

Marlborough Primary Academy School - Writing Long Term Planning

2022 - 2023YEAR A

Subject - WRITING LEARNING SEQUENCE

• EHCP & SEND Support refer to IEPs for the individual children.

- Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
 - · Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

EYFS Personal, Social and Emotional Development

- · Show an understanding of their own feelings and those of others
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Show sensitivity to their

Communication and Language

- Listen attentively and respond to what they hear with relevant questions during whole class discussions.
- Participate in discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences
- Learn new vocabulary
- Articulate their thoughts into well formed sentences
 - Describe some events in detail
- Engage in storytimes

Personal Development

- Hold a pencil effectively using the tripod grip
- Develop the foundations of a handwriting style which is fast, accurate and efficient..

Literacy

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- · Write some or all of their name.
- · Write some letters accurately
- · Form lower-case and capital letters accurately
- · Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Understanding the World

· Compare and contrast characters from stories, including figures from the past.

Expressive Arts and Design

 Develop storylines in their pretend play

	to others' needs	ingage in storytimes			
Year Group	Talk for Writing Unit	Grammar Masters Unit of	Key Content from National Curriculum	Skills/P	rocesses and Essential Knowledge
	of Learning	Learning			
Maple Class Autumn 1 Writing	Talk For Writing (2 week units): Narrative – traditional tales (retell) Non-chronological reports – Fact files Fables	Grammar Masters: Finger spaces (1.1) Joining words and sentences using 'and' (1.2) What is a sentence (1.3) Capital Letters (1.4) Full stops (1.5) Question marks (1.6)	Year 2 curriculum Writing Transcription: Spell by: segmenting spoken words into phonemes and graphemes, spelling many correctly learning new ways of spelling phonemes for walready known, and learn some words with eacommon homophones learning to spell common exception words learning to spell more words with contracted for elearning the possessive apostrophe (singular) [for distinguishing between homophones and near-hore add suffixes to spell longer words including —ment apply spelling rules and guidance, as listed in Eng write from memory simple sentences dictated by the using the GPCs, common exception words and put using the GPCs, common exception words and put with the graph of the diagonal and horizontal strunderstand which letters, when adjacent to one and write capital letters and digits of the correct size, of another and to lower-case letters we spacing between words that reflects the size of the writing narratives about personal experiences and fictional)	writing which 1 or more spellings are each spelling, including a few If forms or example, the girl's book] omophones ont, -ness, -ful, -less, -ly oglish appendix 1 the teacher that include words bounctuation taught so far et to one another strokes needed to join letters and another, are best left unjoined orientation and relationship to one of the letters writing by:	Franscription: segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words ting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters using spacing between words that reflects the size of the letters Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).

Maple Class Autumn 2 Writing	Talk For Writing (2 week units): Instructions Narrative – traditional tales new perspective Recount	Suffixes (1.11) Grammar Masters: Exclamation Marks (1.7) Proper Nouns (1.8) Personal Pronoun 'I' (1.9) Regular plural nouns ending in suffixes (1.10) Suffixes (1.11)	writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 Year 2 curriculum Writing Transcription: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning to spell common exception words elearning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homoph	Year 2 Curriculum Writing Transcription: • segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spelling many KS1 common exception words Handwriting: • writing capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters • using spacing between words that reflects the size of the letters Writing Composition: • Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. • Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: • Demarcating most sentences with: capital letters and full stops and with use of: question marks. • Using present and past tense mostly correctly and consistently. • Using co-ordination (or / and / but).
			 use spacing between words that reflects the size of the letters Writing Composition: develop positive attitudes towards and stamina for writing by: 	Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently.

Maple Class Spring 1 Writing	Talk For Writing (2 week units): Persuasive writing Recount – personal experience Poetry – rhyming/riddles	Grammar Masters: Adding prefix 'un' (1.12) Capital Letters & Full Stops (2.1) Simple and Complex Sentences (2.2) Question Marks (2.3) Exclamation Marks (2.4) Common and Proper Nouns (2.5)	encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 Year 2 curriculum Writing Transcription: Spell by:	Year 2 Curriculum Writing Transcription: • segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spelling many KS1 common exception words Handwriting: • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • using spacing between words that reflects the size of the letters Writing Composition: • Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. • Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: • Demarcating most sentences with: capital letters and full stops and with use of: question marks. • Using present and past tense mostly correctly and consistently. • Using co-ordination (or / and / but). • Using some subordination (when / if / that / because).
			writing about real events	

Maple Class Spring 2 Writing	Talk For Writing (2 week units): Newspaper reports Narrative – detective story Diary entry	Grammar Masters: Suffixes (2.6) Commas in Lists (2.7) Contractions (2.8) Possession (2.9) Statements (2.10) Questions (2.11)	proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary. grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 Year 2 curriculum Writing Transcription: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including—ment,—ness,—ful,—less,—ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: 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 lett	Year 2 Curriculum Writing Transcription: • segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spelling many KS1 common exception words Handwriting: • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • using spacing between words that reflects the size of the letters Writing Composition: • Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. • Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: • Demarcating most sentences with: capital letters and full stops and with use of: question marks. • Using present and past tense mostly correctly and consistently. • Using co-ordination (or / and / but). • Using some subordination (when / if / that / because).

Maple Class Summer 1 Writing	Talk For Writing (2 week units): Recount Narrative - creation myths Explanation texts	Grammar Masters: Exclamations (2.12) Commands (2.13) Expanded Noun Phrases (2.14) Present Tense (2.15) Adverbs (2.16)	Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify (for example, the blue butterfly) Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 Year 2 curriculum Writing Transcription: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including —ment, —ness, —ful, —less, —ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: 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 Writing Composition: develop positive attitudes towards and stamina for writing by: writing about real events writing for different purposes consider w	Year 2 Curriculum Writing Transcription: • segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spelling many KS1 common exception words Handwriting: • writing capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters • using spacing between words that reflects the size of the letters Writing Composition: • Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. • Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: • Demarcating most sentences with: capital letters and full stops and with use of: question marks. • Using present and past tense mostly correctly and consistently. • Using co-ordination (or / and / but). • Using some subordination (when / if / that / because).
			 make simple additions, revisions and corrections to their own writing by: 	
			clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command	

Mani-	Talk Cas Wester v. (O	Grammar Masters:	Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 Year 2 curriculum	Year 2 Curriculum
Maple Class Summer 2 Writing	Talk For Writing (2 week units): Narrative – rhyming stories Poetry – Take one poet Narrative – adventure story	• Past Tense (2.17) • Subordination (2.18) • Coordination (2.19) • Brackets (2.20)	Virting Transcription: Spell by: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Ilearning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Ilearning to spell common exception words Ilearning to spell more words with contracted forms Ilearning to spell more words with contracted forms Ilearning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including—ment,—ness,—ful,—less,—ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: 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 Writing Composition: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used co	Writing Transcription: • segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spelling many KS1 common exception words Handwriting: • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • using spacing between words that reflects the size of the letters Writing Composition: • Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. • Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: • Demarcating most sentences with: capital letters and full stops and with use of: question marks. • Using present and past tense mostly correctly and consistently. • Using co-ordination (or / and / but). • Using some subordination (when / if / that / because).

Γ	Sycamore
	Sycamore Class Autumn 1 Writing

Talk For Writing (2

- week units):
- Narrative warning story Poetry
- Non-chronological report

Grammar Masters:

- Full stops (9)
- · Verb tenses
- Sentences (11)
- Conjunctions (1)
- Verbs (31)
- · Capital letters (10)

Year 4 Curriculum

Writing Transcription:

Pupils should be taught to:

- apply spelling rules and guidance, as listed in English appendix 1
- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting and presentation

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas 0
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - 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.

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - 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 in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by:

Year 4 Curriculum

Writing Transcription:

- To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,
- disobey, superstar, antisocial.
- To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
- To spell homophones correctly, e.g. which and witch.
- To spell all of the Year 3 and 4 statutory spelling words correctly.

Handwriting:

To consistently use a neat, joined handwriting style.

Writing Composition:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To write narratives with a clear beginning, middle and end with a coherent plot.
- To create more detailed settings, characters and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To begin to organise their writing into paragraphs around a theme.
- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.

- To make deliberate ambitious word choices to add detail.
- To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year
- To use all the necessary punctuation in direct speech mostly accurately.
- To use apostrophes for singular and plural possession with increasing confidence.
- To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use fronted adverbials, e.g. As guick as a flash, Last weekend; usually demarcated with commas.
- To begin to use conjunctions, adverbs and prepositions to show time, place and cause.
- To use subordinate clauses.
- To use 'a' or 'an' correctly most of the time.

			 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural 	To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
			nouns o using and punctuating direct speech	,
			 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	
Sycamore Class Autumn 2	Talk For Writing (2 week units):	Grammar Masters: • Questions statements &	Year 4 Curriculum Writing Transcription: Pupils should be taught to:	Year 4 Curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant,
Writing	Narrative – myths and legends Persuasive writing Narrative – twisted tradition tales	commands (12) Consonants and vowels (19) Commas in lists (13) Commas between two adjectives (14) Common nouns (25) Proper nouns (26	apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. Handwriting: To consistently use a neat, joined handwriting style.
			Handwriting and presentation Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in
			Writing Composition: Pupils should be taught to: • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience.
			organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: sassessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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.	Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately.
			Writing: Vocabulary, grammar and punctuation: Pupils should be taught to:	 To use apostrophes for singular and plural possession with increasing confidence.

develop their understanding of the concepts set out in English Appendix 2 by:

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 in contrast to the past tense

Pupils should be taught to:

To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.

To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

			choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	 To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class Spring 1 Writing	Talk For Writing (2 week units): Playscripts Biography Poetry – list poems	Grammar Masters: Present perfect tense (23) Progressive tense (24) Possession (17) Contractions (18) Adjectives (21) Fronted adverbials (15)	Year 4 Curriculum Writing Transcription:	Year 4 Curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly.
			 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. 	 groups. To use all the necessary punctuation in direct speech mostly accurately.

		Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural	 To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was'. 'I did' rather than 'I done'.
		nouns o using and punctuating direct speech o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	
Sycamore Class Spring 2 Writing - Narrative – powerful settings - Explanations - Poetry – Nonsense poems	Grammar Masters: Subject verb agreement Prepositions Expanded noun phrases Pronouns	Year 4 Curriculum Writing Transcription: Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition: Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by:	Year 4 Curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. Handwriting: To consistently use a neat, joined handwriting style. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not

			o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences o proof-read for spelling and punctuation errors 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. Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: o 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	 To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class Summer 1 Writing	Talk For Writing (2 week units): Narrative – fantasy story Recount Report	Grammar Masters: Proper nouns Adverbs Inverted commas Conjunctions A or an Brackets	Year 4 Curriculum Writing Transcription: Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation	Year 4 Curriculum Writing Transcription:
			Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition: Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme	Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. Writing: Vocabulary, grammar and punctuation:

			in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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. Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	 To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class Summer 2 Writing	Talk For Writing (2 week units): Narrative – adventure story Newspaper report Instructions	Exclamation marks Simple, compound, complex Co-ordination Subordination Question marks Reassess and identify gaps	Year 4 Curriculum Writing Transcription: Pupils should be taught to:	Year 4 Curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. Handwriting: To consistently use a neat, joined handwriting style. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme.

			draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: sassessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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. Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using tonjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2	 To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Beech Class Autumn 1 Writing	Talk For Writing (2 week units): Narrative – Myths and Legends (Romulus and Remus) Explanation texts – How did the Romans Defeat Boudicca) Playscripts -	Grammar Masters: Capital Letters (7) Full stops (8) Sentence structure (3) Question marks (6) Brackets (2) Parenthesis (4)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.	Year 5-6 Curriculum Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed. Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - o assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proof-read for spelling and punctuation errors

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - o punctuating bullet points consistently
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

- To describe settings, characters and atmosphere to consciously engage the reader.
- integrate dialogue in narratives to convey character and advance the action.
- To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- To create paragraphs that are usually suitably linked.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- use verb tenses consistently and correctly throughout their writing.
- use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.
- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

Talk For Writing (2 week units):

- Narrative suspense - (The
- Winter Cemetery) Recount - diary entry (Journal of a Gladiator)
- Poetry (The Dreadful Menace)

Grammar Masters:

- Inverted commas (1)
- Exclamation marks (5)
- Nouns (12)
- Pronouns (22)
- Adjectives (29)
- Verbs (30)

Year 5-6 Curriculum

Writing Transcription:

- apply spelling rules and guidance, as listed in English appendix 1
- Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proof-read for spelling and punctuation errors

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

Year 5-6 Curriculum

Writing Transcription:

- To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
- To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
- To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Handwriting:

Maintain legibility in joined handwriting when writing at speed.

Writing Composition:

- To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and
- To describe settings, characters and atmosphere to consciously engage the reader.
- integrate dialogue in narratives to convey character and advance the action.
- To select and use organisational and presentational devices that are relevant to the text type, e.g. headings. bullet points, underlining, etc.
- To create paragraphs that are usually suitably linked.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

Writing: Vocabulary, grammar and punctuation:

- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- use verb tenses consistently and correctly throughout their writing.
- use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.
- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).

To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

		develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Beech Class Spring 1 Writing Soliloquy (Earth Story – Rabbits by Shuan Tan) Persuasive letter (Mrs Green – making a green school) First person action story ((The Lighthouse)	Grammar Masters: Modal verbs (13) Tenses – present perfect (24) Formal and informal (33) Colons (11) Semi-colons (18) Commas for clarifying meaning (32)	Year 5-6 Curriculum Writing Transcription:	Year 5-6 Curriculum Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed.
		write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements. Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately

		in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring to consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: eccognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis using brancetaring bullet proints consistently	(e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • use verb tenses consistently and correctly throughout their writing. • use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. • To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. • To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
		 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	
Beech Class Spring 2 Writing Narrative – classic fiction (adventure) (Journey to the Centre of the Earth) Biographies (David Attenbourgh) Poetry	Grammar Masters: Contractions (14) Possession (23) Subordination (15) Co-ordination (16) Verb tenses (19) Subject verb agreement (27)	Year 5-6 Curriculum Writing Transcription:	Year 5-6 Curriculum Writing Transcription:

use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - o proof-read for spelling and punctuation errors

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 recognising vocabulary and structures that are appropriate for formal
 - speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 using expanded noun phrases to convey complicated information
 - using expanded noun phrases to convey complicated information concisely
 - o using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity

Writing Composition:

- To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.
- To describe settings, characters and atmosphere to consciously engage the reader.
- integrate dialogue in narratives to convey character and advance the action.
- To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- To create paragraphs that are usually suitably linked.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

Writing: Vocabulary, grammar and punctuation:

- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- use verb tenses consistently and correctly throughout their writing.
- use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.
- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).

To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

			using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Beech Class Summer 1 Writing	Talk For Writing (2 week units): Newspaper (Stone Age Cave Painting Found & visit to The Box) Narrative – horror (Alma Literacy Shed) Narrative (The Piano Literacy Shed)	Grammar Masters: Morphology (9) Active passive (31) Determiners (26) Clauses and phrases (25)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Year 5-6 Curriculum Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed. Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
			draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing	Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.

			plural, distinguishing between the language of speech and writing and choosing the appropriate register	(who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
Beech Class Summer 2 Writing	Talk For Writing (2 week units): Historical fiction – narrative (The Giant's Necklace) Balanced arguments (Settle or Follow) Autobiography - Narrative	Grammar Masters: Prepositions (21) Hyphens (17) Expanded noun phrases (28) Reassess and identify gaps	Year 5-6 Curriculum Writing Transcription:	Year 5-6 Curriculum Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed. Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked.

	o noting and developing initial ideas, drawing on reading and research	To proofread their work and ass
	where necessary	their own and others' writing and
	 in writing narratives, considering how authors have developed 	corrections and improvements.
	characters and settings in what pupils have read, listened to or seen	
	performed	Writing: Vocabulary, grammar and punctuat
•	draft and write by:	select vocabulary and grammati
	selecting appropriate grammar and vocabulary, understanding how	what the writing requires, doing
	such choices can change and enhance meaning	(e.g. using contracted forms in o
	 in narratives, describing settings, characters and atmosphere and 	using passive verbs to affect ho
	integrating dialogue to convey character and advance the action	presented; using modal verbs to
	o précising longer passages	possibility).
	o using a wide range of devices to build cohesion within and across	use a range of devices to build of the second control of the
	paragraphs o using further organisational and presentational devices to structure text	conjunctions, adverbials of time
	 using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, 	-, -, -, -, -, -, -, -, -, -, -, -, -, -
	underlining]	 use verb tenses consistently and their writing.
		use the range of punctuation tau
•	evaluate and edit by:	mostly correctly including bracket
	 assessing the effectiveness of their own and others' writing 	to indicate parenthesis.
	 proposing changes to vocabulary, grammar and punctuation to 	 To use commas to clarify meani
	enhance effects and clarify meaning o ensuring the consistent and correct use of tense throughout a piece of	with increasing accuracy.
	 ensuring the consistent and correct use of tense throughout a piece of writing 	To use relative clauses beginning
	 ensuring correct subject and verb agreement when using singular and 	(who, which, where, when, whose To use adverbs and modal verbs to indicate
	plural, distinguishing between the language of speech and writing and	e.g. surely, perhaps, should, might, etc.
	choosing the appropriate register	c.g. surery, pernaps, should, might, etc.
	 proof-read for spelling and punctuation errors 	
Writing: V	ocabulary, grammar and punctuation:	
Pupils sh	uld be taught to:	
•	develop their understanding of the concepts set out in English Appendix 2 by:	
	 recognising vocabulary and structures that are appropriate for formal 	
	speech and writing, including subjunctive forms	
	 using passive verbs to affect the presentation of information in a 	
	 sentence using the perfect form of verbs to mark relationships of time and cause 	
	 using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information 	
	concisely	
	 using modal verbs or adverbs to indicate degrees of possibility 	
	 using relative clauses beginning with who, which, where, when, whose, 	
	that or with an implied (i.e. omitted) relative pronoun	
	 learning the grammar for years 5 and 6 in English Appendix 2 	
•	indicate grammatical and other features by:	
	using commas to clarify meaning or avoid ambiguity in writing	
	 using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis 	
	 using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between 	
	independent clauses	

o using a colon to introduce a list punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

assess the effectiveness of and make necessary

uation:

- natical structures that reflect ing this mostly appropriately in dialogues in narrative; how information is to suggest degrees of
- ld cohesion (e.g. me and place, pronouns, paragraphs.
- and correctly throughout
- taught at Key Stage 2 ckets, dashes or commas
- aning or to avoid ambiguity
- ning with a relative pronoun nose, that).

ate degrees of possibility,

YEAR B (2023-2024)

Subject - WRITING LEARNING SEQUENCE

• EHCP & SEND Support refer to IEPs for the individual children.

Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.

Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

EYFS Personal, Social and **Emotional Development**

- Show an understanding of their own feelings and those of others
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Show sensitivity to their own and to others' needs

Communication and Language Listen attentively and respond to what they hear with relevant questions during whole class discussions.

- Participate in discussions, offering their own ideas, using recently introduced
- Express their ideas and feelings about their experiences using full sentences
- Learn new vocabulary Articulate their thoughts into well formed
- Describe some events in detail

Grammar Masters Unit of

Finger spaces (1.1)

sentences using 'and'

Joining words and

Engage in storytimes

sentences

Personal Development

- Hold a pencil effectively using the tripod grip
- Develop the foundations of a handwriting style which is fast, accurate and efficient...

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately
- Form lower-case and capital letters accurately
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Understanding the World Compare and contrast characters from stories. including figures from the

Expressive Arts and Design · Develop storylines in their

pretend play

Vritin
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tive -

Year Group Writing Unit of

Learning ng (2 **Grammar Masters:**

- traditional tales (retell)
- Non-chronological reports - Fact files
 - Fables Full stops (1.5)
- What is a sentence (1.3) Capital Letters (1.4)

 - Question marks (1.6)

Year 2-3 curriculum Writing Transcription:

Spell by:

Key Content from National Curriculum

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting:

- 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

Writing Composition:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about

Skills/Processes **Essential Knowledge** Writing Transcription:

past.

- segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spelling many KS1 common exception words

Handwriting:

- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-
- using spacing between words that reflects the size of the letters

Writing Composition:

- Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.
- Write about real events, recording these simply and clearly

- Demarcating most sentences with: capital letters and full stops and with use of: question marks.
- Using present and past tense mostly correctly and consistently.
- Using co-ordination (or / and / but).
- Using some subordination (when / if / that / because).

			writing down ideas and/or key words, including new vocabulary	
			encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear	
			Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or	
			but)	
Manlo	Talk For Writing (2	Grammar Mastors:	The grammar for year 2 Voar 2.3 curriculum	Writing Transcription:
Maple Class Autumn 2 Writing	Talk For Writing (2 week units): Instructions Narrative – traditional tales new perspective Recount	Grammar Masters: Exclamation Marks (1.7) Proper Nouns (1.8) Personal Pronoun 'I' (1.9) Regular plural nouns ending in suffixes (1.10) Suffixes (1.11)	Year 2-3 curriculum Writing Transcription: Spell by:	Writing Transcription: segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).
			 make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils 	

	1	Т		
			 rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear 	
			Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	
Maple Class Spring 1 Writing	Talk For Writing (2 week units): Persuasive writing Recount – personal experience Poetry – rhyming/riddles	Grammar Masters: Adding prefix 'un' (1.12)Capital Letters & Full Stops (2.1) Simple and Complex Sentences (2.2) Question Marks (2.3) Exclamation Marks (2.4) Common and Proper Nouns (2.5)	Year 2-3 curriculum Writing Transcription:	Writing Transcription: segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).
			 writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 	

Writing: Vocabulary, grammar and punctuation:	Talk For Writing C
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Maple Class Summer 1 Writing	Talk For Writing (2 week units): Recount Narrative - creation myths Explanation texts	Grammar Masters: • Exclamations (2.12) • Commands (2.13) • Expanded Noun Phrases (2.14) • Present Tense (2.15) • Adverbs (2.16)	Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 Year 2-3 curriculum Writing Transcription: Spell by: Spell by: Iearning new ways of spelling phonemes and representing these by graphemes, spelling many correctly Iearning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Iearning to spell common exception words Iearning to spell more words with contracted forms Iearning to spell more words with contracted forms Iearning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including —ment, —ness, —ful, —less, —ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: 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 Writing Composition: develop positive attitudes towards and stamina for writing by: writing	Writing Transcription: segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).
		Present Tense (2.15)	already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones • add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: • 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 Writing Composition: • develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear	Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but).
			 Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] 	

			 Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 	
Maple Class Summer 2 Writing	Talk For Writing (2 week units): Narrative – rhyming stories Poetry – Take one poet Narrative – adventure story	Grammar Masters: Past Tense (2.17) Subordination (2.18) Coordination (2.19) Brackets (2.20)	Year 2-3 curriculum Writing Transcription: Spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell common exception words • learning to spell common exception words • learning to spell possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: • 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 • wire 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 writing form gravitives about personal experiences and those of others (real and fictional) • writing about real events • writing for different purposes consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about writing down ideas and/or key words, including new occabulary • encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: • eva	Writing Transcription: segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).

Au	amor ss tumn ting	<u>e</u> 1

Talk For Writing (2 week units):

- Narrative warning storv
- Poetry
- Non-chronological report

Grammar Masters:

Verb tenses

Verbs (31)

Sentences (11)

Conjunctions (1)

Capital letters (10)

Writing Transcription: Full stops (9)

Pupils should be taught to:

Year 4-5 curriculum

- apply spelling rules and guidance, as listed in English appendix 1
- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting and presentation

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and
 - discussing and recording ideas 0
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - 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.

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - 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 in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by:

Year 4-5 curriculum

Writing Transcription:

- To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,
- disobey, superstar, antisocial.
- To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
- To spell homophones correctly, e.g. which and witch.
- To spell all of the Year 3 and 4 statutory spelling words correctly.
- By the end of Year Five to spell many complex homophones correctly.
- By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.
- By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.

Handwriting:

- To consistently use a neat, joined handwriting style.
- By the end of Year 5, to write legibly, fluently and with increasing speed.

Writing Composition:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To write narratives with a clear beginning, middle and end with a coherent plot.
- To create more detailed settings, characters. atmosphere and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To begin to organise their writing into paragraphs around a theme.
- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.
- By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.
- By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

- To make deliberate ambitious word choices to add detail.
- To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year groups.

			 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	 To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. By the end of Year Five: To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To use brackets, dashes or commas to begin to indicate parenthesis. To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class Autumn 2 Writing	Talk For Writing (2 week units): Narrative – myths and legends Persuasive writing Narrative – twisted tradition tales	Grammar Masters: Questions statements & commands (12) Consonants and vowels (19) Commas in lists (13) Commas between two adjectives (14) Common nouns (25) Proper nouns (26)	Year 4-5 curriculum Writing Transcription:	Year 4-5 curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. By the end of Year Five to spell many complex homophones correctly. By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list. By the end of Year 5, to convert nouns or adjectives into verbs using suffixes. Handwriting: To consistently use a neat, joined handwriting style. By the end of Year 5, to write legibly, fluently and with increasing speed. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot.

- 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 of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - o in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - 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.

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - 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 in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

- To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To begin to organise their writing into paragraphs around a theme.
- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.
- By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.
- By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

Writing: Vocabulary, grammar and punctuation:

- To make deliberate ambitious word choices to add detail.
- To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To use all the necessary punctuation in direct speech mostly accurately.
- To use apostrophes for singular and plural possession with increasing confidence.

By the end of Year Five:

- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
- To use brackets, dashes or commas to begin to indicate parenthesis.
- To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
- To begin to use conjunctions, adverbs and prepositions to show time, place and cause.
- To use subordinate clauses.

				To use 'a' or 'an' correctly most of the time.
				 To use Standard English verb inflections accurately, e.g.
				'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore	Talk For Writing (2	Grammar Masters:	Year 4-5 curriculum	Year 4-5 curriculum
Class Spring 1	week units):	Present perfect tense	Writing Transcription: Pupils should be taught to:	Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant,
Writing	Playscripts	(23)	apply spelling rules and guidance, as listed in English appendix 1	autograph, incorrect,
	Biography	Progressive tense (24)	use further prefixes and suffixes and understand how to add them	disobey, superstar, antisocial.
	 Poetry – list 	Possession (17)	spell further homophones	 To spell all words with suffixes correctly, e.g. usually,
	poems	Contractions (18)	spell words that are often misspelt	poisonous, adoration.
		Adjectives (21)Fronted adverbials (15)	 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 	 To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words
		1 Torried adverbials (13)	use the first two or three letters of a word to check its spelling in a dictionary	correctly.
			write from memory simple sentences, dictated by the teacher, that include words	By the end of Year Five to spell many complex
			and punctuation taught so far.	homophones correctly.
			Handwriting and presentation	 By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.
			Pupils should be taught to:	By the end of Year 5, to convert nouns or adjectives into
			use the diagonal and horizontal strokes that are needed to join letters and	verbs using suffixes.
			understand which letters, when adjacent to one another, are best left unjoined	111
			 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of 	Handwriting: To consistently use a neat, joined handwriting style.
			writing are spaced sufficiently so that the ascenders and descenders of letters do	 By the end of Year 5, to write legibly, fluently and with
			not touch].	increasing speed.
			Maritina Communition	W 35 - 0 35
			Writing Composition: Pupils should be taught to:	Writing Composition: To write a range of narratives and non-fiction pieces
			plan their writing by:	using a consistent and appropriate structure (including
			 discussing writing similar to that which they are planning to write in 	genre-specific layout devices).
			order to understand and learn from its structure, vocabulary and grammar	To write narratives with a clear beginning, middle and and with a conferent plat.
			o discussing and recording ideas	 end with a coherent plot. To create more detailed settings, characters,
			draft and write by:	atmosphere and plot in narratives to engage the reader.
			o composing and rehearsing sentences orally (including dialogue),	 To consistently organise their writing into paragraphs
			progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	around a theme.
			o organising paragraphs around a theme	 To begin to organise their writing into paragraphs around a theme.
			 in narratives, creating settings, characters and plot 	To begin to use ideas from own reading and modelled
			 in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	examples to plan their writing.
			evaluate and edit by:	 To demonstrate an increasing understanding of purpose and audience.
			 assessing the effectiveness of their own and others' writing and 	 By the end of Year Five, to use dialogue to convey a
			suggesting improvements	character and advance the action with increasing
			 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	confidence.
			o proof-read for spelling and punctuation errors	By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text
			 read aloud their own writing, to a group or the whole class, using 	type, e.g. headings, bullet points, underlining, etc.
			appropriate intonation and controlling the tone and volume so that the meaning is clear.	, , , , , , , , , , , , , , , , , , ,
			inearing is clear.	Marie and Marie and American
1			Writing: Vocabulary, grammar and punctuation:	Writing: Vocabulary, grammar and punctuation:
1			Pupils should be taught to:	To make deliberate ambitious word choices to add detail.
			 develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a 	To proof read confidently and amend their own and
			wider range of conjunctions, including when, if, because, although	others' writing, e.g. adding in nouns/pronouns to avoid
			 using the present perfect form of verbs in contrast to the past tense 	repetition, recognising where verbs and subjects do not agree or lapses in tense.
			 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	By the end of Year Five, to remove unnecessary
			o using conjunctions, adverbs and prepositions to express time and	repetition or irrelevant details when proofreading.
			cause	To maintain the correct tense (including present perfect tonse) throughout a piece of writing.
	1	_1		tense) throughout a piece of writing.

		 using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	 To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. By the end of Year Five: To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To use brackets, dashes or commas to begin to indicate parenthesis. To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'use was', 'I did' rather than 'I done'.
Sycamore Class Spring 2 Writing Talk For Writing (2 week units): Narrative — powerful settings Explanations Poetry — Nonsense poems	Subject verb agreement Prepositions Expanded noun phrases Pronouns	Writing Transcription: Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition: Pupils should be taught to: plan their writing by:	Year 4-5 curriculum Writing Transcription:

		<u>Writin</u> Pupils

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - o in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - 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.

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - 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 in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural
 - using and punctuating direct speech
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

- To write narratives with a clear beginning, middle and end with a coherent plot.
- To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To begin to organise their writing into paragraphs around a theme.
- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.
- By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.
- By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

Writing: Vocabulary, grammar and punctuation:

- To make deliberate ambitious word choices to add detail.
- To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To use all the necessary punctuation in direct speech mostly accurately.
- To use apostrophes for singular and plural possession with increasing confidence.

By the end of Year Five:

- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number. e.g. secondly.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
- To use brackets, dashes or commas to begin to indicate parenthesis.
- To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.

				To begin to use conjunctions, adverbs and prepositions
				to show time, place and cause. To use subordinate clauses.
				To use 'a' or 'an' correctly most of the time.
				 To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class	Talk For Writing (2 week units):	Grammar Masters:	Year 4-5 curriculum Writing Transcription:	Year 4-5 curriculum
Summer 1 Writing	Narrative – fantasy story Recount Report	 Proper nouns Adverbs Inverted commas Conjunctions A or an Brackets 	Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and	Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. By the end of Year Five to spell many complex homophones correctly. By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list. By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.
			 understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	Handwriting: To consistently use a neat, joined handwriting style. By the end of Year 5, to write legibly, fluently and with increasing speed.
			Writing Composition: Pupils should be taught to: • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • 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.	Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence. By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
			Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: 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 in contrast to the past tense	Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.

			choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	 By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. By the end of Year Five: To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To use brackets, dashes or commas to begin to indicate parenthesis. To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class Summer 2 Writing	Talk For Writing (2 week units): Narrative – adventure story Newspaper report Instructions	Exclamation marks Simple, compound, complex Co-ordination Subordination	Year 4-5 curriculum Writing Transcription: Pupils should be taught to:	Year 4-5 curriculum Writing Transcription:
	- manadions	Question marks Reassess and identify gaps	 spell words that are often misspell place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	 To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. By the end of Year Five to spell many complex homophones correctly. By the end of Year 5, to spell many words from the Year
			Handwriting and presentation Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by]	by the end of Year 5, to spell many words from the Year 5/6 statutory spelling list. By the end of Year 5, to convert nouns or adjectives into verbs using suffixes. Handwriting:
			ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	To consistently use a neat, joined handwriting style. By the end of Year 5, to write legibly, fluently and with increasing speed. Page 35 of 116

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - o in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - 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.

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - o using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - o using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Writing Composition:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To write narratives with a clear beginning, middle and end with a coherent plot.
- To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To begin to organise their writing into paragraphs around a theme.
- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.
- By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.
- By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

Writing: Vocabulary, grammar and punctuation:

- To make deliberate ambitious word choices to add detail.
- To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To use all the necessary punctuation in direct speech mostly accurately.
- To use apostrophes for singular and plural possession with increasing confidence.

By the end of Year Five:

- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
- To use brackets, dashes or commas to begin to indicate parenthesis.
- To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.

Beech Class Autumn 1 Writing	Talk For Writing (2 week units): Narrative – Myths & Legends (Ancient Egypt – Literacy Shed)	Grammar Masters: Capital Letters (7) Full stops (8) Sentence structure (3) Question marks (6) Brackets (2)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often	To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'. Year 5-6 Curriculum Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g.
	(How were the pyramids built) Playscripts (Opening the tomb)		use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: plan their writing by: dientifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed. Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
			draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.

			ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:	To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
			recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2	
Beech	Talk For Writing (2	Crammar Masters	accurately and appropriately in discussing their writing and reading.	Voca F C Curriculum
Beech Class Autumn 2 Writing	Talk For Writing (2 week units): Narrative suspense (The Mummy) Recount – diary entry (The Fairy Diary) Poetry (The Christmas Truce – Hilary Robinson))	Grammar Masters: Inverted commas (1) Exclamation marks (5) Nouns (12) Pronouns (22) Adjectives (29) Verbs (30)	Year 5-6 Curriculum Writing Transcription:	Year 5-6 Curriculum
			Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

			characters and settings in what pupils have read, listened to or seen performed • draft and write by:	writing: Vocabulary, grammar and punctuation: • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • use verb tenses consistently and correctly throughout their writing. • use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. • To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. • To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
Beech Class	Talk For Writing (2 week units):	Grammar Masters:	Year 5-6 Curriculum Writing Transcription:	Year 5-6 Curriculum Writing Transcription:
Spring 1 Writing	Explanation text (Crime and punishment)	Modal verbs (13) Tenses – present perfect (24) Formal and informal (33)	apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]	To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. Page 39 of 11

 Persuasive letter – Don't Transport! Poetry – Crime and PUnishment 	Colons (11) Semi-colons (18) Commas for clarifying meaning (32)
and PUnishment	meaning (32)

- continue to distinguish between homophones and other words which are often confused
 - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 - use dictionaries to check the spelling and meaning of words
 - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 - use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - o proof-read for spelling and punctuation errors

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause

- To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Handwriting:

Maintain legibility in joined handwriting when writing at speed.

Writing Composition:

- To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.
- To describe settings, characters and atmosphere to consciously engage the reader.
- integrate dialogue in narratives to convey character and advance the action.
- To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- To create paragraphs that are usually suitably linked.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

Writing: Vocabulary, grammar and punctuation:

- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- use verb tenses consistently and correctly throughout their writing.
- use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.
- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).

To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

			using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. ornitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Beech Class Spring 2 Writing	Talk For Writing (2 week units): Narrative – classic fiction (adventure – Oliver Twist) Biographies (Malala) First person action story (Ruin Literacy shed)	Grammar Masters: Contractions (14) Possession (23) Subordination (15) Co-ordination (16) Verb tenses (19) Subject verb agreement (27)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	Year 5-6 Curriculum Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed.
			Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own onoting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
			draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs	Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

			using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by:	 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
Beech Class Summer 1 Writing	Talk For Writing (2 week units): Newspaper (The Minator) Narrative (Wings – Literacy Shed) Historical fiction – narrative (Send on a Quest)	Morphology (9) Active passive (31) Determiners (26) Clauses and phrases (25)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by:	Year 5-6 Curriculum Writing Transcription:

choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary understanding how	organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
Writing: Vocabulary, grammar and punctuation:	
Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently	

			 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	
Beech Class Summer 2 Writing	Talk For Writing (2 week units): Balanced arguments (Spartan or Athenian) Narrative – horror (The Shadow Cage) Autobiography	Grammar Masters: Prepositions (21) Hyphens (17) Expanded noun phrases (28) Reassess and identify gaps	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	Year 5-6 Curriculum Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed.
			Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by:	Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
			draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing	Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronounce.

ensuring correct subject and verb agreement when using singular and

plural, distinguishing between the language of speech and writing and

choosing the appropriate register

proof-read for spelling and punctuation errors

To use relative clauses beginning with a relative pronoun

(who, which, where, when, whose, that).

e.g. surely, perhaps, should, might, etc.

To use adverbs and modal verbs to indicate degrees of possibility,

Pupils should be taught to:
develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

YEAR C (2024-2025)

	Subject - WRITING LEARNING SEQUENCE							
	• EHCP & SEND Support refer to IEPs for the individual children. • Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria. • Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.							
own feeli others Give foct the teach approprisengaged an ability involving actions. Show se		Communication and Language Listen attentively and respond to what they hear with relevant questions during whole class discussions. Participate in discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using further sentences Learn new vocabulary Articulate their thoughts into well formed sentences Describe some events in detail Engage in storytimes	the tripod grip Develop the foundations of a handwriting style which is fast, accurate and efficient	Literacy Use some of their print and letter knowledge in thei writing. For example: writing a pretend shopping lis starts at the top of the page; writing 'm' for mummy Write some or all of their name. Write some letters accurately Form lower-case and capital letters accurately Write short sentences with words with known souncorrespondences using a capital letter and full stop. Re-read what they have written to check that it mal sense.	characters from stories, including figures from the past.	Expressive Arts and Design Develop storylines in their pretend play		
Year Group	Writing Unit of	Grammar Masters Unit of	Key Content from National Curriculum		Skills/Processes			
Monlo	Learning Talk For Writing (2	Learning Grammar Masters:	Year 2 – 3 Curriculum		Essential Knowledge			
Maple Class	week units):	Granina Wasters.	Writing Transcription:		Writing Transcription: segmenting spoken words in 	ato phonemes and		
Autumn 1	wook unitoj.	Finger spaces (1.1)	Spell by:		representing these by graphe			
Writing		i iliger spaces (1.1)		s into phonemes and representing these by	these words correctly and ma			
			graphemes, spelling many		attempts at others	pladoloio		

Maple	Narrative — traditional tales (retell) Non-chronological reports — Fact files Fables Talk For Writing (2	Joining words and sentences using 'and' (1.2) What is a sentence (1.3) Capital Letters (1.4) Full stops (1.5) Question marks (1.6) Grammar Masters:	elarning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell more words with contracted forms learning to spell more words with contracted forms learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones a dad suffixes to spell longer words including —ment, —ness, —ful, —less, —ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting:	Spelling many KS1 common exception words Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of; question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).
Maple Class	week units):	Grammar Masters:	Year 2 – 3 Curriculum Writing Transcription:	Writing Transcription: segmenting spoken words into phonemes and
Autumn 2 Writing	Instructions	Exclamation Marks (1.7) Proper Neuro (4.8)	Spell by:	representing these by graphemes, spelling many of
writing		Proper Nouns (1.8) Proper Nouns (1.8)	 segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 	these words correctly and making phonically-plausible attempts at others
	 Narrative – 	 Personal Pronoun 'I' (1.9) 		
	Narrative – traditional tales		 learning new ways of spelling phonemes for which 1 or more spellings are 	 spelling many KS1 common exception words
		Regular plural nouns	 learning new ways of spelling phonemes for which 1 or more spellings are 	spelling many KS1 common exception words
	traditional tales new perspective	Regular plural nouns ending in suffixes (1.10)	 learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few 	spelling many KS1 common exception words Handwriting:
	traditional tales	Regular plural nouns	 learning new ways of spelling phonemes for which 1 or more spellings are 	

			learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: 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 Writing Composition: develop positive attitudes towards and stamina for writing by: writing about real events writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contr	writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).
Maple	Talk For Writing (2	Grammar Masters:	Year 2 – 3 Curriculum	Writing Transcription:
Spring 1 Writing	week units): Persuasive writing Recount – personal experience Poetry – rhyming/riddles	Adding prefix 'un' (1.12)Capital Letters & Full Stops (2.1) Simple and Complex Sentences (2.2) Question Marks (2.3) Exclamation Marks (2.4) Common and Proper Nouns (2.5)	Writing Transcription: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including —ment, —ness, —ful, —less, —ly apply spelling rules and guidance, as listed in English appendix 1	segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters using spacing between words that reflects the size of the letters Writing Composition:

			write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.
			Handwriting: • form lower-case letters of the correct size relative to one another	Write about real events, recording these simply and clearly
			 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 	Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and
			Writing Composition: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).
Maple Class	Talk For Writing (2 week units):	Grammar Masters:	Year 2 – 3 Curriculum Writing Transcription:	Writing Transcription: segmenting spoken words into phonemes and
Spring 2 Writing	Newspaper reports Narrative – detective story Diary entry	Suffixes (2.6) Commas in Lists (2.7) Contractions (2.8) Possession (2.9) Statements (2.10) Questions (2.11)	Spell by:	segmenting spoken words into pronemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.

			 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 Writing Composition: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: sta	Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).
Maple Class Summer 1 Writing	Talk For Writing (2 week units): Recount Narrative - creation myths Explanation texts	Grammar Masters: Exclamations (2.12) Commands (2.13) Expanded Noun Phrases (2.14) Present Tense (2.15) Adverbs (2.16)	The grammar for year 2 Year 2 – 3 Curriculum Writing Transcription: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including —ment, —ness, —ful, —less, —ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: 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	Writing Transcription: segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks.

		writing Composition: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).
Manlo Talk For Writing (Grammar Mastors	The grammar for year 2 Voar 2 3 Curriculum	Writing Transcription:
Maple Class Summer 2 Writing Narrative – rhyming storie Poetry – Take one poet Narrative – adventure sto	 Past Tense (2.17) Subordination (2.18) Coordination (2.19) Brackets (2.20) 	Year 2 − 3 Curriculum Writing Transcription: • Spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including —ment, —ness, —ful, —less, —ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: • 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 Writing Composition: • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and	Writing Transcription: • segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spelling many KS1 common exception words Handwriting: • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • using spacing between words that reflects the size of the letters Writing Composition: • Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. • Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: • Demarcating most sentences with: capital letters and full stops and with use of: question marks. • Using present and past tense mostly correctly and consistently. • Using some subordination (when / if / that / because).

		 writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form 	
		 Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 	
Sycamore Class Autumn 1 Writing Talk For Writing (2 week units): Narrative – warning story Poetry Non-chronological report	Full stops (9) Verb tenses Sentences (11) Conjunctions (1) Verbs (31) Capital letters (10)	Year 4-5 curriculum Writing Transcription: Pupils should be taught to: • apply spelling rules and guidance, as listed in English appendix 1 • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition: Pupils should be taught to: • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing	Year 4-5 curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. By the end of Year Five to spell many complex homophones correctly. By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list. By the end of Year 5, to convert nouns or adjectives into verbs using suffixes. Handwriting: To consistently use a neat, joined handwriting style. By the end of Year 5, to write legibly, fluently and with increasing speed. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme.

(who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To use brackets, dashes or commas to begin to indicate parenthesis. To use adverbs and modal verbs to indicate degrees of possibility, e.g. e.surely, perhaps, should, might, etc. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g., he. she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use a 'ar 'ar' correctly most of the time. To use Standard English verb inflections accurately, e.g. we were 'rather than 'we was', 'il did' rather than 'I done'.
Class week units): Writing Transcription: Autumn 2 Pupils should be taught to:

Writing

- Narrative myths and legends
- Persuasive writing
- Narrative twisted tradition tales
- Questions statements & commands (12)
- Consonants and vowels (19)
- Commas in lists (13)
- Commas between two adjectives (14)
- Common nouns (25)
- Proper nouns (26)

- apply spelling rules and guidance, as listed in English appendix 1
- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting and presentation

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - o organising paragraphs around a theme
 - o in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - 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.

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - 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 in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - o learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns

- To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,
- disobev, superstar, antisocial.
- To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
- To spell homophones correctly, e.g. which and witch.
- To spell all of the Year 3 and 4 statutory spelling words correctly.
- By the end of Year Five to spell many complex homophones correctly.
- By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.
- By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.

Handwriting:

- To consistently use a neat, joined handwriting style.
- By the end of Year 5, to write legibly, fluently and with increasing speed.

Writing Composition:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To write narratives with a clear beginning, middle and end with a coherent plot.
- To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To begin to organise their writing into paragraphs around a theme.
- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.
- By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence
- By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

Writing: Vocabulary, grammar and punctuation:

- To make deliberate ambitious word choices to add detail.
- To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To use all the necessary punctuation in direct speech mostly accurately.

Sycamore Class Spring 1 Writing	Talk For Writing (2 week units): Playscripts Biography Poetry – list poems	Grammar Masters: Present perfect tense (23) Progressive tense (24) Possession (17) Contractions (18) Adjectives (21) Fronted adverbials (15)	vear 4-5 curriculum Writing Transcription: Pupils should be taught to: apply spelling rules and suffixes and understand how to she pell further profixes and suffixes and understand how to have pell further prefixes and suffixes and understand how to add them spell further prefixes and suffixes and understand how to add them spell further homophones spell further homop	 To use apostrophes for singular and plural possession with increasing confidence. By the end of Year Five: To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To use brackets, dashes or commas to begin to indicate parenthesis. To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'. Year 4-5 curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, advartion. To spell all words with suffixes correctly, e.g. which and witch. To spell all of the Year 5, to spell many complex homophones correctly. By the end of Year 5, to convert nouns or adjectives into verbs using a for year 5, to convert nouns or adjectives into verbs using suffixes.
			not touch]. Writing Composition: Pupils should be taught to:	increasing speed. Writing Composition: To write a range of narratives and non-fiction pieces
ı			·	Page 54 of 116

composing and rehearsing sentences orally (indeprogressively building a varied and rich vocabuid range of sentence structures (English Appendix organising paragraphs around a theme in narratives, creating settings, characters and point in non-narrative material, using simple organisate example, headings and sub-headings] evaluate and edit by: sasessing the effectiveness of their own and othe suggesting improvements proposing changes to grammar and vocabulary including the accurate use of pronouns in sente proof-read for spelling and punctuation errors read aloud their own writing, to a group or the wappropriate intonation and controlling the tone a meaning is clear.
Writing: Vocabulary, grammar and punctuation:
Pupils should be taught to:
develop their understanding of the concepts set out in Engl
 extending the range of sentences with more that wider range of conjunctions, including when, if,
 using the present perfect form of verbs in contra
 choosing nouns or pronouns appropriately for c
to avoid repetition
 using conjunctions, adverbs and prepositions to cause
 using fronted adverbials
o learning the grammar for years 3 and 4 in Engli
 indicate grammatical and other features by:
 using commas after fronted adverbials
 indicating possession by using the possessive a nouns
o using and punctuating direct speech
 use and understand the grammatical terminology
accurately and appropriately when discussing the

- ncluding dialogue), ulary and an increasing lix 2)
- d plot
 - sational devices [for
- others' writing and
- ry to improve consistency, tences
- whole class, using and volume so that the
- glish Appendix 2 by:
 - nan one clause by using a f, because, although
 - trast to the past tense
 - clarity and cohesion and
 - to express time and
- lish Appendix 2
 - apostrophe with plural
 - ogy in English Appendix 2 accurately and appropriately when discussing their writing and reading

- To consistently organise their writing into paragraphs around a theme.
- To begin to organise their writing into paragraphs around
- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.
- By the end of Year Five, to use dialogue to convey a character and advance the action with increasing
- By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

Writing: Vocabulary, grammar and punctuation:

- To make deliberate ambitious word choices to add detail.
- To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year
- To use all the necessary punctuation in direct speech mostly accurately.
- To use apostrophes for singular and plural possession with increasing confidence.

By the end of Year Five:

- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
 - To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
- To use brackets, dashes or commas to begin to indicate parenthesis.
- To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
- To begin to use conjunctions, adverbs and prepositions to show time, place and cause.
- To use subordinate clauses.
- To use 'a' or 'an' correctly most of the time.

				To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class Spring 2 Writing	Talk For Writing (2 week units): Narrative – powerful settings Explanations Poetry – Nonsense poems	Grammar Masters: Subject verb agreement Prepositions Expanded noun phrases Pronouns	Year 4-5 curriculum	Year 4-5 curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. By the end of Year Five to spell many complex homophones correctly. By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list. By the end of Year 5, to convert nouns or adjectives into verbs using suffixes. Handwriting: To consistently use a neat, joined handwriting style. By the end of Year 5, to write legibly, fluently and with increasing speed. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. By the end of Year Five, to use dialogue to convey a character and advance the action with increasing
			 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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. 	onfidence. By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
			Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials	Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading. To maintain the correct tense (including present perfect tense) throughout a piece of writing.

			 learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	 To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. By the end of Year Five: To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To use brackets, dashes or commas to begin to indicate parenthesis. To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'il did' rather than 'I done'.
Sycamore Class Summer 1 Writing	Talk For Writing (2 week units): Narrative — fantasy story Recount Report	Grammar Masters: Proper nouns Adverbs Inverted commas Conjunctions A or an Brackets	Year 4-5 curriculum Writing Transcription: Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition: Pupils should be taught to: plan their writing by:	Year 4-5 curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. By the end of Year Five to spell many complex homophones correctly. By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list. By the end of Year 5, to convert nouns or adjectives into verbs using suffixes. Handwriting: To consistently use a neat, joined handwriting style. By the end of Year 5, to write legibly, fluently and with increasing speed. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

	<u>Writir</u> Pupil

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - o in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - 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.

Writing: Vocabulary, grammar and punctuation:

upils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - 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 in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - o using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

- To write narratives with a clear beginning, middle and end with a coherent plot.
- To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To begin to organise their writing into paragraphs around a theme.
- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.
- By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.
- By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

Writing: Vocabulary, grammar and punctuation:

- To make deliberate ambitious word choices to add detail.
- To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To use all the necessary punctuation in direct speech mostly accurately.
- To use apostrophes for singular and plural possession with increasing confidence.

By the end of Year Five:

- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
- To use brackets, dashes or commas to begin to indicate parenthesis.
- To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.

Sycamore Class Summer 2 Writing	Talk For Writing (2 week units): Narrative — adventure story Newspaper report Instructions	Grammar Masters: Exclamation marks Simple, compound, complex Co-ordination Subordination Question marks Reassess and identify gaps	Year 4-5 curriculum Writing Transcription:	To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'. Year 4-5 curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell all of the Year 3 and 4 statutory spelling words correctly. By the end of Year Five to spell many complex homophones correctly. By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list. By the end of Year 5, to convert nouns or adjectives into verbs using suffixes. Handwriting: To consistently use a neat, joined handwriting style. By the end of Year 5, to write legibly, fluently and with increasing speed. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme.
			Pupils should be taught to: • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	 To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence. By the end of Year Five, to select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
			Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • 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 in contrast to the past tense	Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.

			choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	 By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. By the end of Year Five: To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To use brackets, dashes or commas to begin to indicate parenthesis. To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use Standard English verb inflections accurately, e.g.
Beech Class Autumn 1 Writing	Talk For Writing (2 week units): Narrative – Explanation texts Playscripts	Grammar Masters: Capital Letters (7) Full stops (8) Sentence structure (3) Question marks (6) Brackets (2) Parenthesis (4)	YEAR 6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	'we were' rather than 'we was', 'I did' rather than 'I done'. Year 6 Curriculum Writing Transcription: • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Handwriting: • Maintain legibility in joined handwriting when writing at speed. Writing Composition: • The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing): • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action Writing: Vocabulary, grammar and punctuation:

choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by:	 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation:	
Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	

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		Grammar Masters:		
	WGGR UIIIG).	Inverted commas (1)		
Beech Class Autumn 2 Writing	Talk For Writing (2 week units): Narrative suspense Recount – diary entry Poetry	Grammar Masters: Inverted commas (1) Exclamation marks (5) Nouns (12) Pronouns (22) Adjectives (29) Verbs (30)	YEAR 6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Year 6 Curriculum Writing Transcription: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
			and to guide the reader [for example, headings, bullet points, underlining]	

		develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Beech Class Spring 1 Writing - Explanation text - Persuasive letter - Poetry	Grammar Masters: Modal verbs (13) Tenses – present perfect (24) Formal and informal (33) Colons (11) Semi-colons (18) Commas for clarifying meaning (32)	YEAR 6 Curriculum Writing Transcription: - apply spelling rules and guidance, as listed in English appendix 1 - Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. Handwriting and presentation	Writing Transcription: spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Handwriting: Maintain legibility in joined handwriting when writing at speed. Writing Composition: The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing): in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

			in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: evelop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammar foul accurately and appropriately in discussing their writing and reading.	
Beech Class Spring 2 Writing	Talk For Writing (2 week units): Narrative – classic fiction Biographies First person action story	Grammar Masters: Contractions (14) Possession (23) Subordination (15) Co-ordination (16) Verb tenses (19) Subject verb agreement (27)	YEAR 6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Year 6 Curriculum Writing Transcription:

use a thesaurus.
Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.
Writing Composition: Pupils should be taught to: • plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors
Writing: Vocabulary, grammar and punctuation:
Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause

using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose,

using commas to clarify meaning or avoid ambiguity in writing

that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

using hyphens to avoid ambiguity

in a diary; direct address in instructions and persuasive writing):

- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action

Writing: Vocabulary, grammar and punctuation:

- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

			using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Beech Class Summer 1 Writing	Talk For Writing (2 week units): Newspaper Narrative Historical fiction narrative	Grammar Masters: Morphology (9) Active passive (31) Determiners (26) Clauses and phrases (25)	YEAR 6 Curriculum Writing Transcription:	Year 6 Curriculum Writing Transcription: • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Handwriting: • Maintain legibility in joined handwriting when writing at speed. Writing Composition: • The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing): • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action Writing: Vocabulary, grammar and punctuation: • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

			ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Beech Class Summer 2 Writing	Talk For Writing (2 week units): Balanced arguments Narrative – horro Autobiography	Prepositions (21) Hyphens (17) Expanded noun phrases (28) Reassess and identify gaps	YEAR 6 Curriculum Writing Transcription:	Year 6 Curriculum Writing Transcription:

 where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	

YEAR D (2025-2026)

Subject - WRITING LEARNING SEQUENCE

• EHCP & SEND Support refer to IEPs for the individual children.

- Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
 - · Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

EYFS Personal, Social and **Emotional Development**

- Show an understanding of their own feelings and those of others
- Give focused attention to what the teacher says. responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Show sensitivity to their own and to others' needs

Communication and Language

- Listen attentively and respond to what they hear with relevant questions during whole class discussions.
- Participate in discussions. offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences
- Learn new vocabulary
- Articulate their thoughts into well formed sentences
- Describe some events in detail Engage in storytimes

Grammar Masters:

Finger spaces (1.1)

Joining words and

sentences using 'and'

Capital Letters (1.4)

Question marks (1.6)

Full stops (1.5)

What is a sentence (1.3)

Personal Development

Year 1-2 curriculum

Writing Transcription:

Pupils should be taught to:

spell:

· Hold a pencil effectively using the tripod grip

Develop the foundations of a handwriting style which is fast, accurate

Literacy

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Form lower-case and capital letters accurately
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check

Understanding the World

 Compare and contrast characters from stories, including figures from the past.

Expressive Arts and Design

· Develop storylines in their pretend play

	Learning
Maple	Talk For Writing (2
Class	week units):
Autumn 1	·

Year Group Rationale for Unit of

Writing Narrative traditional tales

- (retell) Non-chronological reports - Fact files
- Fables

- and efficient
- Write some letters accurately
- that it makes sense.

Skills/Processes **Essential Knowledge**

Year 1 - 2 curriculum

Writing Transcription:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts
- spelling many KS1 common exception words and days of the week. (From English Appendix 1).
- Use s and es to form regular plurals correctly.
- To use the prefix un
- To add the suffixes -ing, -ed, -er and -est to root words with not change to the root word.

writing capital letters and digits of the correct size,

orientation and relationship to one another and to lower-

using spacing between words that reflects the size of the

add prefixes and suffixes:

Key Content from National Curriculum

Year one pupils should be taught:

using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

using letter names to distinguish between alternative spellings of the

words containing each of the 40+ phonemes already taught

using the prefix un-

name the letters of the alphabet:

same sound

common exception words

the days of the week

- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1

naming the letters of the alphabet in order

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing Composition:

letters

Handwriting:

- Write simple sentences.
- Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.
- Write about real events, recording these simply and clearly
- To reread their writing to check it makes sense.
- Use some features of different text types.

Handwriting:

Pupils should be taught to:

- 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' (i.e. letters that are formed in similar ways) and to practise these.

Writing: Vocabulary, grammar and punctuation:

- Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation
- Using present and past tense mostly correctly and consistently.

Writing Composition: Pupils should be taught to: • write sentences by: ○ saying out loud what they are going to write about ○ composing a sentence orally before writing it ○ sequencing sentences to form short narratives ○ re-reading what they have written to check that it makes sense ○ discuss what they have written with the teacher or other pupils ○ read aloud their writing clearly enough to be heard by their peers and the teacher	 Use adjectives to describe Using co-ordination (and). By the end of Year Two using co-ordination (but, and, or) By the end of Year Two using some subordination (when / if / that / because).
Writing: Vocabulary, grammar and punctuation:	
Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'l' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing.	
Year two pupils should be taught: Writing Transcription: Spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including —ment, —ness, —ful, —less, —ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	
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	
Writing Composition: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary	

		encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2	
Maple Class Autumn 2 Writing - Instructions Narrative – traditional tales new perspective Recount	Exclamation Marks (1.7) Proper Nouns (1.8) Personal Pronoun 'I' (1.9) Regular plural nouns ending in suffixes (1.10) Suffixes (1.11)	Year one pupils should be taught: Writing Transcription: Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding—s or—es as the plural marker for nouns and the third person singular marker for verbs using the prefix un— using ing,—ed,—er and—est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Handwriting: Pupils should be taught to: 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 digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Writing Composition: Pupils should be taught to: write sentences by:	Writing Transcription: segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words and days of the week. (From English Appendix 1). Use s and es to form regular plurals correctly. To use the prefix un To add the suffixes –ing, -ed, -er and –est to root words with not change to the root word. Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write aimple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly To reread their writing to check it makes sense. Use some features of different text types. Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks. Using present and past tense mostly correctly and consistently. Use adjectives to describe Using co-ordination (and). By the end of Year Two using co-ordination (but, and, or)

 saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher 	By the end of Year Two using some subordination (when / if / that / because).
Writing: Vocabulary, grammar and punctuation:	
Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.	
Year two pupils should be taught: Writing Transcription: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including —ment, —ness, —ful, —less, —ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	
Handwriting:	
Writing Composition: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils	

		rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2	
Maple Class Spring 1 Writing Persuasive writing Recount – personal experience Poetry – rhyming/riddles	Grammar Masters: Adding prefix 'un' (1.12)Capital Letters & Full Stops (2.1) Simple and Complex Sentences (2.2) Question Marks (2.3) Exclamation Marks (2.4) Common and Proper Nouns (2.5)	Year 1-2 curriculum Year one pupils should be taught: Writing Transcription: Pupils should be taught to: • spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding ─s or ─es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un─ • using ─ing, ─ed, ─er and ─est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Handwriting: Pupils should be taught to: • 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' (i.e. letters that are formed in similar ways) and to practise these. Writing Composition: Pupils should be taught to: • write sentences by: • saying out loud what they are going to write about • composing a sentence to form short narratives	Writing Transcription: ■ segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others ■ spelling many KS1 common exception words and days of the week. (From English Appendix 1). ■ Use s and es to form regular plurals correctly. ■ To use the prefix un ■ To add the suffixes —ing, -ed, -er and —est to root words with not change to the root word. Handwriting: ■ writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ■ using spacing between words that reflects the size of the letters Writing Composition: ■ Write simple sentences. ■ Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. ■ Write about real events, recording these simply and clearly ■ To reread their writing to check it makes sense. ■ Use some features of different text types. Writing: Vocabulary, grammar and punctuation: ■ Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks. ■ Using present and past tense mostly correctly and consistently. ■ Use adjectives to describe ■ Using co-ordination (and). ■ By the end of Year Two using co-ordination (but, and, or) By the end of Year Two using some subordination (when / if / that / because).

- re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark o using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. Year two pupils should be taught: Writing Transcription: Spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting:
 - 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

Writing Composition:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

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Maple	Talk For Writing (2 week units):	Grammar Masters:	read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 Year 1-2 curriculum	Year 1 – 2 curriculum
Class Spring 2	week units).	 Suffixes (2.6) 	Year one pupils should be taught:	Writing Transcription:
Spring 2 Writing	Newspaper reports Narrative – detective story Diary entry	Suffixes (2.6) Commas in Lists (2.7) Contractions (2.8) Possession (2.9) Statements (2.10) Questions (2.11)	Year one pupils should be taught: Writing Transcription: Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order same sound add prefixes and suffixes: suing the spelling rule for adding—s or—es as the plural marker for nouns and the third person singular marker for verbs using the prefix un— using—ing,—ed,—er and—est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest) apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Handwriting: Pupils should be taught to: 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' (i.e. letters that are formed in similar ways) and to practise these. Writing Composition: Pupils should be taught to: saying out loud what they are going to write about composing a sentence or ally before writing it sequencing sentences to form short narratives composing a sentence or or ally before writing it re-reading what they have written with the teacher or other pupils	Writing Transcription: segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words and days of the week. (From English Appendix 1). Use s and es to form regular plurals correctly. To use the prefix un To add the suffixes -ing, -ed, -er and -est to root words with not change to the root word. Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write simple sentences. Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly To reread their writing to check it makes sense. Use some features of different text types. Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks. Using present and past tense mostly correctly and consistently. Use adjectives to describe Using co-ordination (and). By the end of Year Two using co-ordination (but, and, or) By the end of Year Two using some subordination (when / if / that / because).
			 read aloud their writing clearly enough to be heard by their peers and the teacher 	

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'l'
 - o learning the grammar for year 1 in English Appendix 2
 - use the grammatical terminology in English Appendix 2 in discussing their writing.

Year two pupils should be taught:

Writing Transcription:

- Spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting:

- 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

Writing Composition:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Class Summer 1	Falk For Writing (2 veek units): Recount Narrative - creation myths Explanation texts	Grammar Masters: • Exclamations (2.12) • Commands (2.13) • Expanded Noun Phrases (2.14) • Present Tense (2.15) • Adverbs (2.16)	Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify (for example, the blue butterfly) Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 Year 1-2 curriculum Year one pupils should be taught: Writing Transcription: Pupils should be taught to: spell: mare the letters of the alphabet: name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding —s or —es as the plural marker for nouns and the third person singular marker for verbs using the prefix un— using ing, —q, —q, —and —est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest) apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Handwriting: Pupils should be taught to: 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 digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Writing Composition: Pupils should be taught to: saying out loud what they are going to write about composing a sentence or large fore writing it sequencing sentences to form short narratives re-rea	Year 1 – 2 curriculum Writing Transcription: • segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spelling many KS1 common exception words and days of the week. (From English Appendix 1). • Use s and es to form regular plurals correctly. • To use the prefix un • To add the suffixes –ing, -ed, -er and –est to root words with not change to the root word. Handwriting: • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • using spacing between words that reflects the size of the letters Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. • Write about real events, recording these simply and clearly • To reread their writing to check it makes sense. • Use some features of different text types. Writing: Vocabulary, grammar and punctuation: • Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks. • Using present and past tense mostly correctly and consistently. • Use adjectives to describe • Using co-ordination (and). • By the end of Year Two using co-ordination (but, and, or) By the end of Year Two using some subordination (when / if / that / because).

Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing Year two pupils should be taught: Writing Transcription: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including -ment. -ness. -ful. -less. -lv apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: 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

Writing Composition:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saving out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning

Sassumer 2 Notified Potty—Take One point a subset (2.20) Note that the context of the plants and content to the supplied of the context of the supplied of	Maple	Talk For Writing (2	Grammar Masters:	Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 Year 1-2 curriculum	Year 1 – 2 curriculum
	Summer 2	Narrative – rhyming stories Poetry – Take one poet Narrative –	Subordination (2.18)Coordination (2.19)	Writing Transcription: Pupils should be taught to: Spell:	 segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words and days of the week. (From English Appendix 1). Use s and es to form regular plurals correctly. To use the prefix un To add the suffixes –ing, -ed, -er and –est to root words with not change to the root word. Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly To reread their writing to check it makes sense. Use some features of different text types. Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks. Using present and past tense mostly correctly and consistently. Use adjectives to describe Using co-ordination (and). By the end of Year Two using co-ordination (but, and, or) By the end of Year Two using some subordination (when / if / that /

- develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. Year two pupils should be taught: Writing Transcription: Spell by: · segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words • learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including -ment. -ness. -ful. -less. -lv apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: 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 Writing Composition: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing for different purposes
 - consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
 - make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
 - read aloud what they have written with appropriate intonation to make the meaning clear

Writing: Vocabulary, grammar and punctuation:

 Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

			 Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	
			The grammar for year 2	
Sycamore	Talk For Writing (2	Grammar Masters:	Year 3-4 Curriculum	Year 3-4 Curriculum
Sycamore Class Autumn 1 Writing	Talk For Writing (2 week units): Narrative – warning story Poetry Non-chronological report	Grammar Masters: Full stops (9) Verb tenses Sentences (11) Conjunctions (1) Verbs (31) Capital letters (10)	Year 3-4 Curriculum Writing Transcription: Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Year 3-4 Curriculum Writing Transcription:
			Writing Composition: Pupils should be taught to: • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience.
			organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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. Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: evaluate and edit by: evaluate and edit by: develop their understanding of the concepts set out in English Appendix 2 by: 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 in contrast to the past tense	Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

Sentences with different forms: statement, question, exclamation, command

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			choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	 To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore	Talk For Writing (2	Grammar Masters:	Year 3-4 Curriculum	Year 3-4 Curriculum
Class Autumn 2 Writing	week units): Narrative – myths and legends Persuasive writing Narrative – twisted tradition tales	Questions statements & commands (12) Consonants and vowels (19) Commas in lists (13) Commas between two adjectives (14) Common nouns (25) Proper nouns (26)	Writing Transcription: Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation	To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. Handwriting: To consistently use a neat, joined handwriting style.
			Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition: Pupils should be taught to: • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme	Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genrespecific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. Writing: Vocabulary, grammar and punctuation:
			in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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.	To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately.

			Writing: Vocabulary, grammar and punctuation:	To use apostrophes for singular and plural possession with
			Pupils should be taught to:	increasing confidence.
			develop their understanding of the concepts set out in English Appendix 2 by:	 To expand noun phrases regularly with the addition of
			o extending the range of sentences with more than one clause by using a	modifying adjectives and prepositional phrases, e.g. the
			wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense	strict teacher with curly hair.
			 using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and 	To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
			to avoid repetition	To use fronted adverbials, e.g. As quick as a flash, Last
			 using conjunctions, adverbs and prepositions to express time and 	weekend; usually demarcated with commas.
			cause	To begin to use conjunctions, adverbs and prepositions to
			 using fronted adverbials 	show time, place and cause.
			 learning the grammar for years 3 and 4 in English Appendix 2 	To use subordinate clauses.
			indicate grammatical and other features by:	To use 'a' or 'an' correctly most of the time.
			o using commas after fronted adverbials	 To use Standard English verb inflections accurately, e.g.
			 indicating possession by using the possessive apostrophe with plural nouns 	'we were' rather than 'we was', 'I did' rather than 'I done'.
			o using and punctuating direct speech	
			o use and understand the grammatical terminology in English Appendix 2	
			accurately and appropriately when discussing their writing and reading	
Sycamore	Talk For Writing (2	Grammar Masters:	Year 3-4 Curriculum	Year 3-4 Curriculum
Class	week units):		Writing Transcription:	Writing Transcription:
Spring 1		Present perfect tense	Pupils should be taught to:	To spell all words with prefixes correctly, e.g. irrelevant,
Writing	Playscripts	(23)	apply spelling rules and guidance, as listed in English appendix 1	autograph, incorrect,
	Biography	Progressive tense (24)	use further prefixes and suffixes and understand how to add them	disobey, superstar, antisocial. To apply all years and suffice a paragraphs. To apply all years are sufficed as a second like and the suffice as a second like
	 Poetry – list poems 	Possession (17) Ossession (10)	spell further homophones spell words that are often misspelt	To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
	poems	Contractions (18)Adjectives (21)	 spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for 	To spell homophones correctly, e.g. which and witch.
		Fronted adverbials (15)	example, girls', boys'] and in words with irregular plurals [for example, children's]	To spell all of the Year 3 and 4 statutory spelling words
		1 Torried adverbiais (13)	use the first two or three letters of a word to check its spelling in a dictionary	correctly.
			write from memory simple sentences, dictated by the teacher, that include words	,
			and punctuation taught so far.	Handwriting:
				 To consistently use a neat, joined handwriting style.
			Handwriting and presentation	
			Pupils should be taught to:	Writing Composition
			 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	Writing Composition: To write a range of narratives and non-fiction pieces using
			increase the legibility, consistency and quality of their handwriting [for example, by	a consistent and appropriate structure (including genre-
			ensuring that the down strokes of letters are parallel and equidistant; that lines of	specific layout devices).
			writing are spaced sufficiently so that the ascenders and descenders of letters do	To write narratives with a clear beginning, middle and end
			not touch].	with a coherent plot.
				To create more detailed settings, characters and plot in
			Writing Composition:	narratives to engage the reader.
			Pupils should be taught to:	To consistently organise their writing into paragraphs
			plan their writing by: Plan their writing by:	around a theme.
			 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and 	To begin to organise their writing into paragraphs around a theme.
			grammar	To begin to use ideas from own reading and modelled
			o discussing and recording ideas	examples to plan their writing.
			draft and write by:	To demonstrate an increasing understanding of purpose
			 composing and rehearsing sentences orally (including dialogue), 	and audience.
			progressively building a varied and rich vocabulary and an increasing	
			range of sentence structures (English Appendix 2)	
			o organising paragraphs around a theme	Writing: Vocabulary, grammar and punctuation:
			 in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for 	To make deliberate ambitions would be increased and 1, 1, 1, 2
			example, headings and sub-headings]	To make deliberate ambitious word choices to add detail. To proof road confidently and amond their away and others'.
			evaluate and edit by:	 To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition,
			assessing the effectiveness of their own and others' writing and	recognising where verbs and subjects do not agree or
			suggesting improvements	lapses in tense.
	•	•		· · · · · · · · · · · · · · · · · · ·

Quantum Tally Far Westings (c)		o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences o proof-read for spelling and punctuation errors 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. Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	 To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and causes. To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'i did' rather than 'I done'.
Sycamore Class Spring 2 Writing Narrative — powerful settings Explanations Poetry — Nonsense poems	Grammar Masters: Subject verb agreement Prepositions Expanded noun phrases Pronouns	Year 3-4 Curriculum Writing Transcription:	Year 3-4 Curriculum Writing Transcription:

		I		
			in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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. Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2	 To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use Subordinate clauses. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore	Talk For Writing (2	Grammar Masters:	accurately and appropriately when discussing their writing and reading Year 3-4 Curriculum	Year 3-4 Curriculum
Class Summer 1 Writing	week units): Narrative – fantasy story Recount Report	 Proper nouns Adverbs Inverted commas Conjunctions A or an Brackets 	Writing Transcription: Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and	Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. Writing: To consistently use a neat, joined handwriting style. Writing Composition: To write a range of payretines and see fiction pieces using
			understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition: Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	 To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genrespecific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme.

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			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 of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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. Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2	 To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class Summer 2 Writing	Talk For Writing (2 week units): Narrative – adventure story Newspaper report Instructions	Exclamation marks Simple, compound, complex Co-ordination Subordination Question marks Reassess and identify gaps	Year 3-4 Curriculum Writing Transcription: Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Year 3-4 Curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. Handwriting: To consistently use a neat, joined handwriting style. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genrespecific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot.

				Writing Composition:	To create more detailed settings, characters and plot in
				Pupils should be taught to:	narratives to engage the reader.
				plan their writing by:	To consistently organise their writing into paragraphs
				 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and 	around a theme.
				grammar	To begin to organise their writing into paragraphs around a theme.
				o discussing and recording ideas	To begin to use ideas from own reading and modelled
				draft and write by:	examples to plan their writing.
				 composing and rehearsing sentences orally (including dialogue), 	To demonstrate an increasing understanding of purpose
				progressively building a varied and rich vocabulary and an increasing	and audience.
				range of sentence structures (English Appendix 2)	
				 organising paragraphs around a theme in narratives, creating settings, characters and plot 	Marking Variation
				o in non-narrative material, using simple organisational devices [for	Writing: Vocabulary, grammar and punctuation:
				example, headings and sub-headings]	To make deliberate ambitious word choices to add detail.
				evaluate and edit by:	To proof read confidently and amend their own and others'
				 assessing the effectiveness of their own and others' writing and 	writing, e.g. adding in nouns/pronouns to avoid repetition,
				suggesting improvements	recognising where verbs and subjects do not agree or
				o proposing changes to grammar and vocabulary to improve consistency,	lapses in tense.
				including the accurate use of pronouns in sentences o proof-read for spelling and punctuation errors	To maintain the correct tense (including present perfect tense) throughout a piece of writing.
				o read aloud their own writing, to a group or the whole class, using	tense) throughout a piece of writing. To use the full range of punctuation from previous year
				appropriate intonation and controlling the tone and volume so that the	groups.
				meaning is clear.	To use all the necessary punctuation in direct speech
				Marking Name of the second of	mostly accurately.
				Writing: Vocabulary, grammar and punctuation: Pupils should be taught to:	To use apostrophes for singular and plural possession with
				develop their understanding of the concepts set out in English Appendix 2 by:	increasing confidence.
				extending the range of sentences with more than one clause by using a	To expand noun phrases regularly with the addition of madifying adjusting and propositional phrases, a.g. the
				wider range of conjunctions, including when, if, because, although	modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
				 using the present perfect form of verbs in contrast to the past tense 	To regularly choose nouns or pronouns appropriately to
				o choosing nouns or pronouns appropriately for clarity and cohesion and	aid cohesion and avoid repetition, e.g. he, she, they, it.
				to avoid repetition using conjunctions, adverbs and prepositions to express time and	To use fronted adverbials, e.g. As quick as a flash, Last
				cause	weekend; usually demarcated with commas.
				o using fronted adverbials	To begin to use conjunctions, adverbs and prepositions to
				 learning the grammar for years 3 and 4 in English Appendix 2 	show time, place and cause. To use subordinate clauses.
				indicate grammatical and other features by:	To use subordinate clauses. To use 'a' or 'an' correctly most of the time.
				o using commas after fronted adverbials	To use Standard English verb inflections accurately, e.g.
				 indicating possession by using the possessive apostrophe with plural nouns 	'we were' rather than 'we was', 'I did' rather than 'I done'.
				using and punctuating direct speech	
				 use and understand the grammatical terminology in English Appendix 2 	
L				accurately and appropriately when discussing their writing and reading	
	Beech Class	Talk For Writing (2	Grammar Masters:	Year 5-6 Curriculum Writing Transportation:	Year 5-6 Curriculum Writing Transprintion:
	<u>Class</u> Autumn 1	week units):	Capital Letters (7)	Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1	Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate,
	Writing	Narrative –	Capital Letters (7) Full stops (8)	apply spelling rules and guidance, as listed in <u>English appendix 1</u> Pupils should be taught to: use further prefixes and suffixes and understand the	overturn, misconduct, etc.
-		Explanation texts	Sentence structure (3)	guidance for adding them	To convert nouns or adjectives into verbs using suffixes,
		 Playscripts 	Question marks (6)	spell some words with 'silent' letters [for example, knight, psalm, solemn]	e.g. designate, classify, criticise, etc.
			Brackets (2)	continue to distinguish between homophones and other words which are often	To spell many complex homophones correctly, e.g.
			 Parenthesis (4) 	confused	affect/effect, practice/practise, etc.
				use knowledge of morphology and etymology in spelling and understand that the spelling of some yeards people to be league a positive like as listed in English	spell correctly most words from the year 5 / year 6 spelling list, and year a distingery to check the applling of
				spelling of some words needs to be learnt specifically, as listed in English Appendix 1	list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
				use dictionaries to check the spelling and meaning of words	anosminor of more ambilious vocabulary.
				use the first three or four letters of a word to check spelling, meaning or both of	Handwriting:
				these in a dictionary	Maintain legibility in joined handwriting when writing at
				use a thesaurus.	speed.
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Handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proof-read for spelling and punctuation errors

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - o learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis

Writing Composition:

- To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.
- To describe settings, characters and atmosphere to consciously engage the reader.
- integrate dialogue in narratives to convey character and advance the action.
- To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- To create paragraphs that are usually suitably linked.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

Writing: Vocabulary, grammar and punctuation:

- select vocabulary and grammatical structures that reflect
 what the writing requires, doing this mostly appropriately
 (e.g. using contracted forms in dialogues in narrative;
 using passive verbs to affect how information is presented;
 using modal verbs to suggest degrees of possibility).
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- use verb tenses consistently and correctly throughout their writing.
- use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.
- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).

To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

			 using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	
Beech Class Autumn 2 Writing	Talk For Writing (2 week units): Narrative suspense Recount – diary entry Poetry	Grammar Masters: Inverted commas (1) Exclamation marks (5) Nouns (12) Pronouns (22) Adjectives (29) Verbs (30)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 apply should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation	Year 5-6 Curriculum Writing Transcription:
			where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: sassessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing	their own and others' writing and make necessary corrections and improvements. Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

			ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Beech Class Spring 1 Writing	Talk For Writing (2 week units): Explanation text Persuasive letter Poetry	Modal verbs (13) Tenses – present perfect (24) Formal and informal (33) Colons (11) Semi-colons (18) Commas for clarifying meaning (32)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: plan their writing by: dentifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Year 5-6 Curriculum Writing Transcription:

			onoting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and werb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writting using hybhens to avoid ambiguity using relative cl	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements. Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
Beech Class	Talk For Writing (2 week units):	Grammar Masters:	Year 5-6 Curriculum Writing Transcription:	Year 5-6 Curriculum Writing Transcription:
Spring 2	,	Contractions (14)	apply spelling rules and guidance, as listed in English appendix 1	To spell many verb prefixes correctly, e.g. deactivate,
Writing	 Narrative – 	 Possession (23) 	 Pupils should be taught to: use further prefixes and suffixes and understand the 	overturn, misconduct, etc.
	alamata Bada			
	classic fiction	 Subordination (15) 	guidance for adding them	 To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.

First porson - Varb tans	on (10)	To appli many complex homophones correctly a m
 First person action story Verb tens Subject v (27) 	confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed.
	Handwriting and presentation Pupils should be taught to: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
	draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of	Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
	writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause	To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

		 using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	
Beech Class Summer 1 Writing Talk For Writing (2 week units): Newspaper Narrative Historical fictinarrative	Morphology (9)Active passive (31)Determiners (26)	Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to:	Year 5-6 Curriculum Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed. Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements. Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

		using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
Talk For Writing (2 week units): Balanced arguments Narrative – horror Autobiography	Prepositions (21) Hyphens (17) Expanded noun phrases (28) Reassess and identify gaps	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by:	Year 5-6 Curriculum Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed. Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.

choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: sasessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring the consistent and correct use of tense throughout a piece of writing ensuring the consistent and correct use of tense throughout a piece of writing consistent and consistent and consistent and consistent of the concepts set on the proportial register prooferead for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using passive verbs	To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements. Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g., conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

 use and understand the grammatical terminology in English Append accurately and appropriately in discussing their writing and reading. 	2
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YEAR E (2026-2027)

Subject - WRITING LEARNING SEQUENCE

• EHCP & SEND Support refer to IEPs for the individual children. Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria. • Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson. EYFS Personal, Social and Communication and Language Personal Development Literacy Understanding the World Expressive Arts and **Emotional Development** Listen attentively and respond to what they Hold a pencil effectively – Use some of their print and letter knowledge in their early · Compare and contrast Design Show an understanding of their writing. For example: writing a pretend shopping list that hear with relevant questions during whole using the tripod grip characters from Develop storylines in own feelings and those of Develop the foundations starts at the top of the page; writing 'm' for mummy. their pretend play class discussions. stories, including others Participate in discussions, offering their of a handwriting style Write some or all of their name. figures from the past. Give focused attention to what own ideas, using recently introduced which is fast, accurate and · Write some letters accurately the teacher says, responding vocabulary. efficient.. Form lower-case and capital letters accurately appropriately even when Express their ideas and feelings about · Write short sentences with words with known sound-letter engaged in activity, and show their experiences using full sentences correspondences using a capital letter and full stop. an ability to follow instructions · Re-read what they have written to check that it makes Learn new vocabulary Articulate their thoughts into well formed involving several ideas or actions. sentences Show sensitivity to their own Describe some events in detail and to others' needs Engage in storytimes Year Group Rationale for Unit of **Key Content from National Curriculum** Skills/Processes **Essential Knowledge** Learning Talk For Writing (2 Writing Transcription: Writing Transcription: Maple **Grammar Masters:** Class week units): Spell by: segmenting spoken words into phonemes and • Finger spaces (1.1) representing these by graphemes, spelling many of Autumn 1 • segmenting spoken words into phonemes and representing these by these words correctly and making phonically-plausible Writing Narrative – Joining words and graphemes, spelling many correctly traditional tales sentences using 'and' (1.2) • learning new ways of spelling phonemes for which 1 or more spellings are attempts at others spelling many KS1 common exception words (retell) • What is a sentence (1.3) already known, and learn some words with each spelling, including a few Non-chronological • Capital Letters (1.4) common homophones reports - Fact files Full stops (1.5) learning to spell common exception words Handwriting: Fables writing capital letters and digits of the correct size, Question marks (1.6) learning to spell more words with contracted forms orientation and relationship to one another and to lowerlearning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones using spacing between words that reflects the size of the add suffixes to spell longer words including -ment, -ness, -ful, -less, -lv letters apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words Writing Composition: using the GPCs, common exception words and punctuation taught so far Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion Handwriting: with the teacher. form lower-case letters of the correct size relative to one another Write about real events, recording these simply and 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 Writing: Vocabulary, grammar and punctuation: another and to lower-case letters Demarcating most sentences with: capital letters and full use spacing between words that reflects the size of the letters stops and with use of: question marks. Using present and past tense mostly correctly and Writing Composition: consistently. develop positive attitudes towards and stamina for writing by: Using co-ordination (or / and / but).

Maple Class Autumn 2 week units):	### Internation ### Internat	Writing Transcription: segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).

Maple Class Spring 1 Writing	Talk For Writing (2 week units): Persuasive writing Recount – personal experience Poetry – rhyming/riddles	Grammar Masters: Adding prefix 'un' (1.12)Capital Letters & Full Stops (2.1) Simple and Complex Sentences (2.2) Question Marks (2.3) Exclamation Marks (2.4) Common and Proper Nouns (2.5)	writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] Present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Writing Transcription: Spell by: **Sepent of the sent of the sen	Writing Transcription: • segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spelling many KS1 common exception words Handwriting: • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • using spacing between words that reflects the size of the letters Writing Composition: • Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. • Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: • Demarcating most sentences with: capital letters and full stops and with use of: question marks. • Using present and past tense mostly correctly and consistently. • Using co-ordination (or / and / but). • Using some subordination (when / if / that / because).
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 writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear Writing: Vocabulary, grammar and punctuation:
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			 Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 	
Maple Class Summer 2 Writing	Talk For Writing (2 week units): Narrative – rhyming stories Poetry – Take one poet Narrative – adventure story	Grammar Masters: Past Tense (2.17) Subordination (2.18) Coordination (2.19) Brackets (2.20)	Writing Transcription: Spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including −ment, −ness, −ful, −less, −ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: • 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 writing Composition: • develop positive attitudes towards and stamina for writing by: • writing about real events • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • pr	Writing Transcription: Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spelling many KS1 common exception words Handwriting: writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters Writing Composition: Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. Write about real events, recording these simply and clearly Writing: Vocabulary, grammar and punctuation: Demarcating most sentences with: capital letters and full stops and with use of: question marks. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but). Using some subordination (when / if / that / because).
Class Autumn 1	week units):	Full stops (9)	Writing Transcription: Pupils should be taught to:	Writing Transcription:

Writing

- Narrative warning
 - story
- Poetry
- Non-chronological report
- Verb tenses
- Sentences (11)
- Conjunctions (1)
- Verbs (31)
- Capital letters (10)

- apply spelling rules and guidance, as listed in English appendix 1
- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting and presentation

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - 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.

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - o using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - o learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns

- To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,
- disobey, superstar, antisocial.
- To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
- To spell homophones correctly, e.g. which and witch.
- To spell all of the Year 3 and 4 statutory spelling words correctly.

Handwriting:

To consistently use a neat, joined handwriting style.

Writing Composition:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To write narratives with a clear beginning, middle and end with a coherent plot.
- To create more detailed settings, characters and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To begin to organise their writing into paragraphs around a theme.
- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.

- To make deliberate ambitious word choices to add detail.
- To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To use all the necessary punctuation in direct speech mostly accurately.
- To use apostrophes for singular and plural possession with increasing confidence.
- To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
- To begin to use conjunctions, adverbs and prepositions to show time, place and cause.
- To use subordinate clauses.
- To use 'a' or 'an' correctly most of the time.
- To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.

			 using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	
Sycamore Class Autumn 2 Writing	Talk For Writing (2 week units): Narrative – myths and legends Persuasive writing Narrative – twisted tradition tales Proper nouns (26)	Grammar Masters: Questions statements & commands (12) Consonants and vowels (19) Commas in lists (13) Commas between two adjectives (14) Common nouns (25)	Year 3-4 Curriculum Writing Transcription: Pupils should be taught to:	Year 3-4 Curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. Handwriting: To consistently use a neat, joined handwriting style.
			Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition: Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Enclish Appendix 2)	Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience.
			organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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.	Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession
			Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose pours or propours appropriately to

using the present perfect form of verbs in contrast to the past tense

using conjunctions, adverbs and prepositions to express time and

to avoid repetition

cause

choosing nouns or pronouns appropriately for clarity and cohesion and

To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last

- weekend; usually demarcated with commas.
- To begin to use conjunctions, adverbs and prepositions to show time, place and cause.

			 using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	 To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class Spring 1 Writing	Talk For Writing (2 week units): Playscripts Biography Poetry – list poems	Grammar Masters: Present perfect tense (23) Progressive tense (24) Possession (17) Contractions (18) Adjectives (21) Fronted adverbials (15)		Year 3-4 Curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. Handwriting: To consistently use a neat, joined handwriting style. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately.
			Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by:	 To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.

				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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	 To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
F	Sycamore	Talk For Writing (2	Grammar Masters:	Year 3-4 Curriculum	Year 3-4 Curriculum
	Sycamore Class Spring 2 Writing	week units): Narrative – powerful settings Explanations Poetry – Nonsense poems	Subject verb agreement Prepositions Expanded noun phrases Pronouns	Writing Transcription: Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by	Writing Composition: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly.
				ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition: Pupils should be taught to: • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors	genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups

groups.

Sycamore Talk For Wri	ting (2 Grammar Masters:	o 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. Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	 To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use 'a' or 'an' correctly most of the time. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class Summer 1 Writing Narrative story Recount Report	Proper nouns	Writing Transcription: Pupils should be taught to: apply spelling rules and guidance, as listed in English appendix 1 use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition:	Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. Handwriting: To consistently use a neat, joined handwriting style. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. Writing: Vocabulary, grammar and punctuation: Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail.

		evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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. Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2	 To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Sycamore Class Summer 2 Writing Narrative — adventure story Newspaper report Instructions	Exclamation marks Simple, compound, complex Co-ordination Subordination Question marks Reassess and identify gaps	Year 3-4 Curriculum Writing Transcription: Pupils should be taught to: • apply spelling rules and guidance, as listed in English appendix 1 • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting and presentation Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Writing Composition: Pupils should be taught to: • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by:	Year 3-4 Curriculum Writing Transcription: To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. Handwriting: To consistently use a neat, joined handwriting style. Writing Composition: To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To begin to organise their writing into paragraphs around a theme. To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience.

			o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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. Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: 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 in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	 Writing: Vocabulary, grammar and punctuation: To make deliberate ambitious word choices to add detail. To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use subordinate clauses. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
Beech Class Autumn 1 Writing	Talk For Writing (2 week units): Narrative – Explanation texts Playscripts	Grammar Masters: Capital Letters (7) Full stops (8) Sentence structure (3) Question marks (6) Brackets (2) Parenthesis (4)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Writing Composition:	Year 5-6 Curriculum Writing Transcription:

		. ,	<u> </u>	Page 109 of 1
Class Autumn 2	week units):	Inverted commas (1)	Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1	Writing Transcription:
Beech Class	Talk For Writing (2	Grammar Masters:	Year 5-6 Curriculum	Year 5-6 Curriculum Writing Transcription:
			 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	
			 punctuating bullet points consistently 	
			independent clauses using a colon to introduce a list	
			 using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between 	
			 using hyphens to avoid ambiguity 	
			indicate grammatical and other features by:	
			that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2	
			 using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, 	
			using expanded noun phrases to convey complicated information concisely	
			sentence o using the perfect form of verbs to mark relationships of time and cause	
			speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a	
			 develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal 	
			Pupils should be taught to:	
			Writing: Vocabulary, grammar and punctuation:	possionity, e.g. surely, pernaps, stroute, might, etc.
			choosing the appropriate register o proof-read for spelling and punctuation errors	To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
			 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and 	To use relative clauses beginning with a relative pronot (who, which, where, when, whose, that).
			 ensuring the consistent and correct use of tense throughout a piece of writing 	To use commas to clarify meaning or to avoid ambiguit with increasing accuracy.
			 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	mostly correctly including brackets, dashes or commas to indicate parenthesis.
			evaluate and edit by: assessing the effectiveness of their own and others' writing	their writing. use the range of punctuation taught at Key Stage 2
			underlining]	synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout
			 using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, 	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns,
			 using a wide range of devices to build cohesion within and across paragraphs 	presented; using modal verbs to suggest degrees of possibility).
			integrating dialogue to convey character and advance the action précising longer passages	(e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is
			such choices can change and enhance meaning o in narratives, describing settings, characters and atmosphere and	select vocabulary and grammatical structures that reflet what the writing requires, doing this mostly appropriatel
			draft and write by:	Writing: Vocabulary, grammar and punctuation:
			performed	corrections and improvements.
			 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen 	To proofread their work and assess the effectiveness of their own and others' writing and make necessary
			noting and developing initial ideas, drawing on reading and research where necessary	bullet points, underlining, etc. To create paragraphs that are usually suitably linked.
			identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	To select and use organisational and presentational devices that are relevant to the text type, e.g. headings
			Pupils should be taught to: • plan their writing by:	 integrate dialogue in narratives to convey character and advance the action.

Writing Narrative suspense Exclamation marks (5) Recount – diary Nouns (12) Pronouns (22) entry Poetry Adjectives (29) Verbs (30)

- Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proof-read for spelling and punctuation errors

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

- To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
- To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
- To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Handwriting:

Maintain legibility in joined handwriting when writing at speed.

Writing Composition:

- To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.
- To describe settings, characters and atmosphere to consciously engage the reader.
- integrate dialogue in narratives to convey character and advance the action.
- To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- To create paragraphs that are usually suitably linked.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- use verb tenses consistently and correctly throughout their writing.
- use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.
- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

			using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Beech Class Spring 1 Writing	Talk For Writing (2 week units): Explanation text Persuasive letter Poetry	Modal verbs (13) Tenses – present perfect (24) Formal and informal (33) Colons (11) Semi-colons (18) Commas for clarifying meaning (32)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: plan their writing by: oidentifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary oin writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: oin seciting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning oin narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Vear 5-6 Curriculum Writing Transcription:

			using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation:	presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
			Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Beech Class Spring 2 Writing	Talk For Writing (2 week units): Narrative – classic fiction Biographies First person action story	Grammar Masters: Contractions (14) Possession (23) Subordination (15) Co-ordination (16) Verb tenses (19) Subject verb agreement (27)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation	Year 5-6 Curriculum Writing Transcription:

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing Composition:

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proof-read for spelling and punctuation errors

Writing: Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - o using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - o learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - o using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses

- To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.
- To describe settings, characters and atmosphere to consciously engage the reader.
- integrate dialogue in narratives to convey character and advance the action.
- To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- To create paragraphs that are usually suitably linked.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- use verb tenses consistently and correctly throughout their writing.
- use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.
- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

			 using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	
Beech Class Summer 1 Writing	Talk For Writing (2 week units): Newspaper Narrative Historical fiction – narrative	Grammar Masters: Morphology (9) Active passive (31) Determiners (26) Clauses and phrases (25)	Year 5-6 Curriculum Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	Year 5-6 Curriculum Writing Transcription:
			Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by:	Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
			draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by:	Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

			 proof-read for spelling and punctuation errors 	
			Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list	
Beech	Talk For Writing (2	Grammar Masters:	o punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. Year 5-6 Curriculum	Year 5-6 Curriculum
Class Summer 2 Writing	week units): Balanced arguments Narrative – horro Autobiography	Prepositions (21) Hyphens (17) Expanded noun phrases (28) Reassess and identify gaps	Writing Transcription: apply spelling rules and guidance, as listed in English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Writing Composition: Pupils should be taught to: plan their writing by: dentifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary	Writing Transcription: To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting: Maintain legibility in joined handwriting when writing at speed. Writing Composition: To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. integrate dialogue in narratives to convey character and advance the action. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To create paragraphs that are usually suitably linked. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Writing: Vocabulary, grammar and punctuation:	Writing: Vocabulary, grammar and punctuation: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	