EYFS	By the end of the EYFS, most pupils will be able to form their letters correctly. They will be able to spell some common high frequency words and use phonetically plausible spelling for words using phase 1, 2 and 3 sounds. Pupils will be able to say and write a simple phrases and begin to write simple sentences.
KS1	By the end of KS1, pupils will be aiming to write in joined-up handwriting. They will be confident in using their phase 4, 5 and 6 phonics sounds to spell words and will also be able to spell many common exception words. They will accurately punctuate the end of each sentence. Pupils will use a growing number of descriptive words in their writing to make it more interesting to the reader. Before writing, KS1 pupils will be able to plan or say what they are going to write out loud and following writing, they will be able to proof-read their work for simple spelling errors and some punctuation. They will also be able to share their work by reading it back out loud.
LKS2	By the end of LKS2, pupils will have increased the legibility of their handwriting and may be writing in pen. In their writing, they will be able to confidently use an increasing range of punctuation accurately, alongside proof-reading for punctuation while writing. Pupils will be able to plan writing through discussing similar writing and will organise their writing in short paragraphs around a common theme. Their writing will become more interesting as they begin to extend their sentences through using a range of conjunctions, a greater range of descriptive language and use a range of suffixes and prefixes to challenge their vocabulary choices. Finally, pupils will be able to more rigorously evaluate their writing, reading what they have written out loud with intonation, and more confidently proof-read their work for spelling and punctuation errors.
UKS2	By the end of UKS2, pupils will be effective writers who are able to use dictionaries to check the spelling of ambitious words and who use a wide range of punctuation accurately, including the use of commas for clarity, inverted commas, colons and semi-colons. Prior to writing, pupils will plan what they will write through identifying the audience in purpose. Their writing will be organised into developed paragraphs around one theme and pupils will include a wide range of cohesive devices across their writing to build cohesion across and within paragraphs. Pupils will be able to include dialogue into their writing which moves the action forward. Following writing, pupils will be able to evaluate how effective the writing has been in terms of meeting the audience and purpose and they will be able to suggest changes based on these criteria.

Progression of Genres & Text Types

Reception	Autumn 1		Autumn 2	Spring 1
	<p>Narratives:</p> <p><i>'What I Like About Me'</i> by Allia Zobel-Nola.</p> <p><i>'What Makes Me a Me?'</i> by Ben Faulks.</p> <p>Write their first name without a reference.</p> <p>Answer 'what' questions related to a story.</p> <p>Non-Fiction:</p> <p>Usbourne <i>'All About Families'</i>.</p> <p><i>'Me and My Amazing Body'</i> by Joan Sweeny.</p> <p>Spell words by identifying the sounds and then writing it with letter(s).</p> <p>Read individual letters by saying the sounds for them.</p>	<p>Narratives:</p> <p><i>'Supertato'</i> by Sue Hendra and Paul Linnet.</p> <p><i>'Juniper Jupiter'</i> by Lizzie Stewart.</p> <p>Orally plan a sentence for an adult to scribe.</p> <p>Spell words by identifying the sounds and then writing the sound with letter(s).</p> <p>Non-Fiction:</p> <p><i>'People Who Help Us Series'</i> by Rebecca Hunter.</p> <p>Orally plan a sentence for an adult to scribe.</p>	<p>Narratives:</p> <p><i>'Rama and Sita: The Story of Diwali'</i> by Malachy Doyle.</p> <p><i>'The Jolly Christmas Postman'</i> by Allan & Janet Ahlberg.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Spell words by identifying the sounds and then writing the sound with letter(s).</p> <p>Sequence the main events in a story.</p> <p>Retell the main events in a story.</p> <p>Answer who, what and where questions about a book.</p> <p>Write their first name without a reference.</p>	<p>Narratives:</p> <p><i>'George and the Dragon'</i> by Christopher Wormell.</p> <p><i>'The Very Last Castle'</i> by Travis Jonker.</p> <p>Nursery Rhymes: <i>'The Grand Old Duke of York'</i>, <i>'Sing a Song of Sixpence'</i>, <i>'Humpty Dumpty'</i>, <i>'Old King Cole'</i>, <i>'The Queen of Hearts'</i>.</p> <p>Record and retell stories in simple ways- story maps, role play, retelling.</p> <p>Spell words by identifying the sounds and then writing the sound with letter(s).</p> <p>Read and write simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Continue a rhyming string.</p> <p>Create a simple narrative using vocabulary introduced through a text.</p> <p>Non-Fiction:</p> <p><i>'Castles'</i> by Maggie Freeman.</p> <p>Spell words by identifying the sounds and then writing the sound with letter(s).</p>
	Spring 2		Summer 1	Summer 2

	<p>Narratives:</p> <p><i>'The Extraordinary Gardener'</i> by Sam Boughton. <i>'The Very Hungry Caterpillar'</i> by Eric Carle. <i>'Jack and The Beanstalk'</i>. <i>'The Enormous Turnip'</i>.</p> <p>Spell words by identifying the sounds and then writing the sound with letter(s). Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Non-Fiction:</p> <p><i>'Life Cycle of a Frog'</i> by Grace Jones. <i>'Life Cycle of a Butterfly'</i> by Charlotte Guillain. <i>'What Can You See in Spring?'</i> By Sian Smith.</p> <p>Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>		<p>Narratives:</p> <p><i>'The Jolly Postman or Other People's Letters'</i> by Allan Ahlberg. <i>'A Walk in London'</i> by Salvatore Rubbino. <i>'All Aboard the BoBo Road'</i> by Steven Davies.</p> <p>Spell words by identifying the sounds and then writing the sound with letter(s). Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>		<p>Narratives:</p> <p><i>'Funny Bones'</i> by Janet and Allen Ahlberg. <i>'Handa's Surprise'</i> by Eileen Browne. <i>'Commotion in the Ocean'</i> by Giles Andreae. <i>'Whatever Next'</i> by Jill Murphy.</p> <p>Form lower-case and capital letters correctly. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Non-Fiction:</p> <p><i>'What is Science?'</i> By Rebecca Kai Dotlich. <i>'Tree'</i> by Patricia Hegarty.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	
	Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1

Unit 1	<p>Narrative: Character / Setting Description linked to '<i>Jasper's Beanstalk</i>'.</p> <p>Audience & Purpose: To entertain year 1s.</p> <p>Links to: Science (Plants).</p>	<p>Non-Fiction: Recount of a fieldtrip to the woods.</p> <p>Audience & Purpose: To inform parents.</p> <p>Links to: Science (Plants).</p>	<p>Narrative: Alternative Opening / Ending linked to '<i>The Queen's Hat</i>'.</p> <p>Audience & Purpose: To entertain a different year group.</p>	<p>Non-Fiction: Non-Chronological Report about the Wright Brothers.</p> <p>Audience & Purpose: To inform the next year group.</p> <p>Links to: History (History of Transport).</p>	<p>Narrative: Traditional Tale linked to '<i>Aesop's Fables</i>'.</p> <p>Audience & Purpose: To entertain a year group in another PKAT school.</p> <p>Links to: Science (Animals).</p>	<p>Non-Fiction: Instructions on creating an animation.</p> <p>Audience & Purpose: To inform a friend / peer.</p> <p>Links to: Computing (Programming Animations).</p>
Unit 2	<p>Non-Fiction: Leaflet about our local area.</p> <p>Audience & Purpose: To inform reception parents and children.</p> <p>Links to: Geography (Here I Am).</p>	<p>Narrative: Story linked to '<i>After The Storm</i>'.</p> <p>Audience & Purpose: To entertain parents.</p> <p>Links to: Science (Seasonal Changes).</p>	<p>Non-Fiction: Fact File about the City of Peterborough.</p> <p>Audience & Purpose: To inform the citizens of Peterborough.</p> <p>Links to: Geography (Where We Are)</p>	<p>Narrative: Story linked to '<i>Taking Flight</i>'.</p> <p>Audience & Purpose: To entertain another year group.</p> <p>Links to: History (History of Transport).</p>	<p>Poetry: List Poem about an animal.</p> <p>Audience & Purpose: To entertain parents.</p> <p>Links to: Science (Animals).</p>	<p>Narrative: Story linked to '<i>Ruby's Worry</i>'.</p> <p>Audience & Purpose: To entertain the new reception cohort coming into year 1.</p> <p>Links to: PSHE (Beginning & Belonging)</p>
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Unit 1	<p>Narrative: Character / Setting Description linked to 'A Crow's Tale'.</p> <p>Audience & Purpose: To entertain year 2s.</p>	<p>Non-Fiction: Recount of a walk of 'historical Longthorpe'.</p> <p>Audience & Purpose: To inform parents.</p> <p>Links to: History (Local History).</p> <p><i>Non-Fiction: Invitation to the Christmas play.</i></p> <p><i>Audience & Purpose: To inform parents.</i></p>	<p>Narrative: Alternative Opening / Ending linked to 'The Owl Who Was Afraid Of The Dark'.</p> <p>Audience & Purpose: To entertain a different year group.</p> <p>Links to: Science (Needs of Animals).</p>	<p>Non-Fiction: Non-Chronological Report about big cats.</p> <p>Audience & Purpose: To inform the next year group.</p> <p>Links to: Science (Living Things and Habitats).</p>	<p>Narrative: Story linked to 'The Building Boy'.</p> <p>Audience & Purpose: To entertain a year group in another PKAT school.</p> <p>Links to: Science (Uses of Materials).</p>	<p>Non-Fiction: Explanation Text (linked to 'In My Heart') on how to understand our emotions.</p> <p>Audience & Purpose: To inform the next year group.</p> <p>Links to: PSHE (Rights, Rules & Responsibilities).</p>
Unit 2	<p>Non-Fiction: Information Text on plants and flowers.</p> <p>Audience & Purpose: To inform parents.</p> <p>Links to: Science (Plant Growth).</p>	<p>Non-Fiction: Instructions on making a salad.</p> <p>Audience & Purpose: To inform year 1 about healthy eating.</p> <p>Links to: Design & Technology (Salads).</p> <p><i>Narrative: My Christmas Star.</i></p> <p><i>Audience & Purpose: To entertain parents.</i></p>	<p>Non-Fiction: Diary entry about The Great Fire of London.</p> <p>Audience & Purpose: To inform the history lead.</p> <p>Links to: History (Great Fire of London).</p>	<p>Narrative: Story linked to 'A Lion in Paris'.</p> <p>Audience & Purpose: To entertain parents.</p> <p>Links to: Science (Living Things & Habitats).</p>	<p>Poetry: Shape Poem about water.</p> <p>Audience & Purpose: To entertain our partner classes.</p> <p>Links to: Geography (Rivers, Seas & Oceans).</p>	<p>Narrative: Story linked to 'Stardust'.</p> <p>Audience & Purpose: To entertain year 1 children.</p>
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Unit 1	<p>Narrative: Character / Setting Description linked to History (European History – Prehistoric History).</p> <p>Audience & Purpose: To entertain year 3s.</p>	<p>Non-Fiction: Recount of a fieldtrip to Flag Fen.</p> <p>Audience & Purpose: To inform parents.</p> <p>Links to: History (European History – Prehistoric Britain).</p>	<p>Narrative: Alternative Opening / Ending linked to <i>'The Magic Paintbrush'</i>.</p> <p>Audience & Purpose: To entertain a different year group.</p>	<p>Non-Fiction: Non-Chronological Report about volcanoes.</p> <p>Audience & Purpose: To inform the next year group.</p> <p>Links to: Geography (Volcanoes).</p>	<p>Narrative: Story with dialogue linked to <i>'Wolves In The Walls'</i>.</p> <p>Audience & Purpose: To entertain a year group in another PKAT school.</p>	<p>Non-Fiction: Explanation Text on magnetism.</p> <p>Audience & Purpose: To inform the next year group.</p> <p>Links to: Science (Magnetism).</p>
Unit 2	<p>Narrative: Story linked to <i>'Stone Age Boy'</i>.</p> <p>Audience & Purpose: To entertain year 4s.</p> <p>Links to: History (European History – Prehistoric Britain).</p>	<p>Poetry: Rhyming Poems about Autumn.</p> <p>Audience & Purpose: To entertain reception pupils.</p>	<p>Non-Fiction: Leaflet about healthy eating.</p> <p>Audience & Purpose: To inform NHS dieticians.</p> <p>Links to: Science (Organisms).</p>	<p>Narrative: Story linked to <i>'The Scarab's Secret'</i>.</p> <p>Audience & Purpose: To entertain the staff at an escape room.</p> <p>Links to: History (African History – Ancient Egypt).</p>	<p>Non-Fiction: Holiday Brochure about Europe.</p> <p>Audience & Purpose: To inform parents.</p> <p>Links to Geography (Looking at Europe and Tourism).</p>	<p>Narrative: Story linked to <i>'Theseus and the Minotaur'</i>.</p> <p>Audience & Purpose: To entertain year 4.</p> <p>Links to: History (European History – Ancient Greece).</p>
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Unit 1	<p>Narrative: Character / Setting Description linked to <i>'The Whale'</i>.</p> <p>Audience & Purpose: To entertain year 4s.</p>	<p>Non-Fiction: Recount of a trip to the Tate Gallery (Yayoi Kusama Exhibition).</p> <p>Audience & Purpose: To inform parents (alongside the displayed art at the 'art gallery' for parents).</p> <p>Links to: Art (Yayoi Kusama - Patterns and Pumpkins).</p>	<p>Narrative: Alternative Opening / Ending linked to <i>'Feast'</i> (short film).</p> <p>Audience & Purpose: To entertain a different year group.</p>	<p>Non-Fiction: Non-Chronological Report about the tropical rainforest.</p> <p>Audience & Purpose: To inform the next year group.</p> <p>Links to: Geography (Tropical Rainforests).</p>	<p>Narrative: Story with dialogue linked <i>'The Iron Man'</i>.</p> <p>Audience & Purpose: To entertain a year group in another PKAT school.</p> <p>Linked to: Science (Electricity).</p>	<p>Non-Fiction: Explanation Text on the properties of materials.</p> <p>Audience & Purpose: To inform the next year group.</p> <p>Links to: Science (Properties of Materials).</p>
Unit 2	<p>Non-Fiction: Non-Chronological Report about classifying organisms.</p> <p>Audience & Purpose: To inform year 5.</p> <p>Links to: Science (Classifying Organisms).</p>	<p>Narrative: Story linked to <i>'Arthur and the Golden Rope'</i>.</p> <p>Audience & Purpose: To entertain children at Peterborough Hospital.</p>	<p>Non-Fiction: Charity Appeal Advertisement.</p> <p>Audience & Purpose: To persuade the public.</p> <p>Links to: R.E. (How do people think about poverty, justice and sacrifice?)</p>	<p>Poem: <i>'The Magic Box'</i> by Kit Wright.</p> <p>Audience & Purpose: To entertain Longthorpe children via the website.</p>	<p>Non-Fiction: Newspaper report linked to <i>'The Creature'</i>.</p> <p>Audience & Purpose: To inform parents in the newsletter.</p>	<p>Narrative: Story linked to the Holywell Ponds.</p> <p>Audience & Purpose: To entertain each other.</p>
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Unit 1	<p>Narrative: Character / Setting Description linked to 'The Gorilla'.</p> <p>Audience & Purpose: To entertain year 5s.</p>	<p>Non-Fiction: Biography about David Attenborough.</p> <p>Audience & Purpose: To inform parents.</p>	<p>Narrative: Alternative Opening / Ending linked to 'Journeys'.</p> <p>Audience & Purpose: To entertain a different year group.</p>	<p>Non-Fiction: Non Chronological Report about Emperor Penguins.</p> <p>Audience & Purpose: To inform the next year group.</p>	<p>Narrative: Story with dialogue linked to 'The Explorer'.</p> <p>Audience & Purpose: To entertain a year group in another PKAT school.</p> <p>Links to: Geography (Looking at North America and Water).</p>	<p>Non-Fiction: Persuasive Writing linked to 'Kick'.</p> <p>Audience & Purpose: To persuade the Peterborough United football team to buy fair trade balls.</p>
Unit 2	<p>Non-Fiction: Non Chronological Report on the states of matter.</p> <p>Audience & Purpose: To inform parents.</p> <p>Links to: Science (States of Matter).</p>	<p>Narrative: Story linked to 'Romulus and Remus'.</p> <p>Audience & Purpose: To entertain year 6.</p> <p>Links to: History (European History – Ancient Rome).</p>	<p>Non-Fiction: Discussion Text linked to screen time.</p> <p>Audience & Purpose: To discuss whether there should be limits on screen time with the class.</p> <p>Links to: Computing & E-Safety.</p>	<p>Narrative: Story linked to 'The Present'. (What happens next?).</p> <p>Audience & Purpose: To entertain Y3 children.</p> <p>Linked to PSHE (Being Different).</p>	<p>Non-Fiction: Journal Entry linked to 'Mars Transmission'.</p> <p>Audience & Purpose: To inform year 4.</p> <p>Links to: Science (Earth & Space).</p>	<p>Poetry: Narrative Poem linked to 'The Highwayman'.</p> <p>Audience & Purpose: To entertain parents.</p>
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Unit 1	<p>Narrative: Character / Setting Description linked to 'The Journey'.</p> <p>Audience & Purpose: To entertain year 6s.</p>	<p>Non-Fiction: Biography about Hamza Yasir,</p> <p>Audience & Purpose: To inform parents.</p>	<p>Narrative: Alternative Opening / Ending linked to 'A Monster Calls'.</p> <p>Audience & Purpose: To entertain a different year group.</p>	<p>Non-Fiction: Non-Chronological Report about the Anglo Saxons.</p> <p>Audience & Purpose: To inform the next year group.</p> <p>Links to: History (European History – Anglo Saxons).</p>	<p>Narrative: Story with dialogue linked to 'The Graveyard Book'.</p> <p>Audience & Purpose: To entertain a year group in another PKAT school.</p>	<p>Non-Fiction: Persuasive Writing linked to fundraising.</p> <p>Audience & Purpose: To persuade the PTA to hold a fundraiser.</p>
Unit 2	<p>Poetry: War Poetry.</p> <p>Audience & Purpose: To entertain KS2 pupils in an assembly.</p> <p>Links to: History (Global History – Power, Empire & Democracy WW2).</p>	<p>Narrative: Story linked to 'Varmints'.</p> <p>Audience & Purpose: To entertain parents and publish in the Newsletter.</p>	<p>Non-Fiction: Newspaper Article about the Hindu Community.</p> <p>Audience & Purpose: To inform the Peterborough Telegraph.</p> <p>Links to: R.E. (In what diverse ways do Hindus build a sense of community?).</p>	<p>Narrative: Story linked to 'Tyger'.</p> <p>Audience & Purpose: To entertain S F Said (Author of Tyger).</p>	<p>Non-Fiction: Essay on what makes a 'geographer'.</p> <p>Audience & Purpose: To inform the headteacher of Jack Hunt Secondary School.</p> <p>Links to: Geography (I Am A Geographer).</p>	<p>Narrative: Story linked to Viking Myths.</p> <p>Audience & Purpose: To inform the Flag Fen Museum.</p> <p>Links to: History (European History – Viking Age).</p>

Progression of Knowledge & Skills



Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Punctuation	To know all words contain letters & to learn that all sentences start with capital letters and end with a full stop . To know & understand the word ' punctuation '	To learn that all names start with a capital letter and so does 'I'.	To learn that all places start with a capital letter.	To learn that all days of the week start with a capital letter.	Start to use question marks .	Start to use exclamation marks .
Word & Sentence	Word classes To recognise a noun To recognise a verb To write simple sentences e.g. The dog barks (The dog – noun phrase → <i>determiner with the noun</i>)	To sequence sentences to communicate meaning.		To join 2 simple sentences (2 main clauses) with 'and' e.g. I went to the park and I played on the swings.	To begin to use expanded noun phrases e.g. a red apple. To recognise & name adjectives as words to describe nouns.	
Composition, Planning, Editing	Model/guided planning as a whole class & small group orally composing sentences before writing Sequencing simple sentences (with one idea) to form short stories Discussing what has been written with an adult or peers To reread what is written to check it makes sense to a reader and that it meets the purpose of writing (to persuade to inform, to instruct to entertain, PIIE) Towards the end of the year, children are able to identify full stops and capital letters & correct in pen					
Spellings	Can spell MOST words containing the 40+ phonemes already taught, including the 'n' sound spelt n before k; -tch; v sound at the end of words Can apply simple spellings rules to the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. In addition – teach and secure common exception words for Y1.					
		To introduce past and present tense (links to regular suffixes -ing -ed (no changes to the root word)	To be familiar with compound words e.g. bedroom, farmyard	To consolidate past and present tense suffixes -ing -ed, And introduce -er -est	To introduce prefix -un e.g. unhappy (words that stay the same) I can understand singular and plural form and use them (regular plurals -s -es)	To spell the days of the week (linked to time in Maths)
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly Form lower case letters correctly – using the correct start and end points Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Leave adequate spaces between words Form capital letters correctly – using the correct start and end points To write sentences dictated by the teacher that include words taught so far using capital letter and personal pronoun I Children begin to move to cursive writing, with the lead in stroke					

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Punctuation	To be secure in full stops, capital letters, question marks, exclamation marks	To introduce commas for list	Apostrophes for omission, showing contraction e.g. don't	Apostrophes for singular possession the girl's chair		
Word & Sentence	<p>Sentences Secure past and present tense (simple past e.g. run-ran → He ran.)</p> <p>To introduce, recognise and use the term statement</p> <p>To develop use of other coordinating conjunctions to join 2 simple sentences to make a compound sentence (2 main clauses) and, but, or, so <i>(use acronym FANBOYS to support memory of coordinating conjunctions)</i></p> <p>Recap nouns & verbs Expanded noun phrases with 1 adjective e.g. a red apple</p>	<p>To re-introduce, recognise and use the term question → can form questions <i>Sentence type to support:</i> All the Ws → <i>(Short sentences. Should not be scattered too frequently as will lose impact Why do you think he ran away? What next? Why is our climate changing? Will that really be the end?)</i></p> <p>To introduce, recognise and use the term command → can form commands</p> <p>To develop use of 2 adjectives with a comma e.g. a delicious, red apple (experiment with order of adjectives)</p> <p>To introduce a dependent clause (subordinate clause) using subordinating conjunctions 'because' and make sure these are dependent on the main clause (they don't make sense on their own)</p>	<p>To introduce, recognise and use the term exclamation <i>Sentence type to support:</i> What +! → <i>Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices e.g. What a lovely day! What a delicious smell! What and awful din!</i></p> <p>To develop a dependent clause, adding (subordinate clause) using subordinating conjunctions 'when, if, that' and make sure these are dependent on the main clause (they don't make sense on their own)</p>	<p>To introduce present and past progressive (as a way of an action continuing & not being over) e.g. he is sitting, he was sitting</p> <p><i>Sentence type to support:</i> ing, ing, ing sentence e.g. <i>Hopping, skipping, jumping, he made his way to the park.</i></p>		

Composition & Planning	<p>To model planning writing using the planning strip (see appendix – below) thinking about purpose (PIIE – persuade, inform, instruct, entertain) and effect on the reader To plan and say out loud what we're going to write about (sentence by sentence) To use adjectives to describe settings and characters</p> <p><i>Sentence type to support it:</i> 2Ad sentences → Two adjectives preceding the first noun and two adjectives preceding a second noun <i>E.G. He was a tall, awkward man with an old, crumpled jacket.</i> <i>...like a... as...as a...Begin to introduce similes If using a very basic simile, e.g. as cold as ice, aim to make them more interesting by adding a 'where?' and 'when?' to the end of the cliché. Her hands were as cold as ice from the Arctic Circle. The moon looked like a patient, pale white face.</i></p>	To plan writing together (shared planning)	<p>To plan a piece of writing (working towards independence)</p> <p>Introduce the idea of word choice and choosing a better word to match the audience / purpose (to have an impact on the reader)</p>	To plan a piece of writing independently.	
Editing	<p>Teacher to model & support editing of writing, rereading to: see if it makes sense; see if it fits with the audience & purpose; to check verbs indicate correct time → editing as necessary Alongside toolkit (boxes), the teacher models how to edit (linked to the grammar taught) using CUPS as an acronym to help them understand editing (see appendix at end) Capitals Understanding Punctuation Spelling → peer/self-editing</p>				
Spellings	<p>Go over previous sounds and plug gaps The /dʒ/ sound spelt as g, ge and dge at the end of word; The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and gn The /r/ sound spelt wr The /l/ or /əl/ sound spelt -le or -al Words ending -il The /aɪ/ sound spelt -y at the end of words the /ɔ:/ sound spelt a before l and ll he /i:/ sound spelt -ey The /b/ sound spelt a after w and qu</p> <p>Can segment words and represent phonemes with graphemes, Words ending in -tion spelling any correctly. In addition – teach and secure common exception words for Y2 see appendix 2 Can learn new ways of spelling phonemes where one or more spellings are already known and learn some words with each spelling Drop e when adding suffixes -ing -ed -er -est -y with a consonant before it Double the consonant for short vowel sound when adding -ing -est -er -y Teach homophones e.g. their, they're, there; to/two/too; be/bee; see/sea; here/hear Contractions including it is → it's (<i>make sure this is a clear distinction before teaching the possessive its</i>) Introduce new suffixes -meant -ness -ful -less -ly Change y → i for plurals & when adding -es, -ed, -er, -est</p>				

Handwriting	<p>form lower-case letters of the correct size relative to one another</p> <p>use spacing between words that reflects the size of the letters</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>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</p>
-------------	--

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Punctuation	<p>Consolidate and continue to monitor: use of full stops, capital letters (including for I) exclamation marks, question marks commas for lists (including when there are 2 adjectives together to add extra detail to a noun phrase e.g. the large, hairy dog</p>	<p><u>Revise</u> apostrophes</p> <ul style="list-style-type: none"> for contractions, for singular possession. 		<p>Punctuate direct speech with inverted commas (or speech marks)</p>		
Word & sentence	<p>Recap nouns, adjectives, verbs → expect children to be writing expanded noun phrases</p> <p>Revisit different types of sentences: statement, question, exclamation, command)</p> <p>Introduce and name a main clause (a part of a sentence that has its own subject and verb and makes sense on its own)</p> <p>Recap simple sentences & know they can be used for dramatic effect.</p> <p>Recap coordinating conjunctions</p> <p>Consolidate subordinating conjunctions (when, if, because, although) (using A WhiTEBUS as an acronym to prompt – see below)</p> <p>Teach the term main clause & subordinate clause</p> <p>Teach adverbs to describe action (essentially ly words) (model starting sentence using an adverb e.g. Hungrily, she tore open the packaging.</p> <p><i>Sentence type to support:</i> Double ly ending → ends with two adverbs of manner. First part of this sentence type ends in a verb. Two adverbs of manner are then added to add precision to the sentence e.g. The worried people ran, quickly and purposefully. He swam, slowly and falteringly</p>	<p>Introduce prepositions</p> <p>Recap past and present tense & make sure children can use the correct tense</p> <p>to use root words to understand and clarify new words</p> <p>Adverbs of time (then, next, soon, later, yesterday)</p>	<p>Continue to develop use of subordinating conjunctions: (using A WhiTEBUS) when, before, after, while and continue to write complex sentences</p> <p>Introduce pronouns for clarity & cohesion</p>	<p>present perfect e.g. he has gone out to play (in contrast to the past tense)</p>		

Composition	<p>Explore WAGOLs of appropriate texts, spend time identifying features & use these to plan similar pieces of writing (look at structure, vocabulary, grammar)</p> <p>Collaborative planning with teacher modelling composing and rehearsing sentences orally building varied rich vocabulary linked to audience and purpose Start adding to the toolkit (boxes) on Working Wall</p> <p>use planning strip (below) to help organise paragraphs around a theme</p> <p>Use synonyms for 'said', 'happy', 'sad' <i>Sentence type to support:</i> 2 pairs sentence → Two pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction 'and' <i>Exhausted and worried, cold and hungry, they did not know how much further they could go.</i> Emotion word, (comma) sentences. Uses adjective to describe emotion, followed by a comma. Rest of sentence describes actions related to the opening emotive adjective. Placing the emotive adjective at the start of the sentence gives more weight to that word. <i>Desperate, she screamed for help</i></p> <p>3_ed sentences or 2_ed → Three related adjectives, each of which ends in -ed. Usually the adjectives will describe an emotion e.g. <i>Frightened, terrified, exhausted, they ran from the creature</i></p> <p>Once planning is in place, demonstrate & teach moving from plan to writing so plan is translated into a paragraphs</p> <p>Creating characters in narrative</p>	<p>Begin to use paragraphs to group ideas (introduce TiPToP as an aid memoire – change of topic, person, time, place → start a new paragraph (see appendix)</p> <p>Link to use of headings & subheadings</p>	<p>Discuss better choice of words e.g. intensity of adjective and the impact it will have on the reader e.g. angry / ferocious & choice of verbs e.g. went (tiptoed, raced)</p> <p>Creating setting and plot in narrative Compose and rehearse sentences orally (including dialogue) in order to write a piece of text.</p> <p>to add extra detail to a noun phrase e.g. the large, hairy dog with the red collar chased the ball (still a simple sentence) across the park (adds a prepositional phrase) Play about with the order – which sounds better?</p>
Editing	<p>Teacher to model editing linked to grammar taught</p> <p>Using 'Tool kit' boxes focus on audience and purpose – what effect do we want to have on the writer? Which techniques can we use? → Read their own writing aloud, checking it makes sense & meets the purpose for writing</p> <p>Use CUPS acronym to help them understand editing → Capitals Understanding Punctuation Spelling → peer/self-editing</p> <p>Introduce ARMS as a way of supporting revising process: Add sentences / words Remove – unnecessary words/sentences Move – move words/sentences Substitute bland words for more precise, powerful words (see below)</p> <p>Evaluate for effectiveness own & others' writing</p>		

Spellings	Homophones - Spell a range of simple homophones and explain how the spelling is different e.g Where/ wear
	Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
	Teach how to use the first two or three letters of a word to check spelling in a dictionary.
	Use further prefixes and suffixes and understand how to add them -un, -inter, -dis, -super, -mis, -anti, -in, -auto, -il, -ation, -im, -ly, -ir, -le, -re, -ally, -sub Spell words that are often misspelt using learnt spelling strategies and rules (e.g skip - skipping)
	Explore & discuss word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Handwriting	Write from memory sentences dictated by teacher that includes words and punctuation taught so far (to include range from the following: prefixes, conjunctions, adverbs, prepositions, direct speech)
	Use the diagonal and horizontal strokes that are needed to join letters.
	Understand which letters, when adjacent to one another, are best left un-joined. (a f, a z, g, j, q, s, x, y)
	Increase the legibility, consistency and quality of handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. Increase the legibility, consistency and quality of handwriting; ensuring that the down strokes of letters are parallel and equidistant.

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Punctuation	<p>Consolidate and continue to monitor/reinforce: use of full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contractions, apostrophes for singular possession and for plurals, inverted speech marks,</p> <p>Determiners To introduce and use correct determiners for 'a' and 'an', for example, a rock, an open box.</p>	<p>Introduce use of a comma after fronted adverbials. e.g Later that day, the hairy dog chased the cat.</p> <p>Revisit areas of difficulty e.g. apostrophes for possession singular and continue to provide opportunities to practise)</p>	<p>Introduce apostrophes for possession of plural nouns (possessive)</p> <p>Use and punctuate direct speech in sentences with more than one piece of dialogue for the speaker (using new speaker, new line)</p> <p>To introduce other speech punctuation - mainly the commas before inverted commas e.g. The conductor shouted, "Sit down!" "Hello," whispered Mr Smith.</p>			

Word & Sentence	<p>Identify & use the terms: noun, adjective, verb, adverb, preposition & conjunction – make sure children understand and write in the correct tense</p> <p>Consolidate extending sentences to form compound sentences by using more than one clause & a wider range of coordinating conjunctions, BOYS sentences But, Or, Yet, So → Two part sentence – first part ends with a comma and second part begins with a co-ordinating conjunction e.g. He was a friendly man, but he could become nasty. It was a warm day, yet the clouds gathered</p> <p>And complex sentences → using subordinating conjunctions & adding subordinate clauses using: whereas, since, after, as, until, even though, (recap A Whitebus as an aide memoire for remembering – see end)</p> <p>Expect use of expanded noun phrases and develop to include prepositional phrase e.g. the strict teacher in front of the class</p>	<p>Ensure use of standard English – correct noun/pronoun & verb agreement e.g I was, we were</p> <p>Introduce fronted adverbials (of time, place, manner) e.g Later that day, I heard the bad news. Silently, the boy swam across the river</p> <p>Use of prepositional phrases alongside expanded noun phrases in simple sentences e.g. On the right of the room, stood a tall man in a red, football shirt.</p>	<p>Consolidate the terminology: main and subordinate clauses and link to sentences with conjunctions</p> <p>Linked to this introduce terminology causal conjunction – because, since, so that</p> <p>Revisit the present perfect form of a wide range of verbs in contrast to the past tense, with suggestions for alternatives, e.g. I haven't yet visited the capital city. I've lived in this small village all my life.</p>	<p>Direct & indirect speech</p> <p>Introduce possessive pronouns (ours, yours)</p>
Composition	<p>Plan writing by discussing examples of texts appropriate to Y4 & similar to that which they are planning to write. Identify features of its: structure vocabulary grammar</p> <p>Use planning strip to plan, draft and write, composing and rehearsing sentences orally which include: dialogue.</p> <p>Progressively improve by building a varied and rich vocabulary.</p> <p>Include a range of sentence structures (simple, compound, complex, questions, exclamations)</p> <p>Sentence types to support: Many questions → Initial question ending with a question mark, followed by a further phrase or single word which poses additional, related questions. Each additional word or phrase concludes with a question mark Beware of unnecessary capitalisation Where is the treasure? the diamonds? the gold? the rubies?</p> <p>Plan, draft and write paragraphs around a theme, developing an idea or concept throughout (use the acronym TiPToP to support – see end)</p> <p>Draft and write narratives, creating more detailed: settings; characters; a detailed plot in chronological order of main events</p>	<p>Draft and write non-narrative material, using a range of organisational devices: bullet points, tables, captions, headings and sub-headings</p>		<p>Sentence type to support: Italics 'stressed word' sentences Occurs in written dialogue and helps the reader to hear a word e.g. John walked to the second floor window and leaned out as far as he could to watch the birds in the garden below. His mother looked at him in horror. "John, please."</p>

Evaluation	<p>Evaluate and edit by assessing the effectiveness of own writing – make links with audience & purpose (Is it having the required effects on the reader?) ; suggest improvements (Use CUPS & ARMS)</p> <p>Evaluate and edit by assessing the effectiveness of others' writing; suggest improvements.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
Spellings	<p>Spell further homophones, identifying the different spellings: They, their, they're Here, hear</p> <p>Place the possessive apostrophe accurately and in words with: regular plurals (for example, girls', boys') irregular plurals (for example, children's)</p> <p>Use a widening range of prefixes and suffixes for the same sound and understand how to add them 'sion' 'tion' our' 'or' 'ous' 'sure' 'ture' 'cher' 'ion' 'ian'</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell words that are often misspelt and explain the reasons why this happens e.g. happy, happier (rule, drop y, replace with 'i', add 'er')</p> <p>Use the knowledge of alphabetical order to check the spelling of a word in a dictionary.</p> <p>Spell words that are often misspelt and explain the reasons why this happens (See the 3/4 common exception words)</p>
Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left un- joined: e.g. af, y (at end of word) az</p> <p>Increase the legibility, consistency and quality of handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Increase the legibility, consistency and quality of handwriting - ensuring that the down strokes of letters are parallel and equidistant</p>

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Punctuation	<p>Consolidate and continue to monitor/reinforce: use of full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contractions, apostrophes for singular possession and for plurals, inverted speech marks. (Limit ch'n to using speech to 3-4 exchanges of dialogue which must be purposeful to move the action along e.g. "Come on! Let's go!")</p> <p>Teach commas within sentences to mark subordinate clauses; to clarify meaning and avoid ambiguity</p>		<p>Use punctuation to indicate parenthesis brackets, commas, dashes</p> <p>Name – adjective pair → <i>Works on a show and tell basis where name and details form the main clause Little Tim – happy and generous – was always fun to be around</i></p> <p>And O (I) see below in composition</p>			

Word & Sentence	<p>Consolidate noun, adjective, verb, adverb, preposition, conjunction – make sure children understand and write in the correct tense</p> <p>Consolidate extending sentences using a range of conjunctions (recap A WHITEBUS as an aide memoire for remembering)</p> <p><i>Sentence type to support:</i> If, if, if, then → <i>If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed</i></p> <p>Expect use of expanded noun phrases to convey complicated information precisely</p> <p>Recap nouns & pronouns to aid cohesion</p>	<p>Introduce relative clauses beginning with relative pronouns: who, which, where, when, whose, that, with (or an omitted relative pronoun)</p> <p><i>Noun, who/which/where sentence type (see composition)</i></p> <p>Introduce modal verbs e.g. might, should, will, must]</p>	<p>Indicating degrees of possibility using adverbs e.g. perhaps, surely</p>	<p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Present Perfect: I have finished my homework already.</p> <p>Past Perfect: He had watched TV for an hour before dinner.</p> <p>Future Perfect: Nancy will have finished by the time her parents return</p>	
Composition	<p>Identify the audience for and purpose of a piece of writing</p> <p>Use other similar writing as models; plan writing accordingly.</p> <p>Consider how authors have developed characters in texts read, listened to/seen performed</p> <p>Consider how authors have developed settings in texts read.</p> <p>Use knowledge gained to write narrative plots – such as next chapters. Select appropriate grammar when drafting and writing; understand how such choices can change meaning.</p> <p>Select appropriate vocabulary when drafting and writing; understand how such choices can change meaning</p> <p>Describe settings Describe characters. Integrate dialogue when drafting and writing narrative</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary plan writing accordingly</p> <p>Create simple précis of longer passages of text when drafting and writing.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs when drafting and writing. adverbials of time, place, number, tense choices using connectives to join sentences (secondly, furthermore, then, after that, this, firstly etc)</p> <p>Use further organisational and presentational devices to structure text when drafting and writing</p>	<p><u>Sentence types to support composition & effect</u></p> <p>Noun, which/who/where. Has an embedded/subordinate clause (relative clause). Always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense). The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun e.g. <i>Cakes, which taste fantastic, are not so good for your health</i></p> <p>Name – adjective pair → Works on a show and tell basis where name and details form the main clause <i>Little Tim – happy and generous – was always fun to be around</i></p> <p>The more, the more → <i>The more upset she was, the more her tears flowed. The less happy he became, the less likely he was to smile</i></p> <p>ing, _ed <i>Walking in the bush, she stopped at the sight of a crocodile facing her.</i></p> <p>O.(I.) OR Outside: Inside sentences Possible words for beginning second sentence: <i>However...In truth... Secretly...Happy/sad...Brave/terrified etc.</i> e.g. <i>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</i></p> <p>Personification of weather sentences e.g. <i>The rain wept pitifully down his window</i></p> <p>Use a wide range of devices to build cohesion within and across paragraphs, making links between different paragraphs (e.g. as previously mentioned), when drafting and writing. Cohesive devices include: determiners, pronouns, conjunctions, adverbials</p>		

Editing	<p>Evaluate and edit by assessing the effectiveness of own and others' writing – does it meet the purpose? Will the audience be interested?</p> <p>Use A.R.M.S. & C.U.P.S to facilitate the editing process (see below)</p> <p>Evaluate and edit by proposing changes to vocabulary, (use a thesaurus to suggest suitable synonyms for commonly used words)</p> <p>Propose changes to grammar and punctuation to enhance effects.</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.</p> <p>Proof read for spelling and punctuation errors</p>
Spellings	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Y5/6</p> <p>Use dictionaries to check the spelling and meaning of words and identify word class in context (nouns, verbs, adjectives).</p> <p>Use the first three or four letters of a word to check spelling and meaning, or both of these, in a dictionary</p> <p>Use further prefixes and suffixes and understand the guidance for adding them .E.g. words ending in -ant, -ably, -able -ation, -ance, -ancy</p> <p>Spell some words with 'silent' letters. E.G ph (as is telephone), l (as in talk) w (as in wreck), k (as in knight) h (as in white),</p> <p>Continue to distinguish between homophones and other words which are often confused. Aloud/ allowed Heard/herd Affect/effect Draft/draught Altar/alter Principal/principle Bridal/ bridle Stationary/stationery Cereal/ serial Steal/steel Farther/father who's/whose Guessed/guest</p> <p>Ongoing prefixes & suffixes → use further prefixes & suffixes and understand the guidance for adding them e.g. words ending in -cious, -tious, -tient, -tiant, -cial, -tial,</p>
Handwriting	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task (purple pen for editing purposes, coloured pencils/ highlighters for identifying different features)</p>

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Punctuation	<p>Consolidate use capitals, full stops, question marks, commas for lists, apostrophes for contraction & possession</p> <p>Recap use of inverted commas, use of commas to mark clauses to avoid ambiguity, use of brackets, commas and dashes for parenthesis</p> <p>To introduce and teach ellipsis</p>	<p>use colons to introduce a list use bullet points to list information use semi-colons within lists, <i>Sentence type to support concept: Tell: show 3; examples e.g He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</i></p> <p>use semi-colons to mark boundaries between independent clauses e.g. It's raining; I'm fed up. (semi-colon replaces coordinating conjunction) <i>Sentence type to support concept Some; others e.g. Some people love football; others just can't stand it</i></p>	<p>Use hyphens to avoid ambiguity e.g. man eating shark vs man-eating shark or recover vs re-cover</p> <p>Consolidate use of semi-colons, & introduce colons or dashes to mark boundaries between independent clauses</p> <p><i>De: De Description: Details → A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and second adds further details. Colon's function is to signal that information in second clause will expand on information in the first part of the sentence. Once children have grasped this, the first clause could be an implied question, then the second an answer (see second example) Snails are slow: they take hours to cross the shortest of distances. She wondered if it would ever end: it soon would, but not as s/he expected!</i></p>			
Word & Sentence	<p>Expect use of expanded noun phrases to convey complicated information concisely, Expect adverbial phrases at the beginning along with adjectives and a prepositional phrases (e.g. almost all healthy, adult foxes in this area) Expect children to drop in relative clause (e.g. The lady, who was surely going to spend a fortune, ...)</p> <p>Expect children to be able to use modal verbs or adverbs to indicate degrees of possibility including: can, should, could, may, will, might, would, must, shall, ought</p>	<p>Introduce subject & object and teach active and passive verbs → Use passive verbs to affect the presentation of information in a sentence. The subject is having the action done to it, e.g. waves were created by the wind, the cake was eaten by Aneesah, Animals are hunted by predators.</p> <p>Usually used the verb form had been or was, e.g. was stolen, was captured</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. E.g. Had I known...If we had...I wish...He ran as though.</p> <p>Propose, recommend, suggest, required improvements e.g. If I were the prime minister...</p> <p>Using the rules of 'me' and 'I' for formal writing</p> <p>Use the perfect form of verbs to mark relationships of time and cause. (The perfect form is the verb tense used to indicate a completed, or "perfected," action or condition) Verbs can appear in any one of three perfect tenses: present perfect, past perfect, and future perfect. Verbs in the perfect form use a form of "have" or "had" + the past participle. (It is the form of the helping verb that indicates the tense.) Present Perfect: I have finished my homework already. Past Perfect: He had watched TV for an hour before dinner. Future Perfect: Nancy will have finished by the time her parents return.</p>			

Composition	<p>Identify the audience for and purpose of a piece of writing → Select the appropriate form for a piece of writing; Use other similar writing as models when planning a piece of writing. Note and develop a range of ideas, drawing on reading and research from a variety of different sources where necessary, when planning a piece of writing. Plan writing narratives, using WAGOLLS, considering how authors have: developed characters; have developed settings in texts; suggest related alternative narrative plots, such as chapters/sequels/flashbacks. Draft and write by selecting appropriate: Grammar; Vocabulary;</p> <p>Describe settings, describe characters, describe atmosphere integrate dialogue to convey character & Integrate dialogue to advance the action when drafting and writing narratives. Create simple précis of longer passages of text into more concise passages when drafting and writing Use a wide range of devices to build cohesion within and across paragraphs, making links between different paragraphs (e.g. as previously mentioned), when drafting and writing. Cohesive devices include: determiners, pronouns, conjunctions, adverbials Use further organisational and presentational devices to structure text and guide the reader when drafting and writing.</p> <p><u>Tools to support teaching sophisticated grammar & punctuation.</u></p> <p>Imagine 3 e.g. <i>Imagine a time when people may not be afraid, when life might be much simpler, when everyone could help each other: this is the story of that time</i> Tell: show 3; examples sentences <i>He was feeling relaxed: shoes off; shirt undone; lying on the sofa</i> When_; when_; when_; then_. E.g. <i>When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching.</i> Getting worse/getting better e.g. <i>We knew Tim was naughty, and his brother was uncontrollable, but their cousin Damien was evil.</i> 3 positive/negative dash → begins with three negative/positive words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. <i>Impact is dramatic Thirst, heatstroke, exhaustion – which would kill him first?</i> Irony sentences Our 'luxury' hotel turned out to be a farm outbuilding O.(I.) OR Outside: Inside → Possible words for beginning second sentence: <i>However...In truth... Secretly...Happy/sad...Brave/terrified etc.</i> <i>e.g. She told the little girl not to be so naughty: inside, however, she was secretly amused by what she had done.</i></p>
Evaluating	<p>Does writing meet the requirements for purpose and audience? (Ensure children know audience & purpose) Writing toolkit (boxes)</p> <p>Use A.R.M.S & C.U.P.S to support revision & editing → assess the effectiveness of own and others' writing; compare and contrast between them when evaluating and editing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning when evaluating and editing.</p> <p>Distinguish between the language of speech and writing, choosing the appropriate register, when evaluating and editing.</p> <p>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>

Spellings	<p>Use a full range of further prefixes and suffixes and understand the guidance for adding them E.g. words ending in cian, ciate, cial, cient ance ibly, ible ery, ory, ary sure, sion, sion, ssion le, el, al ent, ence, ency er, or, ar</p> <p>Spell words with a wide range of 'silent' letters. E.g b (doubt) n (solemn) s (island) t (thistle) m (lamb)</p> <p>Continue to distinguish between homophones and other words which are often confused, giving examples of the words used in different contexts. (nouns end -ce and verbs end -se). advice/advise lead/ lead device/devise morning/mourning licence/license past/past/passed practice/practise precede/proceed aisle/isle: descent/dissent ascent/assent desert/desert/dessert compliment/complement profit/prophet prophecy/prophesy</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed for Year 6 in English (Appendix 1 – also found in learning logs). E.g Foreign, yacht, neighbour</p> <p>Use dictionaries to check the spelling and meaning of words, identifying derivative forms and explaining etymology of words.</p> <p>Use the knowledge of alphabetical order to check spelling and meaning, or both, of words in a dictionary.</p> <p>Use a thesaurus to find alternative synonyms and antonyms for common words which change the mood of sentences.</p>
Handwriting	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task (purple pen for editing purposes, coloured pencils/ highlighters for identifying different features)</p>