



# Marlborough Primary Academy School – Writing Long Term Planning

## 2022 – 2023

### YEAR 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.

| <b>EYFS Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others</li> <li>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.</li> <li>Show sensitivity to their own and to others' needs</li> </ul> | <b>Communication and Language</b> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions during whole class discussions.</li> <li>Participate in discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Express their ideas and feelings about their experiences using full sentences</li> <li>Learn new vocabulary</li> <li>Articulate their thoughts into well formed sentences</li> <li>Describe some events in detail</li> <li>Engage in storytimes</li> </ul> | <b>Personal Development</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively – using the tripod grip</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient..</li> </ul>   | <b>Literacy</b> <ul style="list-style-type: none"> <li>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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately</li> <li>Form lower-case and capital letters accurately</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>   | <b>Understanding the World</b> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>  | <b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play</li> </ul> |
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| Year Group  | Talk for Writing Unit of Learning  | Grammar Masters Unit of Learning  | Key Content from National Curriculum  | Skills/Processes and Essential Knowledge   |  |
| <b>Maple Class</b><br><b>Autumn 1</b><br><b>Writing</b>   | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Narrative – traditional tales (retell)</li> <li>Non-chronological reports – Fact files</li> <li>Fables</li> </ul>   | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Finger spaces (1.1)</li> <li>Joining words and sentences using 'and' (1.2)</li> <li>What is a sentence (1.3)</li> <li>Capital Letters (1.4)</li> <li>Full stops (1.5)</li> <li>Question marks (1.6)</li> </ul> | <b>Year 2 curriculum</b><br><b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>Spell by:               <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <b>Writing Composition:</b> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> </ul> | <b>Year 2 Curriculum</b><br><b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <b>Writing Composition:</b> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <b>Writing: Vocabulary, grammar and punctuation:</b> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |  |

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|   |  |   | <ul style="list-style-type: none"> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Present and past tenses correctly and consistently, including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• The grammar for year 2</li> </ul>  |  |
| <b>Maple Class</b><br><b>Autumn 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Narrative – traditional tales new perspective</li> <li>• Recount</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Exclamation Marks (1.7)</li> <li>• Proper Nouns (1.8)</li> <li>• Personal Pronoun 'I' (1.9)</li> <li>• Regular plural nouns ending in suffixes (1.10)</li> <li>• Suffixes (1.11)</li> <li>•</li> </ul> | <p><u>Year 2 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• Spell by: <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> </ul> | <p><u>Year 2 Curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>• Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>• Using present and past tense mostly correctly and consistently.</li> <li>• Using co-ordination (or / and / but).</li> <li>• Using some subordination (when / if / that / because).</li> </ul> |

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|   |   |   | <ul style="list-style-type: none"> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul>   |  |
| <b>Maple Class</b><br><b>Spring 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Persuasive writing</li> <li>Recount – personal experience</li> <li>Poetry – rhyming/riddles</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Adding prefix 'un' (1.12)</li> <li>Capital Letters &amp; Full Stops (2.1)</li> <li>Simple and Complex Sentences (2.2)</li> <li>Question Marks (2.3)</li> <li>Exclamation Marks (2.4)</li> <li>Common and Proper Nouns (2.5)</li> </ul> | <p><u>Year 2 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> </ul> | <p><u>Year 2 Curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |

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| <b>Maple Class</b><br><b>Spring 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Newspaper reports</li> <li>Narrative – detective story</li> <li>Diary entry</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Suffixes (2.6)</li> <li>Commas in Lists (2.7)</li> <li>Contractions (2.8)</li> <li>Possession (2.9)</li> <li>Statements (2.10)</li> <li>Questions (2.11)</li> </ul> | <p><u>Year 2 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> | <p><u>Year 2 Curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |

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| <p><b>Maple Class</b><br/><b>Summer 1</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Recount</li> <li>Narrative - creation myths</li> <li>Explanation texts</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Exclamations (2.12)</li> <li>Commands (2.13)</li> <li>Expanded Noun Phrases (2.14)</li> <li>Present Tense (2.15)</li> <li>Adverbs (2.16)</li> </ul> | <p><u>Year 2 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul> | <p><u>Year 2 Curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |

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|   |  |   | <ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul>  |   |
| <b>Maple Class</b><br><b>Summer 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Narrative – rhyming stories</li> <li>Poetry – Take one poet</li> <li>Narrative – adventure story</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Past Tense (2.17)</li> <li>Subordination (2.18)</li> <li>Coordination (2.19)</li> <li>Brackets (2.20)</li> </ul> | <u>Year 2 curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>Spell by:               <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul> | <u>Year 2 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |

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| <p><b>Sycamore Class</b><br/><b>Autumn 1 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative – warning story</li> <li>Poetry</li> <li>Non-chronological report</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Full stops (9)</li> <li>Verb tenses</li> <li>Sentences (11)</li> <li>Conjunctions (1)</li> <li>Verbs (31)</li> <li>Capital letters (10)</li> </ul> | <p><b>Year 4 Curriculum</b><br/><b>Writing Transcription:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Handwriting and presentation</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul> <p><b>Writing Composition:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><b>Writing: Vocabulary, grammar and punctuation:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by:</li> </ul> | <p><b>Year 4 Curriculum</b><br/><b>Writing Transcription:</b></p> <ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><b>Writing: Vocabulary, grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>To make deliberate ambitious word choices to add detail.</li> <li>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.</li> <li>To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>To use the full range of punctuation from previous year groups.</li> <li>To use all the necessary punctuation in direct speech mostly accurately.</li> <li>To use apostrophes for singular and plural possession with increasing confidence.</li> <li>To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To use subordinate clauses.</li> <li>To use 'a' or 'an' correctly most of the time.</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>  | <ul style="list-style-type: none"> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul>  |
| <b>Sycamore Class</b><br><b>Autumn 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – myths and legends</li> <li>• Persuasive writing</li> <li>• Narrative – twisted tradition tales</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Questions statements &amp; commands (12)</li> <li>• Consonants and vowels (19)</li> <li>• Commas in lists (13)</li> <li>• Commas between two adjectives (14)</li> <li>• Common nouns (25)</li> <li>• Proper nouns (26)</li> </ul> | <u>Year 4 Curriculum</u><br><u>Writing Transcription:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul><br><u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>o discussing and recording ideas</li> </ul> </li> <li>• draft and write by:               <ul style="list-style-type: none"> <li>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)</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by:               <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>o proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>o extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>o using the present perfect form of verbs in contrast to the past tense</li> </ul> </li> </ul> | <u>Year 4 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> </ul> |

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|  |   |  | <ul style="list-style-type: none"> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul>  |
| <b>Sycamore Class</b><br><b>Spring 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Playscripts</li> <li>• Biography</li> <li>• Poetry – list poems</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Present perfect tense (23)</li> <li>• Progressive tense (24)</li> <li>• Possession (17)</li> <li>• Contractions (18)</li> <li>• Adjectives (21)</li> <li>• Fronted adverbials (15)</li> </ul> | <u>Year 4 Curriculum</u><br><u>Writing Transcription:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul><br><u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>o discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>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)</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>o proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> | <u>Year 4 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> </ul> |

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|   |   |  | <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>To use apostrophes for singular and plural possession with increasing confidence.</li> <li>To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To use subordinate clauses.</li> <li>To use 'a' or 'an' correctly most of the time.</li> <li>To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul>   |
| <p><b>Sycamore Class</b><br/><b>Spring 2</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative – powerful settings</li> <li>Explanations</li> <li>Poetry – Nonsense poems</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Subject verb agreement</li> <li>Prepositions</li> <li>Expanded noun phrases</li> <li>Pronouns</li> </ul> | <p><u>Year 4 Curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> </ul> | <p><u>Year 4 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>To make deliberate ambitious word choices to add detail.</li> <li>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.</li> </ul> |

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|  |   |  | <ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>To use the full range of punctuation from previous year groups.</li> <li>To use all the necessary punctuation in direct speech mostly accurately.</li> <li>To use apostrophes for singular and plural possession with increasing confidence.</li> <li>To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To use subordinate clauses.</li> <li>To use 'a' or 'an' correctly most of the time.</li> <li>To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul>   |
| <p><b>Sycamore Class</b><br/><b>Summer 1 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative – fantasy story</li> <li>Recount</li> <li>Report</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Proper nouns</li> <li>Adverbs</li> <li>Inverted commas</li> <li>Conjunctions</li> <li>A or an</li> <li>Brackets</li> </ul> | <p><u>Year 4 Curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> </ul> </li> </ul> | <p><u>Year 4 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> |

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|  |   |   | <ul style="list-style-type: none"> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>o proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>o using the present perfect form of verbs in contrast to the past tense</li> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <b>Sycamore Class Summer 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – adventure story</li> <li>• Newspaper report</li> <li>• Instructions</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Exclamation marks</li> <li>• Simple, compound, complex</li> <li>• Co-ordination</li> <li>• Subordination</li> <li>• Question marks</li> <li>• Reassess and identify gaps</li> <li>•</li> </ul> | <p><u>Year 4 Curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul>  | <p><u>Year 4 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> </ul>   |

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|   |   |  | <ul style="list-style-type: none"> <li>o discussing and recording ideas</li> <li>• draft and write by: <ul style="list-style-type: none"> <li>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)</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>o proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>o using the present perfect form of verbs in contrast to the past tense</li> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <b>Beech Class</b><br><b>Autumn 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – Myths and Legends (Romulus and Remus)</li> <li>• Explanation texts – How did the Romans Defeat Boudicca)</li> <li>• Playscripts -</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Capital Letters (7)</li> <li>• Full stops (8)</li> <li>• Sentence structure (3)</li> <li>• Question marks (6)</li> <li>• Brackets (2)</li> <li>• Parenthesis (4)</li> </ul> | <p><u>Year 5-6 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:<br/>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>   | <p><u>Year 5-6 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>• To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>• 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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> </ul>   |

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|  |  |  | <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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).</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>use verb tenses consistently and correctly throughout their writing.</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> <li>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> </ul> |
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| <p><b>Beech Class</b><br/><b>Autumn 2 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative suspense – (The Winter Cemetery)</li> <li>Recount – diary entry (Journal of a Gladiator)</li> <li>Poetry (The Dreadful Menace)</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Inverted commas (1)</li> <li>Exclamation marks (5)</li> <li>Nouns (12)</li> <li>Pronouns (22)</li> <li>Adjectives (29)</li> <li>Verbs (30)</li> </ul> | <p><u>Year 5-6 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often 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e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread 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| <b>Beech Class</b><br><b>Spring 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Soliloquy (Earth Story – Rabbits by Shuan Tan)</li> <li>Persuasive letter (Mrs Green – making a green school)</li> <li>First person action story ((The Lighthouse)</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Modal verbs (13)</li> <li>Tenses – present perfect (24)</li> <li>Formal and informal (33)</li> <li>Colons (11)</li> <li>Semi-colons (18)</li> <li>Commas for clarifying meaning (32)</li> </ul> | <b>Year 5-6 Curriculum</b><br><b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <b>Handwriting and presentation</b><br>Pupils should be taught to: write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <b>Writing Composition:</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> </ul> | <b>Year 5-6 Curriculum</b><br><b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <b>Writing Composition:</b> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <b>Writing: Vocabulary, grammar and punctuation:</b> <ul style="list-style-type: none"> <li>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</li> </ul> |

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|   |   |  | <ul style="list-style-type: none"> <li>o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>o précising longer passages</li> <li>o using a wide range of devices to build cohesion within and across paragraphs</li> <li>o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <ul style="list-style-type: none"> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing</li> <li>o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>o ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>o proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>o using passive verbs to affect the presentation of information in a sentence</li> <li>o using the perfect form of verbs to mark relationships of time and cause</li> <li>o using expanded noun phrases to convey complicated information concisely</li> <li>o using modal verbs or adverbs to indicate degrees of possibility</li> <li>o using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>o learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas to clarify meaning or avoid ambiguity in writing</li> <li>o using hyphens to avoid ambiguity</li> <li>o using brackets, dashes or commas to indicate parenthesis</li> <li>o using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>o using a colon to introduce a list</li> <li>o punctuating bullet points consistently</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <p>(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).</p> <ul style="list-style-type: none"> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>• use verb tenses consistently and correctly throughout their writing.</li> <li>• use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> |
| <p><b>Beech Class</b><br/><b>Spring 2 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>• Narrative – classic fiction (adventure) (Journey to the Centre of the Earth)</li> <li>• Biographies (David Attenborough)</li> <li>• Poetry</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>• Contractions (14)</li> <li>• Possession (23)</li> <li>• Subordination (15)</li> <li>• Co-ordination (16)</li> <li>• Verb tenses (19)</li> <li>• Subject verb agreement (27)</li> </ul> | <p><u>Year 5-6 Curriculum Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>   | <p><u>Year 5-6 Curriculum Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>• To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>• 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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul>  |

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|   |  |   | <ul style="list-style-type: none"> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>   |  |
| <b>Beech Class</b><br><b>Summer 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Newspaper (Stone Age Cave Painting Found &amp; visit to The Box)</li> <li>Narrative – horror (Alma Literacy Shed)</li> <li>Narrative (The Piano Literacy Shed)</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Morphology (9)</li> <li>Active passive (31)</li> <li>Determiners (26)</li> <li>Clauses and phrases (25)</li> </ul> | <u>Year 5-6 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to:<br>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul><br><u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by:               <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by:               <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> </li> </ul> | <u>Year 5-6 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>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).</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>use verb tenses consistently and correctly throughout their writing.</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> </ul> |

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|   |  |   | <ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>   |
| <p><b><u>Beech Class Summer 2 Writing</u></b></p> | <p><b><u>Talk For Writing</u></b> (2 week units):</p> <ul style="list-style-type: none"> <li>Historical fiction – narrative (The Giant's Necklace)</li> <li>Balanced arguments (Settle or Follow)</li> <li>Autobiography -</li> <li>Narrative</li> </ul> | <p><b><u>Grammar Masters:</u></b></p> <ul style="list-style-type: none"> <li>Prepositions (21)</li> <li>Hyphens (17)</li> <li>Expanded noun phrases (28)</li> <li>Reassess and identify gaps</li> </ul> | <p><u>Year 5-6 Curriculum Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to: write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>   | <p><u>Year 5-6 Curriculum Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>o noting and developing initial ideas, drawing on reading and research where necessary</li> <li>o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <ul style="list-style-type: none"> <li>• draft and write by: <ul style="list-style-type: none"> <li>o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>o précising longer passages</li> <li>o using a wide range of devices to build cohesion within and across paragraphs</li> <li>o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing</li> <li>o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>o ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>o proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>o using passive verbs to affect the presentation of information in a sentence</li> <li>o using the perfect form of verbs to mark relationships of time and cause</li> <li>o using expanded noun phrases to convey complicated information concisely</li> <li>o using modal verbs or adverbs to indicate degrees of possibility</li> <li>o using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>o learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas to clarify meaning or avoid ambiguity in writing</li> <li>o using hyphens to avoid ambiguity</li> <li>o using brackets, dashes or commas to indicate parenthesis</li> <li>o using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>o using a colon to introduce a list</li> <li>o punctuating bullet points consistently</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>• use verb tenses consistently and correctly throughout their writing.</li> <li>• use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> |
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## YEAR B (2023-2024)

| Subject - WRITING LEARNING SEQUENCE   |  |   |  |  |  |
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| <ul style="list-style-type: none"> <li>• EHCP &amp; SEND Support refer to IEPs for the individual children.</li> <li>• Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.</li> <li>• Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.</li> </ul> |  |   |  |  |  |
| <b>EYFS Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others</li> <li>• 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.</li> <li>• Show sensitivity to their own and to others' needs</li> </ul>                                       | <b>Communication and Language</b> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions during whole class discussions.</li> <li>• Participate in discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Express their ideas and feelings about their experiences using full sentences</li> <li>• Learn new vocabulary</li> <li>• Articulate their thoughts into well formed sentences</li> <li>• Describe some events in detail</li> <li>• Engage in storytimes</li> </ul> | <b>Personal Development</b> <ul style="list-style-type: none"> <li>• Hold a pencil effectively – using the tripod grip</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient..</li> </ul>   | <b>Literacy</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> <li>• Form lower-case and capital letters accurately</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>  | <b>Understanding the World</b> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>  | <b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play</li> </ul> |
| Year Group  | Writing Unit of Learning   | Grammar Masters Unit of Learning  | Key Content from National Curriculum   | Skills/Processes<br>Essential Knowledge  |  |
| <b>Maple Class</b><br><b>Autumn 1</b><br><b>Writing</b>   | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – traditional tales (retell)</li> <li>• Non-chronological reports – Fact files</li> <li>• Fables</li> </ul>   | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Finger spaces (1.1)</li> <li>• Joining words and sentences using 'and' (1.2)</li> <li>• What is a sentence (1.3)</li> <li>• Capital Letters (1.4)</li> <li>• Full stops (1.5)</li> <li>• Question marks (1.6)</li> </ul> | <b>Year 2-3 curriculum</b><br><b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>• Spell by:               <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <b>Writing Composition:</b> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> </ul> | <b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spelling many KS1 common exception words</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• using spacing between words that reflects the size of the letters</li> </ul> <b>Writing Composition:</b> <ul style="list-style-type: none"> <li>• Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>• Write about real events, recording these simply and clearly</li> </ul> <b>Writing: Vocabulary, grammar and punctuation:</b> <ul style="list-style-type: none"> <li>• Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>• Using present and past tense mostly correctly and consistently.</li> <li>• Using co-ordination (or / and / but).</li> <li>• Using some subordination (when / if / that / because).</li> </ul> |  |

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|   |  |  | <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Present and past tenses correctly and consistently, including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• The grammar for year 2</li> </ul>   |  |
| <b>Maple Class</b><br><b>Autumn 2</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Narrative – traditional tales new perspective</li> <li>• Recount</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Exclamation Marks (1.7)</li> <li>• Proper Nouns (1.8)</li> <li>• Personal Pronoun 'I' (1.9)</li> <li>• Regular plural nouns ending in suffixes (1.10)</li> <li>• Suffixes (1.11)</li> </ul> | <p><u>Year 2-3 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• Spell by: <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>• Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>• Using present and past tense mostly correctly and consistently.</li> <li>• Using co-ordination (or / and / but).</li> <li>• Using some subordination (when / if / that / because).</li> </ul> |

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|   |   |   | <ul style="list-style-type: none"> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Present and past tenses correctly and consistently, including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• The grammar for year 2</li> </ul>  |  |
| <b>Maple Class</b><br><b>Spring 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Recount – personal experience</li> <li>• Poetry – rhyming/riddles</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Adding prefix 'un' (1.12)Capital Letters &amp; Full Stops (2.1)</li> <li>• Simple and Complex Sentences (2.2)</li> <li>• Question Marks (2.3)</li> <li>• Exclamation Marks (2.4)</li> <li>• Common and Proper Nouns (2.5)</li> </ul> | <p><u>Year 2-3 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• Spell by: <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>• Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>• Using present and past tense mostly correctly and consistently.</li> <li>• Using co-ordination (or / and / but).</li> <li>• Using some subordination (when / if / that / because).</li> </ul> |

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|  |  |   | <ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul>   |  |
| <p><b>Maple Class</b><br/><b>Spring 2</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Newspaper reports</li> <li>Narrative – detective story</li> <li>Diary entry</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Suffixes (2.6)</li> <li>Commas in Lists (2.7)</li> <li>Contractions (2.8)</li> <li>Possession (2.9)</li> <li>Statements (2.10)</li> <li>Questions (2.11)</li> </ul> | <p><u>Year 2-3 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |

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|   |  |  | <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul>   |  |
| <b>Maple Class</b><br><b>Summer 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Recount</li> <li>Narrative - creation myths</li> <li>Explanation texts</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Exclamations (2.12)</li> <li>Commands (2.13)</li> <li>Expanded Noun Phrases (2.14)</li> <li>Present Tense (2.15)</li> <li>Adverbs (2.16)</li> </ul> | <p><u>Year 2-3 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |

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|   |  |   | <ul style="list-style-type: none"> <li>• Present and past tenses correctly and consistently, including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• The grammar for year 2</li> </ul>   |  |
| <b>Maple Class</b><br><b>Summer 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – rhyming stories</li> <li>• Poetry – Take one poet</li> <li>• Narrative – adventure story</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Past Tense (2.17)</li> <li>• Subordination (2.18)</li> <li>• Coordination (2.19)</li> <li>• Brackets (2.20)</li> </ul> | <p>Year 2-3 curriculum</p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• Spell by:               <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Present and past tenses correctly and consistently, including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• The grammar for year 2</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>• Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>• Using present and past tense mostly correctly and consistently.</li> <li>• Using co-ordination (or / and / but).</li> <li>• Using some subordination (when / if / that / because).</li> </ul> |

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| <p><b>Sycamore Class</b><br/><b>Autumn 1</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative warning story</li> <li>Poetry</li> <li>Non-chronological report</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Full stops (9)</li> <li>Verb tenses</li> <li>Sentences (11)</li> <li>Conjunctions (1)</li> <li>Verbs (31)</li> <li>Capital letters (10)</li> </ul> | <p><u>Year 4-5 curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by:</li> </ul> | <p><u>Year 4-5 curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>By the end of Year Five to spell many complex homophones correctly.</li> <li>By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.</li> <li>By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> <li>By the end of Year 5, to write legibly, fluently and with increasing speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> <li>By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.</li> <li>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.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>To make deliberate ambitious word choices to add detail.</li> <li>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.</li> <li>By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.</li> <li>To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>To use the full range of punctuation from previous year groups.</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"> <li>○ using commas after fronted adverbials</li> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> <li>○ using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>   | <ul style="list-style-type: none"> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> </ul> <p>By the end of Year Five:</p> <ul style="list-style-type: none"> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• 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.</li> <li>• To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scruffle, who was a famous inventor, had made a new discovery.</li> <li>• To use brackets, dashes or commas to begin to indicate parenthesis.</li> <li>• To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <b>Sycamore Class</b><br><b>Autumn 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – myths and legends</li> <li>• Persuasive writing</li> <li>• Narrative – twisted tradition tales</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Questions statements &amp; commands (12)</li> <li>• Consonants and vowels (19)</li> <li>• Commas in lists (13)</li> <li>• Commas between two adjectives (14)</li> <li>• Common nouns (25)</li> <li>• Proper nouns (26)</li> </ul> | <u>Year 4-5 curriculum Writing Transcription:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul><br><u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul> | <u>Year 4-5 curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>• By the end of Year Five to spell many complex homophones correctly.</li> <li>• By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.</li> <li>• By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> <li>• By the end of Year 5, to write legibly, fluently and with increasing speed.</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> </ul>   |

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| <b>Sycamore Class</b><br><b>Spring 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Playscripts</li> <li>Biography</li> <li>Poetry – list poems</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Present perfect tense (23)</li> <li>Progressive tense (24)</li> <li>Possession (17)</li> <li>Contractions (18)</li> <li>Adjectives (21)</li> <li>Fronted adverbials (15)</li> </ul> | <u>Year 4-5 curriculum</u><br><u>Writing Transcription:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; 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| <b>Sycamore Class</b><br><b>Spring 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – powerful settings</li> <li>• Explanations</li> <li>• Poetry – Nonsense poems</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Subject verb agreement</li> <li>• Prepositions</li> <li>• Expanded noun phrases</li> <li>• Pronouns</li> </ul> | <p><u>Year 4-5 curriculum</u><br/> <u>Writing Transcription:</u><br/> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><u>Writing Composition:</u><br/> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> </ul> | <p><u>Year 4-5 curriculum</u><br/> <u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>• By the end of Year Five to spell many complex homophones correctly.</li> <li>• By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.</li> <li>• By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> <li>• By the end of Year 5, to write legibly, fluently and with increasing speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> </ul>  |

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|  |  |   |  | <ul style="list-style-type: none"> <li>To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To use subordinate clauses.</li> <li>To use 'a' or 'an' correctly most of the time.</li> <li>To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul>   |
| <b>Sycamore Class</b><br><b>Summer 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Narrative – fantasy story</li> <li>Recount</li> <li>Report</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Proper nouns</li> <li>Adverbs</li> <li>Inverted commas</li> <li>Conjunctions</li> <li>A or an</li> <li>Brackets</li> </ul> | <u>Year 4-5 curriculum</u><br><u>Writing Transcription:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul><br><u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul> </li> </ul> | <u>Year 4-5 curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>By the end of Year Five to spell many complex homophones correctly.</li> <li>By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.</li> <li>By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> <li>By the end of Year 5, to write legibly, fluently and with increasing speed.</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> <li>By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.</li> <li>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.</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>To make deliberate ambitious word choices to add detail.</li> <li>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.</li> </ul> |

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|  |   |  | <ul style="list-style-type: none"> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> </ul> <p>By the end of Year Five:</p> <ul style="list-style-type: none"> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• 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.</li> <li>• 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.</li> <li>• To use brackets, dashes or commas to begin to indicate parenthesis.</li> <li>• To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <b>Sycamore Class</b><br><b>Summer 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – adventure story</li> <li>• Newspaper report</li> <li>• Instructions</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Exclamation marks</li> <li>• Simple, compound, complex</li> <li>• Co-ordination</li> <li>• Subordination</li> <li>• Question marks</li> <li>• Reassess and identify gaps</li> </ul> | <u>Year 4-5 curriculum</u><br><u>Writing Transcription:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> | <u>Year 4-5 curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>• By the end of Year Five to spell many complex homophones correctly.</li> <li>• By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.</li> <li>• By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> <li>• By the end of Year 5, to write legibly, fluently and with increasing speed.</li> </ul>   |

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|  |  |  | <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>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</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul> | <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> <li>By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.</li> <li>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.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>To make deliberate ambitious word choices to add detail.</li> <li>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.</li> <li>By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.</li> <li>To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>To use the full range of punctuation from previous year groups.</li> <li>To use all the necessary punctuation in direct speech mostly accurately.</li> <li>To use apostrophes for singular and plural possession with increasing confidence.</li> </ul> <p>By the end of Year Five:</p> <ul style="list-style-type: none"> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>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.</li> <li>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.</li> <li>To use brackets, dashes or commas to begin to indicate parenthesis.</li> <li>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> </ul> |
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|   |  |  |   | <ul style="list-style-type: none"> <li>To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To use subordinate clauses.</li> <li>To use 'a' or 'an' correctly most of the time.</li> <li>To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul>   |
| <b>Beech Class</b><br><b>Autumn 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Narrative – Myths &amp; Legends (Ancient Egypt – Literacy Shed)</li> <li>Explanation texts (How were the pyramids built)</li> <li>Playscripts (Opening the tomb)</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Capital Letters (7)</li> <li>Full stops (8)</li> <li>Sentence structure (3)</li> <li>Question marks (6)</li> <li>Brackets (2)</li> <li>Parenthesis (4)</li> </ul> | <u>Year 5-6 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to:<br>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul><br><u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> </li> </ul> | <u>Year 5-6 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>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).</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>use verb tenses consistently and correctly throughout their writing.</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> </ul> |

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|  |   |   | <ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>   |
| <p><b>Beech Class</b></p> <p><b>Autumn 2 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative suspense (The Mummy)</li> <li>Recount – diary entry (The Fairy Diary)</li> <li>Poetry (The Christmas Truce – Hilary Robinson))</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Inverted commas (1)</li> <li>Exclamation marks (5)</li> <li>Nouns (12)</li> <li>Pronouns (22)</li> <li>Adjectives (29)</li> <li>Verbs (30)</li> </ul> | <p><u>Year 5-6 Curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>  | <p><u>Year 5-6 Curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> </ul> |

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|                                     |   |   | <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <ul style="list-style-type: none"> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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).</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>use verb tenses consistently and correctly throughout their writing.</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> |
| <b>Beech Class Spring 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Explanation text (Crime and punishment)</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Modal verbs (13)</li> <li>Tenses – present perfect (24)</li> <li>Formal and informal (33)</li> </ul> | <u>Year 5-6 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> </ul>   | <u>Year 5-6 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>Persuasive letter – Don't Transport!</li> <li>Poetry – Crime and PUnishment</li> </ul> | <ul style="list-style-type: none"> <li>Colons (11)</li> <li>Semi-colons (18)</li> <li>Commas for clarifying meaning (32)</li> </ul> | <ul style="list-style-type: none"> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:<br/>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>précising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; 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|   |  |   | <ul style="list-style-type: none"> <li>o using expanded noun phrases to convey complicated information concisely</li> <li>o using modal verbs or adverbs to indicate degrees of possibility</li> <li>o using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>o learning the grammar for years 5 and 6 in English Appendix 2</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas to clarify meaning or avoid ambiguity in writing</li> <li>o using hyphens to avoid ambiguity</li> <li>o using brackets, dashes or commas to indicate parenthesis</li> <li>o using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>o using a colon to introduce a list</li> <li>o punctuating bullet points consistently</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul>  |  |
| <b>Beech Class</b><br><b>Spring 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – classic fiction (adventure – Oliver Twist)</li> <li>• Biographies (Malala)</li> <li>• First person action story (Ruin Literacy shed)</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Contractions (14)</li> <li>• Possession (23)</li> <li>• Subordination (15)</li> <li>• Co-ordination (16)</li> <li>• Verb tenses (19)</li> <li>• Subject verb agreement (27)</li> </ul> | <u>Year 5-6 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <u>Handwriting and presentation</u><br>Pupils should be taught to: write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>o noting and developing initial ideas, drawing on reading and research where necessary</li> <li>o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>o précising longer passages</li> <li>o using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> </ul> | <u>Year 5-6 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>• To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>• 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.</li> </ul> <u>Handwriting:</u> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <u>Writing Composition:</u> <ul style="list-style-type: none"> <li>• To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>• To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>• integrate dialogue in narratives to convey character and advance the action.</li> <li>• To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>• To create paragraphs that are usually suitably linked.</li> <li>• To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>• 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).</li> </ul> |

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|  |   |  | <ul style="list-style-type: none"> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>○ proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>○ learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> <li>○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>• use verb tenses consistently and correctly throughout their writing.</li> <li>• use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>  |
| <b><u>Beech Class Summer 1 Writing</u></b> | <b><u>Talk For Writing</u></b> (2 week units): <ul style="list-style-type: none"> <li>• Newspaper (The Minator)</li> <li>• Narrative (Wings – Literacy Shed)</li> <li>• Historical fiction – narrative (Send on a Quest)</li> </ul> | <b><u>Grammar Masters:</u></b> <ul style="list-style-type: none"> <li>• Morphology (9)</li> <li>• Active passive (31)</li> <li>• Determiners (26)</li> <li>• Clauses and phrases (25)</li> </ul> | <p><u>Year 5-6 Curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p>   | <p><u>Year 5-6 Curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>• To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>• 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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write for a range of purposes and audiences, confidently selecting structure, language and</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> </li> </ul> | <p>organisation of a text depending on audience and purpose.</p> <ul style="list-style-type: none"> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; 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| <b>Beech Class</b><br><b>Summer 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Balanced arguments (Spartan or Athenian)</li> <li>Narrative – horror (The Shadow Cage)</li> <li>Autobiography</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Prepositions (21)</li> <li>Hyphens (17)</li> <li>Expanded noun phrases (28)</li> <li>Reassess and identify gaps</li> </ul> | <u>Year 5-6 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <u>Handwriting and presentation</u><br>Pupils should be taught to:<br>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by:               <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by:               <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> | <u>Year 5-6 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <u>Handwriting:</u> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <u>Writing Composition:</u> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>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).</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>use verb tenses consistently and correctly throughout their writing.</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> |

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|  |  |  | <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> |  |
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## YEAR C (2024-2025)

| Subject - WRITING LEARNING SEQUENCE  |   |  |  |  |   |
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| <p>• EHCP &amp; SEND Support refer to IEPs for the individual children.</p> <p>• Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.</p> <p>• Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.</p>           |   |  |  |  |   |
| <p><u>EYFS Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others</li> <li>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.</li> <li>Show sensitivity to their own and to others' needs</li> </ul> | <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions during whole class discussions.</li> <li>Participate in discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Express their ideas and feelings about their experiences using full sentences</li> <li>Learn new vocabulary</li> <li>Articulate their thoughts into well formed sentences</li> <li>Describe some events in detail</li> <li>Engage in storytimes</li> </ul> | <p><u>Personal Development</u></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively – using the tripod grip</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient..</li> </ul> | <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately</li> <li>Form lower-case and capital letters accurately</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul> | <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> | <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play</li> </ul>   |
| Year Group   | Writing Unit of Learning  | Grammar Masters Unit of Learning   | Key Content from National Curriculum   |  | Skills/Processes Essential Knowledge  |
| Maple Class<br>Autumn 1<br>Writing   | Talk For Writing (2 week units):  | <p><u>Grammar Masters:</u></p> <ul style="list-style-type: none"> <li>Finger spaces (1.1)</li> </ul>   | <p><u>Year 2 – 3 Curriculum Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul> </li> </ul>   |  | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>Narrative – traditional tales (retell)</li> <li>Non-chronological reports – Fact files</li> <li>Fables</li> </ul>                              | <ul style="list-style-type: none"> <li>Joining words and sentences using 'and' (1.2)</li> <li>What is a sentence (1.3)</li> <li>Capital Letters (1.4)</li> <li>Full stops (1.5)</li> <li>Question marks (1.6)</li> </ul>                                  | <ul style="list-style-type: none"> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> | <ul style="list-style-type: none"> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |
| <b>Maple Class</b><br><b>Autumn 2</b><br><b>Writing</b> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Narrative – traditional tales new perspective</li> <li>Recount</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Exclamation Marks (1.7)</li> <li>Proper Nouns (1.8)</li> <li>Personal Pronoun 'I' (1.9)</li> <li>Regular plural nouns ending in suffixes (1.10)</li> <li>Suffixes (1.11)</li> </ul> | <p><b>Year 2 – 3 Curriculum</b></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> </ul>  | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p>  |

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|                                     |   |   | <ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul> | <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |
| <b>Maple Class Spring 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Persuasive writing</li> <li>Recount – personal experience</li> <li>Poetry – rhyming/riddles</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Adding prefix 'un' (1.12)Capital Letters &amp; Full Stops (2.1)</li> <li>Simple and Complex Sentences (2.2)</li> <li>Question Marks (2.3)</li> <li>Exclamation Marks (2.4)</li> <li>Common and Proper Nouns (2.5)</li> </ul> | <b>Year 2 – 3 Curriculum</b><br><b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> </ul>   | <b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p>   |

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|  |  |   | <ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul> | <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul>  |
| <p><b>Maple Class</b><br/><b>Spring 2</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Newspaper reports</li> <li>Narrative – detective story</li> <li>Diary entry</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Suffixes (2.6)</li> <li>Commas in Lists (2.7)</li> <li>Contractions (2.8)</li> <li>Possession (2.9)</li> <li>Statements (2.10)</li> <li>Questions (2.11)</li> </ul> | <p><u>Year 2 – 3 Curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> </ul>   | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> </ul> |

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|  |   |   | <ul style="list-style-type: none"> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul> | <ul style="list-style-type: none"> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul>   |
| <p><b>Maple Class Summer 1 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Recount</li> <li>Narrative - creation myths</li> <li>Explanation texts</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Exclamations (2.12)</li> <li>Commands (2.13)</li> <li>Expanded Noun Phrases (2.14)</li> <li>Present Tense (2.15)</li> <li>Adverbs (2.16)</li> </ul> | <p><u>Year 2 – 3 Curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>   | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> </ul> |

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|  |   |  | <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul> | <ul style="list-style-type: none"> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul>   |
| <p><b>Maple Class</b><br/><b>Summer 2</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative – rhyming stories</li> <li>Poetry – Take one poet</li> <li>Narrative – adventure story</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Past Tense (2.17)</li> <li>Subordination (2.18)</li> <li>Coordination (2.19)</li> <li>Brackets (2.20)</li> </ul> | <p><u>Year 2 – 3 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> </ul>  | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |

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|  |   |   | <ul style="list-style-type: none"> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Present and past tenses correctly and consistently, including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• The grammar for year 2</li> </ul>  |  |
| <b>Sycamore Class</b><br><b>Autumn 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – warning story</li> <li>• Poetry</li> <li>• Non-chronological report</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Full stops (9)</li> <li>• Verb tenses</li> <li>• Sentences (11)</li> <li>• Conjunctions (1)</li> <li>• Verbs (31)</li> <li>• Capital letters (10)</li> </ul> | <p><u>Year 4-5 curriculum</u></p> <p><u>Writing Transcription:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>◦ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>◦ discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>◦ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>◦ organising paragraphs around a theme</li> </ul> </li> </ul> | <p><u>Year 4-5 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>• By the end of Year Five to spell many complex homophones correctly.</li> <li>• By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.</li> <li>• By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> <li>• By the end of Year 5, to write legibly, fluently and with increasing speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> </ul> |

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|  |   |                         | <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>o proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>o using the present perfect form of verbs in contrast to the past tense</li> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> | <ul style="list-style-type: none"> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> <li>• By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.</li> <li>• 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.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> </ul> <p>By the end of Year Five:</p> <ul style="list-style-type: none"> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• 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.</li> <li>• 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.</li> <li>• To use brackets, dashes or commas to begin to indicate parenthesis.</li> <li>• To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <b>Sycamore Class</b><br><b>Autumn 2</b> | <b>Talk For Writing</b> (2 week units): | <b>Grammar Masters:</b> | <p>Year 4-5 curriculum</p> <p><u>Writing Transcription:</u></p> <p>Pupils should be taught to:</p>   | <p>Year 4-5 curriculum</p> <p><u>Writing Transcription:</u></p>   |

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| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>• Narrative – myths and legends</li> <li>• Persuasive writing</li> <li>• Narrative – twisted tradition tales</li> </ul> | <ul style="list-style-type: none"> <li>• Questions statements &amp; commands (12)</li> <li>• Consonants and vowels (19)</li> <li>• Commas in lists (13)</li> <li>• Commas between two adjectives (14)</li> <li>• Common nouns (25)</li> <li>• Proper nouns (26)</li> </ul> | <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>◦ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, 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|  |   |  | <ul style="list-style-type: none"> <li>○ using and punctuating direct speech</li> <li>○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>  | <ul style="list-style-type: none"> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> </ul> <p>By the end of Year Five:</p> <ul style="list-style-type: none"> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• 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.</li> <li>• 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.</li> <li>• To use brackets, dashes or commas to begin to indicate parenthesis.</li> <li>• To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <b>Sycamore Class</b><br><b>Spring 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Playscripts</li> <li>• Biography</li> <li>• Poetry – list poems</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Present perfect tense (23)</li> <li>• Progressive tense (24)</li> <li>• Possession (17)</li> <li>• Contractions (18)</li> <li>• Adjectives (21)</li> <li>• Fronted adverbials (15)</li> </ul> | <p><u>Year 4-5 curriculum</u></p> <p><u>Writing Transcription:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by:</li> </ul> | <p><u>Year 4-5 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>• By the end of Year Five to spell many complex homophones correctly.</li> <li>• By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.</li> <li>• By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> <li>• By the end of Year 5, to write legibly, fluently and with increasing speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.</li> </ul>   |

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|  |  |  | <ul style="list-style-type: none"> <li>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)</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>o proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>o using the present perfect form of verbs in contrast to the past tense</li> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> <li>• By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.</li> <li>• 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.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> </ul> <p>By the end of Year Five:</p> <ul style="list-style-type: none"> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; 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| <p><b>Sycamore Class Spring 2 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative – powerful settings</li> <li>Explanations</li> <li>Poetry – Nonsense poems</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Subject verb agreement</li> <li>Prepositions</li> <li>Expanded noun phrases</li> <li>Pronouns</li> </ul> | <p><u>Year 4-5 curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; 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| <b>Sycamore Class Summer 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – fantasy story</li> <li>• Recount</li> <li>• Report</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Proper nouns</li> <li>• Adverbs</li> <li>• Inverted commas</li> <li>• Conjunctions</li> <li>• A or an</li> <li>• Brackets</li> </ul> | <p><u>Year 4-5 curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> </ul> | <p><u>Year 4-5 curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>• By the end of Year Five to spell many complex homophones correctly.</li> <li>• By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.</li> <li>• By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> <li>• By the end of Year 5, to write legibly, fluently and with increasing speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> </ul>   |

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|  |   |  |  | <ul style="list-style-type: none"> <li>To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To use subordinate clauses.</li> <li>To use 'a' or 'an' correctly most of the time.</li> <li>To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul>   |
| <b>Sycamore Class</b><br><b>Summer 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Narrative – adventure story</li> <li>Newspaper report</li> <li>Instructions</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Exclamation marks</li> <li>Simple, compound, complex</li> <li>Co-ordination</li> <li>Subordination</li> <li>Question marks</li> <li>Reassess and identify gaps</li> </ul> | <u>Year 4-5 curriculum</u><br><u>Writing Transcription:</u> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul><br><u>Handwriting and presentation</u> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul><br><u>Writing Composition:</u> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul> </li> </ul> | <u>Year 4-5 curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>By the end of Year Five to spell many complex homophones correctly.</li> <li>By the end of Year 5, to spell many words from the Year 5/6 statutory spelling list.</li> <li>By the end of Year 5, to convert nouns or adjectives into verbs using suffixes.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> <li>By the end of Year 5, to write legibly, fluently and with increasing speed.</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters, atmosphere and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> <li>By the end of Year Five, to use dialogue to convey a character and advance the action with increasing confidence.</li> <li>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.</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>To make deliberate ambitious word choices to add detail.</li> <li>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.</li> </ul> |

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|  |  |   | <ul style="list-style-type: none"> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• By the end of Year Five, to remove unnecessary repetition or irrelevant details when proofreading.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> </ul> <p>By the end of Year Five:</p> <ul style="list-style-type: none"> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• 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.</li> <li>• 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.</li> <li>• To use brackets, dashes or commas to begin to indicate parenthesis.</li> <li>• To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <p><b>Beech Class</b><br/> <b>Autumn 1 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>• Narrative –</li> <li>• Explanation texts</li> <li>• Playscripts</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>• Capital Letters (7)</li> <li>• Full stops (8)</li> <li>• Sentence structure (3)</li> <li>• Question marks (6)</li> <li>• Brackets (2)</li> <li>• Parenthesis (4)</li> </ul> | <p><u>YEAR 6 Curriculum</u><br/> <u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u><br/> Pupils should be taught to:<br/> write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul> | <p><u>Year 6 Curriculum</u><br/> <u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• 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):</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p>   |

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|  |  |  | <ul style="list-style-type: none"> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>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)</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>use verb tenses consistently and correctly throughout their writing</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul> |
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| <p><b>Beech Class</b><br/><b>Autumn 2 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative suspense</li> <li>Recount – diary entry</li> <li>Poetry</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Inverted commas (1)</li> <li>Exclamation marks (5)</li> <li>Nouns (12)</li> <li>Pronouns (22)</li> <li>Adjectives (29)</li> <li>Verbs (30)</li> </ul> | <p><b>YEAR 6 Curriculum</b><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:<br/>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> | <p><b>Year 6 Curriculum</b><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>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):</li> <li>in narratives, describe settings, characters and atmosphere</li> <li>integrate dialogue in narratives to convey character and advance the action</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>use verb tenses consistently and correctly throughout their writing</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul> |
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|   |   |  | <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul>   |  |
| <b>Beech Class</b><br><b>Spring 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Explanation text</li> <li>Persuasive letter</li> <li>Poetry</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Modal verbs (13)</li> <li>Tenses – present perfect (24)</li> <li>Formal and informal (33)</li> <li>Colons (11)</li> <li>Semi-colons (18)</li> <li>Commas for clarifying meaning (32)</li> </ul> | <b>YEAR 6 Curriculum</b><br><b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <b>Handwriting and presentation</b><br>Pupils should be taught to:<br>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <b>Writing Composition:</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> </ul> | <b>Year 6 Curriculum</b><br><b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>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</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <b>Writing Composition:</b> <ul style="list-style-type: none"> <li>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):</li> <li>in narratives, describe settings, characters and atmosphere</li> <li>integrate dialogue in narratives to convey character and advance the action</li> </ul> <b>Writing: Vocabulary, grammar and punctuation:</b> <ul style="list-style-type: none"> <li>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)</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>use verb tenses consistently and correctly throughout their writing</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul> |

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|   |  |  | <ul style="list-style-type: none"> <li>o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>o précising longer passages</li> <li>o using a wide range of devices to build cohesion within and across paragraphs</li> <li>o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <ul style="list-style-type: none"> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing</li> <li>o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>o ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>o proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>o using passive verbs to affect the presentation of information in a sentence</li> <li>o using the perfect form of verbs to mark relationships of time and cause</li> <li>o using expanded noun phrases to convey complicated information concisely</li> <li>o using modal verbs or adverbs to indicate degrees of possibility</li> <li>o using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>o learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas to clarify meaning or avoid ambiguity in writing</li> <li>o using hyphens to avoid ambiguity</li> <li>o using brackets, dashes or commas to indicate parenthesis</li> <li>o using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>o using a colon to introduce a list</li> <li>o punctuating bullet points consistently</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> |   |
| <p><b>Beech Class</b><br/><b>Spring 2 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>• Narrative – classic fiction</li> <li>• Biographies</li> <li>• First person action story</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>• Contractions (14)</li> <li>• Possession (23)</li> <li>• Subordination (15)</li> <li>• Co-ordination (16)</li> <li>• Verb tenses (19)</li> <li>• Subject verb agreement (27)</li> </ul> | <p><b>YEAR 6 Curriculum</b><br/><b>Writing Transcription:</b></p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>  | <p><b>Year 6 Curriculum</b><br/><b>Writing Transcription:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>• use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:<br/>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>◦ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own where necessary</li> <li>◦ noting and developing initial ideas, drawing on reading and research</li> <li>◦ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>◦ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>◦ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>◦ précising longer passages</li> <li>◦ using a wide range of devices to build cohesion within and across paragraphs</li> <li>◦ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>◦ assessing the effectiveness of their own and others' writing</li> <li>◦ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>◦ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>◦ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>◦ proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>◦ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>◦ using passive verbs to affect the presentation of information in a sentence</li> <li>◦ using the perfect form of verbs to mark relationships of time and cause</li> <li>◦ using expanded noun phrases to convey complicated information concisely</li> <li>◦ using modal verbs or adverbs to indicate degrees of possibility</li> <li>◦ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>◦ learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>◦ using commas to clarify meaning or avoid ambiguity in writing</li> <li>◦ using hyphens to avoid ambiguity</li> </ul> </li> </ul> | <p>in a diary; direct address in instructions and persuasive writing):</p> <ul style="list-style-type: none"> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul> |
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|   |  |   | <ul style="list-style-type: none"> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> <li>○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>   |  |
| <b>Beech Class</b><br><b>Summer 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Newspaper</li> <li>• Narrative</li> <li>• Historical fiction – narrative</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Morphology (9)</li> <li>• Active passive (31)</li> <li>• Determiners (26)</li> <li>• Clauses and phrases (25)</li> </ul> | <b>YEAR 6 Curriculum</b><br><b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <b>Handwriting and presentation</b><br>Pupils should be taught to:<br>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <b>Writing Composition:</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by:               <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précisising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by:               <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> </li> </ul> | <b>Year 6 Curriculum</b><br><b>Writing Transcription:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <b>Writing Composition:</b> <ul style="list-style-type: none"> <li>• 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):</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> </ul> <b>Writing: Vocabulary, grammar and punctuation:</b> <ul style="list-style-type: none"> <li>• 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)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul> |

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|   |   |   | <ul style="list-style-type: none"> <li>o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>o proof-read for spelling and punctuation errors</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>o using passive verbs to affect the presentation of information in a sentence</li> <li>o using the perfect form of verbs to mark relationships of time and cause</li> <li>o using expanded noun phrases to convey complicated information concisely</li> <li>o using modal verbs or adverbs to indicate degrees of possibility</li> <li>o using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>o learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas to clarify meaning or avoid ambiguity in writing</li> <li>o using hyphens to avoid ambiguity</li> <li>o using brackets, dashes or commas to indicate parenthesis</li> <li>o using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>o using a colon to introduce a list</li> <li>o punctuating bullet points consistently</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> |  |
| <p><b><u>Beech Class Summer 2 Writing</u></b></p> | <p><b><u>Talk For Writing</u></b> (2 week units):</p> <ul style="list-style-type: none"> <li>• Balanced arguments</li> <li>• Narrative – horror</li> <li>• Autobiography</li> </ul> | <p><b><u>Grammar Masters:</u></b></p> <ul style="list-style-type: none"> <li>• Prepositions (21)</li> <li>• Hyphens (17)</li> <li>• Expanded noun phrases (28)</li> <li>• Reassess and identify gaps</li> </ul> | <p><b><u>YEAR 6 Curriculum Writing Transcription:</u></b></p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><b><u>Handwriting and presentation</u></b></p> <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p><b><u>Writing Composition:</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>   | <p><b><u>Year 6 Curriculum Writing Transcription:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b><u>Handwriting:</u></b></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><b><u>Writing Composition:</u></b></p> <ul style="list-style-type: none"> <li>• 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):</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> </ul> <p><b><u>Writing: Vocabulary, grammar and punctuation:</u></b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>o noting and developing initial ideas, drawing on reading and research where necessary</li> <li>o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <ul style="list-style-type: none"> <li>• draft and write by: <ul style="list-style-type: none"> <li>o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>o précising longer passages</li> <li>o using a wide range of devices to build cohesion within and across paragraphs</li> <li>o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing</li> <li>o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>o ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>o proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>o using passive verbs to affect the presentation of information in a sentence</li> <li>o using the perfect form of verbs to mark relationships of time and cause</li> <li>o using expanded noun phrases to convey complicated information concisely</li> <li>o using modal verbs or adverbs to indicate degrees of possibility</li> <li>o using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>o learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas to clarify meaning or avoid ambiguity in writing</li> <li>o using hyphens to avoid ambiguity</li> <li>o using brackets, dashes or commas to indicate parenthesis</li> <li>o using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>o using a colon to introduce a list</li> <li>o punctuating bullet points consistently</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul> |
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**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.

| <b>EYFS Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others</li> <li>• 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.</li> <li>• Show sensitivity to their own and to others' needs</li> </ul> | <b>Communication and Language</b> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions during whole class discussions.</li> <li>• Participate in discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Express their ideas and feelings about their experiences using full sentences</li> <li>• Learn new vocabulary</li> <li>• Articulate their thoughts into well formed sentences</li> <li>• Describe some events in detail</li> <li>• Engage in storytimes</li> </ul> | <b>Personal Development</b> <ul style="list-style-type: none"> <li>• Hold a pencil effectively – using the tripod grip</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient..</li> </ul>   | <b>Literacy</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> <li>• Form lower-case and capital letters accurately</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>   | <b>Understanding the World</b> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>  | <b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play</li> </ul> |
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| Year Group  | Rationale for Unit of Learning   |   | Key Content from National Curriculum  | Skills/Processes Essential Knowledge   |  |
| <b>Maple Class</b><br><b>Autumn 1</b><br><b>Writing</b>   | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – traditional tales (retell)</li> <li>• Non-chronological reports – Fact files</li> <li>• Fables</li> </ul>   | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Finger spaces (1.1)</li> <li>• Joining words and sentences using 'and' (1.2)</li> <li>• What is a sentence (1.3)</li> <li>• Capital Letters (1.4)</li> <li>• Full stops (1.5)</li> <li>• Question marks (1.6)</li> </ul> | <b>Year 1-2 curriculum</b><br><br><u>Year one pupils should be taught:</u><br><u>Writing Transcription:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• spell:               <ul style="list-style-type: none"> <li>◦ words containing each of the 40+ phonemes already taught</li> <li>◦ common exception words</li> <li>◦ the days of the week</li> </ul> </li> <li>• name the letters of the alphabet:               <ul style="list-style-type: none"> <li>◦ naming the letters of the alphabet in order</li> <li>◦ using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>• add prefixes and suffixes:               <ul style="list-style-type: none"> <li>◦ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>◦ using the prefix un–</li> <li>◦ 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]</li> </ul> </li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul><br><u>Handwriting:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> | <b>Year 1 – 2 curriculum</b><br><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spelling many KS1 common exception words and days of the week. (From English Appendix 1).</li> <li>• Use s and es to form regular plurals correctly.</li> <li>• To use the prefix un</li> <li>• To add the suffixes –ing, –ed, –er and –est to root words with not change to the root word.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• using spacing between words that reflects the size of the letters</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>• Write simple sentences.</li> <li>• Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>• Write about real events, recording these simply and clearly</li> <li>• To reread their writing to check it makes sense.</li> <li>• Use some features of different text types.</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>• Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks.</li> <li>• Using present and past tense mostly correctly and consistently.</li> </ul> |  |

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|  |  |  | <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by: <ul style="list-style-type: none"> <li>○ saying out loud what they are going to write about</li> <li>○ composing a sentence orally before writing it</li> <li>○ sequencing sentences to form short narratives</li> <li>○ re-reading what they have written to check that it makes sense</li> <li>○ discuss what they have written with the teacher or other pupils</li> <li>○ read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ leaving spaces between words</li> <li>○ joining words and joining clauses using and</li> <li>○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>○ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>○ learning the grammar for year 1 in English Appendix 2</li> <li>○ use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> </li> </ul> <p><u>Year two pupils should be taught:</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• Spell by: <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Use adjectives to describe</li> <li>• Using co-ordination (and).</li> <li>• By the end of Year Two using co-ordination (but, and, or)</li> <li>• By the end of Year Two using some subordination (when / if / that / because).</li> </ul> |
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|   |  |  | <ul style="list-style-type: none"> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul>  |  |
| <b>Maple Class</b><br><b>Autumn 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Instructions</li> <li>Narrative – traditional tales new perspective</li> <li>Recount</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Exclamation Marks (1.7)</li> <li>Proper Nouns (1.8)</li> <li>Personal Pronoun 'I' (1.9)</li> <li>Regular plural nouns ending in suffixes (1.10)</li> <li>Suffixes (1.11)</li> </ul> | <p><u>Year 1-2 curriculum</u></p> <p><u>Year one pupils should be taught:</u></p> <p><u>Writing Transcription:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell: <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> </li> <li>name the letters of the alphabet: <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>add prefixes and suffixes: <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>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]</li> </ul> </li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><u>Handwriting:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write sentences by:</li> </ul> | <p><u>Year 1 – 2 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words and days of the week. (From English Appendix 1).</li> <li>Use s and es to form regular plurals correctly.</li> <li>To use the prefix un</li> <li>To add the suffixes –ing, –ed, –er and –est to root words with not change to the root word.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write simple sentences.</li> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> <li>To reread their writing to check it makes sense.</li> <li>Use some features of different text types.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Use adjectives to describe</li> <li>Using co-ordination (and).</li> <li>By the end of Year Two using co-ordination (but, and, or)</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>o saying out loud what they are going to write about</li> <li>o composing a sentence orally before writing it</li> <li>o sequencing sentences to form short narratives</li> <li>o re-reading what they have written to check that it makes sense</li> <li>o discuss what they have written with the teacher or other pupils</li> <li>o read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o leaving spaces between words</li> <li>o joining words and joining clauses using and</li> <li>o beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>o using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>o learning the grammar for year 1 in English Appendix 2</li> <li>o use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> </li> </ul> <p><u>Year two pupils should be taught:</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• Spell by: <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> </ul> | <p>By the end of Year Two using some subordination (when / if / that / because).</p> |
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|   |   |   | <ul style="list-style-type: none"> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Present and past tenses correctly and consistently, including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• The grammar for year 2</li> </ul>  |   |
| <b>Maple Class</b><br><b>Spring 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Recount – personal experience</li> <li>• Poetry – rhyming/riddles</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Adding prefix 'un' (1.12)Capital Letters &amp; Full Stops (2.1)</li> <li>• Simple and Complex Sentences (2.2)</li> <li>• Question Marks (2.3)</li> <li>• Exclamation Marks (2.4)</li> <li>• Common and Proper Nouns (2.5)</li> </ul> | <p><u>Year 1-2 curriculum</u></p> <p><u>Year one pupils should be taught:</u></p> <p><u>Writing Transcription:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• spell: <ul style="list-style-type: none"> <li>◦ words containing each of the 40+ phonemes already taught</li> <li>◦ common exception words</li> <li>◦ the days of the week</li> </ul> </li> <li>• name the letters of the alphabet: <ul style="list-style-type: none"> <li>◦ naming the letters of the alphabet in order</li> <li>◦ using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>• add prefixes and suffixes: <ul style="list-style-type: none"> <li>◦ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>◦ using the prefix un–</li> <li>◦ 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]</li> </ul> </li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><u>Handwriting:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by: <ul style="list-style-type: none"> <li>◦ saying out loud what they are going to write about</li> <li>◦ composing a sentence orally before writing it</li> <li>◦ sequencing sentences to form short narratives</li> </ul> </li> </ul> | <p><u>Year 1 – 2 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spelling many KS1 common exception words and days of the week. (From English Appendix 1).</li> <li>• Use s and es to form regular plurals correctly.</li> <li>• To use the prefix un</li> <li>• To add the suffixes –ing, –ed, –er and –est to root words with not change to the root word.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• Write simple sentences.</li> <li>• Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>• Write about real events, recording these simply and clearly</li> <li>• To reread their writing to check it makes sense.</li> <li>• Use some features of different text types.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks.</li> <li>• Using present and past tense mostly correctly and consistently.</li> <li>• Use adjectives to describe</li> <li>• Using co-ordination (and).</li> <li>• By the end of Year Two using co-ordination (but, and, or)</li> </ul> <p>By the end of Year Two using some subordination (when / if / that / because).</p> |

- 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
  - 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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| <b>Maple Class</b><br><b>Spring 2</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Newspaper reports</li> <li>Narrative – detective story</li> <li>Diary entry</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Suffixes (2.6)</li> <li>Commas in Lists (2.7)</li> <li>Contractions (2.8)</li> <li>Possession (2.9)</li> <li>Statements (2.10)</li> <li>Questions (2.11)</li> </ul> | <p><u>Year 1-2 curriculum</u></p> <p><u>Year one pupils should be taught:</u></p> <p><u>Writing Transcription:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell: <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> </li> <li>name the letters of the alphabet: <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>add prefixes and suffixes: <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>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]</li> </ul> </li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><u>Handwriting:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> </li> </ul> | <p><u>Year 1 – 2 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words and days of the week. (From English Appendix 1).</li> <li>Use s and es to form regular plurals correctly.</li> <li>To use the prefix un</li> <li>To add the suffixes –ing, –ed, –er and –est to root words with not change to the root word.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write simple sentences.</li> <li>Write a simple, coherent narrative about their own and others’ experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> <li>To reread their writing to check it makes sense.</li> <li>Use some features of different text types.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Use adjectives to describe</li> <li>Using co-ordination (and).</li> <li>By the end of Year Two using co-ordination (but, and, or)</li> </ul> <p>By the end of Year Two using some subordination (when / if / that / because).</p> |

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| <p><b>Maple Class</b><br/><b>Summer 1</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Recount</li> <li>Narrative - creation myths</li> <li>Explanation texts</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Exclamations (2.12)</li> <li>Commands (2.13)</li> <li>Expanded Noun Phrases (2.14)</li> <li>Present Tense (2.15)</li> <li>Adverbs (2.16)</li> </ul> | <p><u>Year 1-2 curriculum</u></p> <p><u>Year one pupils should be taught:</u></p> <p><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell: <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> </li> <li>name the letters of the alphabet: <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>add prefixes and suffixes: <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>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]</li> </ul> </li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><u>Handwriting:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> | <p><u>Year 1 – 2 curriculum</u></p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words and days of the week. (From English Appendix 1).</li> <li>Use s and es to form regular plurals correctly.</li> <li>To use the prefix un</li> <li>To add the suffixes –ing, –ed, –er and –est to root words with not change to the root word.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write simple sentences.</li> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> <li>To reread their writing to check it makes sense.</li> <li>Use some features of different text types.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Use adjectives to describe</li> <li>Using co-ordination (and).</li> <li>By the end of Year Two using co-ordination (but, and, or)</li> </ul> <p>By the end of Year Two using some subordination (when / if / that / because).</p> |

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| <b>Maple Class</b><br><b>Summer 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Narrative – rhyming stories</li> <li>Poetry – Take one poet</li> <li>Narrative – adventure story</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Past Tense (2.17)</li> <li>Subordination (2.18)</li> <li>Coordination (2.19)</li> <li>Brackets (2.20)</li> </ul> | <p>Year 1-2 curriculum</p> <p><u>Year one pupils should be taught:</u></p> <p><u>Writing Transcription:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell:               <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> </li> <li>name the letters of the alphabet:               <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>add prefixes and suffixes:               <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>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]</li> </ul> </li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><u>Handwriting:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write sentences by:               <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> | <p>Year 1 – 2 curriculum</p> <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words and days of the week. (From English Appendix 1).</li> <li>Use s and es to form regular plurals correctly.</li> <li>To use the prefix un</li> <li>To add the suffixes –ing, –ed, –er and –est to root words with not change to the root word.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write simple sentences.</li> <li>Write a simple, coherent narrative about their own and others’ experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> <li>To reread their writing to check it makes sense.</li> <li>Use some features of different text types.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks and exclamation marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Use adjectives to describe</li> <li>Using co-ordination (and).</li> <li>By the end of Year Two using co-ordination (but, and, or)</li> </ul> <p>By the end of Year Two using some subordination (when / if / that / because).</p> |

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|  |   |   | <ul style="list-style-type: none"> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Present and past tenses correctly and consistently, including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• The grammar for year 2</li> </ul>  |   |
| <b>Sycamore Class</b><br><b>Autumn 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – warning story</li> <li>• Poetry</li> <li>• Non-chronological report</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Full stops (9)</li> <li>• Verb tenses</li> <li>• Sentences (11)</li> <li>• Conjunctions (1)</li> <li>• Verbs (31)</li> <li>• Capital letters (10)</li> </ul> | <p><u>Year 3-4 Curriculum Writing Transcription:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>◦ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>◦ discussing and recording ideas</li> </ul> </li> <li>• draft and write by:               <ul style="list-style-type: none"> <li>◦ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>◦ organising paragraphs around a theme</li> <li>◦ in narratives, creating settings, characters and plot</li> <li>◦ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by:               <ul style="list-style-type: none"> <li>◦ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>◦ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>◦ proof-read for spelling and punctuation errors</li> <li>◦ 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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>◦ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>◦ using the present perfect form of verbs in contrast to the past tense</li> </ul> </li> </ul> | <p><u>Year 3-4 Curriculum Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul>  |
| <b>Sycamore Class</b><br><b>Autumn 2</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – myths and legends</li> <li>• Persuasive writing</li> <li>• Narrative – twisted tradition tales</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Questions statements &amp; commands (12)</li> <li>• Consonants and vowels (19)</li> <li>• Commas in lists (13)</li> <li>• Commas between two adjectives (14)</li> <li>• Common nouns (25)</li> <li>• Proper nouns (26)</li> </ul> | <u>Year 3-4 Curriculum</u><br><u>Writing Transcription:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul><br><u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>o discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>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)</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>o proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> | <u>Year 3-4 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> </ul> |

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| <p><b>Sycamore Class</b><br/><b>Spring 1</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Playscripts</li> <li>Biography</li> <li>Poetry – list poems</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Present perfect tense (23)</li> <li>Progressive tense (24)</li> <li>Possession (17)</li> <li>Contractions (18)</li> <li>Adjectives (21)</li> <li>Fronted adverbials (15)</li> </ul> | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> </ul> | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>To make deliberate ambitious word choices to add detail.</li> <li>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.</li> </ul> |

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| <p><b>Sycamore Class</b><br/><b>Spring 2</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative – powerful settings</li> <li>Explanations</li> <li>Poetry – Nonsense poems</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Subject verb agreement</li> <li>Prepositions</li> <li>Expanded noun phrases</li> <li>Pronouns</li> </ul> | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> </ul> </li> </ul> | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> |

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|  |  |   | <ul style="list-style-type: none"> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>o proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>o using the present perfect form of verbs in contrast to the past tense</li> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <b>Sycamore Class Summer 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – fantasy story</li> <li>• Recount</li> <li>• Report</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Proper nouns</li> <li>• Adverbs</li> <li>• Inverted commas</li> <li>• Conjunctions</li> <li>• A or an</li> <li>• Brackets</li> </ul> | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul>  | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> </ul>   |

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|   |  |   | <ul style="list-style-type: none"> <li>o discussing and recording ideas</li> <li>• draft and write by: <ul style="list-style-type: none"> <li>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)</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>o proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>o using the present perfect form of verbs in contrast to the past tense</li> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <p><b>Sycamore Class</b><br/><b>Summer 2</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>• Narrative – adventure story</li> <li>• Newspaper report</li> <li>• Instructions</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>• Exclamation marks</li> <li>• Simple, compound, complex</li> <li>• Co-ordination</li> <li>• Subordination</li> <li>• Question marks</li> <li>• Reassess and identify gaps</li> </ul> | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul>   | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> </ul>   |

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|  |  |   | <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>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</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>To make deliberate ambitious word choices to add detail.</li> <li>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.</li> <li>To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>To use the full range of punctuation from previous year groups.</li> <li>To use all the necessary punctuation in direct speech mostly accurately.</li> <li>To use apostrophes for singular and plural possession with increasing confidence.</li> <li>To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To use subordinate clauses.</li> <li>To use 'a' or 'an' correctly most of the time.</li> <li>To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <p><b>Beech Class</b><br/><b>Autumn 1</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative –</li> <li>Explanation texts</li> <li>Playscripts</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Capital Letters (7)</li> <li>Full stops (8)</li> <li>Sentence structure (3)</li> <li>Question marks (6)</li> <li>Brackets (2)</li> <li>Parenthesis (4)</li> </ul> | <p><u>Year 5-6 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul>   | <p><u>Year 5-6 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul>   |

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|  |  |  | <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul> </li> </ul> | <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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).</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>use verb tenses consistently and correctly throughout their writing.</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> |
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|   |   |  | <ul style="list-style-type: none"> <li>○ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> <li>○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>   |   |
| <b>Beech Class</b><br><b>Autumn 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative suspense</li> <li>• Recount – diary entry</li> <li>• Poetry</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Inverted commas (1)</li> <li>• Exclamation marks (5)</li> <li>• Nouns (12)</li> <li>• Pronouns (22)</li> <li>• Adjectives (29)</li> <li>• Verbs (30)</li> </ul> | <u>Year 5-6 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <u>Handwriting and presentation</u><br>Pupils should be taught to:<br>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ precisising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> </li> </ul> | <u>Year 5-6 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>• To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>• 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.</li> </ul> <u>Handwriting:</u> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <u>Writing Composition:</u> <ul style="list-style-type: none"> <li>• To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>• To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>• integrate dialogue in narratives to convey character and advance the action.</li> <li>• To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>• To create paragraphs that are usually suitably linked.</li> <li>• To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>• 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).</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>• use verb tenses consistently and correctly throughout their writing.</li> <li>• use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. |

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|   |   |  | <ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> |   |
| <p><b><u>Beech Class</u></b><br/> <b><u>Spring 1</u></b><br/> <b><u>Writing</u></b></p> | <p><b><u>Talk For Writing</u></b> (2 week units):</p> <ul style="list-style-type: none"> <li>Explanation text</li> <li>Persuasive letter</li> <li>Poetry</li> </ul> | <p><b><u>Grammar Masters:</u></b></p> <ul style="list-style-type: none"> <li>Modal verbs (13)</li> <li>Tenses – present perfect (24)</li> <li>Formal and informal (33)</li> <li>Colons (11)</li> <li>Semi-colons (18)</li> <li>Commas for clarifying meaning (32)</li> </ul> | <p><u>Year 5-6 Curriculum</u><br/> <u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u><br/> Pupils should be taught to:<br/> write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u><br/> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>  | <p><u>Year 5-6 Curriculum</u><br/> <u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> </ul> |

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|                                     |  |  | <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <ul style="list-style-type: none"> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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).</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>use verb tenses consistently and correctly throughout their writing.</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> |
| <b>Beech Class Spring 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Narrative – classic fiction</li> <li>Biographies</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Contractions (14)</li> <li>Possession (23)</li> <li>Subordination (15)</li> <li>Co-ordination (16)</li> </ul> | <u>Year 5-6 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> </ul>   | <u>Year 5-6 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>First person action story</li> </ul> | <ul style="list-style-type: none"> <li>Verb tenses (19)</li> <li>Subject verb agreement (27)</li> </ul> | <ul style="list-style-type: none"> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; 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|                                     |  |   | <ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul>  |  |
| <b>Beech Class Summer 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Newspaper</li> <li>Narrative</li> <li>Historical fiction – narrative</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Morphology (9)</li> <li>Active passive (31)</li> <li>Determiners (26)</li> <li>Clauses and phrases (25)</li> </ul> | <u>Year 5-6 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <u>Handwriting and presentation</u><br>Pupils should be taught to: write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> </ul> | <u>Year 5-6 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <u>Handwriting:</u> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <u>Writing Composition:</u> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>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).</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> </ul> |

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|   |   |   | <ul style="list-style-type: none"> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>○ proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>○ learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> <li>○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• use verb tenses consistently and correctly throughout their writing.</li> <li>• use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>  |
| <p><b><u>Beech Class Summer 2 Writing</u></b></p> | <p><b><u>Talk For Writing</u></b> (2 week units):</p> <ul style="list-style-type: none"> <li>• Balanced arguments</li> <li>• Narrative – horror</li> <li>• Autobiography</li> </ul> | <p><b><u>Grammar Masters:</u></b></p> <ul style="list-style-type: none"> <li>• Prepositions (21)</li> <li>• Hyphens (17)</li> <li>• Expanded noun phrases (28)</li> <li>• Reassess and identify gaps</li> </ul> | <p><u>Year 5-6 Curriculum Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p>   | <p><u>Year 5-6 Curriculum Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>• To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>• 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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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).</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>use verb tenses consistently and correctly throughout their writing.</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> </ul> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> |
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|  |  |  | <ul style="list-style-type: none"> <li>○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> |  |
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## YEAR E (2026-2027)

| Subject - WRITING LEARNING SEQUENCE   |  |   |   |   |  |
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| <ul style="list-style-type: none"> <li>• EHCP &amp; SEND Support refer to IEPs for the individual children.</li> <li>• Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.</li> <li>• Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.</li> </ul> |  |   |   |   |  |
| <u>EYFS Personal, Social and Emotional Development</u> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others</li> <li>• 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.</li> <li>• Show sensitivity to their own and to others' needs</li> </ul>                                       | <u>Communication and Language</u> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions during whole class discussions.</li> <li>• Participate in discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Express their ideas and feelings about their experiences using full sentences</li> <li>• Learn new vocabulary</li> <li>• Articulate their thoughts into well formed sentences</li> <li>• Describe some events in detail</li> <li>• Engage in storytimes</li> </ul> | <u>Personal Development</u> <ul style="list-style-type: none"> <li>• Hold a pencil effectively – using the tripod grip</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient..</li> </ul>   | <u>Literacy</u> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> <li>• Form lower-case and capital letters accurately</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>   | <u>Understanding the World</u> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> | <u>Expressive Arts and Design</u> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play</li> </ul> |
| Year Group  | Rationale for Unit of Learning   | Key Content from National Curriculum  | Skills/Processes Essential Knowledge  |   |  |
| <u>Maple Class</u><br><u>Autumn 1</u><br><u>Writing</u>   | <u>Talk For Writing</u> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – traditional tales (retell)</li> <li>• Non-chronological reports – Fact files</li> <li>• Fables</li> </ul>   | <u>Grammar Masters:</u> <ul style="list-style-type: none"> <li>• Finger spaces (1.1)</li> <li>• Joining words and sentences using 'and' (1.2)</li> <li>• What is a sentence (1.3)</li> <li>• Capital Letters (1.4)</li> <li>• Full stops (1.5)</li> <li>• Question marks (1.6)</li> </ul> | <u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• Spell by:               <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <u>Handwriting:</u> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <u>Writing Composition:</u> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> </ul> |   |  |
|   |  |   | <u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spelling many KS1 common exception words</li> </ul> <u>Handwriting:</u> <ul style="list-style-type: none"> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• using spacing between words that reflects the size of the letters</li> </ul> <u>Writing Composition:</u> <ul style="list-style-type: none"> <li>• Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>• Write about real events, recording these simply and clearly</li> </ul> <u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>• Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>• Using present and past tense mostly correctly and consistently.</li> <li>• Using co-ordination (or / and / but).</li> </ul>  |   |  |

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|   |  |  | <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Present and past tenses correctly and consistently, including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• The grammar for year 2</li> </ul>   | <ul style="list-style-type: none"> <li>• Using some subordination (when / if / that / because).</li> </ul>   |
| <b>Maple Class</b><br><b>Autumn 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Narrative – traditional tales new perspective</li> <li>• Recount</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Exclamation Marks (1.7)</li> <li>• Proper Nouns (1.8)</li> <li>• Personal Pronoun 'I' (1.9)</li> <li>• Regular plural nouns ending in suffixes (1.10)</li> <li>• Suffixes (1.11)</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• Spell by: <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –ly, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>• Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>• Using present and past tense mostly correctly and consistently.</li> <li>• Using co-ordination (or / and / but).</li> <li>• Using some subordination (when / if / that / because).</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Present and past tenses correctly and consistently, including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• The grammar for year 2</li> </ul>  |  |
| <p><b>Maple Class Spring 1 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Recount – personal experience</li> <li>• Poetry – rhyming/riddles</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>• Adding prefix 'un' (1.12)Capital Letters &amp; Full Stops (2.1)</li> <li>• Simple and Complex Sentences (2.2)</li> <li>• Question Marks (2.3)</li> <li>• Exclamation Marks (2.4)</li> <li>• Common and Proper Nouns (2.5)</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• Spell by: <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>• Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>• Using present and past tense mostly correctly and consistently.</li> <li>• Using co-ordination (or / and / but).</li> <li>• Using some subordination (when / if / that / because).</li> </ul> |

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|   |   |  | <ul style="list-style-type: none"> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul>  |  |
| <b>Maple Class</b><br><b>Spring 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Newspaper reports</li> <li>Narrative – detective story</li> <li>Diary entry</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Suffixes (2.6)</li> <li>Commas in Lists (2.7)</li> <li>Contractions (2.8)</li> <li>Possession (2.9)</li> <li>Statements (2.10)</li> <li>Questions (2.11)</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |

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|   |  |  | <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul>   |  |
| <b>Maple Class</b><br><b>Summer 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Recount</li> <li>Narrative - creation myths</li> <li>Explanation texts</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Exclamations (2.12)</li> <li>Commands (2.13)</li> <li>Expanded Noun Phrases (2.14)</li> <li>Present Tense (2.15)</li> <li>Adverbs (2.16)</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> </ul> | <p><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |

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|   |  |   | <ul style="list-style-type: none"> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul>  |  |
| <b>Maple Class</b><br><b>Summer 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Narrative – rhyming stories</li> <li>Poetry – Take one poet</li> <li>Narrative – adventure story</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Past Tense (2.17)</li> <li>Subordination (2.18)</li> <li>Coordination (2.19)</li> <li>Brackets (2.20)</li> </ul> | <u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <u>Handwriting:</u> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <u>Writing Composition:</u> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>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)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>Present and past tenses correctly and consistently, including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>The grammar for year 2</li> </ul> | <u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul> <u>Handwriting:</u> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using spacing between words that reflects the size of the letters</li> </ul> <u>Writing Composition:</u> <ul style="list-style-type: none"> <li>Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.</li> <li>Write about real events, recording these simply and clearly</li> </ul> <u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>Demarcating most sentences with: capital letters and full stops and with use of: question marks.</li> <li>Using present and past tense mostly correctly and consistently.</li> <li>Using co-ordination (or / and / but).</li> <li>Using some subordination (when / if / that / because).</li> </ul> |
| <b>Sycamore Class</b><br><b>Autumn 1</b>      | <b>Talk For Writing</b> (2 week units):  | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Full stops (9)</li> </ul>  | Year 3-4 Curriculum<br><u>Writing Transcription:</u><br>Pupils should be taught to:   | Year 3-4 Curriculum<br><u>Writing Transcription:</u>   |

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| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>• Narrative – warning story</li> <li>• Poetry</li> <li>• Non-chronological report</li> </ul> | <ul style="list-style-type: none"> <li>• Verb tenses</li> <li>• Sentences (11)</li> <li>• Conjunctions (1)</li> <li>• Verbs (31)</li> <li>• Capital letters (10)</li> </ul> | <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>◦ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>◦ discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>◦ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>◦ organising paragraphs around a theme</li> <li>◦ in narratives, creating settings, characters and plot</li> <li>◦ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>◦ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>◦ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>◦ proof-read for spelling and punctuation errors</li> <li>◦ 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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>◦ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>◦ using the present perfect form of verbs in contrast to the past tense</li> <li>◦ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>◦ using conjunctions, adverbs and prepositions to express time and cause</li> <li>◦ using fronted adverbials</li> <li>◦ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>◦ using commas after fronted adverbials</li> <li>◦ indicating possession by using the possessive apostrophe with plural nouns</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
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|  |   |   | <ul style="list-style-type: none"> <li>○ using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>  |   |
| <b>Sycamore Class</b><br><b>Autumn 2 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Narrative – myths and legends</li> <li>• Persuasive writing</li> <li>• Narrative – twisted tradition tales</li> <li>• Proper nouns (26)</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Questions statements &amp; commands (12)</li> <li>• Consonants and vowels (19)</li> <li>• Commas in lists (13)</li> <li>• Commas between two adjectives (14)</li> <li>• Common nouns (25)</li> </ul> | <u>Year 3-4 Curriculum Writing Transcription:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul><br><u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>○ proof-read for spelling and punctuation errors</li> <li>○ 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.</li> </ul> </li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> </ul> </li> </ul> | <u>Year 3-4 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>• disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> </ul> |

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|  |   |  | <ul style="list-style-type: none"> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul>  |
| <b>Sycamore Class</b><br><b>Spring 1</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>• Playscripts</li> <li>• Biography</li> <li>• Poetry – list poems</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>• Present perfect tense (23)</li> <li>• Progressive tense (24)</li> <li>• Possession (17)</li> <li>• Contractions (18)</li> <li>• Adjectives (21)</li> <li>• Fronted adverbials (15)</li> </ul> | <u>Year 3-4 Curriculum</u><br><u>Writing Transcription:</u> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; 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| <b>Sycamore Class</b><br><b>Spring 2</b><br><b>Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Narrative – powerful settings</li> <li>Explanations</li> <li>Poetry – Nonsense poems</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Subject verb agreement</li> <li>Prepositions</li> <li>Expanded noun phrases</li> <li>Pronouns</li> </ul> | <u>Year 3-4 Curriculum</u><br><u>Writing Transcription:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul><br><u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:               <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by:               <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> | <u>Year 3-4 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul><br><u>Handwriting:</u> <ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> </ul><br><u>Writing Composition:</u> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> </ul><br><u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>To make deliberate ambitious word choices to add detail.</li> <li>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.</li> <li>To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>To use the full range of punctuation from previous year groups.</li> </ul> |

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| <p><b>Sycamore Class</b><br/><b>Summer 1</b><br/><b>Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>• Narrative – fantasy story</li> <li>• Recount</li> <li>• Report</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>• Proper nouns</li> <li>• Adverbs</li> <li>• Inverted commas</li> <li>• Conjunctions</li> <li>• A or an</li> <li>• Brackets</li> </ul> | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> </ul> | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> <li>• To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>• To demonstrate an increasing understanding of purpose and audience.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> </ul> |

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| <p><b>Sycamore Class</b><br/><b>Summer 2 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative – adventure story</li> <li>Newspaper report</li> <li>Instructions</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>Exclamation marks</li> <li>Simple, compound, complex</li> <li>Co-ordination</li> <li>Subordination</li> <li>Question marks</li> <li>Reassess and identify gaps</li> </ul> | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:</li> </ul>            | <p><u>Year 3-4 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect,</li> <li>disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> </ul> |

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|   |  |   | <ul style="list-style-type: none"> <li>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)</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>o proof-read for spelling and punctuation errors</li> <li>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.</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>o extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>o using the present perfect form of verbs in contrast to the past tense</li> <li>o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>o using conjunctions, adverbs and prepositions to express time and cause</li> <li>o using fronted adverbials</li> <li>o learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas after fronted adverbials</li> <li>o indicating possession by using the possessive apostrophe with plural nouns</li> <li>o using and punctuating direct speech</li> <li>o use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul> | <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• 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.</li> <li>• To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• To use subordinate clauses.</li> <li>• To use 'a' or 'an' correctly most of the time.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> </ul> |
| <p><b>Beech Class</b><br/><b>Autumn 1 Writing</b></p> | <p><b>Talk For Writing</b> (2 week units):</p> <ul style="list-style-type: none"> <li>• Narrative –</li> <li>• Explanation texts</li> <li>• Playscripts</li> </ul> | <p><b>Grammar Masters:</b></p> <ul style="list-style-type: none"> <li>• Capital Letters (7)</li> <li>• Full stops (8)</li> <li>• Sentence structure (3)</li> <li>• Question marks (6)</li> <li>• Brackets (2)</li> <li>• Parenthesis (4)</li> </ul> | <p><u>Year 5-6 Curriculum Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u><br/>Pupils should be taught to:<br/>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u></p>  | <p><u>Year 5-6 Curriculum Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>• To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>• To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>• 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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>• To describe settings, characters and atmosphere to consciously engage the reader.</li> </ul>  |

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|                                       |   |  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>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).</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>use verb tenses consistently and correctly throughout their writing.</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> <li>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> </ul> |
| <b>Beech Class</b><br><b>Autumn 2</b> | <b>Talk For Writing</b> (2 week units): | <b>Grammar Masters:</b><br>• Inverted commas (1) | <p>Year 5-6 Curriculum<br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> </ul>   | <p>Year 5-6 Curriculum<br/><u>Writing Transcription:</u></p>   |

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| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>• Narrative suspense</li> <li>• Recount – diary entry</li> <li>• Poetry</li> </ul> | <ul style="list-style-type: none"> <li>• Exclamation marks (5)</li> <li>• Nouns (12)</li> <li>• Pronouns (22)</li> <li>• Adjectives (29)</li> <li>• Verbs (30)</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précisising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>○ proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>• To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>• 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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>• To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>• To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>• integrate dialogue in narratives to convey character and advance the action.</li> <li>• To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>• To create paragraphs that are usually suitably linked.</li> <li>• To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>• use verb tenses consistently and correctly throughout their writing.</li> <li>• use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>• To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> <li>• To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> </ul> |
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|   |   |  | <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul>  |   |
| <b>Beech Class</b><br><b>Spring 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Explanation text</li> <li>Persuasive letter</li> <li>Poetry</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Modal verbs (13)</li> <li>Tenses – present perfect (24)</li> <li>Formal and informal (33)</li> <li>Colons (11)</li> <li>Semi-colons (18)</li> <li>Commas for clarifying meaning (32)</li> </ul> | <u>Year 5-6 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <u>Handwriting and presentation</u><br>Pupils should be taught to: write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> </ul> </li> </ul> | <u>Year 5-6 Curriculum Writing Transcription:</u> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <u>Handwriting:</u> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <u>Writing Composition:</u> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <u>Writing: Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> <li>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</li> </ul> |

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|   |   |   | <ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul> | <p>presented; using modal verbs to suggest degrees of possibility).</p> <ul style="list-style-type: none"> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>use verb tenses consistently and correctly throughout their writing.</li> <li>use the range of punctuation taught at Key Stage 2 mostly correctly including brackets, dashes or commas to indicate parenthesis.</li> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> <li>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> </ul> |
| <p><b><u>Beech Class Spring 2 Writing</u></b></p> | <p><b><u>Talk For Writing</u></b> (2 week units):</p> <ul style="list-style-type: none"> <li>Narrative – classic fiction</li> <li>Biographies</li> <li>First person action story</li> </ul> | <p><b><u>Grammar Masters:</u></b></p> <ul style="list-style-type: none"> <li>Contractions (14)</li> <li>Possession (23)</li> <li>Subordination (15)</li> <li>Co-ordination (16)</li> <li>Verb tenses (19)</li> <li>Subject verb agreement (27)</li> </ul> | <p><b><u>Year 5-6 Curriculum Writing Transcription:</u></b></p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p><b><u>Handwriting and presentation</u></b></p>   | <p><b><u>Year 5-6 Curriculum Writing Transcription:</u></b></p> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <p><b><u>Handwriting:</u></b></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><b><u>Writing Composition:</u></b></p>   |

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|  |  | <p>Pupils should be taught to:<br/>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> <p><u>Writing: Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; 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|   |  |   | <ul style="list-style-type: none"> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>  |   |
| <b>Beech Class</b><br><b>Summer 1 Writing</b> | <b>Talk For Writing</b> (2 week units): <ul style="list-style-type: none"> <li>Newspaper</li> <li>Narrative</li> <li>Historical fiction – narrative</li> </ul> | <b>Grammar Masters:</b> <ul style="list-style-type: none"> <li>Morphology (9)</li> <li>Active passive (31)</li> <li>Determiners (26)</li> <li>Clauses and phrases (25)</li> </ul> | <u>Year 5-6 Curriculum</u><br><u>Writing Transcription:</u> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul><br><u>Handwriting and presentation</u><br>Pupils should be taught to:<br>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul><br><u>Writing Composition:</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, 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| <p><b><u>Beech Class</u></b><br/><b><u>Summer 2 Writing</u></b></p> | <p><b><u>Talk For Writing</u></b> (2 week units):</p> <ul style="list-style-type: none"> <li>Balanced arguments</li> <li>Narrative – horror</li> <li>Autobiography</li> </ul> | <p><b><u>Grammar Masters:</u></b></p> <ul style="list-style-type: none"> <li>Prepositions (21)</li> <li>Hyphens (17)</li> <li>Expanded noun phrases (28)</li> <li>Reassess and identify gaps</li> </ul> | <p><u>Year 5-6 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p><u>Handwriting and presentation</u></p> <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><u>Writing Composition:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> </ul> | <p><u>Year 5-6 Curriculum</u><br/><u>Writing Transcription:</u></p> <ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>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.</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><u>Writing Composition:</u></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure, language and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul> |

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