	Children will r	Aycliffe Drive Prim Writing Curri revise and secure the ski	culum	groups.
Reception	Children will be taught to:		Spelling, vocabulary	, grammar, punctuation
	<ul> <li>Begin to form lower-case and capital letters corr teaching.</li> <li>Be more confident in writing identifiable shapes</li> <li>Segment and blend the sounds in simple words at Spell words by identifying the sounds and then v letter/s.</li> <li>Talk about sentences and start to write short ser</li> <li>Start to use full stops and capital letters in the correct value of the sounds.</li> <li>Write some irregular common words.</li> <li>Write simple sentences which can be read by the by others.</li> <li>Spell small, familiar words correctly and make plaattempts at more complex words.</li> <li>Write recognisable letters, most of which are corrective of which are corrective sounds in the aletter or letters.</li> <li>Write simple phrases and sentences that can be</li> </ul>	and letters. and name sounds. write the sound with ntences. orrect places. ays which match their emselves and sometimes honetically plausible makes sense. rrectly formed. epresenting the sounds		
Key texts	Autumn	S	pring	Summer
	Harry and the Dinosaurs go to school. Funny Bones All are Welcome. Pirates have Underpants When Will it be Spring Stick Man Divali Information book All kinds of people Three Little Pigs	Handa's Surprise Chinese New Year story Billy Goats Gruff Farm animals Rumble in the Jungle Walking through the Jun Polar bear fact book Signs of Winter Jasper's Beanstalk Jack and the Beanstalk	ngle	What the Lady Bird Heard The Bad Tempered Ladybird Super- worm Minibeast: Ladybird first fabulous facts' What the Ladybird Heard Life Cycle of Butterfly (factual) Factual books on the life of mini beasts Wheels, wings, and other things Mr Gumpy's Outing

	Percy Park Keeper – After the Owl Babies Owl who was Afraid of the Da The Jolly Postman Nativity and Christmas Storie Dingle dangle scarecrow Autumn Leaves Rhyme I'm painting a picture of me. He's got the whole world in h Christmas carols, songs and r	ark s (various) is hands.	Enormous Turnip A Seed in Need Tiny Seed The Bad Seed Supertato. Ugly Duckling Farmer Duck Fly Freddy Fly Mary, Mary, quite cont The wise man built his		TH TH W RC TH G	rs Armitage on Wheels e Magic Train Ride e Gingerbread Man heels on the bus ww, row, row your boat. e Big ship Sails. od save the King.	
Year 1	<ul> <li>read own writing alc</li> <li>orally rehearse sent</li> <li>join words and claus</li> <li>use past, present ar incorporate these in</li> <li>demarcate many se question mark or exercise</li> <li>spell some Y1 comm</li> <li>segment spoken wor graphemes, spelling</li> </ul>	ntences using a capital letter clamation mark non exception words* and th ords into phonemes and repr many words in a phonically- nd digits correctly, with som e letters	o form short narratives g' h and begin to r and a full stop, ne days of the week esent these by plausible way	• • •	Regular plural noun suffix Suffixes that can be adde root words How the prefix un– chang How words can combine using and Introduction to capital let	bulary, grammar and punct es –s or –es d to verbs where no change is es the meaning of verbs and a to make sentences Joining wo ters, full stops, question mark capital letters for names and f	needed in the spelling of adjectives. rds and joining clauses s and exclamation marks
Key texts	Au	tumn		Spi	ring	9	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 portra characters and their moti tell/imitate familiar storie Joining words and joining using and. Join two claus	ves. Re- es. g <b>clauses</b>	Stories in familiar settin Paddington Include some story langua and patterns following models. Re-tell/imitate familiar stories.	How to catch a star	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.

	How words can combine to	sentence using the co-ordinating	Use 'and' to link words within	Use words that sequence	Sequence sentences to
Free Verse Poetry	make <b>sentences.</b>	conjunction 'and'use 'because' to	sentences.	events.	form short narratives.
Purple is	Joining words and joining	provide reasoning.		Sequence sentences to	Use words that sequence
Listen to and discuss a wide	clauses using and.		List poetry	form short narratives.	events.
range of rhymes and poems,		Stories with Predictable	Ten things in a wizard's		Act out stories and
learning to recite some by	Information texts	Phrases	pocket	Books from other	portray characters and
heart.	Big Machines	Farmer Duck	Listen to and discuss a wide	cultures and traditions	their motives.
Make some choices of	Begin to convey information	Include some story language and	range of rhymes and poems,	Cinnamon	
appropriate vocabulary.	and ideas in simple non-	patterns following models.	learning to recite some by	Use words that sequence	Books from other
Use the language of texts read	narrative forms.	Use the spelling rule for adding –s	heart.	events.	cultures and traditions
as models for their own	Sequence sentences to form	or –es as the plural marker for	Make some choices of	Sequence sentences to	Last stop on Market
writing.	simple non-fiction text	nouns and the third person	appropriate vocabulary.	form short narratives.	Street
	types.	singular marker for verbs.	Begin to convey information	Use 'and' to link words	How <b>words</b> can combine
Modern fiction	Use the language of texts	Use the prefix un- useing, -ed, -er	and ideas in simple non-	within sentences.	to make <b>sentences</b>
Diary of a Wombat	read as models for their	and –est where no change is	narrative forms.	Join two clauses in a	Joining words and joining
Use 'and' to link words within	own writing.	needed in the spelling of root		sentence using the co-	clauses using and
sentences.		words.	Non-chronological report	ordinating conjunction	Recount real events.
Join two clauses in a sentence	Classic Poetry	Sequence sentences to form short	London	'and'	Assemble information on
using the co-ordinating	The Quangle Wangle's	narratives.	Begin to convey information	use 'because' to provide	a subject from their own
conjunction 'and'.	Hat		and ideas in simple non-	reasoning.	experience.
Use 'because' to provide	Listen to and discuss a wide	Contemporary Poetry	narrative forms.		
reasoning.	range of rhymes and poems,	Senses	Sequence sentences to form	Instructions	Free verse Poem
Recount real events.	learning to recite some by	Listen to and discuss a wide range	simple non-fiction text types.	Monsters: An Owner's	One silver speck
Assemble information on a	heart.	of rhymes and poems, learning to	How words can combine to	Guide	Make some choices of
subject from their own	Make some choices of	recite some by heart.	make <b>sentences</b> Joining	Begin to convey	appropriate vocabulary.
experience.	appropriate vocabulary.	Make some choices of appropriate	words and joining clauses	information and ideas in	Listen to and discuss a
		vocabulary.	using and.	simple non-narrative	wide range of rhymes and
		Use and continue a repeating	Recount real events.	forms.	poems, learning to recite
		pattern from a model.		Sequence sentences to	some by heart.
			Stories with predictable	form simple non-fiction	Include some story
			phrases	text types.How the <b>prefix</b>	language and patterns
			Ravenous Beast	un- changes the meaning	following models.
			Join two clauses in a sentence	of verbs and adjectives.	
			using the co-ordinating		Instructions
			conjunction 'and'.	Free verse Poetry	How to wash a Woolly
			Use 'because' to provide	Into the blue	Mammoth
			reasoning.	Make some choices of	Sequence sentences to
			Use the spelling rule for	appropriate vocabulary.	form short narratives.
			adding –s or –es as the plural	Listen to and discuss a	How words can combine
			marker for nouns and the	wide range of rhymes and	to make sentences
			third person singular marker	poems, learning to recite	Joining words and joining
			for verbs.	some by heart.	clauses using and.
			Use the prefix un- use –ing, -	Use and continue a	Sequence sentences to
			ed, -er and –est where no	repeating pattern from a	form simple non-fiction
			change is needed in the	model.	text types.
			spelling of root words.		

Year 2	Children will be taught to:         • 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		<ul> <li>Formation of nouns</li> <li>Formation of adject</li> <li>Use of the suffixes - turn adjectives into</li> <li>Subordination (usin but)</li> <li>Expanded noun phr</li> <li>How the grammatic</li> </ul>	adverbs g when, if, that, because) and c ases for description and specific al patterns in a sentence indica	-less se of -ly in Standard English to o-ordination (using or, and, cation	
	<ul> <li>segment spoken w graphemes, spellir phonically-plausib</li> <li>spell many common</li> <li>form capital letter relationship to one</li> <li>use spacing betwee</li> </ul>	vords into phonemes and rep ng many of these words corr le attempts at others on exception words* s and digits of the correct siz e another and to lower-case ten words that reflects the size	ectly and making ze, orientation and letters ze of the letters.	<ul> <li>writing Use of the p</li> <li>Use of capital letter demarcate sentence</li> <li>Commas to separate Apostrophes to mark wh possession in nouns</li> </ul>	consistent use of present tense rogressive form of verbs in the s, full stops, question marks an es	present and past tense d exclamation marks to ng and to mark singular
Key texts		Autumn	Spring		Summer	
	CYCLE A 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.	CYCLE B 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.	CYCLE A 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	with a sequence of events. Include story language and patterns.	CYCLE A 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.	CYCLE B 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

Diary of a Womba'r Establish the basic purpose of a test, using some relevant features. Unite for different purposes. Convey information and subordination (using view), if, on that).stepsile non- and structions in stories. Describe character features. the of partale rows. and structions in stories. Describe character features. Convey information and specification. purposes in ratification (using widen, if, that, lecause) and co-ordination that, lecause and	Modern fiction	Establish the basic purpose	Re-tell/imitate/adapt familiar	Non-chronological	Books from other cultures	Standard English to turn
Cisabilish the basic purpose, relevant features, tatend sentences, subordination (using or, and, bar) tatend sentences, subordination (using or, and, bar) that).Sequence include some dialogue.Consumm tradicities or converting information and source levant features. that).Consumm tradicities or converting information and source levant features. that).Consumm tradicities or converting information tradicities or anarative forms.Consumm tradicities or converting information tradicities or converting information tradicities or converting information and source clear information source levant features.Consumm tradicities or converting information tradicities or converting information tradicities or poetry.Consumm tradicities or converting information or discuss and tradicities or poetry.Consumm tradicities or tradicities or 			-			
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relevant features: Lated sentences using cordination (using or, and, bar) but (when because, in or but (when because, in or b		Write for different	•			
Extend sentences using coordination (using or, and but) (wher because, it, so, that).Convey information and desci ninghe non- narrative forms.description and specification taking or and the properties of settings and subators in stories.Diaboet of settings the properties of settings and phrases to describe.Diaboet of settings the properties		purposes.	-			
<ul> <li>Law is a simple non- subarchartion (using or, and, but) (when because, i), that).</li> <li>Consistent use of past tenss. Write about real events.</li> <li><b>Classic Poetry</b></li> <li><b>Owland the Pussycat</b></li> <li><b>Use not emporyang and recting some</b>.</li> <li><b>Purple is</b></li> <li><b>Purple is</b></li> <li>Purple is poetry.</li> <li>Choose appropriate words and phrases to describe.</li> <li>Choose appropriate words and questions, commands, and questions, commands, and questions, commands, and questions.</li> <li>Choose appropriate words and questions, commands, and questions, commands, and questions.</li> <li>Choose appropriate words and questions, commands, and questions.</li> <li>Choose appropriate words and questions, commands, and questions.</li> <li>Choose appropriate words and phrases to describe.</li> <li>Choose appropriate words and questions.</li> <li>Choose appropriate words and questions.</li> <li>Choose appropriate words and questions.</li></ul>		Convey information and			•	
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exclamations, commands, and questions.known.SolutionBoulditSpell some words with contracted forms. Learn now common homophones and near homophones.suffixes such as <i>-ness and - ment</i> .Learn new ways of spelling phonemes for which one or more spellings are already Write poetry.Into the Blue Begin to select words for effect from a range provided. the different parts of the story, linking these with conjunctions.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.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.Write poetry.Begin to vary sentence openings. Re-read to check that their writing makes 			sentence types – statements,			A list for Happiness
questions.Spell some words with contracted forms. Learn some common homophones and near homophones.suffixes such as <i>-ness and -</i> ment.phonemes for which one or more spellings are already known.Virite poetry.Into the Blue Begin to select words for effect from a range provided. Chose appropriate words and phrases to describe. Learning and reciting poems.Free verse Poetry into the Blue Begin to select words for effect from a range provided. Chose appropriate words and phrases to describe. Learning and reciting poems.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.					-	
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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.						
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Begin to vary sentence openings. Re-read to check that their writing makes sense, and that tenses are consistent.					-	joined.
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Re-read to check that their writing makes sense, and that tenses are consistent.						
their writing makes sense, and that tenses are consistent.						
sense, and that tenses are consistent.						
are consistent.				_		
List poetry						
				List poetry		

				Ten things in a wizard's pocket Commas to separate items in a list. Expanded <b>noun phrases</b> for description and specification. Listen to and discuss a range of poems.		
Year 3	<ul> <li>write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)</li> <li>create settings, characters and plot in narrative</li> <li>use speech punctuation correctly when following modelled writing</li> <li>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</li> <li>use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)</li> <li>use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)</li> <li>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</li> <li>spell most common exception words</li> <li>increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)</li> <li>join letters with diagonal and horizontal strokes where appropriate.</li> </ul>		<ul> <li>Use of the forms a a vowel</li> <li>Word families based meaning</li> <li>Expressing time, plate</li> <li>Introduction to para</li> </ul>	using a range of prefixes [for example of an according to whether the need on common words, showing how the and cause using conjunctions, agraphs as a way to group related headings to aid presentation	ext word begins with a consonant or w words are related in form and adverbs or prepositions	
Key texts	/	Autumn		Spring		Summer
	CYCLE A 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	CYCLE B Fairy Stories and Traditional Tales The Three little Wolves and the Big Bad Pig Expressing time, place and cause using conjunctions, adverbs or prepositions Introduction to paragraphs as a way to group related material Discussing writing similar to that which they are planning to write in order	CYCLE A Classic Fiction The Lion, the Witch and the Wardrobe Use further prefixes and suffixes and understand how to add them Introduction to inverted commas to punctuate direct speech. Discussing writing similar to that which they are planning to write in order to understand and learn	CYCLE B Modern Fiction – Tuesday Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past The grammatical difference between plural and possessive –s In non-narrative material, using simple organisational devices	CYCLE A 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	CYCLE B Myths and Legends Greek Myths and Marcia Williams and Geraldine McCaugrean Introduction to paragraphs as a way to group related material Introduction to inverted commas to punctuate 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

Expressing time, place and	to understand and learn	from its structure,	Stories from Another	devices [for example, headings	Plays
cause using conjunctions	from its structure,	vocabulary and grammar	Culture	and sub-headings]	A Midsummer's Nights Drea
adverbs	vocabulary and grammar		Cinnamon	Introduction to inverted	Expressing time, place and cause
		<b>Contemporary Poetry</b>	Spell words that are often	commas to punctuate direct	using conjunctions, adverbs or
Non Fiction	<b>Contemporary Poetry</b>	New and Collected	misspelt	speech	prepositions
Africa Amazing Africa	Down Behind the	Poems	Expressing time, place and		Proof-read for spelling and
Use of paragraphs to	Dustbin	Place the possessive	cause using conjunctions,	Form Poetry	punctuation errors
organise ideas around a	Composing and rehearsing	apostrophe accurately in	adverbs	Bright bursts of colour	Composing and rehearsing
theme	sentences orally (including	words with regular plurals	Introduction to inverted	Use the first two or three	sentences orally (including
In non-narrative material,	dialogue), progressively	and in words with	commas to punctuate	letters of a word to check its	dialogue), progressively buildin
using simple organisational	building a varied and rich	irregular plurals	direct speech	spelling in a dictionary	varied and rich vocabulary and
devices [for example,	vocabulary and an	Write from memory		Proof-read for spelling and	increasing range of sentence
headings and sub-headings]	increasing range of	simple sentences, dictated	<b>Classic Fiction - The</b>	punctuation errors	structures
Plays	sentence structures	by the teacher, that	Pied Piper	Read aloud their own writing,	
The Tempest	Standard English forms for	include words and	Place the possessive	to a group or the whole class,	Non-Fiction
Use the first two or three	verb inflections instead of	punctuation taught so far	apostrophe accurately in	using appropriate intonation	Guide to Greek Myths and
letters of a word to check its	local spoken forms		words with regular plurals	and controlling the tone and	Legends
spelling in a dictionary	and the second	Modern Fiction	and in words with irregular	volume so that the meaning is	In non-narrative material, using
Expressing time, place and	Modern Fiction	Leon and the Place	plurals	clear	simple organisational devices
cause using conjunctions,	Fortunately the Milk	Between	Write from memory simple		In narratives, creating settings,
adverbs or prepositions.	Spell further homophones	Write from memory	sentences, dictated by the	Modern Fiction	characters and plot
Appropriate choice of	Introduction to paragraphs	simple sentences, dictated	teacher, that include	Flotsam	Use the first two or three letter
pronoun or noun	as a way to group related	by the teacher, that	words and punctuation	Use of paragraphs to organise	of a word to check its spelling in
Composing and rehearsing	material	include words and	taught so far	ideas around a theme	dictionary
sentences orally.	Use of the present perfect form of verbs instead of the	punctuation taught so far	Use of the forms a or an	Expressing time, place and	Introduction to paragraphs as a
Progressively building a	simple past	Introduction to inverted	according to whether the	cause using conjunctions,	way to group related material
varied and rich vocabulary	simple past	commas to punctuate	next word begins with a	adverbs or prepositions	Medeus Fisties
and an increasing range of sentence structures.		direct speech	consonant or a vowel	Discussing writing similar to	Modern Fiction
In narratives, creating	Non-Fiction	Discussing and recording ideas		that which they are planning	Sparky
settings, characters and plot		lueas	<b>Classic Poetry - The</b>	to write in order to understand	Write from memory simple
settings, characters and plot	Until I Met Dudley		Pied Piper Poem (Yr4)	and learn from its structure,	sentences, dictated by the
Fairs Charles and	Expressing time, place and	Stories from Another	Composing and rehearsing	vocabulary and grammar	teacher, that include words and
Fairy Stories and	cause using conjunctions	Culture	sentences orally (including	Discussing and recording ideas	punctuation taught so far
Traditional Tales	adverbs or prepositions	The Rain Player	dialogue), progressively		Expressing time, place and cause using conjunctions, adverbs, or
War and Peas	Organising paragraphs around a theme	Use further prefixes and	building a varied and rich	Myths and Legends	prepositions
Use the first two or three		suffixes and understand	vocabulary and an	The Romans: Gods.	hichositions

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

Word families based on

common words, showing

how words are related in

form and meaning

suffixes and understand how to add them (English Appendix 1) Headings and subheadings to aid presentation In narratives, creating settings, characters and plot

**Classic Poetry** 

plurals

vocabulary and an

increasing range of

sentence structures

Place the possessive

apostrophe accurately in

words with regular plurals

and in words with irregular

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

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ing S ζS, ters g in a is a al

and ause 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

	its structure, vocabulary and grammar Fairy Stories and Traditoal 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 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 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	In non-narrative material, using simple organisational devices	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	Introduction to inverted commas to punctuate direct speech <b>Modern Fiction</b> <b>Escape from Pompeii</b> 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	
Year 4	Children will be ta	•		l vocabulary, grammar and pu	nctuation ssive –s Standard English forms
	<ul> <li>write for a range of purposes and awareness of appropriate languag school event, poetry to evoke feel</li> <li>create settings, characters and plot</li> </ul>	e and form (e.g. description of a lings)	for verb inflections inst	tead of local spoken forms ad by the addition of modifying	-

	<ul> <li>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)</li> <li>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)</li> <li>use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)</li> <li>use the range of punctuation taught up to and including Y4 mostly correctly(e.g. commas after adverbials; use of apostrophe)</li> <li>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</li> <li>write legibly and with increasing fluency, paying attention to size and spacing</li> <li>maintain the use of joined handwriting throughout independent writing</li> </ul>		range of sentences a sentence) ons and pronouns e noun or pronoun e and cause) ude a wider range een) including Y4 mostly apostrophe) year groups, and t, and use phonics se a dictionary to g attention to size	<ul> <li>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</li> <li>Use of inverted commas and other punctuation to indicate direct speech</li> <li>Apostrophes to mark plural possession</li> <li>Use of commas after fronted adverbials</li> </ul>			
Key texts		Autumn		Spring Summer			
	CYCLE A 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 Non Fiction Africa Amazing Africa Fronted adverbials	CYCLE B 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 Contemporary Poetry Overheard on the Salt Marsh Standard English forms for verb inflections instead of local spoken forms	CYCLE A 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 Contemporary Poetry New and Collected Poems Place the possessive apostrophe accurately in	CYCLE B 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 Stories from Another Culture Cinnamon Spell words that are often misspelt Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	CYCLE A 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 Form Poetry Bright bursts of colour	CYCLE B 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 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	

Use of commas after fronted words with regular plurals Use of inverted commas Composing and rehearsing letters of a word to check its adverbials sentences orally (including and in words with and other punctuation to In non-narrative material, irregular plurals indicate direct speech spelling in a dictionary dialogue), progressively using simple organisational building a varied and rich Write from memory Discussing and recording Proof-read for spelling and devices vocabulary and an simple sentences, dictated punctuation errors ideas increasing range of by the teacher, that Read aloud their own writing, **Plays** sentence structures include words and to a group or the whole class, **Classic Fiction - The** Standard English forms for punctuation taught so far using appropriate intonation The Tempest **Pied Piper** verb inflections instead of and controlling the tone and Use the first two or three Place the possessive local spoken forms volume so that the meaning is **Modern Fiction** letters of a word to check its Legends apostrophe accurately in clear spelling in a dictionary Leon and the Place words with regular plurals Modern Fiction Appropriate choice of Between and in words with irregular pronoun or noun within and **Modern Fiction** Fortunately the Milk Write from memory plurals across sentences to aid Spell further homophones Flotsam simple sentences, dictated Write from memory simple cohesion and avoid Introduction to paragraphs by the teacher. that sentences, dictated by the Use of paragraphs to organise repetition as a way to group related include words and teacher, that include ideas around a theme Appropriate choice of material punctuation taught so far words and punctuation Use of commas after fronted pronoun or noun Use of paragraphs to Fronted adverbials taught so far adverbials Composing and rehearsing organise ideas around a Use of commas after Discussing and recording Discussing writing similar to sentences orally. theme ideas fronted adverbials that which they are planning Progressively building a Read aloud their own to write in order to understand varied and rich vocabulary writing, to a group or the and learn from its structure, Sparky **Stories from Another** 

and an increasing range of sentence structures. In narratives, creating settings, characters and plot volume so that the

#### **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

**Fairy Stories and Traditional Tales**  whole class, using Culture appropriate intonation and The Rain Player controlling the tone and

meaning is clear

around a theme

Until I Met Dudlev

Organising paragraphs

Appropriate choice of

cohesion and avoid

Use of commas after

In non-narrative material,

using simple organisational

fronted adverbials

repetition

devices

pronoun or noun within

and across sentences to aid

**Non-Fiction** 

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

#### **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

#### **Classic Poetrv**

Jim, A Cautionary Tale Assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creating settings, characters and plot

Use the first two or three

vocabulary and grammar Discussing and recording ideas

**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

**Modern Fiction** Escape from Pompeii

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

#### **Non-Fiction**

# Guide to Greek Myths and

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

## **Modern Fiction**

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

	Aesop's Fables Use of inverted commas and		Discussing and recording ideas	Use further prefixes and suffixes and understand how	
	other punctuation to indicate			to add them	
	direct speech			Use the first two or three	
	Noun phrases expanded by			letters of a word to check its	
	the addition of modifying			spelling in a dictionary	
	adjectives, nouns and			Write from memory simple	
	preposition phrases			sentences, dictated by the	
	Fronted adverbials			teacher, that include words	
	Appropriate choice of			and punctuation taught so far	
	pronoun or noun				
	Use of inverted commas and				
	other punctuation to indicate				
	direct speech				
	Use of commas after fronted				
	adverbials				
	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				
	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				
Year 5	Children will be taught to:	1	Spelling, vocabulary, gr	ammar and punctuation	
	<ul> <li>write for a range of purposes and audiences, a</li> </ul>	nd mostly select language	<ul> <li>Converting noun</li> </ul>	s or adjectives into verbs using	suffixes
	that shows good awareness of the reader (e.g.	clarity of explanations;	<ul> <li>Verb prefixes</li> </ul>		
	appropriate level of formality in speech writing		•	beginning with who, which, wh	ere, when, whose, that, or an
	<ul> <li>in narratives, describe settings, characters and</li> </ul>		omitted relative		
	<ul> <li>begin to convey character and advance the act</li> </ul>	•		es of possibility using adverbs	
	maintaining a balance of speech and description	<b>e</b>		cohesion within a paragraph	
	maintaining a balance of speech and description	ות	<ul> <li>Devices to build</li> </ul>	conesion within a paragraph	

	<ul> <li>select vocabulary and grammatical structures t the audience and purpose (e.g. correct sentence of verb forms; relative clauses)</li> <li>use a range of devices to build cohesion within (e.g. conjunctions; adverbials of time and place in much of their writing</li> <li>use verb tenses consistently and correctly thro writing</li> <li>use the range of punctuation taught up to and correctly^ (e.g. commas separating clauses; pu parenthesis)</li> <li>spell correctly words from learning in previous words from the year 5 / year 6 spelling list,* us strategies and dictionaries to check the spelling ambitious vocabulary</li> <li>write legibly, fluently and with increasing speed</li> </ul>	ce types; tenses; a range and across paragraphs e; pronouns; synonyms), ughout most of their including Y5 mostly nctuation for year groups, and some ing known spelling g of uncommon or more	place [for example, choices	s paragraphs using adverbials of time [for example, later], , nearby] and number [for example, secondly] or tense r commas to indicate parenthesis Use of commas to clarify imbiguity
Key texts	Autumn		Spring	Summer
	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	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		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
	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 Playscript	into own writing	poses I from notes made from reading II and presentational devices to	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
	The TempestLife Doesn't Frighten Madapt writing to distinguish between the language of speech and that of written texts.use expressive and figurat atmosphere		e language to create mood and t vocabulary, word order, and	Poetry Cinquains write in a range of genres and forms taking account of different audiences and purposes
	in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have	Biography Mary Anning		Poetry The Listeners

	for and the purpose of the writing begin to use a variety of approaches to support effective	organise ideas so that they a according to the genre or fo and conjunctions (see vocab detail of year group expecta	rm, using a range of adverbials ulary / grammar section for	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, vocabula	ry, grammar and punctuation
	<ul> <li>write effectively for a range of purposes and aud language that shows good awareness of the read first person in a diary; direct address in instruction writing)</li> <li>in narratives, describe settings, characters and at integrate dialogue in narratives to convey characters action</li> <li>select vocabulary and grammatical structures that writing requires, doing this mostly appropriately forms in dialogues in narrative; using passive ver information is presented; using modal verbs to s possibility)</li> <li>use a range of devices to build cohesion (e.g. corr of time and place, pronouns, synonyms) within a use verb tenses consistently and correctly througe use the range of punctuation taught at key stage (e.g. inverted commas and other punctuation to spell correctly most words from the year 5 / year a dictionary to check the spelling of uncommon or vocabulary maintain legibility in joined handwriting when we mand the stage of the spelling of uncommon of the spelling of u</li></ul>	der (e.g. the use of the ons and persuasive tmosphere cter and advance the at reflect what the r (e.g. using contracted rbs to affect how suggest degrees of njunctions, adverbials and across paragraphs ghout their writing e 2 mostly correctly^ indicate direct speech) r 6 spelling list, and use or more ambitious	<ul> <li>appropriate for form</li> <li>How words are related</li> <li>Use of the passive to</li> <li>The difference betwee appropriate for form</li> <li>Linking ideas across repetition of a word devices</li> <li>U se of the semi-cold independent clauses</li> <li>Use of the colon to interpret the semi-cold independent of the semi-cold independent of the semi-cold independent of the semi-cold independent of the semi-cold independent clauses</li> <li>Use of the colon to interpret the semi-cold independent of the semi-cold independent of the semi-cold independent of the semi-cold independent clauses</li> <li>Use of the colon to interpret the semi-cold independent of the semi-cold independent of the semi-cold independent clauses</li> </ul>	veen vocabulary typical of informal speech and vocabulary nal speech and writing ted by meaning as synonyms and antonyms o affect the presentation of information in a sentence veen structures typical of informal speech and structures nal speech and writing paragraphs using a wider range of cohesive devices: I or phrase, grammatical connections and ellipsis Layout on, colon and dash to mark the boundary between s introduce a list and use of semi-colons within lists et points to list information be used to avoid ambiguity
Key texts	Autumn		Spring	Summer
	Fiction Myth and Legend       Recount         Robin Hood       Shackleton's Journey         Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary       Make precise and effective to conveying complicated inform perfect form of verbs to many		•	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

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

#### 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.

## **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.

#### **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 cause. Use modal verbs or adverbs to indicate degrees of possibility and when deducing, speculating and making suppositions.

## **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

## 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.

## **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. 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

## 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

### **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

#### Poetry

Take one poem

#### Or

Use paragraphing to deliberately pace the writing
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