

Aycliffe Drive Primary School

Writing Curriculum

Children will revise and secure the skills from previous year groups.

Reception	Children will be taught to:		Spelling, vocabulary, grammar, punctuation
	<ul style="list-style-type: none"> • Begin to form lower-case and capital letters correctly in line with phonics teaching. • Be more confident in writing identifiable shapes and letters. • Segment and blend the sounds in simple words and name sounds. • Spell words by identifying the sounds and then write the sound with letter/s. • Talk about sentences and start to write short sentences. • Start to use full stops and capital letters in the correct places. • Use their phonic knowledge to write words in ways which match their spoken sounds. • Write some irregular common words. • Write simple sentences which can be read by themselves and sometimes by others. • Spell small, familiar words correctly and make phonetically plausible attempts at more complex words. • Re-read what they have written to make sure it makes sense. • 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. 		
Key texts	Autumn	Spring	Summer
	<p>Harry and the Dinosaurs go to school.</p> <p>Funny Bones</p> <p>All are Welcome.</p> <p>Pirates have Underpants</p> <p>When Will it be Spring</p> <p>Stick Man</p> <p>Divali Information book</p> <p>All kinds of people</p> <p>Three Little Pigs</p>	<p>Handa's Surprise</p> <p>Chinese New Year story</p> <p>Billy Goats Gruff</p> <p>Farm animals</p> <p>Rumble in the Jungle</p> <p>Walking through the Jungle</p> <p>Polar bear fact book</p> <p>Signs of Winter</p> <p>Jasper's Beanstalk</p> <p>Jack and the Beanstalk</p>	<p>What the Lady Bird Heard</p> <p>The Bad Tempered Ladybird</p> <p>Super- worm</p> <p>Minibeast: Ladybird first fabulous facts'</p> <p>What the Ladybird Heard</p> <p>Life Cycle of Butterfly (factual)</p> <p>Factual books on the life of mini beasts</p> <p>Wheels, wings, and other things</p> <p>Mr Gumpy's Outing</p>

	Percy Park Keeper – After the Storm Owl Babies Owl who was Afraid of the Dark The Jolly Postman Nativity and Christmas Stories (various) Dingle dangle scarecrow Autumn Leaves Rhyme I’m painting a picture of me. He’s got the whole world in his hands. Christmas carols, songs and rhymes.		Enormous Turnip A Seed in Need Tiny Seed The Bad Seed Supertato. Ugly Duckling Farmer Duck Fly Freddy Fly Mary, Mary, quite contrary The wise man built his house upon the rock.		Mrs Armitage on Wheels The Magic Train Ride The Gingerbread Man Wheels on the bus Row, row, row your boat. The Big ship Sails. God save the King.	
Year 1	Children will be taught to:			Spelling, vocabulary, grammar and punctuation		
	<ul style="list-style-type: none">• read own writing aloud clearly for others to hear and discuss• orally rehearse sentences and sequence them to form short narratives• join words and clauses with the conjunction ‘and’• use past, present and future accurately in speech and begin to incorporate these in their writing• demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark• spell some Y1 common exception words* and the days of the week• segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way• form many letters and digits correctly, with some difference between upper and lower-case letters• use• spaces between words.			<ul style="list-style-type: none">• Regular plural noun suffixes –s or –es• Suffixes that can be added to verbs where no change is needed in the spelling of root words• How the prefix un– changes the meaning of verbs and adjectives.• How words can combine to make sentences Joining words and joining clauses using <i>and</i>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I		
Key texts	Autumn		Spring		Summer	
	CYCLE A	CYCLE B	CYCLE A	CYCLE B	CYCLE A	CYCLE B
	Stories in familiar settings Knuffle Bunny Use and continue a repeating pattern from a model. Include some story language and patterns following models. Re-tell/imitate familiar stories.	Modern Fiction Voices in the Park Recount real events. Act out stories and portray characters and their motives.	Traditional Tales Rapunzel Act out stories and portray characters and their motives. Re-tell/imitate familiar stories. Joining words and joining clauses using <i>and</i> . Join two clauses in a	Stories in familiar settings Paddington Include some story language and patterns following models. Re-tell/imitate familiar stories.	Fantasy How to catch a star Recount real events. Act out stories and portray characters and their motives.	Fairy stories Goldilocks Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.

	<p>Free Verse Poetry Purple is Listen to and discuss a wide range of rhymes and poems, learning to recite some by heart. Make some choices of appropriate vocabulary. Use the language of texts read as models for their own writing.</p> <p>Modern fiction Diary of a Wombat Use 'and' to link words within sentences. Join two clauses in a sentence using the co-ordinating conjunction 'and'. Use 'because' to provide reasoning. Recount real events. Assemble information on a subject from their own experience.</p>	<p>How words can combine to make sentences. Joining words and joining clauses using <i>and</i>.</p> <p>Information texts Big Machines Begin to convey information and ideas in simple non-narrative forms. Sequence sentences to form simple non-fiction text types. Use the language of texts read as models for their own writing.</p> <p>Classic Poetry The Quangle Wangle's Hat Listen to and discuss a wide range of rhymes and poems, learning to recite some by heart. Make some choices of appropriate vocabulary.</p>	<p>sentence using the co-ordinating conjunction 'and' use 'because' to provide reasoning.</p> <p>Stories with Predictable Phrases Farmer Duck Include some story language and patterns following models. Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un- use –ing, -ed, -er and –est where no change is needed in the spelling of root words. Sequence sentences to form short narratives.</p> <p>Contemporary Poetry Senses Listen to and discuss a wide range of rhymes and poems, learning to recite some by heart. Make some choices of appropriate vocabulary. Use and continue a repeating pattern from a model.</p>	<p>Use 'and' to link words within sentences.</p> <p>List poetry Ten things in a wizard's pocket Listen to and discuss a wide range of rhymes and poems, learning to recite some by heart. Make some choices of appropriate vocabulary. Begin to convey information and ideas in simple non-narrative forms.</p> <p>Non-chronological report London Begin to convey information and ideas in simple non-narrative forms. Sequence sentences to form simple non-fiction text types. How words can combine to make sentences Joining words and joining clauses using <i>and</i>. Recount real events.</p> <p>Stories with predictable phrases Ravenous Beast Join two clauses in a sentence using the co-ordinating conjunction 'and'. Use 'because' to provide reasoning. Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un- use –ing, -ed, -er and –est where no change is needed in the spelling of root words.</p>	<p>Use words that sequence events. Sequence sentences to form short narratives.</p> <p>Books from other cultures and traditions Cinnamon Use words that sequence events. Sequence sentences to form short narratives. Use 'and' to link words within sentences. Join two clauses in a sentence using the co-ordinating conjunction 'and' use 'because' to provide reasoning.</p> <p>Instructions Monsters: An Owner's Guide Begin to convey information and ideas in simple non-narrative forms. Sequence sentences to form simple non-fiction text types. How the prefix un- changes the meaning of verbs and adjectives.</p> <p>Free verse Poetry Into the blue Make some choices of appropriate vocabulary. Listen to and discuss a wide range of rhymes and poems, learning to recite some by heart. Use and continue a repeating pattern from a model.</p>	<p>Sequence sentences to form short narratives. Use words that sequence events. Act out stories and portray characters and their motives.</p> <p>Books from other cultures and traditions Last stop on Market Street How words can combine to make sentences Joining words and joining clauses using <i>and</i> Recount real events. Assemble information on a subject from their own experience.</p> <p>Free verse Poem One silver speck Make some choices of appropriate vocabulary. Listen to and discuss a wide range of rhymes and poems, learning to recite some by heart. Include some story language and patterns following models.</p> <p>Instructions How to wash a Woolly Mammoth Sequence sentences to form short narratives. How words can combine to make sentences Joining words and joining clauses using <i>and</i>. Sequence sentences to form simple non-fiction text types.</p>
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Year 2	Children will be taught to:			Spelling, vocabulary, grammar and punctuation		
	<ul style="list-style-type: none">• write simple, coherent narratives about• personal experiences and those of others (real or fictional)• write about real events, recording these simply and clearly• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required• use present and past tense mostly correctly and consistently• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others• spell many common exception words*• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters• use spacing between words that reflects the size of the letters.			<ul style="list-style-type: none">• Formation of nouns using suffixes such as –ness, –er and by compounding• Formation of adjectives using suffixes such as –ful, –less• Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs• Subordination (using when, if, that, because) and co-ordination (using or, and, but)• Expanded noun phrases for description and specification• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command• Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns		
Key texts	Autumn		Spring		Summer	
	CYCLE A	CYCLE B	CYCLE A	CYCLE B	CYCLE A	CYCLE B
	Stories in familiar settings Dogger Explore characters’ feelings and situations in stories, using role play and oral rehearsal. Choose appropriate words and phrases to describe. Begin to select words for effect from a range provided. Suffixes ‘ly’ and ‘ful’. Encapsulate what they want to say, sentence by sentence.	Modern Fiction Voices in the Park Write about real events. Explore characters’ feelings and situations in stories. Subordination (using when, if, that, because) and co-ordination (using or, and, but). Information texts Owls How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Traditional Tales Rapunzel Extend sentences using coordination and subordination (using or, and, but) (when because, if, so, that). Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress. Recurring literary language That Rabbit belongs to Emily Brown	Stories in familiar settings Paddington Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Describe characters and setting. write own narratives with a sequence of events. Include story language and patterns. Spell some words with contracted forms.	Fantasy How to catch a star Write about real events. Explore characters’ feelings and situations in stories. Describe characters and setting. Choose appropriate words and phrases to describe. Write for different purposes. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Fairy stories Goldilocks Describe characters and setting. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Begin to vary sentence openings. Explore characters’ feelings and situations in stories, using role play and oral rehearsal. Books from other cultures and traditions Last stop on Market Street Use of the suffixes –er, –est in adjectives and the use of –ly in

	<p>Modern fiction Diary of a Wombat Establish the basic purpose of a text, using some relevant features. Extend sentences using coordination and subordination (using <i>or</i>, <i>and</i>, <i>but</i>) (when because, if, so, that). Consistent use of past tense. Write about real events. Write for different purposes.</p> <p>Free Verse Poetry Purple is Write poetry. Learning and reciting some poetry. Choose appropriate words and phrases to describe.</p>	<p>Establish the basic purpose of a text, using some relevant features. Write for different purposes. Convey information and ideas in simple non-narrative forms.</p> <p>Classic Poetry Owl and the Pussycat Listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some. Write poetry. Begin to select words for effect from a range provided. Plan or say out loud what they are going to write about</p>	<p>Re-tell/imitate/adapt familiar stories with events in sequence include some dialogue. Expanded noun phrases for description and specification. Explore characters' feelings and situations in stories. Describe characters and setting.</p> <p>Contemporary Poetry Monster and dinosaur poems Learning and reciting some poetry. Write poetry. Choose appropriate words and phrases to describe. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. To learn to write different sentence types – statements, exclamations, commands, and questions.</p>	<p>Non-chronological report London Establish the basic purpose of a text, using some relevant features. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) Write for different purposes. Write about real events.</p> <p>Recurring literary language Emily Brown Learn new ways of spelling phonemes for which one or more spellings are already known. Spell some words with contracted forms. Learn some common homophones and near homophones. Use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions. Begin to vary sentence openings. Re-read to check that their writing makes sense, and that tenses are consistent. List poetry</p>	<p>Books from other cultures and traditions Cinnamon Learn some common homophones and near homophones. Learn new ways of spelling phonemes for which one or more spellings are already known. Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs.</p> <p>Instructions Monsters: An Owner's Guide Convey information and ideas in simple non-narrative forms. Establish the basic purpose of a text, using some relevant features. Assemble information on a subject. Formation of nouns using suffixes such as <i>-ness</i> and <i>-ment</i>.</p> <p>Free verse Poetry Into the Blue Begin to select words for effect from a range provided. Choose appropriate words and phrases to describe. Learning and reciting poems. Write poetry.</p>	<p>Standard English to turn adjectives into adverbs. Expanded noun phrases for description and specification. Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) Write about real events.</p> <p>Instructions How to wash a Woolly Mammoth Establish the basic purpose of a text, using some relevant features. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command. Assemble information on a subject.</p> <p>List Poem A list for Happiness Learn new ways of spelling phonemes for which one or more spellings are already known. Write poetry. 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>
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Year 3	<ul style="list-style-type: none"> write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing) create settings, characters and plot in narrative use speech punctuation correctly when following modelled writing use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten) use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists) spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list, using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible spell most common exception words increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant) <p>join letters with diagonal and horizontal strokes where appropriate.</p>			<ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning Expressing time, place and cause using conjunctions, adverbs or prepositions Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 		
Key texts	Autumn		Spring		Summer	
	<p>CYCLE A</p> <p>Modern Fiction</p> <p>The Last Garden</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>CYCLE B</p> <p>Fairy Stories and Traditional Tales</p> <p>The Three little Wolves and the Big Bad Pig</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Discussing writing similar to that which they are planning to write in order</p>	<p>CYCLE A</p> <p>Classic Fiction</p> <p>The Lion, the Witch and the Wardrobe</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Introduction to inverted commas to punctuate direct speech.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn</p>	<p>CYCLE B</p> <p>Modern Fiction – Tuesday</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past</p> <p>The grammatical difference between plural and possessive –s</p> <p>In non-narrative material, using simple organisational devices</p>	<p>CYCLE A</p> <p>Non-Fiction</p> <p>Beware of Boys</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>In non-narrative material, using simple organisational</p>	<p>CYCLE B</p> <p>Myths and Legends</p> <p>Greek Myths and Marcia Williams and Geraldine McCaugrean</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>

<p>Expressing time, place and cause using conjunctions adverbs</p> <p>Non Fiction Africa Amazing Africa Use of paragraphs to organise ideas around a theme In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Plays The Tempest Use the first two or three letters of a word to check its spelling in a dictionary Expressing time, place and cause using conjunctions, adverbs or prepositions. Appropriate choice of pronoun or noun Composing and rehearsing sentences orally. Progressively building a varied and rich vocabulary and an increasing range of sentence structures. In narratives, creating settings, characters and plot</p> <p>Fairy Stories and Traditional Tales War and Peas Use the first two or three letters of a word to check its spelling in a dictionary Expressing time, place and cause using conjunctions adverbs or prepositions Discussing writing similar to that which they are planning to write in order to understand and learn from</p>	<p>Expressing time, place and cause using conjunctions adverbs</p> <p>Contemporary Poetry Down Behind the Dustbin Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Standard English forms for verb inflections instead of local spoken forms</p> <p>Modern Fiction Fortunately the Milk Spell further homophones Introduction to paragraphs as a way to group related material Use of the present perfect form of verbs instead of the simple past</p> <p>Non-Fiction Until I Met Dudley Expressing time, place and cause using conjunctions adverbs or prepositions Organising paragraphs around a theme Word families based on common words, showing how words are related in form and meaning</p>	<p>to understand and learn from its structure, vocabulary and grammar</p> <p>Contemporary Poetry New and Collected Poems Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Modern Fiction Leon and the Place Between Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Introduction to inverted commas to punctuate direct speech Discussing and recording ideas</p> <p>Stories from Another Culture The Rain Player Use further prefixes and suffixes and understand how to add them (English Appendix 1) Headings and sub-headings to aid presentation In narratives, creating settings, characters and plot</p>	<p>from its structure, vocabulary and grammar</p> <p>Stories from Another Culture Cinnamon Spell words that are often misspelt Expressing time, place and cause using conjunctions, adverbs Introduction to inverted commas to punctuate direct speech</p> <p>Classic Fiction - The Pied Piper Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel</p> <p>Classic Poetry - The Pied Piper Poem (Yr4) Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Classic Poetry</p>	<p>devices [for example, headings and sub-headings] Introduction to inverted commas to punctuate direct speech</p> <p>Form Poetry Bright bursts of colour Use the first two or three letters of a word to check its spelling in a dictionary Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Modern Fiction Flotsam Use of paragraphs to organise ideas around a theme Expressing time, place and cause using conjunctions, adverbs or prepositions Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas</p> <p>Myths and Legends The Romans: Gods, Emperors and Doormice & Romulus and Remus and the Stolen Wives Use the first two or three letters of a word to check its spelling in a dictionary Introduction to paragraphs as a way to group related material</p>	<p>Plays A Midsummer's Nights Dream Expressing time, place and cause using conjunctions, adverbs or prepositions Proof-read for spelling and punctuation errors Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Non-Fiction Guide to Greek Myths and Legends In non-narrative material, using simple organisational devices In narratives, creating settings, characters and plot Use the first two or three letters of a word to check its spelling in a dictionary Introduction to paragraphs as a way to group related material</p> <p>Modern Fiction Sparky Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Expressing time, place and cause using conjunctions, adverbs, or prepositions Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
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	<p>its structure, vocabulary and grammar</p> <p>Fairy Stories and Traditional Tales Aesop's Fables Introduction to inverted commas to punctuate direct speech Expressing time, place and cause using conjunctions, adverbs or prepositions Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Modern Fiction Polar Express Use the first two or three letters of a word to check its spelling in a dictionary In narratives, creating settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Classic Poetry A visit from St Nicholas Use the first two or three letters of a word to check its spelling in a dictionary Proof-read for spelling and punctuation errors</p>		<p>In non-narrative material, using simple organisational devices</p>	<p>Jim, A Cautionary Tale Assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creating settings, characters and plot Discussing and recording ideas</p>	<p>Introduction to inverted commas to punctuate direct speech</p> <p>Modern Fiction Escape from Pompeii Use further prefixes and suffixes and understand how to add them Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Expressing time, place and cause using conjunctions adverbs or prepositions</p>	
Year 4	Children will be taught to:			Spelling, vocabulary, grammar and punctuation		
	<ul style="list-style-type: none"> write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings) create settings, characters and plot in narrative 			<ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 		

	<ul style="list-style-type: none">• use speech punctuation correctly most of the time• use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)• use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)• use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)• use the range of punctuation taught up to and including Y4 mostly correctly(e.g. commas after adverbials; use of apostrophe)• spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings• write legibly and with increasing fluency, paying attention to size and spacing• maintain the use of joined handwriting throughout independent writing			<ul style="list-style-type: none">• Fronted adverbials• Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition• Use of inverted commas and other punctuation to indicate direct speech• Apostrophes to mark plural possession• Use of commas after fronted adverbials		
Key texts	Autumn		Spring		Summer	
	<p>CYCLE A</p> <p>Modern Fiction The Last Garden Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first two or three letters of a word to check its spelling in a dictionary Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Non Fiction Africa Amazing Africa Fronted adverbials</p>	<p>CYCLE B</p> <p>Fairy Stories and Traditional Tales Cinderella and Art Deco Love Story Apostrophes to mark plural possession Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Contemporary Poetry Overheard on the Salt Marsh Standard English forms for verb inflections instead of local spoken forms</p>	<p>CYCLE A</p> <p>Classic Fiction The Lion, the Witch and the Wardrobe Use further prefixes and suffixes and understand how to add them Use of inverted commas and other punctuation to indicate direct speech Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Contemporary Poetry New and Collected Poems Place the possessive apostrophe accurately in</p>	<p>CYCLE B</p> <p>Modern Fiction – Tuesday Use of paragraphs to organise ideas around a theme Use of inverted commas and other punctuation to indicate direct speech In non-narrative material, using simple organisational devices</p> <p>Stories from Another Culture Cinnamon Spell words that are often misspelt Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>CYCLE A</p> <p>Non-Fiction Beware of Boys Use the first two or three letters of a word to check its spelling in a dictionary 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 In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Use of inverted commas and other punctuation to indicate direct speech</p> <p>Form Poetry Bright bursts of colour</p>	<p>CYCLE B</p> <p>Myths and Legends Greek Myths and Marcia Williams and Geraldine McCaugrean Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plays A Midsummer's Nights Dream Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Proof-read for spelling and punctuation errors</p>

	<p>Use of commas after fronted adverbials In non-narrative material, using simple organisational devices</p> <p>Plays The Tempest Use the first two or three letters of a word to check its spelling in a dictionary Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Appropriate choice of pronoun or noun Composing and rehearsing sentences orally. Progressively building a varied and rich vocabulary and an increasing range of sentence structures. In narratives, creating settings, characters and plot</p> <p>Fairy Stories and Traditional Tales War and Peas Use the first two or three letters of a word to check its spelling in a dictionary Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Fairy Stories and Traditional Tales</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Standard English forms for verb inflections instead of local spoken forms</p> <p>Modern Fiction Fortunately the Milk Spell further homophones Introduction to paragraphs as a way to group related material Use of paragraphs to organise ideas around a theme Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Non-Fiction Until I Met Dudley Organising paragraphs around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of commas after fronted adverbials In non-narrative material, using simple organisational devices</p>	<p>words with regular plurals and in words with irregular plurals Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Modern Fiction Leon and the Place Between Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Fronted adverbials Discussing and recording ideas</p> <p>Stories from Another Culture The Rain Player Use further prefixes and suffixes and understand how to add them (English Appendix 1) In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices</p>	<p>Use of inverted commas and other punctuation to indicate direct speech Discussing and recording ideas</p> <p>Classic Fiction - The Pied Piper Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Use of commas after fronted adverbials</p> <p>Classic Poetry The Pied Piper Poem Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Classic Poetry Jim, A Cautionary Tale Assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creating settings, characters and plot</p>	<p>Use the first two or three letters of a word to check its spelling in a dictionary Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Modern Fiction Flotsam Use of paragraphs to organise ideas around a theme Use of commas after fronted adverbials Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas</p> <p>Myths and Legends The Romans: Gods, Emperors and Doormice & Romulus and Remus and the Stolen Wives Use the first two or three letters of a word to check its spelling in a dictionary Use of paragraphs to organise ideas around a theme Use of inverted commas and other punctuation to indicate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Modern Fiction Escape from Pompeii</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Non-Fiction Guide to Greek Myths and Legends In non-narrative material, using simple organisational devices In narratives, creating settings, characters and plot Use the first two or three letters of a word to check its spelling in a dictionary Use of paragraphs to organise ideas around a theme</p> <p>Modern Fiction Sparky Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
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	<p>Aesop's Fables Use of inverted commas and other punctuation to indicate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Appropriate choice of pronoun or noun Use of inverted commas and other punctuation to indicate direct speech Use of commas after fronted adverbials</p> <p>Modern Fiction Polar Express Use the first two or three letters of a word to check its spelling in a dictionary In narratives, creating settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Classic Poetry A visit from St Nicholas Use the first two or three letters of a word to check its spelling in a dictionary Proof-read for spelling and punctuation errors</p>			Discussing and recording ideas	Use further prefixes and suffixes and understand how to add them Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	
Year 5	Children will be taught to:			Spelling, vocabulary, grammar and punctuation		
	<ul style="list-style-type: none"> write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing) in narratives, describe settings, characters and atmosphere begin to convey character and advance the action through dialogue, maintaining a balance of speech and description 			<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes Verb prefixes Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs Devices to build cohesion within a paragraph 		

	<ul style="list-style-type: none">select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writinguse verb tenses consistently and correctly throughout most of their writinguse the range of punctuation taught up to and including Y5 mostly correctly^ (e.g. commas separating clauses; punctuation for parenthesis)spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabularywrite legibly, fluently and with increasing speed.	<ul style="list-style-type: none">Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choicesBrackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	
Key texts	Autumn	Spring	Summer
	<p>Literacy Heritage Goodnight Mr Tom Begin to structure main ideas across the text by using paragraphs purposefully use devices to build cohesion within a paragraph link ideas across paragraphs using adverbials of time, place, number or tense choice</p> <p>Newspaper Reports begin to use a variety of approaches to support effective planning note and develop initial ideas, drawing on reading and research where necessary rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text</p> <p>Playscript The Tempest adapt writing to distinguish between the language of speech and that of written texts.</p> <p>Myths and Legends Beowulf use other similar writing as models for their own in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have</p>	<p>Modern Fiction Harry Potter and the Philosopher’s Stone begin to structure main ideas across the text by using paragraphs purposefully use devices to build cohesion within a paragraph link ideas across paragraphs using adverbials of time, place, number or tense choice</p> <p>Balanced Arguments write in a range of genres and forms taking account of different audiences and purposes organise information gained from notes made from reading into own writing use a range of organisational and presentational devices to structure text and guide the reader</p> <p>Poetry Life Doesn’t Frighten Me use expressive and figurative language to create mood and atmosphere begin to make choices about vocabulary, word order, and punctuation for effect</p> <p>Biography Mary Anning</p>	<p>Traditional Fairy Tales Hans Christian Anderson organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions (see vocabulary / grammar section for detail of year group expectations) use expressive and figurative language to create mood and atmosphere</p> <p>Explanation Text Training Manual engage reader and sustain interest, in both narrative and non-fiction writing, building on examples provided in year 4 such as asking questions / addressing the reader directly or through sharing interesting pieces of information for the reader, or directly with the reader, in non-fiction writing such as reports or biographies</p> <p>Poetry Cinquains write in a range of genres and forms taking account of different audiences and purposes</p> <p>Poetry The Listeners</p>

	read, listened to or seen performed identify the audience for and the purpose of the writing begin to use a variety of approaches to support effective planning	organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions (see vocabulary / grammar section for detail of year group expectations)	prepare poems to read aloud and perform learn a wider range of poetry by heart experiment with writing poetry using different forms
Year 6	Children will be taught to:		Spelling, vocabulary, grammar and punctuation
	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • 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 <p>maintain legibility in joined handwriting when writing at speed</p>	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • How words are related by meaning as synonyms and antonyms • Use of the passive to affect the presentation of information in a sentence • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Layout devices • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information <p>How hyphens can be used to avoid ambiguity</p>	
Key texts	Autumn	Spring	Summer
	Fiction Myth and Legend Robin Hood Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary	Recount Shackleton's Journey Make precise and effective use of expanded noun phrases, conveying complicated information concisely. Use the perfect form of verbs to mark relationships of time and	Fiction From Literary Heritage Jungle Book or Just So Stories Kipling In writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed

	<p>Use dictionaries to check the spelling and meaning of words, use a thesaurus to select precise and effective vocabulary Use other similar writing as models for their own In writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed</p> <p>Instructional and Explanation Text In writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed. Identify the audience for and the purpose of their writing and select the appropriate form when planning. Use a variety of approaches to support effective planning.</p> <p>Classic Poetry The Walrus and the Carpenter Maintain interest for the reader in a variety of ways in both narrative and non-fiction writing. Develop points of view and authorial voice. Structure main ideas across the text by using paragraphs purposefully e.g. make some links using cohesive devices within paragraphs and across paragraphs, repetition of a word or phrase.</p> <p>Fiction Modern Harry Potter and the Goblet of Fire Consciously control sentence structures in writing, making deliberate choices about sentence length, sentence complexity and punctuation for effect. Use paragraphing to deliberately pace the writing</p>	<p>cause. Use modal verbs or adverbs to indicate degrees of possibility and when deducing, speculating and making suppositions.</p> <p>Contemporary Poetry Poems from a Green and Blue Planet Prepare poems to read aloud and perform learn a wider range of poetry by heart write poetry using different forms. Use expressive and figurative language to create mood and atmosphere</p> <p>Stories from another culture Cloud Tea Monkeys Blend element of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator. Include aspects of characterisation, including what character say and do, integrating this within a text. Weave in setting descriptions with characterisation/action.</p> <p>Non-fiction Non Chronological Reports Select suitable punctuation and precise vocabulary when writing. Consciously control sentence structures in writing, making deliberate choices about sentence length, sentence complexity.</p>	<p>Identify the audience for and the purpose of their writing and select the appropriate form when planning Consciously control sentence structures in writing, making deliberate choices about sentence length, sentence complexity Maintain interest for the reader in a variety of ways in both narrative and non-fiction writing Develop points of view and authorial voice Structure main ideas across the text by using paragraphs purposefully e.g. make some links using cohesive devices within paragraphs and across paragraphs, repetition of a word or phrase. Understand the use of semi-colons, colons and dashes to mark the boundary between independent clauses Make precise and effective use of expanded noun phrases, conveying complicated information concisely</p> <p>Non-fiction Persuasive Texts Note and develop initial ideas, drawing on reading and research where necessary Write in a range of genre and forms taking account of different audiences and purposes and using features confidently organise information gained from notes made from reading into own writing Build on previous year group use of organisational and presentational devices to structure text and guide the reader Maintain tense and person consistently including shifts between tenses Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Contemporary poems Structure main ideas across the text by using paragraphs purposefully e.g. make some links using cohesive devices within paragraphs and across paragraphs, repetition of a word or phrase. Adapt writing to distinguish between the language of speech and written texts and choose the appropriate register (formal/informal, personal/impersonal) for example, question tags in informal passages; of the subjunctive mood for very formal texts; the use of technical language; the use of second person for a less formal, chatty style</p> <p>Poetry Take one poem Or</p>
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			<p>Playscript</p> <p>Romeo and Juliet</p> <p>Use a variety of narrative structures</p> <p>Adapt writing to distinguish between the language of speech and written texts</p> <p>Blend element of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator</p> <p>Consciously control sentence structures in writing, making deliberate choices about sentence length, sentence complexity and punctuation for effect</p> <p>Use paragraphing to deliberately pace the writing</p>
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