

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Once Upon a Time		To Infinity and Beyond		Into the Wild	
<p>Year R Communication and Language - Speaking ELG</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations as to why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. 	<p>Speaking ELG</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>SPaG</p>	<ul style="list-style-type: none"> Letters and Sounds Phase 2 taught through Jolly Phonic approach and best practice from Letters and Sounds. Segmenting VC and CVC words with phase two letters taught. 	<ul style="list-style-type: none"> Letters and Sounds Phase 2 taught through Jolly Phonic approach and best practice from Letters and Sounds. Segmenting VC and CVC words with phase two letters taught. Learn to read phase 2 non-decodable words. 	<ul style="list-style-type: none"> Letters and Sounds Phase 3 Digraphs and Tri-graphs taught through school developed scheme of picture, phrases and flashcards. Segmenting CVC, CCVC and CVCC words and phonically regular phase three words of one syllable. Learn to spell phase 2 non-decodable words. 	<ul style="list-style-type: none"> Letters and Sounds Phase 3 Digraphs and Tri-graphs taught through school developed scheme of picture, phrases and flashcards. Segmenting CVC, CCVC and CVCC words and phonically regular phase three words of one syllable. Introduce spelling of two-syllable phonically regular words. Learn to read phase 3 non-decodable words. 	<ul style="list-style-type: none"> Continue with segmenting CVC, CCVC and CVCC words and phonically regular phase three words of one syllable. Begin teaching phase 4 - adjacent consonants. Continue spelling of polysyllabic phonically regular words. Learn to spell phase 3 non-decodable words. 	<ul style="list-style-type: none"> Introduce phase 5 digraphs: ay, oi, ow, ea. Continue teaching phase 4 - adjacent consonants. Continue with segmenting CVC, CCVC and CVCC words and phonically regular phase 3 and some common phase 5 words of one syllable. Continue spelling of polysyllabic phonically regular words. Revision of non-decodable words.
<p>Literacy</p> <p>Writing ELG</p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p>	<ul style="list-style-type: none"> Read and write individual letters by saying the sounds for them. Form some lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. <p>Handwriting / Letter Formation taught alongside each letter / phoneme. For spelling and phonics see SPAG.</p>	<ul style="list-style-type: none"> Read and write individual letters by saying the sounds for them. Segment sounds into words, so that they can spell short words made up of known letter-sound correspondences. Form lower-case letters correctly. Spell a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s. <p>Handwriting / Letter Formation taught alongside each letter / phoneme. For spelling and phonics see SPAG.</p>	<ul style="list-style-type: none"> Read and write some letter groups that each represent one sound (digraph and trigraph) and say sounds for them. Spell words by identifying the sounds and then writing the sound with letter/s. Write simple phrases made up of words with known letter- sound correspondences and, where necessary, a few exception words. Form lower-case letters correctly. <p>Handwriting / Letter Formation taught alongside each letter / phoneme. For spelling and phonics see SPAG.</p>	<ul style="list-style-type: none"> Read and write some letter groups that each represent one sound (digraph and trigraph) and say sounds for them. Spell words by identifying the sounds and then writing the sound with letter/s. Write simple sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words. Form lower-case letters correctly. <p>Handwriting / Letter Formation taught alongside each letter / phoneme. For spelling and phonics see SPAG.</p>	<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense. Form lower-case and some upper-case letters correctly. <p>Handwriting / Letter Formation taught alongside each letter / phoneme. For spelling and phonics see SPAG.</p>	<p>Writing ELG</p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p>Handwriting / Letter Formation taught alongside each letter / phoneme. For spelling and phonics see SPAG.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1 Composition</p> <p>Additional writing opportunities/cross-curricular</p> <p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> Dictated sentences in daily phonics and spelling checks Weekly independent writing task Science, Topic, RE/PSHE, Music and DT lessons all involve writing <p>Handwriting</p>	<p>Assessed Write Process</p> <p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> build-up over 1-2weeks based on a book or poem that chn have learnt assessed using National Curriculum objectives <p>Genre: Narrative: The Rainbow Bird Key focus/SC:</p> <p>-I can say what I want to write -I can use my phonics to sound out -I can use capital letters -I can use finger spaces -I can use full stops</p> <p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> 4 to 5 weekly practice chn use Wixams Tree Primary / Twinkl precursive moving on to joined style Sits and holds pencil correctly 	<p>Letter to Santa SC:</p> <p>I can say what I want to write -I can use my phonics to sound out -I can use capital letters -I can use finger spaces -I can use full stops -I can use adjectives to describe -I can use dear/from</p> <ul style="list-style-type: none"> Letters start with Curly Caterpillar letters, move on to one-armed robot letters, long ladder letters and zigzag monster letters 	<p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> chn use success criteria checklist for desired features after completing Assessed Write (starting spring) <p>Poem: What Samuel Pepys has in his pocket SC:</p> <p>SC:</p> <p>-I can say what I want to write -I can use my phonics to sound out -I can use capital letters -I can use finger spaces -I can use full stops -I can use a full stop -I can use an adjective to describe -I can write in the form of a poem</p> <ul style="list-style-type: none"> A line of the focus letter/s that the chn trace and a line on their own, traced words and then written on their own, moving on to writing own sentences including the words 	<ul style="list-style-type: none"> Composes sentence orally before writing Sequences sentences to form short narratives Re-reads to check that writing makes sense <p>Narrative: Jack Frost SC:</p> <p>-I can use my phonics to sound out -I can use capital letters -I can use finger spaces -I can use full stops -I can write sentences to form a narrative -I can use 'and' to join words and phrases -I can use adjectives to describe</p> <ul style="list-style-type: none"> Forms lower-case letters in the right direction, starting and finishing in the right place Forms capital letters appropriately Forms digits 0-9 	<p>Poem: Animal Poems SC:</p> <p>I can form a sentence by saying out loud what I want to write about -I can use my phonics to sound out -I can use capital letters -I can use finger spaces -I can use full stops -I can use the suffix s or es -I can use adjectives</p> <ul style="list-style-type: none"> All alphabet lowercase and capital letters, moving on to joins in summer term Planning for joins on the I drive 	<p>Narrative Koala Who Could SC:</p> <p>I can say what I want to write -I can use my phonics to sound out -I can use capital letters -I can use finger spaces -I can use full stops -I can use adjectives to describe -I can use conjunctions to join sentences -I can sequence sentences to form a narrative</p>

Grammar

TEACHER COMMENTS:

- Distinct lesson taught throughout the year when needed
- **See year 1 Literacy outcomes for what we focus on in each term**

Spelling

TEACHER COMMENTS:

- weekly homework optional,
- compulsory in spring term
- weekly spelling test
- use Spelling Shed scheme of work
- In spring term chn practise spellings 4 days a week first thing in the morning - focusing on common exception words, numbers, days of the week

- Separates words with spaces
- Demarcates some simple sentences

- Phase 2-5 graphemes in familiar words
- Doubled letters at the end of base words: ll, ss, zz, ff, ck
- Words ending in -y pronounced /ee/ and /igh/

- Joins words and clauses using 'and'
- Capital letter for some proper nouns

- Regular plural suffixes
- Regular verb inflections: -ed, -ing, -s
- Common exception words

- Capital letter for personal pronoun 'I'

Some use of ? and !

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 2 Composition</p> <p>Additional writing opportunities/cross-curricular</p> <ul style="list-style-type: none"> children write sentences every week as part of spelling test Science, Topic, RE/PSHE, Music and DT lessons all involve writing 	<p>NC Objectives</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing poetry writing for different purposes <p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> build-up over 6-7 weeks shorter pieces of work produced every week which feed into assessed write Assessed write week: children plan/draft => self-assess => (sometimes) peer mark -> redraft some teacher input when discussing drafts as VF chn use success criteria checklist for desired features after completing Assessed Write <p>Assessed Write Genre: Aut 1: Narrative <i>Nen and the Lonely Fisherman</i></p> <p>Key features/SC:</p> <ul style="list-style-type: none"> To use capital letters and full stops. To use expanded Noun phrases to describe. To use conjunctions to extend sentences. 	<ul style="list-style-type: none"> 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 <p>Assessed Write Genre: Aut 2: Letter <i>Titanic</i></p> <p>Key features/SC:</p> <ul style="list-style-type: none"> To use different sentence types (statement, question, exclamation) To use conjunctions to extend sentences. To use commas in a list. 	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for <p>Assessed Write Genre: Spr 1: Recount <i>Chinese Lantern festival</i></p> <p>Key features/SC:</p> <ul style="list-style-type: none"> To use the past and present tense correctly and consistently. To use apostrophes for contractions and singular possession. To use conjunctions to extend sentences 	<ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear <p>Assessed Write Genre: Spr 2: Information text <i>Fact page about China</i></p> <p>Key features/SC:</p> <ul style="list-style-type: none"> To demonstrate the features of a non-fiction text. To use different sentence types (statement, question, exclamation) To use a conjunctions to extend sentences 	<p>Assessed Write Process</p> <ul style="list-style-type: none"> Writes for different purposes Writes down key words and ideas before writing Makes simple additions, corrections and revisions to own writing Rereads writing with intonation to make the meaning clear <p>Assessed Write Genre: Sum 1: Narrative <i>Own version Jack & the Beanstalk</i></p> <p>Key features/SC:</p> <ul style="list-style-type: none"> see requirements as indicated in the end of KS1 assessment framework. 	<p>Assessed Write Genre: Sum 2: Non-chronological report <i>Butterflies</i></p> <p>Key features/SC:</p> <ul style="list-style-type: none"> see requirements as indicated in the end of KS1 assessment framework.

<p>Year 2 SPaG</p> <p>Complete 3 weeks of phase 5 revision work before beginning phase 6.</p>	<p>Spelling</p> <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -learning new ways of spelling phonemes for which one or more spellings are already know, and learn some words with each spelling -learning to spell common exception words (in daily morning spellings) <p>/ to spell words with the ed suffix (LCP planning wk 1-3)</p> <ul style="list-style-type: none"> -To spell compound words (covered in Phonics LCP planning wk 3 & 4 also do a discrete lesson) -To spell words with -ey (donkey, monkey, key, chimney, valley) and know to use an s to make these word plural. -To spell words with the suffix -ing (LCP planning wk 4 & 5 (next half term)) -To spell words with the grapheme 'o' (u phoneme) for Monday, mother, other, brother, nothing <p>Grammar</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks</p> <ul style="list-style-type: none"> - sentences with different forms: <u>statement</u>, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (use the technical vocabulary) - Learn how to use some features of written Standard English - the present and past tenses correctly and consistently including the progressive form <p>To use the term noun, adjective, noun phrase, present and past tense, progressive for of verbs, suffixes.</p>	<ul style="list-style-type: none"> - learning to spell more words with contracted forms (literacy and daily morning spellings) (LPC planning wk 10) -To spell words with the suffix -ing (LCP planning wk 4 & 5) -To spell words with the suffix er (LCP planning wk 6 & 7) -To spell words with the -est suffix (LCP planning wk 9) -To spell words with the suffix es correctly (LCP planning wk 11 & 12) -To use an 'a' grapheme (o (short) phoneme) after w and qu (want, watch, wander, quantity, squash) (LCP planning wk 12/13) -To use an 'a' grapheme (or phoneme) after w (word, work, worm, world, worth) (LCP planning wk 13) -To spell words with the 'ar' grapheme (or phoneme) warm, war, towards. <p>To use commas for lists</p> <ul style="list-style-type: none"> - To use apostrophes for contracted words. - sentences with different forms: <u>statement</u>, <u>question</u>, <u>exclamation</u>, <u>command</u> <p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> o Taught as part of English lessons as and when needed, following ongoing assessment. o It is taught through phonics and writing practice as and when needed. 	<ul style="list-style-type: none"> - distinguishing between homophones and near-homophones -To spell words with ly, introduce the term adverb (LCP planning wk 14 & 15) -To spell words with the suffix -y (LCP planning wk 17) -To spell words with the grapheme a (or phoneme) before l / ll (all, ball, call, walk, talk, always) -The /s/ sound spelt c before e, i and y (race, ice, cell, city, fancy) 	<p>To spell words with the ending le, el, al. (table, apples, bottle, little, middle) (camel, tunnel, squirrel, travel, towel, tinsel) (metal, pedal, capital, hospital, animal)</p> <ul style="list-style-type: none"> -To spell words with the ending il (pencil, fossil, nostril) -add suffixes to spell longer words, including -ment, -ness, -ful, -less, (LCP planning - ment wk 21; ness wk 19; ful wk 22; less wk 23) <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far (do through the spelling test, ch. To write some spellings in a dictated sentence)</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p>	<p>words, and sometimes spelt as g elsewhere in words before e, i and y (badge, edge, bridge, dodge, fudge)</p> <p>(age, huge, change, charge, bulge, village)</p> <p>(gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust)</p> <ul style="list-style-type: none"> -The /n/ sound spelt kn and (less often) gn at the beginning of words (knock, know, knee, gnat, gnaw) -The /r/ sound spelt wr at the beginning of words (write, written, wrote, wrong, wrap) -To spell words ending -tion (station, fiction, motion, national, section). -To spell words with the grapheme (zh phoneme) television, treasure, usual. 	<p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> o weekly homework in books o weekly spelling test o use <u>Spelling Shed</u> scheme of work o chn use Spelling Shed at home to consolidate weekly spelling lists plus additional word lists for HA o Every child has a set of target words on a bookmark in lessons that they can refer to that were identified following common exception word spelling test. o Some LA children work with Mrs P weekly to support spelling of additional words.
<p>Handwriting</p>	<p>form lower-case letters of the correct size relative to one another</p> <ul style="list-style-type: none"> -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 - 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 	<p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> o daily weekly practice o cursive letter formation -> joining letters -> capital letters o Children writing words with the taught letters/letter joins in (joining up letters as much as possible) o chn use Wixams Tree Primary / Twinkl cursive joined style o whole words => children write own sentences using words practised 	<ul style="list-style-type: none"> o 	<p>learning the possessive apostrophe (singular) [for example, the girl's book]</p>		

<p>Year 3 Composition</p> <p>Additional writing opportunities/cross-curricular:-</p> <ul style="list-style-type: none"> ○ Science, Topic, RE/PSHE, Music and DT lessons all involve writing ○ Take Home Tasks 	<p><u>Assessed write process:</u> TEACHER COMMENTS:</p> <ul style="list-style-type: none"> ○ build-up over 6-7 weeks. ○ based on a class text, usually studied for 2 weeks, but expect to see some features introduced in the previous weeks via other texts. ○ Grammar/punctuation features studied during half term are assessed ○ shorter pieces of work produced every week practising skills which feed into assessed write <p><u>Assessed Write Genre:</u> <u>Narrative</u> Stone Age Boy</p> <p>Key features/SC:</p> <ul style="list-style-type: none"> • adverbial phrases for time, place and cause • description of setting using ambitious vocabulary 	<ul style="list-style-type: none"> ○ Assessed write week: children write, self- assess and make their own improvements. Previously tried children writing, assessing and copying up, but when copying up chn were introducing mistakes, changing things for the worse and missing chunks! Final piece didn't show their improvements. Also tried peer mark before copying up but wasn't sure if it was acceptable for another child to be correcting their work for them as it is then not truly independent. I thought the objective of being able to find mistakes in someone else's work may be better as a separate activity ○ No teacher input at all. No adult help with spelling. Children may find spelling themselves on word mats, from their book, from their yellow dictionary. Use of a real dictionary is not encouraged (especially in early Y3) until this skill has been practised more - previously found that chn can waste too much time looking for a word and don't get the writing done! I tell them they can look it up at the end if there is time <p><u>Diary</u> The Fossil Girl / Stone Girl Bone Girl / Mary Anning</p> <p>Key features/SC:</p> <ul style="list-style-type: none"> • Use of first person • Use of simple past tense • Use of time conjunctions • Use of present perfect tense 	<ul style="list-style-type: none"> ○ Chn have help with planning their work e.g. planning sheet like a boxing up grid ○ Shared write to model and generate ideas ○ chn use success criteria checklist for desired features as they write and tick grid after completing Assessed Write <p><u>Narrative / Dilemma story with speech</u> <i>The Great Kapok tree</i></p> <p>Key features/SC:</p> <ul style="list-style-type: none"> • use of direct speech • sequential order • description of setting and character • use of third person 	<p><u>Persuasive letter</u> (Deforestation)</p> <p>Key features/SC:</p> <ul style="list-style-type: none"> • Use of persuasive features. • Use of quotes/facts to provide evidence. • Rhetorical questions • Addressing the reader • Use of paragraphs 	<p><u>Biography:</u> Boudicca</p> <p>Key features/SC:</p> <ul style="list-style-type: none"> • Use of third person • Chronological order • Use of paragraphs • Use of past tense 	<p><u>Newspaper Report:</u> Volcanic Eruption Vesuvius</p> <p>Key features/SC:</p> <ul style="list-style-type: none"> • Chronological order • Use of past tense • Time conjunctions • Adverbial phrases
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Handwriting

SPaG

TEACHER COMMENTS:

- o Daily practice - approx 15 mins during registration
- o Each session starts with letters, then a word using the letters, then chn write their own sentence using word. Once the whole alphabet and capitals have been practised we move on to letter jons e.g. sp, st. Same format of practise the letters, words write a sentence.
- o chn use Wixams Tree Primary / Twinkl cursive joined style
- o use resources on Shared Staff i-drive
- o I may print workbooks at some point for chn who are struggling with size and letter formation. I did this last year. Chn then trace and copy.

Grammar:

conjunctions, adverbs and prepositions to express time and cause
fronted adverbials and using commas after fronted adverbials (introduced - main teaching Year 4 in accordance with Appendix 2 and Classroom Monitor)
using and punctuating direct speech

TEACHER COMMENTS SPELLING:

Spelling:

- weekly homework (practising the words for a test) in books
- o daily practise of spelling words during registration
- o weekly spelling test and spelling lesson
- o Sometimes dictation using spelling words.
- o use **Spelling Shed** scheme of work
- o chn use Spelling Shed at home to consolidate weekly spelling lists plus additional topic word lists and/or lists for individual (SEN) pupils as designed by KM
- o Y3-4 exception words - occasional tricky words lists are part of the Speling Shed scheme

NC Objectives

- o use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- o 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]

Grammar:

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Grammar:

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

indicating possession by using the possessive apostrophe with plural nouns

using and punctuating direct speech (2)

Grammar:

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

TEACHER COMMENTS GRAMMAR:

- o Lessons mostly built into series of lessons on class text (usually a 2 week block). Some lessons may be discrete but built upon and linked to text the following day/week. Some standalone short blocks e.g. 3 lessons on conjunctions before going on to the next text.
- o No homework
- o Want to start to do a termly Grammar Test e.g. from www.grammarsaurus.co.uk or Rising Stars or Headstart (tbc)
- o Want to try to include more test-like exercises i.e. spotting the grammar and punctuation

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<p>Year 4 Composition</p> <p>Additional writing opportunities/cross-curricular:-</p> <p>Children write short book reviews in small exercise book, summarising content of their school reading books, before being allowed to change their book.</p> <p>Children write sentences every week as part of spelling homework.</p> <p>Science, Topic, RE/PSHE, Music and DT lessons all involve writing</p> <p>Take Home Tasks</p>	<p>Assessed Write process</p> <p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> • build-up over 6-7 weeks • based on whole class text • grammar features studied during half term are assessed • shorter pieces of work produced every week which feed into assessed write • Assessed write week: children draft => peer mark => redraft • some teacher input when discussing drafts as VF • T indicates punctuation and spelling mistakes in final draft, without correcting • chn use dictionaries and thesauruses for assessed piece • chn use success criteria checklist for desired features after completing Assessed write <p>Genres:</p> <p>Recount: Own version of Beowulf story</p> <p>Key features/SC:</p> <ul style="list-style-type: none"> • powerful language and imagery • commas in lists • balance between action and description • apostrophe for contraction • apostrophe for possession • prepositional phrases • use of pronouns for cohesion • fronted adverbials 	<p>Narrative: Edgar the Excitable</p> <p>SC:</p> <ul style="list-style-type: none"> • use of third person • use of simple past tense • use of pronouns for cohesion (sing and plural nouns) • range of conjunctions • commas before co-ordinating conjunctions 	<p>Diary: Edo princess's journey to her grandfather</p> <p>SC:</p> <ul style="list-style-type: none"> • use of first person • use of present perfect tense • full stops at sentence boundaries • apostrophe for contraction and possession • informal language/colloquialisms 	<p>Informational/Persuasive: The Benin Plaques</p> <p>SC:</p> <ul style="list-style-type: none"> • range of adverbials for comparison, emphasis etc • fronted adverbials • paragraphs and subheadings • range of punctuation [! / ?] • rhetorical questions • tense consistency 	<p>creates settings, characters and plot</p> <p>Narrative: The Iliad/The Odyssey/Greek myth</p> <p>SC:</p> <ul style="list-style-type: none"> • use of speech/dialogue to move plot forward • commas after fronted adverbials • commas after subordinate clauses • range of tenses • expanded noun phrases 	<p>Poetry review: Spartan Warrior</p> <p>SC:</p> <ul style="list-style-type: none"> • use of adverbials to express opinion and contrast and to aid cohesion across paragraphs • full stops at sentence boundaries • commas after subordinate clauses • commas after fronted adverbials • use of speech marks for quotes

Handwriting	<p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> ○ twice weekly practice ○ key/tricky letters ○ chn use Wixams Tree Primary / Twinkl cursive joined style ○ children write own sentences using words practised ○ use resources on Shared Staff i-drive 	<ul style="list-style-type: none"> • uses diagonal and horizontal strokes to join letters • ascenders and descenders are parallel and equidistant • writing is spaced sufficiently to aid legibility 				
SPaG	<p>TEACHER COMMENTS:</p> <p>Grammar:</p> <ul style="list-style-type: none"> ○ weekly discrete time-tabled lesson ○ fortnightly homework ○ grammar concepts noted and discussed during whole class reading of class text ○ cloze test exercises for key word classes ○ songs used when appropriate ○ termly Grammar Test from www.grammarsaurus.co.uk or Rising Stars or Headstart (tbc) <p>Spelling</p> <ul style="list-style-type: none"> ○ some additional weekly lists devised by SB (vowel sound letter strings) ○ homophones (3 weeks) 	<ul style="list-style-type: none"> • apostrophe for plural possessive • expanded noun phrases <p>Spelling:</p> <ul style="list-style-type: none"> ○ weekly homework in books ○ weekly spelling test and spelling lesson ○ use Spelling Shed scheme of work ○ chn use Spelling Shed at home to consolidate weekly spelling lists plus additional topic word lists and/or lists for individual (SEN) pupils as designed by SB 	<ul style="list-style-type: none"> • correct use of a/an • conjunctions, adverbs and prepositions to express time, place, cause and manner • present perfect tense • correct punctuation for direct speech <p>Spelling:</p> <ul style="list-style-type: none"> • common prefixes • words ending -sure and -ture • words ending -tion, -sion, -ssion, -cian • consonant doubling suffix pattern • final non-syllabic e suffixing pattern • y to i suffixing pattern 	<ul style="list-style-type: none"> • standard forms for verb inflections • commas after fronted adverbials 	<p>Spelling:</p> <ul style="list-style-type: none"> ○ Y3-4 statutory word list is main focus in Summer term ○ Dictations include key Y3-4 words and all punctuation learned in Y1-4 	

**Year 5
Composition**

Additional writing opportunities/cross-curricular:-

- guided reading comprehensions on tasks and grammar and spelling lessons to be written in reading journals
- writing in every English lesson
- Science, Topic, RE/PSHE, Music and DT lessons all involve writing
- Take Home Tasks -more open ended writing tasks will now be given for this

Assessed Write Process

- build-up over first 4 weeks of the half term
- based on class text
- grammar features studied during half term are assessed
- shorter pieces of work produced every week which feed into assessed write
- **Assessed write week:** children draft, write, edit and improve
- some teacher input when discussing drafts as VF
- verbal discussion of task and highlighting of VCOP as a focus
- chn then completely independent on draft and writing piece
- chn use dictionaries and thesauruses in the planning process
- chn could look at previous work to recap features learned in lessons

Genres

AUT 1: Narrative: Adventure story

Key features/SC

- paragraphs
- pronouns for cohesion
- modal verbs
- adverbs of possibility
- determiner 'an'
- description of characters and setting /expanded noun phrases
- commas in lists
- speech punctuation

Class text: *Cosmic*, Frank Cottrell-Boyce

- Writing appropriate to audience and purpose
- Writing uses appropriate form
- Develops characterisation, setting and atmosphere
- Dialogue develops character and advances action
- Selects appropriate grammar and vocab to enhance and clarify meaning
- Builds cohesion within and across paragraphs
- Organisational and presentational devices structure writing and guide reader
- Tense is consistent and correct throughout
- Subject and verb agreement is accurate
- Register is matched to the purpose and audience

AUT 2: Newspaper report

Key features/SC

- range of tenses
- relative pronouns
- time adverbials
- subordinating conjunctions
- fronted adverbials with a comma
- direct and reported speech

Class text: *Cosmic*, Frank Cottrell-Boyce

SPR 1: Explanation text: Civil War

Key features/SC

- paragraphs and subheadings
- cohesive devices between paragraphs
- expanded noun phrases
- subordinating conjunctions
- fronted adverbials with a comma
- relative clauses
- present perfect and progressive tenses

Class text: *Children of the New Forest*, Captain Marryat

SPR 2: Information leaflet/Biography: John Bunyan

Key features/SC

- paragraphs and subheadings
- bullet points
- simple past tense
- technical vocabulary
- time adverbials
- determiner 'an'
- relative pronouns
- parenthesis

Class text: *Pilgrim's Progress*

SUM 1: Formal letter

Key features/SC

- technical vocabulary or words/phrases magpied from the class text
- formal tone and business-like, impersonal language
- a selection of different modal verbs
- complex sentences with subordinate conjunctions
- correct layout: address of sender and recipient; date; sign off correctly at the end of the letter
- fronted adverbial with a comma

Class text: *The Firework-Maker's Daughter*, Phillip Pullman

SUM 2: Narrative: Chinese fable

Key features/SC

- paragraphs
- range of past tenses
- cohesive devices: pronouns, conjunctions, conjunctive adverbs
- speech punctuation
- relative pronouns/clauses
- determiner 'an'
- parenthesis
- fronted adverbial with comma

Class text: *Ancient Chinese Fables*

Handwriting	<p>NC Reference</p> <ul style="list-style-type: none"> Writes legibly, fluently and with increasing speed Chooses standard and style of handwriting appropriate to the task Chooses the writing implement best suited to the task <p>TEACHER COMMENTS:</p> <ul style="list-style-type: none"> daily practice focus on certain letters and joins each week focus also on key vocabulary in sentences chn use Wixams Tree Primary / Twinkl cursive joined style Pen licences to be earned 					
SPaG	<ul style="list-style-type: none"> Words ending -cious, -tious, -cial and -tial Words ending -ant, -ance, -ancy, --ent, -ence, -ency Words ending -able, -ably, -ible, -ibly ough letter string words with /ee/ sound spelled ei after c words with silent letters homophones words with silent letters homophones Y5-6 statutory word list <p>TEACHER COMMENTS SPELLING:</p> <ul style="list-style-type: none"> filters into spag homework tasks weekly spelling test and spelling lesson use Spelling Shed scheme of work chn use Spelling Shed at home to consolidate weekly spelling lists plus additional topic word lists additional support for some children with common errors in English books/low scores challenge words in each half term from Y5/6 key list task specific words recapped in English lessons (e.g. grammar terms or common errors) 	<ul style="list-style-type: none"> Relative clauses Modal verbs Cohesive devices within paragraphs Ideas across paras linked by adverbials Parenthesis <p>TEACHER COMMENTS GRAMMAR:</p> <ul style="list-style-type: none"> weekly discrete timetabled lesson + daily English starters weekly homework spag sheet grammar concepts noted and discussed during whole class reading of class text some English lessons focus on integrating these terms into writing songs / videos from BBC Bitesize used when appropriate half termly grammar test used 				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Composition (as for Y5 also)</p> <ul style="list-style-type: none"> • Writing appropriate to audience and purpose • Writing uses appropriate form • Develops characterisation, setting and atmosphere • Dialogue develops character and advances action • Selects appropriate grammar and vocab to enhance and clarify meaning • Builds cohesion within and across paragraphs • Organisational and presentational devices structure writing and guide reader • Tense is consistent and correct throughout • Subject and verb agreement is accurate • Register is matched to the purpose and audience <p>Assessed Write Genres:</p> <p>Information report: Victorians</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Grammar in writing: Continue to distinguish between homophones and other words which are often confused</p>	<p>Handwriting:</p> <ul style="list-style-type: none"> • Writes legibly, fluently and with increasing speed • Chooses standard and style of handwriting appropriate to the task • Chooses the writing implement best suited to the task <p>Explanation text/ Biography (Punch and Judy; Electricity)</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Precis longer passages</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p>Grammar in writing: Use expanded noun phrases to convey complicated information concisely Convert nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify Use modal verbs or adverbs to indicate degrees of possibility</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Relative clauses • Modal verbs • Cohesive devices within paragraphs • Ideas across paras linked by adverbials • Parenthesis • Commas to clarify meaning <p>Y6</p> <ul style="list-style-type: none"> ⇒ Formal and informal vocab and structures ⇒ Passive and subjunctive ⇒ Ellipsis ⇒ Colons, semicolons and dashes to mark clause boundaries ⇒ Bullet points ⇒ Hyphens to avoid ambiguity <p>Narrative</p> <p>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to grammar and punctuation to enhance effects and clarify meaning</p> <p>Grammar in writing: Use further prefixes and suffixes and understand the guidelines for adding them Use prefixes to generate new verbs, e.g. dis-, de-, mis-, over-, re Use the perfect form of verbs to mark relationships of time and cause</p>	<p>Spelling</p> <ul style="list-style-type: none"> • Words ending -cious, -tious, -cial and -tial • Words ending -ant, -ance, -ancy, --ent, -ence, -ency • Words ending -able, -ably, -ible, -ibly • ough letter string • words with /ee/ sound spelled <i>ei</i> after <i>c</i> • words with silent letters • homophones • words with silent letters • homophones • Y5-6 statutory word list <p>Poetry</p> <p>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Grammar in writing: Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Punctuation of bullet points to list information, Use hyphens to avoid ambiguity Use devices to build cohesion, including adverbials of time, place and number (1)</p>	<p>Assessed Write Process</p> <p>Editing - allow children to keep drafting/editing work - not necessary to have a copied out 'final' finished piece every time. There should be evidence of pupils editing for both technical and compositional reasons.</p> <p>Success criteria - good practice to use these, but they need to be not too directive by mid-Spring Term for the writing that will inform the final judgements.</p> <p>Marking - aim is to move away from over-directing children to the errors in/by Spring Term, towards indicating that there is an error(s) in a section or piece of work.</p> <p>Peer collaborative improvement is also absolutely to be encouraged.</p> <p>Autobiography</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Grammar in writing: Use passive verbs to affect the presentation of information in a sentence (1) Use the semi-colon, colon and dash to mark the boundary between independent clauses Use the colon to introduce a list and use of semi-colons within lists</p>	<p>Formal/Impersonal writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Grammar in writing: Use devices to build cohesion, including adverbials of time, place and number (2) Use passive verbs to affect the presentation of information in a sentence (2)</p>

