



Morichard Bishop Primary School

Writing Curriculum Statement

Writing

Our core purpose is for children to develop a love for writing and become independent, fluent writers who cultivate personal style throughout their time in school. Through the design of our curriculum, underpinned by the principles of 'Talk for Writing' and Babcock Texts that Teach, we aim to create a writing culture where children: see themselves as writers; become inspired by high quality texts and authors; apply rich and varied vocabular discerningly; edit with skill, accuracy and purpose; develop stamina and resilience; are ready for their next stage in learning. With clarity of purpose and audience, we structure the teaching of writing progressively and sequentially in order that pupils see and reflect on their progress from elicitation to final piece. We celebrate writing!

A writer at our school will:

- Take pride in their writing and presentation
- Reflect on the use of language to write with purpose and effect
- Consider author voice and intent through shared, quality texts
- Articulate and talk their writing confidently
- Select vocabulary deliberately
- Adjust writing appropriately to a range of genres and across the curriculum
- Apply spelling, punctuation and grammar conventions accurately and independently
- Respond effectively to feedback, co-construct and take ownership of writing targets
- Take risks to write creatively

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the

vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

English sequences

English teaching is underpinned by the principles of Talk for Writing. We base the teaching of writing on Teaching sequences planned in conjunction with No Nonsense Literacy. Texts are selected primarily to address focused learning needs, including SPaG but should be engaging and where possible, link to wider learning within the curriculum. Purpose for writing is an essential feature. Pupils start and end each sequence with an independent writing task to generate targets.

Target setting

Targets are set in a number of ways. Group-based targets identify focused teaching and learning within the next sequence of English and are based on outcomes from independent assessed writing tasks. At the end of assessed written tasks the children's success criteria are highlighted to share with them. Personal targets identify specific gaps in learning and these are identified through termly structured assessment tasks in spelling (SWST) We are developing and improving opportunities for teachers to share targets with individuals and groups of children. (CPD)

Guided Writing (GW)

Guided writing is the time where the teacher really gets to unpick and move children's learning on. Children will work in a focused way on specific learning outcomes or targets. GW may be undertaken as a whole class, in small groups or at times individually based on need and context. GW may also be used to address year-group specific learning within our mixed classes.

Shared writing (SW)

Teachers and children collaborate to unpick the text used in the teaching sequence. They may look at specific features, such as: author intent, vocabulary choices, grammatical devices, shades of meaning, composition, effect and impact of writing on the reader. They rehearse 'writing as a reader' so that they can 'read as a writer'. The children are often given copies of the shared writing pieces to reinforce their reading skills.

Vocabulary

We focus on developing the children's vocabulary right across the curriculum and have curriculum boards which are used to extend, develop and widen their understanding. This helps to define, understand and contextualise new vocabulary in order to then apply it to their writing. Key vocabulary is identified in teacher's planning in all subjects.

Progression in editing

Children are encouraged to regularly proof read their writing to check for errors in punctuation and spelling. As children move through KS 1 and throughout KS 2, they are taught to edit and improve their writing with increasing independence. We are developing specific targets for editing and proof reading in each Year group to build the children's independence.

Writing across the curriculum

Writing is not restricted to English lessons or writing books. You should expect to see good quality writing across all curriculum subjects where standards and expectations of writing are the same as in English lessons. Evidence can then be gathered from a wide range of sources.

Feedback and marking

Feedback is given verbally and in written form, based on visible learning. We use specific coloured marking to share and guide children. Growing green to identify areas for improvement or correction and Perfect Pink for success and improvement. Children use Improving Purple to amend their own work. Conferencing is used as a tool to support individual pupil progress and we encourage children with peer marking to develop their skills.

SPaG

Spelling, punctuation and grammar is taught with the support of 'No Nonsense' spelling and grammar. This supports a progressive approach particularly within our mixed-age classes. Application of phonics is a key feature of early spelling.

Purpose for writing

Writing with purpose is an essential part of teaching and learning. Giving pupils an authentic audience and clear purpose, such as to express, persuade or entertain, helps to develop motivation and skill.

Interventions

Intervention is used when pupils need further support as identified by ongoing assessment. Specific interventions may include Nessy, Spelling Frame and the writing elements used as part of our Reading Recovery Programme. Children are supported within the classroom and in smaller support groups.

Handwriting

Handwriting is taught progressively to support the development of a joined, neat handwriting style. This is introduced from EYFS. We introduce the correct formation of letters in EYFS and Y1. Once this is secure and of an even size, we introduce the cursive lead ins and extend and develop this into a neatly joined cursive style. Handwriting is often reinforced as part of spelling practice to aid retention through muscle memory.

Assessment - in order to assess impact

Children talk positively about writing; editing and improving confidently to achieve quality outcomes.

By investigating high quality, engaging texts, children understand what it means to be a writer and how to appeal to the right audience. They apply their ever growing vocabulary, grammatical patterns and ideas in their writing.

Writing is taught progressively and covers National Curriculum objectives. English NC appendices and our 'writing progression' document support a structured approach to ensure that learning makes sense to pupils and builds on their skills.

Attainment is measured using the statutory tests in Year 2 and Year 6. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention.

We use the NFER spelling and Grammar and Punctuation assessments to closely monitor children's progress.

Book monitoring and moderation takes place each term.

Assessment evidence - a guide

EYFSP	KS1	Years 3-5	Year 6
Observations of writing behaviour including through Tapestry.	Statutory writing evidence for Year 2 SATS - evidence gathering grids (Babcock)	Non-statutory writing evidence gathering grids for moderation (Babcock)	Statutory writing evidence for Year 6 SATs - evidence gathering grids for moderation (Babcock)
Talking to pupils and parents.	SIMs – in-house data and progress tracking	SIMs – in-house data and progress tracking	SIMs – in-house data and progress tracking
Writing books/evidence	Teacher assessment - observations of writing behaviour and discussion	Teacher assessment - observations of writing behaviour and discussion	Teacher assessment - observations of writing behaviour and discussion
Running records to assess fluency and accuracy	English/writing books	English/writing books	English/writing books
Ongoing phonics assessments and checks for application to segmenting to spell.	Phonics checks	Spelling books and weekly tests	Spelling books and weekly tests.
	Monitoring of spelling progress with the NFER SWST.		Monitoring of spelling progress with the NFER SWST.

Written responses to activities
across the curriculum

Monitoring of spelling and Grammar
and Punctuation progress with the
NFER SWST.

Written responses to activities
across the curriculum

Written responses to activities
across the curriculum

Morchar Bishop C of E Primary School - English Yearly planning overview – R/Y1

Cycle A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core texts	Labels, Lists and Captions (NF)	TS: Don't spill the milk (Fiction) Own farming Topic	TS: The Train ride (Fiction/Poetry)	TS: Look inside Space (NF)	Oliver's Vegetables (Fiction)	TS: Dear Mother Goose (Fiction) TS: Oi Frog (Poetry)	Lunchtime (Fiction: story about animals) TS: Creative Features (NF information book about dinosaurs)	TS: Knock, knock open the door (Fiction)	TS: What do you do with a tail like this? (NF)			
Links to wider curriculum	Food & Farming		A Journey to the Moon		Plants and growing		The Jurassic Forest/Dinosaurs		Under the Sea, Seasides & Creatures Oceans & Seas, Environmental issues			
Independent writing outcomes	Write own picture lists, captions and labels	Write/Tell own journey story with prepositions based on farming with a twist at the end	Write own story about a journey to the moon with repeated phrases	Write own information text with flaps	Write own story based on growing	Write own letter Write own Rhyme	Make a set of Dinosaur fun fact cards	Write own story based on topic of dinosaurs	Write own story based on animals with flaps.	Write own facts based on seaside animals and information text about sea creatures	Write own recount of trip	
Grammar vocabulary	List	Capital letter, sentence, full stop, exclamation mark	Capital letter, sentence, full stop, question mark	Capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark		Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark		Letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark	Capital letter, word, sentence, punctuation, full stop, question mark,		
Grammar and punctuation as part of Teaching sequence		Begin to punctuate simple sentences using a capital letter and a full	Begin to punctuate sentences using a capital letter and question mark.	Leave spaces between words Join words and joining		Focus on the punctuation in the letters. Joining words & clauses.	Leave spaces between words Join words and joining sentences using 'and' Begin to punctuate sentences using a		Leave spaces between words. Join words and joining clauses using <i>and</i> .	Begin to punctuate sentence using a capital letter, full stop &		

		stop or exclamation mark.	Use a capital letter for the personal pronoun <i>I</i> .	sentences using 'and' Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.		Capital letters for names of people, places, I, days of week. Oi Frog: Secure concept of a sentence: questions and commands.	capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	question mark	
Spelling	<i>Reception: Phase 2 Letters and Sounds</i> Year 1: Phase 3 recap		<i>Reception: Phase 2 Letters and Sounds followed by Phase 3 Letters and Sounds</i> Year 1: Phase 3 recap		<i>Reception: Phase 3</i> Year 1: Phase 4			<i>Reception: Phase 3 recap, Phase 4 introduction</i> Year 1: Phase 4		
Handwriting	<i>Reception: Phase 2 letters</i> Year 1: Letter formation practice: Long ladder family (l), one armed robot family (r), curly caterpillar family (c), zig zag monster family (z)				<i>Reception: Phase 3 letters</i> Year 1: Letter formation practice: curly caterpillar family (c), zig zag monster family (z)		<i>Reception: all the letters of the alphabet recap</i> Year 1: Practising the vowels: i, u, a, o, e		Year 1: Practice capital letters	Year 1: Diagonal joins

Cycle B	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2
Progression of core texts	TS: The High Street (Fiction)	TS: How to hide a lion at school (Fiction)	TS: Stuck (Fiction)	TS: Could a penguin ride a bike? (NF)	TS: Daisy Doodles (Fiction)	Own unit on Superheroes	Own unit: Traditional Tales	TS: I love bugs (Poetry)	TS: Boa's Bad birthday (Fiction)	TS: Reptiles (NF)
Links to wider curriculum	Pirates & Treasure (History)		Jungles and Rainforest (Geography)		Superheroes		Puppets (Traditional Tales & D & T)	Minibeasts (Science)		
Independent writing outcomes	Write own lists	Write own story about hiding an animal on a school trip or treasure island	Write own story about something getting stuck in the jungle	Write a question and answer information book about a jungle animal	Write a story about a real and imaginary superhero world		Own Traditional tales books	Write own descriptive poem about creepy crawlies Write a story about an animal's birthday	Write own non chronological report on minibeasts	
Grammar vocabulary	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark		Capital letter, full stop, exclamation mark	Capital letter, word, sentence, punctuation, full stop, exclamation mark						
Grammar and punctuation as part of Teaching sequence	Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop or exclamation mark Use a capital letter for names of people.		Introduce capital letters and full stops and exclamation marks to demarcate sentences	Leave spaces between words Begin to punctuate sentences using a capital letter and a full	Leave spaces between words Join words and joining clauses			Join words and joining clauses using the word <i>and</i>	Understand how words can combine to make sentences Begin to punctuate sentences	Join words and join sentences using <i>and</i> Begin to punctuate sentences with a capital letter and a

			<p>stop or exclamation mark</p> <p>Use a capital letter for names of people.</p>	<p>using 'and'</p> <p>Understanding how words can combine to make sentences</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>			<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>full stop, question mark or exclamation mark</p>
Spelling	<i>Reception: Phase 2 Letters and Sounds</i> Year 1: Phase 3 recap	<i>Reception: Phase 2 Letters and Sounds followed by Phase 3 Letters and Sounds</i> Year 1: Phase 3 recap	<i>Reception: Phase 3</i> Year 1: Phase 4			<i>Reception: Phase 3 recap, Phase 4 introduction</i> Year 1: Phase 4			
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Cycle C	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2
Progression of core texts	Own Unit -	TS: What I like! (Poetry) TS: It's my birthday (Fiction)	Own Unit - Fireman Sam Duckies' Walk (Fiction)	TS: How to catch Santa (Fiction)	TS: Hot and Cold (NF)	TS How to Dress up as book character (NF) Harold and the Purple Crayon (Fiction)	TS: Transport (NF)	TS: Knights (NF)	TS: Tell me a dragon (Poetry)	TS: Zim Zam Zoom (Poetry)
Links to wider curriculum	Ourselves		People who help us		Extreme Weather		Local Nature Detectives	Castles		
Independent writing outcomes	Write Labels, Lists, Captions	Write own poems about our senses Write own story with a familiar setting	Write own books or information texts	Write own story or letter writing	Write own information book about the weather	Write own instructions Write own imaginary story	Write own non chronological report about our local area	Write own Information book about castles	Write a poem about dragons	Write a kenning poem
Grammar practice										
Grammar and punctuation as part of Teaching sequence		Leave spaces between words (<i>What I like</i>) Understand how words can combine to make sentences Join words and join clauses using <i>and</i> Sequence		Leave spaces between words. Join words and joining clauses using <i>and</i> . Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week,			Begin to punctuate sentences using a capital letter and a full stop or question mark. Use a capital letter for names of places.	Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop or question mark.	Begin to punctuate sentences using a capital letter and a full stop.	Leave spaces between words. Learn how words can combine to make sentences. Begin to punctuate sentences using a capital letter and a full stop, question mark or

		sentences to form short narratives Begin to punctuate simple sentences using a capital letter and a full stop or exclamation mark.		and the personal pronoun I					exclamation mark. Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.
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Cycle C	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2
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Links to wider curriculum	Ourselves		People who help us		Extreme Weather		Local Nature Detectives	Castles		
Independent writing outcomes	Write Labels, Lists, Captions	Write own poems about our senses Write own story with a familiar setting	Write own books or information texts	Write own story or letter writing	Write own information book about the weather	Write own instructions Write own imaginary story	Write own non chronological report about our local area	Write own Information book about castles	Write a poem about dragons	Write a kenning poem
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English Yearly planning overview. Year 2 Cycles A and B

Cycle A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Progression of core texts	Fatou Fetch the water (F) (Other cultures)	Creature Features (NF)	Look Inside Space (NF)	Baboon on the Moon (F) video (fantasy)	Plants poems (NF)	Kate and the beanstalk (F) Trad. tales	Dinosaur facts (NF)	The Dragon Machine (F)	Under the sea creatures (NF)		Sally and the limpet (F)
Links to wider curriculum	Food and Farming Link to Ugandan school		Space topic		Plants and growing		Jurassic worlds (dinosaur facts) History Mary Anning		Under the Sea		Under the Sea	
Independent writing outcomes	Write own school based story linked to structure (story planning)	Write own NF fact booklet on Farm Creatures	Write own Space booklet to include technical words	Write own version of the story Dialogue (story planning ind)	Write and edit a poem based on specific structures	Write own version of the Jack and the beanstalk story (dialogue) (paragraphing)	Make a set of Dinosaur fun fact cards	Write own story based on The Dragon machine (Dinosaur themed) (extended nouns phrases)	Choose a species of sea creatures for an information poster (link to environmental dangers)		Write own story based in a seaside setting involving a problem and resolution	
Grammar and punctuation	Using question Marks and exclam marks. Use expanded noun phrases	full stops, capital letters, exclamation marks, question marks learning how to use: sentences with different forms: statement, question,	Correct use of present tense Coordinating conjunctions and, so Question sentences	Develop extended noun phrases Use correct punctuation for dialogue Teach past tense	Similes Commas in lists	Apostrophe for omission Exclamatory sentences Sub ordination <i>When, if, that, because</i>	Apostrophe for possession	Re read to check for sense Consistent verb tenses Re draft Teach progressive verb form	Subordination If, when, because Adverbials <i>where</i>		Grammar recap assessment	

		exclamation, command noun phrases to describe and specify									
Spelling	No nonsense spelling Aut 1	No nonsense spelling Aut 2	No nonsense spelling Spr 1	No Nonsense spelling Spr 2	No nonsense spelling Sum 1	No nonsense spelling Sum 2					
Handwriting	Teach evenly sized pre cursive Recap capital letters	Teach cursive lead in Positioning below the line	Introduce letter joins and looping joins	Practice letter joins with focus on j,y w,v f	Practice evenly sized cursive style.	Re draft to improve cursive style					

Cycle B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core texts	The sea saw (f)	Pirate Poems (NF)	Rainforest fact sheet (NF)	Lord of the Forest (TS)	Cartoons/Graphic novels (F)	Orion and the Dark/ The Night Box (F)	How to make a hand puppet (NF)	Stuck (TS)	Fact cards Mini beasts (NF) Mini beast poems		Recount: Visit to Rosemoor gardens	
Links to wider curriculum	Pirates topic		Rainforests		Superheroes		Puppets		Mini beasts		Mini beasts	
Independent writing outcomes	Plan and write own version of the story	Use sentence stems to create own Pirate can...	Research and write own fact sheet on chosen animal	Write own story using new setting	Use speech bubble and graphic format to create own superhero action clip	Write their own or part of a story about overcoming a fear in a series of punctuated sentences. Include detail about how the brother or sister will try to save the main character. Write in the past tense all the way through the story.	Write own set of puppet making instructions for Paper plate puppet	Write own story based on the pattern of Stuck	Create own mini beast identification card for school grounds Write own mini beast Descriptive poem		Write own account of the class visit	
Grammar and punctuation	beginning to punctuate sentences using a capital letter and a full stop or question mark (Y1) learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks, and	Introduce nouns Simple noun phrases	Correct use of present tense Coordinating conjunctions and, so Question sentences	Develop extended noun phrases Use correct punctuation for dialogue Teach past tense	Teach command sentences Introduce dialogue Introduce action verbs	Apostrophe for omission Exclamatory sentences Sub ordination <i>When, if, that, because</i>	Commas in lists Command sentences Recap verbs	Use of plan Learn subordination using <i>when</i> and <i>that</i> (Y2). Use present and past tenses correctly and consistently, including the progressive form (Y2).	Subordination If, when, because Adverbials <i>where</i> Extend noun phrases		Recount Use range of time connective Write consistently in the past tense Order events	

	<p>commas for lists (Y2).</p> <p>Learn how to use: sentences with different forms: statement, question, command</p>										
Spelling	No nonsense spelling Aut 1	No nonsense spelling Aut 2	No nonsense spelling Spr 1	No Nonsense spelling Spr 2	No nonsense spelling Sum 1	No nonsense spelling Sum 2					
Handwriting	Teach evenly sized pre cursive Recap capital letters	Teach cursive lead in Positioning below the line	Introduce letter joins and looping joins	Practice letter joins with focus on j,y w,v f	Practice evenly sized cursive style.	Re draft to improve cursive style					

Year 3 / 4 English planning overview Cycle A and B

Year 3 \ 4 Cycle A											
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Progression of core texts	Blue John(F)	A Book of bones (NF)	Amazing women who changed the world n.f. Historical links to different periods of History	Mog’s Christmas catastrophe – advert	The Beasties (fantasy)	Paint me a poem (responding to works of Art through poetry)	Dare to Care -Pet Dragon (Change in Sept 22)	Ahmed’s Secret (other cultures Cairo) The Mirror (F) (Links to other cultures Morocco)	A Walk in London(NF)	Firebird Legend story -Russia) Drama production	Jack and the Dream sack (Rewrite of Traditional Tale)
Links to wider curriculum			ICT research skills	Space theme: Van Gough Starry night	Google Earth location of continent of Africa and countries	Link to Monarchy theme London map					
Independent writing outcomes	Write own version of the Blue John story	Write own fact sheet about an amazing creature	Research own historical figure and write biographical account	Note making from video Write the catastrophic part of the clip.	To write a story based on their own ‘Beastie” character	To write a poem based on own selected work. Of Art	To write care instructions for chosen mythical creature	To write a day in the life of a child from another culture	To write details of a London landmark for a tourist for class poster	To perform as part of the class production of The Firebird.	To write own voyage and return story based on Jack and the Dream Sack
Grammar and punctuation	extending the range of sentences with more than one clause by using a wider range of conjunctions, including ‘when’, ‘if’, ‘because’, ‘although’ using the present perfect form of verbs instead of the simple past tense (Y3) choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (Y4)	indicating possession by using the possessive apostrophe with singular and plural nouns (Y4) appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4).	using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4) using conjunctions, adverbs (‘then’, ‘next’, ‘soon’, ‘therefore’) and prepositions (‘before’, ‘after’, ‘during’, ‘in’, ‘because of’) to express time, place and cause (Y3) using fronted adverbials. (Y4)	extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> (Y3/4) using conjunctions, adverbs and prepositions to express time, place and cause (Y3) using fronted adverbials (Y4). using commas after fronted adverbials (Y4) using and punctuating direct speech (Y3/4).	Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. <i>when, if, because</i> and <i>although</i>) (Y3). Use fronted adverbials (Y4). Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (Y4).	Expand noun phrases by modifying adjectives, nouns and prepositional phrases (e.g. <i>the strict maths teacher with curly hair</i>) (Y3/4).	extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, place and cause (Y3) using fronted adverbials (Y4).	Extend the range of sentences with more than one clause (Y3/4). Use conjunctions, adverbs and prepositions to express time and place (Y3). Use and punctuate direct speech (Y3/4). Use adverbials with a comma if they are fronted (Y4).	Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3/4). Use fronted adverbials (Y4). Use and punctuate direct speech – introduce inverted commas (Y3), use inverted commas and other punctuation for direct speech (Y4). Express time, place and cause using conjunctions, adverbs and prepositions (Y3).	Use and punctuate direct speech (Y3/4). Use conjunctions, adverbs and prepositions to express time, place and cause (Y3). Use fronted adverbials (Y4). Indicate grammatical and other features by using commas after fronted adverbials (Y4). Expand noun phrases by the addition of modifying adjectives,	Express time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon</i>) and prepositions (e.g. <i>before, after, during, in, because of</i>) (Y3). Expand noun phrases by modifying adjectives, nouns and prepositional phrases (e.g.

	<p>using conjunctions, adverbs ('then', 'next', 'soon', 'therefore') and prepositions ('before', 'after', 'during', 'in', 'because of') to express time, place and cause (Y3)</p> <p>using fronted adverbials (Y4)</p> <p>Indicate grammatical and other features by:</p> <p>using commas after fronted adverbials (Y4)</p> <p>indicating possession by using the possessive apostrophe with singular and plural nouns (Y4)</p> <p>introducing inverted commas to punctuate speech (Y3)</p>		<p>introducing paragraphs as a way to group related material (Y3)</p> <p>using paragraphs to organise ideas around a theme (Y4).</p>						nouns and preposition phrases (Y4).	<p><i>the strict maths teacher with curly hair</i> (Y4).</p> <p>Use fronted adverbials (Y4).</p>
Spelling	No Nonsense Spelling Aut 1	No Nonsense Spelling Aut 2	No Nonsense Spelling Spr 1	No Nonsense Spelling Spr 2	No Nonsense Spelling Summ 1	No Nonsense Spelling Summ 2				
Handwriting	Recap all cursive joins Ensure evenly sized letters	Re draft writing to improve presentation	Work on different presentation techniques - poetry	Improve size of writing	Experiment with a variety of pens					

Year 3/4 Cycle B										
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
Progression of core texts	The Great Kapok Tree (f)	Rainforest Poems	Myth Atlas (f)	How Santa Really works (NF)	A visitor's guide to ancient Greece (NF)	Leon and the place inbetween (f)	Alexander Calder (biography)	Ratpunzel (f)	A forest (f)	Lord of the Forest
Links to wider curriculum	Trees topic theme Link back to Rainforest topic Y3 Drama based on story		Links to Geography Countries and continents features Links to History early civilisations Links to previous learning in KS 1 animal habitats around the world		Link to topic on Ancient Greece Link back to topic theme of Whole school Summer Production Greeks		Link back to Famous Women who changed the world (Y4)			
Independent writing outcomes	Write a persuasive letter to stop the deforestation of Rainforest	Write own rainforest poem based on an animal living there	Write own Mythical story based on a specific structure	Write own specific feature of Santa's workshop.	Write a personal guide on an aspect of ancient Greece	Write a story based on a magical place	To write a biography about a person interest.	Write an extended animal version of a traditional tale	Write a story relating to a wish With dialogue to show character	
Grammar and punctuation	Place the possessive apostrophe accurately in words with regular plurals Plan writing by discussing writing similar to that which they are planning in order to understand and learn from its structure Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and	Plan their writing by: <ul style="list-style-type: none"> discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range 	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (Y4) using conjunctions, adverbs (then,	extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i> (Y3) using conjunctions, adverbs and prepositions to express time, place	Plan and write in the present tense in the style of a travel guide Build a rich and varied vocabulary based on the theme of Ancient Greece using paragraphs as a way to group	Develop a wider range of extended noun phrases and use for effect	Express time, place and cause using conjunctions And prepositions Use fronted adverbials independently	Develop understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i> (Y3/4) using fronted adverbials (Y4). Indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after 	Focus on independent planning and editing skills Use dialogue effectively and punctuate correctly Check use of commas for fronted adverbials	

	<p>an increasing range of sentence structures ... Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or to the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>of sentence structures. Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency. <p>Proofread for spelling and punctuation errors.</p>	<p>next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, place and cause (Y3)</p>	<p>and cause (Y3). Indicate grammatical and other features by:</p> <p>using paragraphs as a way to group related material (Y3)</p> <p>using paragraphs to organise ideas around a theme (Y4)</p> <p>using headings and subheadings to aid presentation (Y3)</p> <p>using pronouns or nouns within and across sentences to aid cohesion and avoid repetition (Y4)</p> <p>using Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>).</p>	<p>related material (Y3)</p> <p>using paragraphs to organise ideas around a theme (Y4)</p>			<p>fronted adverbials (Y4)</p> <ul style="list-style-type: none"> • using and punctuating direct speech (Y3/4). <p>Use Standard English forms for verb inflections instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) (Y4).</p>		
Spelling	NNS Autumn term		NNS Autumn term	NNS Spring term		NNS Spring term		NNS Summer term	NNS Summer term	
Handwriting										

	Recap all cursive joins Ensure evenly sized letters	Re draft writing to improve presentation	Work on different presentation techniques - poetry	Improve size of writing	Experiment with a variety of pens	
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Year 5 and 6 Cycle A and B

English Year 6 – Annual Planning

Cycle A	Autumn		Spring		Summer	
Progression of core texts	How to Live like a Stone Age Hunter by Anita Ganeri	The Secrets of Stonehenge by Mick Manning & Brita Granstrom	Who let the Gods Out? by Maz Evans	So, You Think You've Got It Bad: A Kid's life in Ancient Greece (British Museum)	Where the River Runs Gold by Sita Brahmachari	Animalium By Jenny Broom
Links to wider curriculum	Stone Age to Iron Age Britain		Legacy of Ancient Greece		Tree Power/Rainforest	
Independent writing outcomes	To write an information text about a time in history or an event such as a residential trip	To create a book about the secrets of a local place and its history over time	To write a playscript based on the book.	To write an account of life as a child in Ancient Greece	To write a poem inspired by the book	To write a class book about an animal
Grammar & punctuation	No-Nonsense Grammar: 1-4; subordinate/relative clauses; active/passive voice; colons/semi-colons; bullet points;		No-Nonsense Grammar: 5-6; linking paragraphs; ellipses; semi-colons/colons; dashes/hyphens; word classes/homonyms; suffixes; sentence variation; punctuation; changing tense; multi-		Verbs & tenses; punctuation; complexities in sentences; playing with words; cohesion/organisation/presentation;	

	synonyms/antonyms; Standard English; formal/informal/impersonal; verbs/subjunctive.	clause sentences; varied verb forms; punctuation effects.	formal/informal speech/writing; Standard English; layout devices.
Spelling	No-Nonsense Spelling B1/2	No-Nonsense Spelling B3/4	No-Nonsense Spelling B5/6

English Year 5 – Annual Planning

Cycle A	Autumn		Spring		Summer	
Progression of core texts	How to Live like a Stone Age Hunter by Anita Ganeri	The Secrets of Stonehenge by Mick Manning & Brita Granstrom	Who let the Gods Out by Maz Evans	So, You Think You've Got It Bad: A Kid's life in Ancient Greece (British Museum)	Where the River Runs Gold by Sita Brahmachari	Animalium By Jenny Broom
Links to wider curriculum	Stone Age to Iron Age Britain		Legacy of Ancient Greece		Tree Power/Rainforest	
Independent writing outcomes	To write an information text about a time in history or an event such as a residential trip	To create a book about the secrets of a local place and its history over time	To write a playscript based on the book.	To write an account of life as a child in Ancient Greece	To write a poem inspired by the book	To write a class book about an animal
Grammar & punctuation	No-Nonsense Grammar 1-4; fronted adverbials; direct/indirect speech; pronouns; verbs/perfect form; Standard English; determiners; expanded noun phrases; relative clauses.		No-Nonsense 5-6; parenthesis (brackets/commas/dashes); adverbs/modal verbs and possibility; verbs with suffixes/prefixes; commas within sentences; linking ideas/paragraphs; adverbials; Standard English; word classes; possessives.		Verbs & tenses; punctuation; complexities in sentences; playing with words; cohesion/organisation/presentation; formal/informal speech/writing; relative clauses; conditional sentences.	
Spelling	No-Nonsense Spelling B1/2		No-Nonsense Spelling B3/4		No-Nonsense Spelling B5/6	

English Year 6 – Annual Planning

Cycle B	Autumn		Spring		Summer	
Progression of core texts	Secrets of a Sun King by Emma Carroll	So, You Think You've Got It Bad: A Kid's life in Ancient Egypt (British Museum)	Odd & the Frost Giants by Neil Gaiman	Beowulf by Kevin Crossley-Holland	A Wizard of Earthsea by Ursula le Guin	Earth Verse by Sally M Walker
Links to wider curriculum	Early Civilisations – Ancient Egypt		Vikings/Anglo Saxons		Mountains, Volcanoes & Earthquakes	

Independent writing outcomes	To write a newspaper article based on the text	The write an account of a child's life in Ancient Egypt	To write a persuasive argument between 2 main characters	To write a story about overcoming a monster	To write an effective story opening	To write haiku poetry about a natural event/process, including technical vocabulary and poetic imagery. To write a short information text about a natural event/process
Grammar & punctuation	No-Nonsense Grammar: 1-4; subordinate/relative clauses; active/passive voice; colons/semi-colons; bullet points; synonyms/antonyms; Standard English; formal/informal/impersonal; verbs/subjunctive.		No-Nonsense Grammar: 5-6; linking paragraphs; ellipses; semi-colons/colons; dashes/hyphens; word classes/homonyms; suffixes; sentence variation; punctuation; changing tense; multi-clause sentences; varied verb forms; punctuation effects.		Verbs & tenses; punctuation; complexities in sentences; playing with words; cohesion/organisation/presentation; formal/informal speech/writing; Standard English; layout devices.	
Spelling	No-Nonsense Spelling B1/2		No-Nonsense Spelling B3/4		No-Nonsense Spelling B5/6	

English Year 5 – Annual Planning

Cycle B	Autumn		Spring		Summer	
Progression of core texts	Secrets of a Sun King by Emma Carroll	So, You Think You've Got It Bad: A Kid's life in Ancient Egypt (British Museum)	Odd & the Frost Giants by Neil Gaiman	Beowulf by Kevin Crossley-Holland	A Wizard of Earthsea by Ursula le Guin	Earth Verse by Sally M Walker
Links to wider curriculum	Early Civilisations – Ancient Egypt		Vikings/Anglo Saxons		Mountains, Volcanoes & Earthquakes	
Independent writing outcomes	To write a newspaper article based on the text	The write an account of a child's life in Ancient Egypt	To write a persuasive argument between 2 main characters	To write a story about overcoming a monster	To write an effective story opening	To write haiku poetry about a natural event/process, including technical vocabulary and poetic imagery. To write a short information text about a natural event/process.
Grammar & punctuation	No-Nonsense Grammar: 1-4; fronted adverbials; direct/indirect speech; pronouns; verbs/perfect form; Standard English; determiners; expanded noun phrases; relative clauses.		No-Nonsense 5-6; parenthesis (brackets/commas/dashes); adverbs/modal verbs and possibility; verbs with suffixes/prefixes; commas within sentences;		Verbs & tenses; punctuation; complexities in sentences; playing with words; cohesion/organisation/presentation; formal/informal speech/writing; relative clauses; conditional sentences.	

		linking ideas/paragraphs; adverbials; Standard English; word classes; possessives.	
Spelling	No-Nonsense Spelling B1/2	No-Nonsense Spelling B3/4	No-Nonsense Spelling B5/6

	Progression in Writing						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling – Phonic and whole word	<ul style="list-style-type: none"> *use their phonic knowledge to write words which match their spoken sounds *write some irregular common words *write some words spelt correctly *name the letters of the alphabet. 	<ul style="list-style-type: none"> *spell words containing each of the 40+ phonemes taught so far – most words can be deciphered *spell most common exception words in the Y1 spelling appendix *recognise and spell a set of simple compound words *name the letters of the alphabet in order *use letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> *segment spoken words into phonemes and represent these by graphemes, spelling many correctly *learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including a few common homophones *distinguish between homophones and near- homophones *spell common exception words 	<ul style="list-style-type: none"> *write words spelt ei, eigh or ey *write words spelt ch eg: scheme, chemist, chef, brochure *spell a range of common homophones eg: berry/bury, break/brake, grown/groan 	<ul style="list-style-type: none"> *write words spelt sc eg: science, discipline, crescent *write words ending with gue and que eg: league, tongue, antique *spell most homophones in the Y3/Y4 spelling appendix eg: accept/except; scene/seen 	<ul style="list-style-type: none"> *spell some homophones from the Y5/Y6 spelling appendix *distinguish between some commonly confused words 	<ul style="list-style-type: none"> *spelling some challenging homophones from the Y5/Y6 spelling appendix *distinguish between many commonly confused words
Spelling – other word building	<ul style="list-style-type: none"> *write other words that are phonetically plausible 	<ul style="list-style-type: none"> * use the prefix un- *use the suffixes -ing, -ed -er - est where no change is made to the root word *understand the rule for adding -s or -es as the plural marker for nouns and the third person singular marker for 	<ul style="list-style-type: none"> *spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly *apply spelling rules and guidance from NC Appendix 1 	<ul style="list-style-type: none"> *use knowledge of morphology to spell some words with prefixes dis-, mis-, in-, super-, anti- *spell some words with the suffixes: -ation, -ly, -sure. -tion, -sion and -ssion *embed use of apostrophe for a 	<ul style="list-style-type: none"> *use knowledge of morphology to spell words with prefixes in- il- im- re- sub- inter- auto- *add suffixes which begin with a vowel eg: forget / forgetting *add suffixes -ous, -sion, -ssion, -tion, -cian and -ly 	<ul style="list-style-type: none"> *spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list eg: - cious, -cial, - ant, -ent, -ance, -ence *spell correctly words with letters which are not sounded 	<ul style="list-style-type: none"> *use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix eg: pre- re- -able, -ible , -ably, -ibly, -al, -ial *use the appropriate range of spelling rules

		<p>verbs</p> <p>*apply simple spelling rules and guidance from NC Appendix 1</p>		<p>range of contractions and for singular nouns</p> <p>*being to use apostrophes for plural possession</p> <p>*spell some words from the Y3/Y4 Statutory Word List</p> <p>*use dictionaries to aid checking of spelling</p>	<p>from the full range from the Y3/Y4 spelling appendix</p> <p>*use apostrophes to mark singular and plural possession</p> <p>*spell the majority of the words from the Y3/Y4 Statutory word list</p> <p>*use dictionaries independently to aid checking of spelling using the first 2 or 3 letters of a word</p>	<p>*know when to use the hyphen to join a prefix to a root eg: re-enter</p> <p>*spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list</p> <p>*use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary</p>	<p>and conventions to spell polysyllabic words which conform to regular patterns</p> <p>*spell the majority of words from the statutory Y5/Y6 word list</p> <p>*independently and automatically use a dictionary to check the spelling / meaning of words when appropriate</p>
Transcription		<p>*write from memory simple dictated sentences containing the GPCs and words taught so far</p>	<p>*write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>*write from memory simple dictated sentences which include familiar GPCs, common exception words and punctuation – including the new punctuation taught</p>	<p>*write from memory simple dictated sentences which include familiar GPCs, common exception words, words from the Y3/Y4 statutory word list and all punctuation taught so far</p>	<p>*write from memory, dictated sentences which include words from the KS2 curriculum</p>	<p>*write from memory, dictated sentences which include words and punctuation from the KS2 curriculum</p>

<p>Handwriting</p>		<ul style="list-style-type: none"> *sit correctly at a table, holding a pencil comfortably and correctly *begin to form lower-case letters in the correct direction – starting and finishing in the right place *form capital letters *form digits 0-9 *understand which letters belong to which handwriting ‘families’ (eg: letters that are formed in similar ways) and practise these *leave spaces between words 	<ul style="list-style-type: none"> *form lower-case letters of the correct size relative to one another *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined *write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters *use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> *writing is legible *letters are consistent in size and formation *capital letters are the correct size relative to lower case *writing is spaced sufficiently so that ascenders and descenders do not meet *diagonal and horizontal strokes are used consistently to join letters *know which letters, when adjacent, are best left unjoined *appropriate letters are joined – consistent to the school’s handwriting approach 	<ul style="list-style-type: none"> *writing is legible and fluent *all letters and digits are consistently formed and of the correct size, orientation and relationship to one another *downstrokes of letters are mostly parallel and equidistant *writing is spaced sufficiently so that ascenders and descenders do not meet *appropriate letters are joined consistently 	<ul style="list-style-type: none"> *writing is legible and fluent and quality is beginning to be maintained at speed *correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram *can usually choose the appropriate writing implement for the task 	<ul style="list-style-type: none"> *writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed *correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc... *chooses the writing implement that is best suited for a task
<p>Contexts for writing</p>			<ul style="list-style-type: none"> *write narratives about personal experiences and those of others (real and fictional) *write about real events *write poetry *write for different purposes 	<ul style="list-style-type: none"> *discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar *write to suit purpose showing some features of the genre being taught 	<ul style="list-style-type: none"> *discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar *write to suit purpose and with a growing awareness of audience, using some appropriate features 	<ul style="list-style-type: none"> *discuss the audience and purpose for a piece of writing * with some support - select the appropriate form and use other similar writing as models for their own *when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed 	<ul style="list-style-type: none"> *confidently identify the audience and purpose for a piece of writing *adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing *when writing narratives, consider ways in which established authors have developed characters and settings in books the children have read, listened to, seen & performed

<p>Planning</p>		<p>*say out loud what they are going to write about *compose a sentence orally before writing it</p>	<p>*plan or say out loud what they are going to write about</p>	<p>*talk about and record initial ideas *compose and rehearse sentences orally (inc dialogue)</p>	<p>*discuss and develop initial ideas in order to plan before writing</p>	<p>*discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop</p>	<p>*use discussion effectively to develop ideas and language before and during writing</p>
<p>Drafting</p>	<p>*write simple sentences which can be read by themselves and others</p>	<p>*sequence sentences to form short narratives</p>	<p>*write down ideas and/or key words including new vocabulary *encapsulate what they want to say, sentence by sentence</p>	<p>*organise paragraphs broadly around a theme with some scaffolding *write chronological narratives *write in sequence *describe characters, settings and/or plot in simple ways adding some interesting details</p>	<p>*organise writing into appropriate sections or paragraphs – both for fiction and non-fiction *appropriately use a range of presentational devices including use of title and subheadings *use dialogue [note: balance between dialogue and narrative may be uneven] *describe characters, settings and plot with some appropriate interesting details</p>	<p>*organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs *use a range of presentational devices including use of title, subheadings and bullet points *use dialogue to indicate character and event *describe characters, setting and plot with growing precision *find key words and ideas – begin to write summaries</p>	<p>*organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph *use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense *use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns *integrate dialogue to convey and contrast characters and to advance the action *describe characters, settings and atmosphere with some precision *use complex plot structures *write an accurate précis</p>

Editing		<p>*discuss what they have written with the teacher or other pupils</p> <p>*re-read what they have written to check that it makes sense</p>	<p>*evaluate their writing with the teacher and other pupils</p> <p>*re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form</p> <p>*proof-read to check for errors in spelling, grammar and punctuation</p>	<p>*evaluate own and others’ writing –with direction</p> <p>*re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary</p> <p>*make changes to their own writing following a re-read</p>	<p>*evaluate own and others’ writing making suggestions for improvements including content, grammar and vocabulary</p> <p>*proof-read, edit and revise their own work</p>	<p>*evaluate own and others’ writing: proof-read, edit and revise – making changes which clarify descriptions and meaning</p> <p>*proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p>	<p>*evaluate own and others’ writing: proof-read, edit and revise–making assured changes to enhance effects and clarify meaning</p> <p>*proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing the appropriate register</p>
Performing		<p>*read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	<p>*read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>*read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard</p>	<p>*read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>*perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience</p>	<p>*confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – showing a developed awareness of audience</p>
Vocabulary		<p>*join words and clauses using “and”</p>	<p>*expanded noun phrases to describe and specify</p>	<p>*extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so</p>	<p>*develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...</p>	<p>*begin to use a thesaurus to expand vocabulary</p> <p>*choose vocabulary and grammar to suit formal and informal writing – with guidance</p> <p>*use vocabulary which is becoming more precise</p>	<p>*confidently use a thesaurus to find precise word choices and further expand vocabulary</p> <p>*select vocabulary and grammar to suit formal and informal writing with growing precision</p> <p>*use vocabulary which is varied, interesting and precise</p>
Grammar			<p>*use sentences with different forms–</p>	<p>*use a range of sentence types which</p>	<p>*use a range of sentence types which</p>	<p>*write a range of sentence structures</p>	<p>*write a range of sentence structures</p>

			<p>statement, question, exclamation, command</p> <p>*use the present and past tenses correctly and consistently- including the progressive form</p> <p>*use subordination (when, if, that, because) and coordination (or and but)</p> <p>*use some features of written Standard English</p> <p>*suffixes to form new words (-ful, -er. -ness)</p>	<p>are usually grammatically accurate eg: commands, questions, statements</p> <p>*use coordinating and simple subordinating conjunctions to join clauses</p> <p>*identify and use a range of prepositions</p> <p>*consolidate knowledge of word classes: noun, adjective, verb, adverb</p> <p>*use a or an according to whether the next word begins with a consonant or vowel</p> <p>*use the past or present tense appropriate; sometimes use the present perfect eg: He has gone out to play.</p>	<p>are grammatically accurate and begin to use sentences containing more than one clause</p> <p>*use a variety of coordinating and subordinating conjunctions accurately</p> <p>*use sequencing conjunctions</p> <p>*vary sentence openers – including using fronted adverbials</p> <p>*use expanded noun phrases and adverbial phrases to expand sentences</p> <p>*identify the correct determiner eg: a, an, these, those</p> <p>*use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition</p> <p>*usually use the past or present tense and 1st / 3rd person consistently</p>	<p>which are grammatically accurate</p> <p>*understand ‘relative clause’ begins with relative pronouns – who, which, where, when, whose</p> <p>*indicate degrees of possibility using adverbs eg: perhaps, surely</p> <p>*indicate degrees of possibility using modal verbs</p> <p>*recognise the subjunctive form of the verb when appropriate</p> <p>*usually maintain the correct tense</p> <p>*begin to recognise active and passive voice</p> <p>*identify and select determiners (understand articles as specific determiners an, the, a)</p>	<p>(simple and complex) including relative clauses eg: using that, which</p> <p>*use modal verbs with precision to indicate degrees of possibility</p> <p>*maintain correct tense and control perfect form of verbs eg: He has collected some shells.</p> <p>*recognise and use the subjunctive form of the verb when appropriate</p> <p>*understand and use active and passive voice (to show the flow of ‘power’)</p> <p>*identify the subject and object</p> <p>*identify synonyms and antonyms</p>
Punctuation		<p>*begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>*use a capital letter for names of people, places, days of the week and the personal pronoun I</p>	<p>*use familiar and new punctuation correctly including – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession</p>	<p>*demarcate sentences with increasing security including capital letters, full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and</p>	<p>*use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and for fronted adverbials and use apostrophes</p>	<p>*demarcate sentences correctly – use a comma for a pause in complex sentences</p> <p>*begin to use punctuation for parenthesis: brackets, commas and dashes</p>	<p>*use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis; consistent use of bullet points</p>

				possession *identify direct speech and begin to use inverted commas for direct speech	correctly for both omission and possession *use inverted commas accurately for direct speech		
Grammatical Terminology		*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	*noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma	*preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)	*determiner, pronoun, possessive pronoun, adverbial, fronted adverbial	*modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	*subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points