

Hopton English Writing Curriculum

Key concepts: Genres, grammar, vocabulary, punctuation, spelling, proof-reading & editing



Key Threads:

Locality	Significant People	Human Influence	The Wider World	Comparison	Investigation	British Values
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F2 Literacy Topic	Features of Text Type	Planning and Organising text	Grammar/Punctuation	Spelling & Vocabulary
HT1 Phoneme/grapheme correspondence. Formations of letters. Segmenting to spell, initial phoneme, end phoneme then phonemes heard in order to write CVC words with known sounds. Writing own name to 'label' (British Values - Identity)	Routes for formation of graphemes Tracking of print L-R Concept of a letter Concept of a word Concept of writing/print representing the spoken word Labels Traditional story sentences	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> Experiencing the value of the written word as providing a shared experience through shared writing and understanding the purpose of messages, lists, greetings and labels. Adults will expect and value children's emergent writing to encourage the confidence to give meaning to marks and represent words with letter shapes.</p> <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u> Adults encouraging collaborative discussion about the writing process, what will be recorded as part of shared writing. Adults modelling/scaffolding rehearsal of what will be written; the whole word and segmenting to spell.</p> <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> Adults modelling reading back words to check spelling. Adults modelling re-reading to check for sense.</p>	Begin to break speech into words. Group letters together to form words. Begin to separate words with spaces.	Little Wandle Autumn 1 Phase 2 graphemes: s a t p i n m d g o c k ck e u r h b f l Tricky words: is l the

		Adults modelling making mistakes and corrections.		
HT2 Children will write labels, lists invitations and a letter to Santa. (British Values - Identity, respect)	<p>Concept of a letter</p> <p>Concept of a word</p> <p>Concept of writing/print representing the spoken word</p> <p>Labels and captions</p>	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> Writing labels for images Writing an invitation to send home (coffee morning)</p> <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u> Rehearsing ideas/sentences with an adult Writing down ideas/key words from pictures they see</p> <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> Reading their work to an adult and collaborative corrections</p>	<p>Begin to break speech into words.</p> <p>Group letters together to form words.</p> <p>Begin to separate words with spaces.</p>	<p>Little Wandle Autumn 2 Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags)</p> <p>Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p>
HT3 Children will write labels, lists and captions. (Poster)	<p>Labels and captions</p> <p>Word choices</p> <p>Layout of text for a list</p>	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> Writing captions for images Writing a message as a poster</p> <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u> Rehearsing ideas/sentences with an adult Writing down ideas/key words from pictures they see</p> <p><u>Pupils will be taught to make simple</u></p>	<p>Begin to break speech into words.</p> <p>Group letters together to form words.</p> <p>Begin to separate words with spaces.</p>	<p>Little Wandle Spring 1 Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words</p> <p>Tricky words: was you they my by all are sure pure</p>

		<u>additions and corrections to their own writing by:</u> Reading their work to an adult and collaborative corrections Begin to read back their work themselves to check for sense		
HT4 Children will write instructions to plant a seed and an explanation of a life cycle.	Concept of a sentence Basic sequencing of sentences Capital letters and full stops Word choices – imperative verbs	<u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> Writing instructions based on a real-life experience Writing about real events <u>Pupils will be taught to consider what they are going to write about before beginning by:</u> Rehearsing ideas/sentences with an adult Writing down ideas/key words from pictures they see <u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> Reading their work to an adult and collaborative corrections Begin to read back their work themselves to check for sense	Group letters together to form words. Begin to separate words with spaces. Begin to punctuate sentences using a capital letter and a full stop.	Little Wandle Spring 2 Phase 3 graphemes: Review Phase 3 longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end Tricky words: Review all taught so far
HT5 Children will write captions/sentences in speech bubbles and retell heard stories.	Concept of a sentence Basic sequencing of sentences Capital letters and full stops Word choices, story opening phrases Time conjunctions	<u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> Writing speech – key phrases from heard stories Retelling known stories in their own words <u>Pupils will be taught to consider what they are going to write about before beginning by:</u> Rehearsing ideas/sentences with an adult/peers Writing down ideas/key words	Group letters together to form words. Begin to separate words with spaces. Begin to punctuate sentences using a capital letter and a full stop. Use a capital letter for the pronoun I.	Little Wandle Summer 1 Phase 4 graphemes: Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /d/

		<p>Encapsulating what they want to say, sentence by sentence.</p> <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> Reading their work to an adult and collaborative corrections Begin to read back their work themselves to check for sense</p>		<p>/ed/, –est</p> <p>Tricky words: said so have like some come love do were here little says there when what one out today</p>
<p>HT6</p> <p>Children will write a recount of a school trip/personal event and create their own simple stories.</p>	<p>Concept of a sentence</p> <p>Basic sequencing of sentences</p> <p>Capital letters and full stops</p> <p>Word choices, narrative sentence openers, time conjunctions and simple adjectives</p> <p>Write in first person</p>	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> Writing about real events Writing narratives about personal experiences and those of others_</p> <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u> Rehearsing ideas/sentences with an adult Writing down ideas/key words Begin to rehearse sentences using adjectives</p> <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> Reading their work to an adult and collaborative corrections Begin to read back their work themselves to check for sense Begin to read on work to peers</p>	<p>Begin to separate words with spaces.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p>	<p>Little Wandle Summer 2</p> <p>Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est onger words and compound words</p> <p>Tricky words: Review all taught so far</p>

Year 1 and 2 Cycle 1 Literacy Topic	Features of Text Type	Planning and Organising text	Grammar/Punctuation	Spelling & Vocabulary
<p>Labels, Lists and Captions (HT1) Children label pictures and write captions from science work</p> <p>Traditional Story (HT1) Children write a traditional story description based on <i>We're going on a bear hunt</i> (Core Text)</p>	<ul style="list-style-type: none"> *concept of a sentence *capital letters and end marks *word choices *labels and captions *traditional opening *character description *settings *sentences with full stops and capital letters *basic sequencing of sentences. *third person 	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> * writing captions for images <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u></p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to write about * writing down ideas and/or key words from pictures they see <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> *evaluating their writing with others * re-reading to check sense * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear. <p>Pupils will be taught to develop positive attitudes towards and stamina for writing stories by:</p> <ul style="list-style-type: none"> * writing narratives featuring traditional characters and settings *writing about real events <p>Pupils will be taught to consider what they are going to write about before beginning by:</p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <p>Pupils will be taught to make simple additions and corrections to their own writing by:</p> <ul style="list-style-type: none"> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> *begin to punctuate sentences using a capital letters and full stop *separate words with spaces. *begin to punctuate sentences using a question marks or exclamation mark. *capital letters for names, places, days of the week and for the personal pronoun I. *join words and clauses with 'and'. <u>Y2 as above and</u> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting). 	<p>Little Wandle Autumn 1 Review Phase 3 and 4</p> <p>Phase 5 graphemes /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Tricky words Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>
<p>Non-chronological text (HT2) Children write a non-chronological text on the Great Fire of London/Samuel Pepys</p>	<ul style="list-style-type: none"> *concept of a sentence *basic sequencing of sentences *capital letters and end marks *word choices *imperative verbs 	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> * writing non fiction sentences for information *writing about real events <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u></p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to 	<ul style="list-style-type: none"> *begin to punctuate sentences using a capital letters and full stop *separate words with spaces. *begin to punctuate sentences using a question marks or exclamation mark. *capital letters for names, places, days of the week and for 	<p>Little Wandle – Autumn 2 Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go</p>

	<p>*correct past tense form *labels and captions</p>	<p>write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>the personal pronoun I. *join words and clauses with 'and'. <u>Y2 as above and</u> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</p>	<p>/igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky words their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>
<p>Winter Poems (HT3) <i>Children write an acrostic poem and recite poetry by heart based on the text: First book of poems (Core Text)</i></p>	<p>*acrostic poem format *simple descriptive language *capital letter for each new line. *full stops to demark a sentence</p>	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> * writing poetry about personal experiences and those of others *reciting poetry by heart <u>Pupils will be taught to consider what they are going to write about before beginning by:</u> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>*begin to punctuate sentences using a capital letters and full stop – each new line in poetry. *separate words with spaces. *begin to punctuate sentences using a question marks or exclamation mark. *capital letters for names, places, days of the week and for the personal pronoun I. *join words and clauses with 'and'. <u>Y2 as above and</u> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</p>	
<p>Instructions (HT3) <i>Children write their own set of instructions – how to get ready to be a police officer.</i></p>	<p>*concept of a sentence *capital letters and end marks *word choices *labels and captions</p>	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> * writing non-fiction sentences for information *writing about real events <u>Pupils will be taught to consider what they are going to write about before beginning by:</u> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling,</p>	<p>*begin to punctuate sentences using a capital letters and full stop *separate words with spaces. *begin to punctuate sentences using a question marks or exclamation mark. *capital letters for names, places, days of the week and for the personal pronoun I. *join words and clauses with 'and'. <u>Y2 as above and</u> *use expanded noun phrases *use of commas to separate words in a list *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</p>	<p>Little Wandle Spring 2 Phase 5 graphemes /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want</p>

		<p>grammar and punctuation using ticks and circling</p> <p>*read aloud what they have written with appropriate intonation to make the meaning clear.</p>		<p>/air/ ear ere bear there</p> <p>/ur/ ear learn</p> <p>/r/ wr wrist</p> <p>/s/ st sc whistle science</p> <p>/c/ ch school</p> <p>/sh/ ch chef</p> <p>/z/ ze freeze</p> <p>schwa at the end of words: actor</p> <p>Tricky words once laugh because eye</p>
<p>Story Settings (HT4)</p> <p>Children write story settings based on 'We're all going on a bear hunt' core text</p>	<p>*concept of a sentence</p> <p>*sentences with full stops and capital letters</p> <p>*basic sequencing of sentences</p> <p>*capital letters and end marks</p> <p>*correct past tense form</p> <p>*written in the third person</p> <p>conjunctions to join ideas</p>	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <p>* writing narratives about personal experiences and those of others</p> <p>*writing about real events</p>	<p>*begin to punctuate sentences using a capital letters and full stop</p> <p>*separate words with spaces.</p> <p>*begin to punctuate sentences using a question marks or exclamation mark.</p> <p>*capital letters for names, places, days of the week and for the personal pronoun I.</p> <p>*join words and clauses with 'and'.</p> <p><u>Y2 as above and</u></p> <p>*use expanded noun phrases</p> <p>*use of commas to separate words in a list</p> <p>*Apostrophes for contractions.</p> <p>*use of simple subordinating conjunctions - if, when, that, because.</p> <p>*use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</p>	<p>Little Wandle Spring 1 Phase 5 graphemes</p> <p>/ee/ y funny</p> <p>/e/ ea head</p> <p>/w/ wh wheel</p> <p>/oa/ oe ou toe shoulder</p> <p>/igh/ y fly</p> <p>/oa/ ow snow</p> <p>/j/ g giant</p> <p>/f/ ph phone</p> <p>/l/ le al apple metal</p> <p>/s/ c ice</p> <p>/v/ ve give</p> <p>/u/ o-e o ou some mother young</p> <p>/z/ se cheese</p> <p>/s/ se ce mouse fence</p> <p>/ee/ ey donkey</p> <p>/oo/ ui ou fruit soup</p> <p>Tricky words any many again who whole where two school call different thought through friend work</p>
<p>Recount (HT5)</p> <p>Children write their own recounts of a day in Mexico based on Barnaby Bear.</p>	<p>*similar information gathered together or chunked</p> <p>*formal</p> <p>*third person</p> <p>*tense dependent on subject e.g. historical people, objects, events will be past, current will be present or possibly</p>	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <p>* writing about a subject relating to what they are learning in topic.</p> <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u></p> <p>*planning or saying out loud what they are going to write about</p> <p>* writing down ideas and/or key words</p> <p>* encapsulating what they want to say, sentence by sentence.</p>	<p>*begin to punctuate sentences using a capital letters and full stop</p> <p>*separate words with spaces.</p> <p>*begin to punctuate sentences using a question marks or exclamation mark.</p> <p>*capital letters for names, places, days of the week and for the personal pronoun I.</p> <p>*join words and clauses with 'and'.</p> <p><u>Y2 as above and</u></p>	<p>No new GPC or tricky words this half-term</p>

	<p>future tense. *order of information is non-chronological *lots of real facts.</p>	<p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>*use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions and starting to use for possession *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</p>	
<p>Stories based on different cultures (HT6) <i>Children write their own stories based on different cultures (Mexico) using The Joy Postman as a stimulus. (Core text)</i></p>	<p>*traditional opening 'Once upon a time' *character description *settings *sentences with full stops and capital letters *basic sequencing of sentences. *third person</p>	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> * writing narratives about fantasy worlds by using their imagination <u>Pupils will be taught to consider what they are going to write about before beginning by:</u> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>*begin to punctuate sentences using a capital letters and full stop *separate words with spaces. *begin to punctuate sentences using a question marks or exclamation mark. *capital letters for names, places, days of the week and for the personal pronoun I. *join words and clauses with 'and'. <u>Y2 as above and</u> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions and starting to use for possession. *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</p>	<p>Little Wandle Summer 2 Phase 5 graphemes</p> <p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti tsi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more/</p> <p>Tricky words busy beautiful pretty hour move improve parents shoe</p>

Year 1 and 2 Cycle 2 Literacy Topic	Features of Text Type	Planning and Organising text	Grammar/Punctuation	Spelling & Vocabulary
<p>Labels, Lists and Captions (HT1) <i>Children label pictures and write captions from science work</i></p> <p>Familiar Stories (HT1) <i>Children write a version of 'The Bear who Came to Babysit'</i></p>	<p>concept of a sentence *capital letters and end marks *word choices *labels and captions</p> <p>*third person *past tense * character *setting *story sentence openers</p>	<p>*concept of a sentence *capital letters and end marks *word choices *labels and captions</p> <p><u>Pupils will be taught to write sentences by:</u> *saying out loud what they are going to write about *composing a sentence orally before writing it *sequencing sentences to form short narratives *re-reading what they have written to check that it makes sense. *beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. *some attempts at third person writing. e.g. The wolf was hiding. *written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>*begin to punctuate sentences using a capital letters and full stop *separate words with spaces. *begin to punctuate sentences using a question marks or exclamation mark. *capital letters for names, places, days of the week and for the personal pronoun I. *simple sentences, starting with a pronoun and a verb e.g. He went home *simple connectives are used to construct simple sentences e.g. and, but, then, so. <u>Y2 as above and</u> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</p>	<p>Year 1</p> <p>Little Wandle Autumn 1 Review Phase 3 and 4</p> <p>Phase 5 graphemes /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Tricky words Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>
<p>Character Description (HT2) <i>Children write a character description based on Roald Dahl's 'The Twits'. (Core Text)</i></p>	<p>*use of simple adjectives *character description – through looks and actions</p>	<p><u>Pupils will be taught to write sentences by:</u> *saying out loud what they are going to write about *composing a sentence orally before writing it *sequencing sentences to form short narratives *re-reading what they have written to check that it makes sense.</p>	<p>*begin to punctuate sentences using a capital letters and full stop *separate words with spaces. *begin to punctuate sentences using a question marks or exclamation mark. *capital letters for names, places, days of the week and for the personal pronoun I. *join words and clauses with 'and'. <u>Y2 as above and</u> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</p>	<p>Little Wandle – Autumn 2 Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Tricky words their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>

<p>Animal Poems (HT2) <i>Children look at animal poems and then write one that follows a structure. They then memorise and perform it.</i> <i>'Tiger, Tiger Burning Bright</i> <i>(Core Text)</i></p>	<ul style="list-style-type: none"> *verses *poem format *simple descriptive language *memorise parts of the poem 	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> * writing poems about personal experiences of winter *writing about real events and settings <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u></p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> *punctuate poem lines using capital letters *separate words with spaces. *punctuate sentences using question marks or exclamation marks. *capital letters for names, places, days of the week and for the personal pronoun I. *simple sentences, starting with a pronoun and a verb *simple connectives are used to construct simple sentences e.g. and, but, so, then, next <p><u>Y2 as above and</u></p> <ul style="list-style-type: none"> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting). 	
<p>Information Text (HT3) <i>Children write an information text based on the Island of Stray from Katie Morag</i> <i>(Core Text)</i></p>	<ul style="list-style-type: none"> *concept of a sentence *basic sequencing of sentences *capital letters and end marks *word choices *imperative verbs *correct past tense form *labels and captions 	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> * writing non fiction sentences for information *writing about real events <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u></p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> *begin to punctuate sentences using a capital letters and full stop *separate words with spaces. *begin to punctuate sentences using a question marks or exclamation mark. *capital letters for names, places, days of the week and for the personal pronoun I. *join words and clauses with 'and'. <p><u>Y2 as above and</u></p> <ul style="list-style-type: none"> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting). 	<p>Year 1 Little Wandle Spring 1 Phase 5 graphemes</p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>Tricky words any many again who whole where two school call different thought through friend work</p>

<p>Imaginary world stories (HT4) Children write a story using 'Where the Wild Things Are' as a stimulus</p>	<ul style="list-style-type: none"> *traditional opening 'Once upon a time' *character description *settings *sentences with full stops and capital letters *basic sequencing of sentences. *third person 	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> * writing narratives about fantasy worlds by using their imagination <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u></p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> *begin to punctuate sentences using a capital letters and full stop *separate words with spaces. *begin to punctuate sentences using a question marks or exclamation mark. *capital letters for names, places, days of the week and for the personal pronoun I. *join words and clauses with 'and'. <p><u>Y2 as above and</u></p> <ul style="list-style-type: none"> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting). 	<p>Year 1 Little Wandle Spring 2 Phase 5 graphemes</p> <p>/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>Tricky words once laugh because eye</p>
<p>Historical Diary (HT4) Children write a historical diary entry based on Florence Nightingale.</p>	<ul style="list-style-type: none"> *first person *past tense *facts *chronological order *informal *appropriate sentence openers 	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> * write to tell the reader about events that have happened. <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u></p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> *punctuate sentences using capital letters and full stops *separate words with spaces. *punctuate sentences using question marks or exclamation marks. *capital letters for names, places, days of the week and for the personal pronoun I. *simple sentences, starting with a pronoun and a verb *simple connectives are used to construct simple sentences e.g. and, but, so, then, next <p><u>Y2 as above and</u></p> <ul style="list-style-type: none"> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting). 	<p>Year 1 – no new GPC or tricky words</p>
<p>Instructions (HT5) Children write a set of instructions based on a witch's spell</p>	<ul style="list-style-type: none"> *formal *imperative verbs *numbers or bullet points *an introductory sentence *list any material or equipment needed *provide simple, clear instructions in order in 	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> * writing instructions to show the reader how to complete a task. <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u></p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. 	<ul style="list-style-type: none"> *punctuate sentences using capital letters and full stops *separate words with spaces. *punctuate sentences using question marks or exclamation marks. *capital letters for names, places, days of the week and for the personal pronoun I. *simple sentences, starting with a pronoun and a verb *simple connectives are used to construct simple sentences e.g. and, but, so, then, next <p><u>Y2 as above and</u></p>	<p>Year 1 – no new GPC or tricky words</p>

	<p>which the steps need to be followed to achieve the stated goal</p> <ul style="list-style-type: none"> *diagrams, labels and captions *use sequencing *use openers 	<p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions and starting to use apostrophes for possession. *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting). 	
<p>Seaside Holiday Recount (HT6)</p> <p><i>Children write a recount of a trip to a Victorian Seaside resort such as Scarborough.</i></p>	<ul style="list-style-type: none"> *first person *past tense *chronological order *Time conjunctions and, then, next *use openers to order ideas 	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> * writing narratives about personal experiences and those of others *writing about real events <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u></p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> *begin to punctuate sentences using a capital letters and full stops *separate words with spaces. *begin to punctuate sentences using a question marks or exclamation marks. *capital letters for names, places, days of the week and for the personal pronoun I. *simple sentences, starting with a pronoun and a verb e.g. He went home *simple time connectives are used to construct simple sentences e.g. and, then, next <p><u>Y2 as above and</u></p> <ul style="list-style-type: none"> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting). 	<p>Year 1</p> <p>Little Wandle Summer 2</p> <p>Phase 5 graphemes</p> <p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /jj/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more/</p> <p>Tricky words busy beautiful pretty hour move improve parents shoe</p>
<p>Postcard (HT6)</p> <p><i>Children write a postcard the seaside</i></p>	<ul style="list-style-type: none"> *first person *past tense/future tense *informal *opening 'Dear' 	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> *write a postcard to tell the reader what a place is like *writing about real events <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u></p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence. <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate 	<ul style="list-style-type: none"> *punctuate sentences using capital letters and full stops *separate words with spaces. *punctuate sentences using question marks or exclamation marks. *capital letters for names, places, days of the week and for the personal pronoun I. *simple sentences, starting with a pronoun and a verb *simple connectives are used to construct simple sentences e.g. and, but, so, then, next <p><u>Y2 as above and</u></p> <ul style="list-style-type: none"> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions and starting to use apostrophes for possession. *use of simple subordinating conjunctions - if, when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting). 	

		intonation to make the meaning clear.		
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Years 3 and 4 Cycle 1 Literacy Topic	Features of Text Type	Planning, Organising and Editing	Grammar/Punctuation	Spelling & Vocabulary
<p>Adventure Stories (HT1) Children write adventure stories based on stimulus 'Firework-Maker's Daughter' by significant author Philip Pullman.</p>	<p>*Written in first or third person *narratives and retellings written in past tense * events sequenced to create chronological plots through the use of adverbials and prepositions *descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... *dialogue is used confidently to convey characters' feelings</p>	<p><u>Plan:</u> *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><u>Draft and write by:</u> *composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures *use paragraphs as a way to group related material; and organise information around a theme *develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing</p> <p><u>Evaluate and edit by:</u> *assessing the effectiveness of their own and others' writing, and suggesting improvements *suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. *proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p>	<p>*capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) .</p> <p><u>Y4 as above and</u> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i>]</p>	<p>HT1 The Spelling Shed</p> <p>The /ow/ sound spelled ou The /u/ sound spelled ou The /i/ sound spelled with a y Words with the /ze/ sound ending -sure Words with the /ch/ sound ending -ture Challenge words</p> <p>* Use the first two or three letters of a word to check its spelling in a dictionary *revision of Year 2 coverage. most children will need to revise and consolidate these important, basic conventions, as they form part of everyday language. *homophones will need revision throughout lower KS2 *use end of KS1 teacher assessments of spelling against the POS, to identify where to begin in Year 3.</p>
<p>Persuasive Texts (HT2) Children will write persuasive adverts trying to attract Ancient Britons to the Roman Empire</p>	<p>*persuasive words *repetition *point, evidence, explanation</p>	<p><u>Plan:</u> *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><u>Draft and write by:</u> *composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures *use paragraphs as a way to group related material; and organise information around a theme</p>	<p>*capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) .</p> <p><u>Y4 as above and</u></p>	<p>HT2 The Spelling Shed</p> <p>The prefix re- The prefix dis- The prefix mis- Suffixes beginning with vowel letters Suffixes beginning with vowel letter (doubling) Challenge words</p> <p>*use the diagonal and horizontal strokes that are</p>

		<p>*develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing</p> <p><u>Evaluate and edit by:</u> *assessing the effectiveness of their own and others’ writing, and suggesting improvements *suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. *proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p>	<p>*choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i></p>	<p>needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>
<p>Playscripts (HT3) Children write play scripts based on a fairy tale e.g. Little Red Riding Hood</p>	<p>*characters *speaker’s name followed by a colon *narrator *no inverted commas for speech *stage directions in brackets</p>	<p><u>Pupils will be taught to:</u> Plan their writing by: *discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas. <u>Draft and write by:</u> * composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * introduce the paragraph as a way to group related material; begin to organise information around a theme *in narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing * in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <u>Evaluate and edit by:</u> * assessing the effectiveness of their own and others’ writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. * proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear *use stage directions to describe a setting and character *organize text through character dialogue</p>	<p>*capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) . <u>Y4 as above and</u> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i></p>	<p>HT3 – The Spelling Shed</p> <p>The long /a/ sound spelled ai The long /a/ sound spelled ei The long /a/ sound spelled ey The suffix –ly Homophones Challenge words</p>

<p>Travel Writer's Blog (HT4) Children write an online blog based on an Arctic/Antarctic mission</p>	<ul style="list-style-type: none"> *Informal style *use of online jargon *chronological order *references to the geography and living organisms. 	<p><u>Plan:</u> *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><u>Draft and write by:</u> *composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures *use paragraphs as a way to group related material; and organise information around a theme *develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing</p> <p><u>Evaluate and edit by:</u> *assessing the effectiveness of their own and others' writing, and suggesting improvements *suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. *proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> *capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) <p><u>Y4 as above and</u> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i></p>	<p>HT4 – The Spelling Shed</p> <p>Ending with the /l/ sound spelled -al Ending with the /l/ sound spelled -le Adding the suffix -ly to -le words Adding the suffix -ally to -ic words Adding the suffix -ly exceptions Challenge words</p>
<p>Informal Letter (HT4) Children write an informal letter home from the Arctic/Antarctic</p>	<ul style="list-style-type: none"> *letter format *address, date, Dear, Yours sincerely *formal *ideas grouped together in time sequence *use appropriate sentence openers for a letter 	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> * write a letter in role as a person being studied. *writing about real events</p> <p><u>Pupils will be taught to consider what they are going to write about before beginning by:</u> *planning or saying out loud what they are going to write about * writing down ideas and/or key words * encapsulating what they want to say, sentence by sentence.</p> <p><u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> *evaluating their writing with others * re-reading to check sense * re-reading to check tense of verbs * proof-reading to check for errors of spelling, grammar and punctuation using ticks and circling *read aloud what they have written with appropriate intonation to make the meaning clear.*brief introduction and conclusion</p>	<ul style="list-style-type: none"> *capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) <p><u>Y4 as above and</u> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i></p>	

<p>Stories from Other Cultures (HT5)</p> <p>Children read stories from other cultures and write their own using the stimulus Henry's Freedom Box</p> <p>(Significant author – British Values tolerance and respect for other cultures)</p>	<ul style="list-style-type: none"> *reference to housing * use of different language *cultural references. 	<p><u>Pupils will be taught to:</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> *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><u>Draft and write by:</u></p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * introduce the paragraph as a way to group related material; begin to organise information around a theme *in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing * in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. * proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear *introduce the paragraph as a way to group related material; begin to organise information around a theme in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing 	<ul style="list-style-type: none"> *capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) <p><u>Y4 as above and</u></p> <ul style="list-style-type: none"> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i> 	
<p>Non-Chronological Report (HT5)</p> <p>Children write a non chronological report on Dragons</p>	<ul style="list-style-type: none"> *headings and sub headings *factual information *grouping information into paragraphs 	<p><u>Pupils will be taught to:</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> *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><u>Draft and write by:</u></p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally 	<ul style="list-style-type: none"> *capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) 	<p>HT5 – The Spelling Shed</p> <p>The suffix -er with -(t)ch words</p> <p>The /k/ sound spelled ch</p> <p>Words ending with the /g/ sound spelled -gue</p> <p>The /s/ sound spelled sc</p> <p>Homophones</p>

		<p>(including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> * introduce the paragraph as a way to group related material; begin to organise information around a theme *in narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing * in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others’ writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. * proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear * understand and use simple organisational device [e.g. heading, sub-headings] 	<p><u>Y4 as above and</u></p> <ul style="list-style-type: none"> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i> 	<p>Challenge words</p>
<p>Imaginary World Stories (HT6) <i>Children write a short story based on ‘How to Train Your Dragon’ as a stimulus. (Core Text)</i></p>	<ul style="list-style-type: none"> *references to o imaginary worlds *talking creatures *fantasy settings 	<p>Pupils will be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> *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>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * introduce the paragraph as a way to group related material; begin to organise information around a theme *in narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing * in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others’ writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use 	<ul style="list-style-type: none"> *capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. * use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) . <p><u>Y4 as above and</u></p> <ul style="list-style-type: none"> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i> 	<p>Year 3 HT6 The Spelling Shed</p> <p>The suffix -sion pronounced like vision</p> <p>Challenge words</p> <p>Revision</p> <p>Y4 children follow Y4 units</p>

		<p>of pronouns.</p> <ul style="list-style-type: none">* proof-read for spelling and punctuation errors.* read aloud their own writing, using appropriate intonation and volume so that the meaning is clear*introduce the paragraph as a way to group related material; begin to organise information around a theme <p>in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing</p>		
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Year 3 and 4 Cycle 2 Literacy Topic	Features of Text Type	Planning, Organising and Editing	Grammar/Punctuation	Spelling & Vocabulary
<p><i>Adventure Story</i> <i>Significant Author</i> <i>Anthony Browne</i> <i>(HT1)</i></p> <p>Children write their own traditional tales using 'Into the Forest' by Anthony Browne as a stimulus. (British Values – tolerance)</p>	<ul style="list-style-type: none"> * third person * past tense * imaginary setting * imaginary characters * use of direct speech * story structure: beginning, middle and end. 	<p><u>Pupils will be taught to:</u> Plan their writing by:</p> <ul style="list-style-type: none"> * 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><u>Draft and write by:</u></p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing * assessing the effectiveness of their own and others' writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. * proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear 	<ul style="list-style-type: none"> * Use capital letters, full stops, question marks, exclamation marks * use a wider range of conjunctions, including when, if, because, although * begin to use fronted adverbials * begin to use and punctuate direct speech. * use conjunctions to express time and cause. * Use apostrophes for contraction and begin to use apostrophes for singular possession <p><u>Y4 as above and</u></p> <ul style="list-style-type: none"> * choose nouns or pronouns for clarity * use of fronted adverbials * using commas after fronted adverbials * use and punctuate direct speech. * standard forms of verb inflections used instead of local spoken forms e.g. we were not we was 	<p>Year 3 HT1 The Spelling Shed</p> <p>The /ow/ sound spelled ou The /u/ sound spelled ou The /i/ sound spelled with a y Words with the /ze/ sound ending -sure Words with the /ch/ sound ending -ture Challenge words</p> <ul style="list-style-type: none"> * Use the first two or three letters of a word to check its spelling in a dictionary * revision of Year 2 coverage. most children will need to revise and consolidate these important, basic conventions, as they form part of everyday language. * homophones will need revision throughout lower KS2 * use end of KS1 teacher assessments of spelling against the POS, to identify where to begin in Year 3. <p>Y4 children follow Y4 units</p>
<p><i>Instructions</i> <i>(HT2)</i></p> <p>Children write a set of instructions for making an Egyptian Mummy</p>	<ul style="list-style-type: none"> * imperative verbs * informal writing * chronological order * bullet points * use of adverbs 	<p><u>Pupils will be taught to:</u> Plan their writing by:</p> <ul style="list-style-type: none"> * 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><u>Draft and write by:</u></p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. 	<ul style="list-style-type: none"> * Use capital letters, full stops, question marks, exclamation marks * use a wider range of conjunctions, including when, if, because, although * use conjunctions to express time and cause. * use of headings and sub-headings to aid presentation * use of caption and representations * use fronted adverbials * use of apostrophe for contractions and begin to use apostrophes for singular possession. <p><u>Y4 as above and</u></p> <ul style="list-style-type: none"> * choose nouns or pronouns for clarity * use of fronted adverbials * using commas after fronted adverbials 	<p>Year 3 HT2 The Spelling Shed</p> <p>The prefix re- The prefix dis- The prefix mis- Suffixes beginning with vowel letters Suffixes beginning with vowel letter (doubling) Challenge words</p> <ul style="list-style-type: none"> * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one

		<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. * proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear * understand and use simple organisational device [e.g. heading, sub-headings] 	<p>*indicate possession by using the possessive apostrophe with both singular and plural nouns</p>	<p>another, are best left unjoined</p> <p>Y4 children follow Y4 units</p>
<p>Science – Fiction Stories (HT3)</p> <p>Children write a science fiction story based on 'The Iron Man' by Ted Hughes.(Core Text)</p> <p>(British Values – Friendship, tolerance, environment)</p>	<ul style="list-style-type: none"> *non traditional setting *past tense * third person *story structure: beginning, middle and end. * villain *direct speech * use of paragraphs 	<p><u>Pupils will be taught to:</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> *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><u>Draft and write by:</u></p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * introduce the paragraph as a way to group related material; begin to organise information around a theme *in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. * proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> *use capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *begin to use paragraphs to group related material *use of fronted adverbials * begin to use direct speech <p><u>Y4 as above and</u></p> <ul style="list-style-type: none"> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials <p>Begin to use paragraphs to group related material.</p> <ul style="list-style-type: none"> *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with singular and begin to use plural nouns 	<p>Year 3 HT3 – The Spelling Shed</p> <p>The long /a/ sound spelled ai The long /a/ sound spelled ei The long /a/ sound spelled ey The suffix –ly Homophones Challenge words</p> <p>Y4 children follow Y4 units</p>
<p>Newspaper Reports (HT4)</p> <p>Children write a newspaper report based on Skare Brae</p>	<ul style="list-style-type: none"> *headline * photos and captions *introduction with 5 W's *facts *chronological order *third person *past tense *formal writing 	<p><u>Pupils will be taught to:</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> *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><u>Draft and write by:</u></p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally 	<ul style="list-style-type: none"> *capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what it says) 	

		<p>(including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> * introduce the paragraph as a way to group related material; begin to organise information around a theme *in narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing * in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others’ writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. * proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear 	<p><u>Y4 as above and</u></p> <ul style="list-style-type: none"> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i> 	
<p>HT4 Information Text Children write an information text on Skare Brae</p>	<ul style="list-style-type: none"> *headings and sub headings *factual information *grouping information into paragraphs 	<p><u>Pupils will be taught to:</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> *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><u>Draft and write by:</u></p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * introduce the paragraph as a way to group related material; begin to organise information around a theme *in narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing * in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others’ writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. 	<ul style="list-style-type: none"> *capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) . <p><u>Y4 as above and</u></p> <ul style="list-style-type: none"> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i> 	<p>Year 3 HT4 – The Spelling Shed</p> <p>Ending with the /l/ sound spelled -al</p> <p>Ending with the /l/ sound spelled -le</p> <p>Adding the suffix -ly to -le words</p> <p>Adding the suffix -ally to -ic words</p> <p>Adding the suffix –ly exceptions</p> <p>Challenge words</p> <p>Y4 children follow Y4 units</p>

		<ul style="list-style-type: none"> * proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear * understand and use simple organisational device [e.g. heading, sub-headings] 		
<p>Persuasive Letter (HT5)</p> <p>Children write a letter to persuade someone to move to Barcelona from Mirfield</p>	<ul style="list-style-type: none"> *letter format *persuasive language *formal language 	<p><u>Pupils will be taught to:</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> *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><u>Draft and write by:</u></p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * introduce the paragraph as a way to group related material; begin to organise information around a theme 	<ul style="list-style-type: none"> *capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) <u>Y4 as above and</u> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i> 	<p>Year 3 HT5 Spelling Shed</p> <p>The suffix -er with -(t)ch words</p> <p>The /k/ sound spelled ch</p> <p>Words ending with the /g/ sound spelled -gue</p> <p>The /s/ sound spelled sc</p> <p>Homophones</p> <p>Challenge words</p> <p>Y4 children follow Y4 units</p>
<p>Science Experiment Independent Write-up (HT5)</p> <p>Children write up a science experiment independently</p>	<ul style="list-style-type: none"> *technical vocabulary * headings and sub-headings *formal language *technical diagram correctly labelled 	<p><u>Pupils will be taught to:</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> *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><u>Draft and write by:</u></p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally building a varied and rich vocabulary and an increasing range of sentence structures * introduce the paragraph as a way to group related material; begin to organise information around a theme * in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of technical scientific vocabulary. * proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> *capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) <u>Y4 as above and</u> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i> 	

		<ul style="list-style-type: none"> * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear *introduce the paragraph as a way to group related material; begin to organise information around a theme 		
<p>Imaginary World Stories (HT6) Children write a short story based in Narnia using 'The Lion, the Witch and the Wardrobe' as a stimulus.</p>	<ul style="list-style-type: none"> *references to o imaginary worlds *talking creatures *fantasy settings 	<p><u>Pupils will be taught to:</u> Plan their writing by:</p> <ul style="list-style-type: none"> *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><u>Draft and write by:</u></p> <ul style="list-style-type: none"> * composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * introduce the paragraph as a way to group related material; begin to organise information around a theme *in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing * in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing, and suggesting improvements * suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. * proof-read for spelling and punctuation errors. * read aloud their own writing, using appropriate intonation and volume so that the meaning is clear *introduce the paragraph as a way to group related material; begin to organise information around a theme in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing 	<ul style="list-style-type: none"> *capital letters, full stops, question marks, exclamation marks *use a wider range of conjunctions, including when, if, because, although *use conjunctions to express time and cause. *use of paragraphs to group related material * use of headings and sub-headings to aid presentation *use the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what it says</i>) . <p><u>Y4 as above and</u></p> <ul style="list-style-type: none"> *choose nouns or pronouns for clarity *use of fronted adverbials *using commas after fronted adverbials *use and punctuate direct speech. *indicate possession by using the possessive apostrophe with both singular and plural nouns *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was *use past progressive form of verbs [e.g. <i>He was going out to play.</i> 	<p>Year 3 HT6 The Spelling Shed</p> <p>The suffix -sion pronounced like vision Challenge words Revision</p> <p>Y4 children follow Y4 units</p>

Year 5 and 6 Cycle 1 Literacy Topic	Features of Text Type	Planning, Organising and Editing	Grammar/Punctuation	Spelling & Vocabulary
<p>Autobiography (HT1) Children write their own life story with key life events.</p>	<ul style="list-style-type: none"> *writing in the first person * including significant facts about a person’s life * Informal writing * Write in the past tense for most of text *paragraphs *chronological order *higher level vocab and punctuation. 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *using co-ordinating and subordinating sentences *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>GD</p> <ul style="list-style-type: none"> *Link ideas across paragraphs using a wider range of cohesive devices, for example by repeating a word or phrase using adverbials such as on the other hand, in contrast, or as a consequence of 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *comparing phrases and clauses *co-ordinating and subordinating clauses *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *using expanded noun phrases to convey complicated information concisely *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) * use higher level punctuation independently 	<p>HT1 The Spelling Shed</p> <p>Words ending in -tious and -ious</p> <p>Words ending in -cious</p> <p>Words ending -cial and -tial</p> <p>Words ending -cial and -tial</p> <p>Words ending -cial and -tial</p> <p>Challenge words</p>
<p>Greek Myth (HT1) Children write a traditional story based on the history topic of Ancient Greece and geography of Greece.</p>	<ul style="list-style-type: none"> *use of classic opening *quest with hero/heroine *use of gods/supernatural/fantastical creatures *historical reference to ancient Greece *speech/dialogue *figurative language *third person *past tense *paragraphs 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *use of adverbial phrases *use of relative clauses beginning with <i>who, which, where, when, whose, that</i> *use of complex sentence es *using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It was raining; she was afraid.) Use a dash to mark boundaries between independent clauses [as a separator] *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) 	<p>Challenge words</p> <p>Words with the short vowel sound /i/ spelled y</p> <p>Words with the long vowel sound /i/ spelled y</p> <p>The prefix over-</p> <p>The suffix -ful</p>

		<p>GD</p> <ul style="list-style-type: none"> *Link ideas across paragraphs using a wider range of cohesive devices, for example by repeating a word or phrase using adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence of</i> 		
<p>Clockwork – Diary (HT2)</p> <p>Children write a diary in character using Clockwork as a stimulus</p>	<ul style="list-style-type: none"> *First person *In character *setting description *past tense *technical vocabulary *emotions 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>] *linking ideas across paragraphs using adverbials of time e.g. <i>later</i>, of place e.g. <i>nearby</i>, or number e.g. <i>secondly</i>, or by tense choice e.g. <i>he had seen her before</i>. *précising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *subject, object, verb agreement –singular is/are has/have *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might</i>; <i>should</i>; <i>will</i>; <i>must</i> or <i>perhaps</i>; <i>surely</i>]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It’s raining; I’m fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *Use grammar appropriate for character voice 	<p>HT2 The Spelling Shed</p> <p>Words ending in -ant Words ending in -ance Use –ent and -ence Words ending -able and -ible Words ending in -ably and -ibly Challenge words</p>
<p>Explanation Text (HT2)</p> <p>Children explain how their chosen animal has adapted to its environment</p>	<ul style="list-style-type: none"> *formal language *precise technical vocabulary *clear explanations * headings, sub-headings *bullet points 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>] *linking ideas across paragraphs using adverbials of time e.g. <i>later</i>, of place e.g. <i>nearby</i>, or number e.g. <i>secondly</i>, or by tense choice e.g. <i>he had seen her before</i>. *précising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>GD</p> <ul style="list-style-type: none"> *Link ideas across paragraphs using a wider range of cohesive devices, 	<ul style="list-style-type: none"> *use of formal structures *use of precise, technical vocabulary *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] *use a colon to introduce a list *use bullet points to present information *use semi-colon to separate closely related clauses. <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using technical expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It is a large mammal; it dwarfs most other mammals in the region. *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) 	

		for example by repeating a word or phrase using adverbials such as <i>on the other hand, in contrast, or as a consequence of</i>		
<p>Clockwork – Poem (HT2)</p> <p>Children write poems based on the journey into the woods from Clockwork as a stimulus</p>	<p>*poem rhythm poem structure and form *figurative language</p>	<p><u>Plan:</u> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary</p> <p><u>Draft and write by:</u> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *compare poetry to prose looking at structure and rhythm of the words.</p>	<p>*use of fluid writing structures *use of figurative language: similes, metaphors, personification, alliteration. *using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>]. *use commas to clarify meaning or avoid ambiguity</p> <p><u>Y6 as above and</u> *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses *Use a dash to mark boundaries between independent clauses [as a separator]</p>	
<p>Thriller (HT3)</p> <p>Children write their own thrillers based on 'The Old Mill' by Pie Corbett</p>	<p>*hook the reader into the story *build up suspense *use of dialogue *Speech *first person *present tense</p>	<p><u>Plan:</u> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <u>Draft and write by:</u> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. <i>then, after that, this, firstly</i>] *linking ideas across paragraphs using adverbials of time e.g. <i>later</i>, of place e.g. <i>nearby</i>, or number e.g. <i>secondly</i>, or by tense choice e.g. <i>he had seen her before</i>. GD *Link ideas across paragraphs using a wider range of cohesive devices, for example by repeating a word or phrase using adverbials such as <i>on the other hand, in contrast, or as a consequence of</i></p>	<p>*Use of short sentences and punctuation for tension *use of ellipses *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause]</p> <p><u>Y6 as above and</u> *using expanded noun phrases to convey drama and suspense for the reader. *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. <i>It's raining; I'm fed up.</i>) Use a dash to mark boundaries between independent clauses [as a separator]</p>	<p>Other key spellings:</p> <p>Homophones and near-homophones Etymology Irregular word spellings</p>
<p>Journalistic Writing (HT3)</p> <p>Children write a newspaper article based on an event in Mirfield using 'Tuesday' as a stimulus</p>	<p>*headlines and columns *reported speech *direct speech *pictures, captions *past tense *third person – first person in interview</p>	<p><u>Plan:</u> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <u>Draft and write by:</u> *selecting appropriate grammar and vocabulary,</p>	<p>*use of journalistic style and structure * use of direct and reported speech *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis</p>	<p>HT3 – The Spelling Shed</p> <p>Words which can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a soft c spelled ce Prefixes dis- un- over- & im- Words with the /f/ sound</p>

		<p>understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<p>[embedded clause]</p> <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse, versus The window in the greenhouse was broken. 	<p>spelled ph</p> <p>Words with origins in other countries</p>
<p>Persuasive Speech (HT4)</p> <p>Children write a persuasive speech based on a radio broadcast at the start of WW2 (British Values – democracy, rule of law – why we should go to war)</p>	<ul style="list-style-type: none"> *formal *facts and evidence to support argument *first person *paragraphs *use of higher level punctuation 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *use of formal grammatical structure in period style. *using relative clauses beginning with who, which, where, when, whose, that *using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing and historically accurate. *using expanded noun phrases to convey complicated information concisely *use passive voice to affect the presentation of information in a sentence e.g. France has been invaded by the Germans. 	
<p>Goodnight Mister Tom – Letter from an Evacuee (Core Text) (HT4)</p> <p>Fictional writing – links to history WW2 – Impact of the Blitz</p> <p>Understanding of the experience of an evacuee.</p>	<ul style="list-style-type: none"> *letter structure *first person *past tense *historical context/setting descriptions *informal style/historical language 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and 	<ul style="list-style-type: none"> *using past tense and historical style *using relative clauses beginning with who, which, where, when, whose, that *using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] 	<p>HT4 The Spelling Shed</p> <p>Words with unstressed vowel sounds</p> <p>Words ending 'cial' /shul/ after a vowel</p> <p>Words ending 'tial' /shul/ after a consonant</p>

<p>Letter structure and format – informal letter</p> <p>(British Values – tolerance, respect, community)</p>		<p>enhance meaning</p> <ul style="list-style-type: none"> *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] 	<p>Words starting acc-</p> <p>Words ending -ably</p> <p>Words ending -ible</p>
<p>Non-Chronological Report (HT5)</p> <p>Children write a non-chronological report focusing on research about The Battle of Britain and the Blitz</p>	<ul style="list-style-type: none"> *formal style *third person *past tense *well-organised chunked information *headings, subheadings *high level punctuation 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse, versus The window in the greenhouse was broken.</i> 	
<p>Persuasive Leaflet (HT5)</p> <p>Children write an advertising leaflet for an alien holiday (Pandora from Avatar)</p>	<ul style="list-style-type: none"> *use of slogan and/or catch phrase *rhetorical question *figurative language *higher level punctuation *special offer *directly speaking to reader. *informal style 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<ul style="list-style-type: none"> *use of informal persuasive language *using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] *use of colon to introduce list * use of bullet points to organize information. <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate 	<p>HT5 The Spelling Shed</p> <p>Adding the suffix -ibly to create an adverb</p> <p>Words ending with 'ent' and 'ence'</p> <p>Suffixes -er -or & -ar</p> <p>Adverbs synonymous with determination</p> <p>Adjectives used to describe</p>

		<ul style="list-style-type: none"> *building cohesion within a paragraph [e.g. <i>then, after that, this, firstly</i>] *linking ideas across paragraphs using adverbials of time e.g. <i>later</i>, of place e.g. <i>nearby</i>, or number e.g. <i>secondly</i>, or by tense choice e.g. <i>he had seen her before</i>. *précising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<p>for formal speech and writing</p> <ul style="list-style-type: none"> *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse</i>, versus <i>The window in the greenhouse was broken</i>. 	<p>setting</p>
<p>The Highwayman Poem Narrative Poetry (HT6)</p> <p>Children will analyse, perform and adapt poems on a theme</p>	<ul style="list-style-type: none"> *third person *In character *setting description *figurative language *past tense *technical vocabulary *emotions 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary *rewriting the poem as a story <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. <i>then, after that, this, firstly</i>] *linking ideas across paragraphs using adverbials of time e.g. <i>later</i>, of place e.g. <i>nearby</i>, or number e.g. <i>secondly</i>, or by tense choice e.g. <i>he had seen her before</i>. *précising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse</i>, versus <i>The window in the greenhouse was broken</i>. 	

Year 5 and 6 Cycle 2 Literacy Topic	Features of Text Type	Planning, Organising and Editing	Grammar/Punctuation	Spelling and Vocabulary
<p>Street Child (Core Text) Diary HT1</p> <p>Children write a diary based on the character of Jim from Street Child.</p>	<ul style="list-style-type: none"> *informal chatty style *past tense *setting descriptions *character descriptions *chronological order of events * use of thoughts and emotions *first person 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary *in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse, versus The window in the greenhouse was broken.</i> 	<p>HT1 The Spelling Shed</p> <ul style="list-style-type: none"> Words ending in -tious and -ious Words ending in -cious Words ending -cial and -tial Words ending -cial and -tial Words ending -cial and -tial Challenge words
<p>Street Child (Core Text) Short story based on Street Child (HT1)</p>	<ul style="list-style-type: none"> *informal chatty style *past tense *setting descriptions *character descriptions *chronological order of events * use of thoughts and emotions *first person 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary *in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated 	<p>HT2 The Spelling Shed</p> <ul style="list-style-type: none"> Words ending in -ant Words ending in -ance Use -ent and -ence Words ending -able and -ible Words ending in -ably and -ibly Challenge words

		<ul style="list-style-type: none"> *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action *précising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<p>information concisely</p> <ul style="list-style-type: none"> *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse</i>, versus <i>The window in the greenhouse was broken</i>. 	
<p>Non-Chronological Report on our Solar System (HT2)</p> <p>Children write non-chronological reports on the each of the planets.</p>	<ul style="list-style-type: none"> *formal style *third person *past tense *well-organised chunked information *headings, subheadings *high level punctuation 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *précising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] *use a dash to mark boundaries between independent clauses [as a separator] *Use hyphens to avoid ambiguity *Use semi-colons, colons or dashes to mark boundaries between independent clauses *use a colon to introduce a list. *use passive verbs to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse</i>, versus <i>The window in the greenhouse was broken</i>. 	

<p>Titanic – Historical Recount Balanced Argument (HT3) <i>Children write an argument about who/what was responsible for the sinking of the Titanic.</i></p> <p>Exploring Dialogue –writing about the sinking of the Titanic (HT3) <i>Children write a short story from the perspective of a Titanic passenger – dialogue to move the story on.</i></p>	<ul style="list-style-type: none"> *formal *facts and evidence to support argument *first person *paragraphs *use of higher level punctuation <ul style="list-style-type: none"> *speech – conversation between at least 2 characters *third person *past tense *historical references authentic to period and setting 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *précising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>GD</p> <ul style="list-style-type: none"> *Link ideas across paragraphs using a wider range of cohesive devices, for example by repeating a word or phrase using adverbials such as on the other hand, in contrast, or as a consequence of 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It’s raining; I’m fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse, versus The window in the greenhouse was broken. 	<p>Vocabulary</p> <p>Using a dictionary and thesaurus</p> <p>Idioms</p> <p>Antonyms</p> <p>Word meaning</p> <p>Vocabulary in context</p>

<p>Persuasive text (HT3) Children write their own persuasive texts – marketing for the Titanic.</p>	<ul style="list-style-type: none"> *informal *appeal directly to the reader *facts and evidence to support argument *rhetorical questions *paragraphs *use of higher level punctuation *diagrams *slogans 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse, versus The window in the greenhouse was broken. 	<p>HT4 The Spelling Shed</p> <ul style="list-style-type: none"> Words spelled with ie after c Words spelled with ei after c Words containing ough Words containing ough Adverbs of possibility Challenge words
<p>Mayan Myth Story (HT4) Children write their own short Mayan myth story</p>	<ul style="list-style-type: none"> *use of classic opening *quest with hero/heroine *use of gods/supernatural/fantastical creatures *historical reference to the Mayans *speech *figurative language *third person *past tense *paragraphs 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in 	<p>HT3 The Spelling Shed</p> <ul style="list-style-type: none"> Words ending in -able Adverbs of time Adding suffixes to -fer words Silent first letters Silent letters Challenge words

			<p>a sentence e.g. <i>I broke the window in the greenhouse</i>, versus <i>The window in the greenhouse was broken..</i></p>	
<p>Fantasy stories (HT5) <i>The Girl of Ink and Stars</i> <i>Children write their own setting description based on The Girl of Ink and Stars</i></p>	<ul style="list-style-type: none"> *past tense *setting descriptions *character descriptions *use of fantasy settings and or creatures. *chronological order of events * use of thoughts and emotions *third person 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary *in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [<i>e.g. then, after that, this, firstly</i>] *linking ideas across paragraphs using adverbials of time <i>e.g. later</i>, of place <i>e.g. nearby</i>, or number <i>e.g. secondly</i>, or by tense choice <i>e.g. he had seen her before</i>. *in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action *précising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [<i>e.g. might; should; will; must or perhaps; surely</i>]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse</i>, versus <i>The window in the greenhouse was broken</i>. 	

<p>Journalistic writing – a newspaper report (HT6)</p> <p>Children write a newspaper article based on <i>The Girl of Ink and Stars</i></p> <p>(British Values – tolerance, respect, community)</p>	<ul style="list-style-type: none"> *formal writing *headlines *reported speech *direct speech *pictures and captions 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse</i>, versus <i>The window in the greenhouse was broken.</i> 	<p>Homophones</p> <p>Challenge words</p>
<p>Stories based on Emotive Issues (HT6)</p> <p>Children study 2 stories by significant Australian authors, <i>Eric</i> by Shaun Tan and <i>The Island</i> by Armin Greder and using these as stimulus write their own outsider stories</p> <p>(British Values – respect, tolerance, Individual liberty)</p>	<ul style="list-style-type: none"> *use of strong opening to hook the reader *clear structure to story *use figurative language to describe characters and settings *speech *modal verbs *use of passive and active sentences *third person *past tense *paragraphs 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. then, after that, this, firstly] *linking ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before. *precising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up.) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. recover verses re-cover) *use passive voice to affect the presentation of information 	

			<p>in a sentence e.g. <i>I broke the window in the greenhouse,</i> versus <i>The window in the greenhouse was broken.</i></p>	
<p>Narrative – Wonder (HT6) <i>Children write their own ‘outcast’ stories based on the novel Wonder</i> (British Values – tolerance, respect, community)</p>	<ul style="list-style-type: none"> *use of strong opening to hook the reader *clear structure to story *use figurative language to describe characters and settings *speech * modal verbs *use of passive and active sentences *third person *past tense *paragraphs 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *noting and developing initial ideas, drawing on reading and research where necessary <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *building cohesion within a paragraph [e.g. <i>then, after that, this, firstly</i>] *linking ideas across paragraphs using adverbials of time e.g. <i>later</i>, of place e.g. <i>nearby</i>, or number e.g. <i>secondly</i>, or by tense choice e.g. <i>he had seen her before</i>. *précising longer passages *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> *using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with <i>who, which, where, when, whose, that</i> *using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>]. *use commas to clarify meaning or avoid ambiguity *use brackets, dashes or commas to indicate parenthesis [embedded clause] <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing *using expanded noun phrases to convey complicated information concisely *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. <i>It’s raining; I’m fed up.</i>) Use a dash to mark boundaries between independent clauses [as a separator] *use a colon to introduce a list. *Punctuation of bullet points to list information *Use hyphens to avoid ambiguity (e.g. <i>recover</i> verses <i>re-cover</i>) *use passive voice to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse,</i> versus <i>The window in the greenhouse was broken.</i> 	<p>HT6 – The Spelling Shed</p> <p>Words containing hyphens</p> <p>Challenge words</p> <p>Revision</p>

