

Hopton English Writing Curriculum



Key concepts: Genres, oracy, 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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F1 Literacy Topic	Immersion, Reading, Oracy & Key Vocabulary	Planning and Organising text	Grammar/Punctuation	Phonics & Handwriting
<p>Exploration through messy play, mark making and tools</p> <p>(HT1)</p> <p>British Values - Identity</p>	<p>Immersion: Little Wandle Book Planning Focus on nouns and verbs – connecting with the texts – songs & rhymes.</p> <p>Reading: Book planning chosen texts and daily stories from voting system.</p> <p>Oracy Progression: (Voice21)</p> <p>Physical Use gestures, sometimes with limited talk.</p> <p>Linguistic Use word ending e.g. going, cats. Uses simple sentences.</p> <p>Cognitive Ask simple questions.</p> <p>Social and Emotional Look at who is talking.</p> <p>Key Vocabulary: Listen, look, word, letter, sentence</p>	<p><u>Pupils will be taught to develop positive attitudes towards writing by:</u></p> <p>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>Tracking of print L-R</p> <p>Concept of writing/print representing the spoken word</p>	<p>Little Wandle Autumn 1 x 3 weekly Progression of sounds</p> <p>No sounds – focus on Rhyme time and settling children into your setting’s routines.</p> <p>Rhyme Time: Rhyme time games cover; Listening, syllables, rhyming, alliteration and sound knowledge. Choose 1 rhyme each week;</p> <ul style="list-style-type: none"> - 12345 Once I caught a fish alive - Baa Baa black sheep - Hey diddle diddle - Humpty Dumpty - Jack and Jill - Miss Molly had a dolly - Pat a cake - Round and round the garden - The grand old duke of York - Twinkle Twinkle <p>Pre handwriting physical skills Building towers Pick up small items. Turn pages one by one Make vertical, horizontal and circular marks Thread cotton reels or big beads. Snip with scissors Hold a crayon and scribble freely Paint with wrist action – making dots Use two containers to pour and fill.</p>

<p>Exploration through messy play, mark making and tools</p> <p>Large pre writing patterns</p> <p>(HT2)</p>	<p>Immersion: Little Wandle Book Planning Focus on nouns and verbs – connecting with the texts – songs & rhymes.</p> <p>Reading: Book planning chosen texts and daily stories from voting system.</p> <p>Oracy Progression: (Voice21)</p> <p>Physical Use gestures, sometimes with limited talk.</p> <p>Linguistic Use word ending e.g. going, cats. Uses simple sentences.</p> <p>Cognitive Ask simple questions. Understand simple questions and instructions.</p> <p>Social and Emotional Look at who is talking. Hold a simple conversation.</p> <p>Key Vocabulary: Listen, look, word, letter, sentence, pause, breath, write, line, page, left to right, mark, dash, dot, space</p>	<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.</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>	<p>Tracking of print L-R</p> <p>Concept of writing/print representing the spoken word</p> <p>Concept of a letter</p>	<p>Little Wandle Autumn 2 x 3 weekly Progression of sounds s, a, t, p, l, n, m</p> <p>Rhyme Time: Rhyme time games cover; Listening, syllables, rhyming, alliteration and sound knowledge. Choose 1 rhyme each week;</p> <ul style="list-style-type: none"> - A sailor went to sea - Down at the station - Hickory Dickory Dock - Incy Wincy Spider - Mary Mary quite contrary - One, two, buckle my shoe - Ring a ring a roses - Row, row, row your boat - The wheels on the bus - Wind your bobbin up <p>Sound focus Teach one sound each week In each session, play:</p> <ul style="list-style-type: none"> • What’s in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). <p>The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day’s session.</p> <p>Oral blending focus In each session, play:</p> <ul style="list-style-type: none"> • Blend from the box (Blend with the sound) • One of these oral blending games:
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				<p>Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)</p> <p>The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.</p> <p>Pre handwriting physical skills</p> <p>Cut with scissors</p> <p>Manipulate dough to make balls and snakes</p> <p>Draw a person on request with head and face.</p> <p>Draw circles and copy V, H, T.</p> <p>Paint and draw freely.</p> <p>Thread and screw bolts and washers</p> <p>Build structures with blocks, boxes and planks</p> <p>Thread small beads.</p> <p>Sort using tweezers and tongs.</p> <p>Draw person with head, legs and body.</p> <p>Complete simple 6-10 piece jigsaws.</p> <p>Track objects with finger left to right.</p>
<p>Meaningful marks</p> <p>Creating and talking about pictures</p> <p>Large pre writing patterns</p> <p>Creating own stories verbally</p> <p>(HT3)</p>	<p>Immersion: Little Wandle Book Planning</p> <p>Focus on nouns and verbs – connecting with the texts – songs & rhymes.</p> <p>Reading: Book planning chosen texts and daily stories from voting system.</p> <p>Oracy Progression: (Voice21)</p> <p>Physical</p> <p>Use gestures, sometimes with limited talk.</p> <p>Turn to look at someone speaking.</p> <p>Linguistic</p> <p>Use word ending e.g. going, cats.</p>	<p>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</p> <p>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.</p> <p>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</u></p>	<p>Tracking of print L-R</p> <p>Concept of a letter</p> <p>Concept of a word</p> <p>Concept of writing/print representing the spoken word</p> <p>Begin to break speech into words.</p> <p>Group letters together to form words.</p>	<p>Little Wandle Spring 1 x 3 weekly Progression of sounds</p> <p>d, g, o, c, k, e</p> <p>Sound focus</p> <p>Teach one sound each week</p> <p>In each session, play:</p> <ul style="list-style-type: none"> • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). • The sound games focus on

	<p>Uses simple sentences. Build up vocabulary based on their experiences. Join in with others to make believe play.</p> <p>Cognitive Ask simple questions. Re-tell an event in the correct order. Understand simple questions and instructions.</p> <p>Social and Emotional Look at who is talking. Hold a simple conversation. Start to take turns in group situations</p> <p>Key Vocabulary: Listen, look, word, letter, sentence, pause, breath, write, line, page, left to right, pencil, grip, meaning, space</p>	<p><u>beginning by:</u> Adults encouraging collaborative discussion about the writing process, what will be recorded as part of shared writing.</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>		<p>awareness of sounds in general, and words do not need to include the focus sound from the day's session.</p> <p>Oral blending focus In each session, play:</p> <ul style="list-style-type: none"> • Blend from the box (Blend with the sound) • One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending) <p>The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.</p> <p>Little Wandle Handwriting: x 1 session weekly Practicing patterns; Horizontal lines, vertical lines. Wavy lines, circles</p>
<p>Meaningful marks - Story maps - Posters – Big name writing/ initial sound - Labelling pictures and designs - Creating own stories verbally (HT4)</p>	<p>Immersion: Little Wandle Book Planning Focus on nouns and verbs – connecting with the texts – songs & rhymes. Reading: Book planning chosen texts and daily stories from voting system.</p> <p>Oracy Progression: (Voice21) Physical Use gestures, sometimes with limited talk. Turn to look at someone speaking. Recognise others feelings and start to</p>	<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>Tracking of print L-R</p> <p>Concept of a letter</p> <p>Concept of a word</p> <p>Concept of writing/print representing the spoken word</p> <p>Begin to break speech into words.</p>	<p>Little Wandle Spring 2 x3 weekly Progression of sounds u, r, h, b, f, l</p> <p>Sound focus Teach one sound each week In each session, play:</p> <ul style="list-style-type: none"> • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the

	<p>show empathy.</p> <p>Linguistic Use word ending e.g. going, cats. Uses simple sentences. Use a range of tenses. Build up vocabulary based on their experiences. Join in with others to make believe play.</p> <p>Cognitive Ask simple questions. Re-tell an event in the correct order. Understand simple questions and instructions.</p> <p>Social and Emotional Look at who is talking. Hold a simple conversation. Start to take turns in group situations</p> <p>Key Vocabulary: Listen, look, word, letter, sentence, pause, breath, write, line, page, left to right, pencil, grip, meaning, space</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.</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>	<p>Group letters together to form words.</p>	<p>sound). • The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day’s session.</p> <p>Oral blending focus In each session, play: • Blend from the box (Blend with the sound) • One of these oral blending games: Can you do the actions? Can you touch your ... ? What’s that noise? (Practise blending) The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day’s session.</p> <p>Little Wandle Handwriting: x 1 session weekly Practicing patterns; Up curves, down curves, Mixed curves, letter c.</p>
<p>Becoming a writer - Name writing - Making books - Labelling and designing - Posters - Creating own stories verbally</p> <p>(HT5)</p>	<p>Immersion: Little Wandle Book Planning Focus on nouns and verbs – connecting with the texts – songs & rhymes. Reading: Book planning chosen texts and daily stories from voting system.</p> <p>Oracy Progression: (Voice21) Physical Use gestures, sometimes with limited talk. Turn to look at someone speaking. Recognise others feelings and start to show empathy.</p>	<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</u></p>	<p>Tracking of print L-R</p> <p>Concept of a letter</p> <p>Concept of a word</p> <p>Concept of writing/print representing the spoken word</p> <p>Begin to break speech into words.</p> <p>Group letters together to form words.</p>	<p>Little Wandle Summer 1 x 3 weekly Progression of sounds J, v, w, y, z, qu, ch</p> <p>Sound focus Teach one sound each week In each session, play: • What’s in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). •</p>

	<p>Linguistic Use word ending e.g. going, cats. Uses simple sentences. Use a range of tenses. Build up vocabulary based on their experiences. Join in with others to make believe play.</p> <p>Cognitive Ask simple questions. Re-tell an event in the correct order. Explain what is happening, anticipate what might happen next and recall past experiences. Understand simple questions and instructions.</p> <p>Social and Emotional Look at who is talking. Hold a simple conversation. Start to take turns in group situations</p> <p>Key Vocabulary: Listen, look, word, letter, sentence, pause, breath, write, line, page, left to right, pencil, grip, meaning, space</p>	<p><u>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. Adults modelling making mistakes and corrections.</p>	<p>Begin to separate words with spaces.</p>	<p>The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session.</p> <p>Oral blending focus In each session, play: • Blend from the box (Blend with the sound) • One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending) The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.</p> <p>Little Wandle Handwriting: x 1 session weekly Practicing patterns; Spirals, crosses, turrets, diagonals</p>
<p>Becoming a writer - Creating own stories verbally - Map making - Labelling and designing - Poster (HT6)</p>	<p>Immersion: Little Wandle Book Planning Focus on nouns and verbs – connecting with the texts – songs & rhymes. Reading: Book planning chosen texts and daily stories from voting system. Oracy Progression: (Voice21) Physical Use gestures, sometimes with limited talk. Turn to look at someone speaking. Recognise others feelings and start to show empathy.</p>	<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>Tracking of print L-R</p> <p>Concept of a letter</p> <p>Concept of a word</p> <p>Concept of writing/print representing the spoken word</p> <p>Begin to break speech into words.</p> <p>Group letters together to form words.</p>	<p>Little Wandle Summer 2 x3 weekly Progression of sounds ck, x, sh, th, ng, nk</p> <p>Sound focus Teach one sound each week In each session, play: • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the</p>

	<p>Linguistic Use word ending e.g. going, cats. Uses simple sentences. Use a range of tenses. Build up vocabulary based on their experiences. Join in with others to make believe play.</p> <p>Cognitive Ask simple questions. Re-tell an event in the correct order. Explain what is happening, anticipate what might happen next and recall past experiences. Understand simple questions and instructions.</p> <p>Social and Emotional Look at who is talking. Hold a simple conversation. Start to take turns in group situations</p> <p>Key Vocabulary: Listen, look, word, letter, sentence, pause, breath, write, line, page, left to right, pencil, grip, meaning, space,</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. Adults modelling making mistakes and corrections.</p>	<p>Begin to separate words with spaces.</p>	<p>sound). • The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session.</p> <p>Oral blending focus In each session, play: • Blend from the box (Blend with the sound) • One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending) The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.</p> <p>Little Wandle Handwriting: x 1 session weekly Practicing patterns; Zig-zags, sideways v, letter x, triangles</p>
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F2 Literacy Topic	Immersion, Reading, Oracy & Key Vocabulary	Planning and Organising text	Grammar/Punctuation	Handwriting & Spelling
<p>Formation of letters Writing name (HT1)</p> <p>Phoneme/grapheme correspondence. Formations of letters. Segmenting to spell, initial phoneme, end phoneme then phonemes heard in</p>	<p>Immersion: Explicit reference/use of name labels for selecting lunch, drawer, peg etc Reading: Names in the environment. Oracy: Comparison Being able to make comparisons aligned to their experiences, 'It looks the same</p>	<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</p>	<p>Tracking of print L-R Concept of a letter Concept of a word Concept of writing/print representing the spoken word</p>	<p>Little Wandle Autumn 1 Phase 2 graphemes: s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky words: is l the</p> <p>Little Wandle Handwriting: x 1 session weekly Unit 1: Practicing patterns;</p>

<p>order to write CVC words with known sounds. Writing own name to 'label' (British Values - Identity)</p>	<p>because...., It sounds the same because....., It is different because....' Key Vocabulary: Pressure, grip, posture, formation, letter, space, up, down, backwards, forwards, retrace, line, tall, short, label, phoneme, syllable, full stop, capital letter</p>	<p>confidence to give meaning to marks and represent words with letter shapes. <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. <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. Adults modelling making mistakes and corrections.</p>	<p>Begin to break speech into words. Group letters together to form words. Begin to separate words with spaces.</p>	<p>Horizontal lines, vertical lines, wavy lines, circles Up curves, down curves, mixed curves, letter c Spirals, crosses, turrets, diagonals Zig-zags, sideways v, letter x, triangles Unit 2: Curly letter family Routes of letters following the LW formation rhymes. c ,a, d ,g, o, q, e, s, f,</p>
<p>Lists and letters (HT2) Children will write labels, lists invitations and a letter to Santa. (British Values - Identity, respect)</p>	<p>Immersion: Writing letters to Santa and posting them – leading to Santa Visit. Invitation home – parent’s coffee morning. Reading: Letters and invites in Jolly Postman. Oracy: Argument Being able to express a point of view, sometimes justifying options. 'I want.... I like, I don't like.....What would you like?' Opinion Being able to give a positive simple opinion. 'I think...., It is good,nice, not nice.....'</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) <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</u></p>	<p>Concept of a letter Concept of a word Concept of writing/print representing the spoken word Begin to break speech into words. Group letters together to form words. 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) Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be Little Wandle Handwriting: x 1 session weekly Unit 3: Long letter family</p>

	<p>Key Vocabulary: Pressure, grip, posture, formation, letter, space, up, down, backwards, forwards, retrace, line, tall, short, label, caption, list, invitation, phoneme, syllable, full stop, capital letter</p>	<p><u>additions and corrections to their own writing by:</u> Reading their work to an adult and collaborative corrections</p>		<p>Routes of letters following the LW formation rhymes. l, i, t, j, u, y</p> <p>Unit 4: Bouncy letter family Routes of letters following the LW formation rhymes. M, n, r, b, p, h</p> <p>Unit 5: Zig-zag letter family Routes of letters following the LW formation rhymes. V, w, x, z, k</p>
<p>Labels and captions (HT3)</p> <p>Children will write labels, lists and captions about their creations.</p>	<p>Immersion: Children to create own gallery/display of their creative work.</p> <p>Reading: Environmental print</p> <p>Oracy: Evaluation Being able to evaluate concrete outcomes. 'I like this because...., I have done this..... I like the way the x does y.....I made this....'</p> <p>Key Vocabulary: Information, evaluation, word, space, sentence, audience, segment, phoneme, digraph, trigraph, full stop, capital letter.</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/label</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 Begin to read back their work themselves to check for sense</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> <p>Little Wandle Handwriting: x 1 session weekly Unit 6: Capital Letters C, A, D, G, O, Q, E, S, F, L, I, T, J, U, Y</p>
<p>Instructions (HT4)</p> <p>Children will write</p>	<p>Immersion: following instruction to make a snack to eat. Frogspawn and caterpillars in class.</p>	<p><u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> Writing instructions based on a real-life</p>	<p>Concept of a sentence</p> <p>Basic sequencing of sentences</p>	<p>Little Wandle Spring 2 Phase 3 graphemes: Review Phase 3</p>

<p>instructions to plant a seed and an explanation of a life cycle.</p>	<p>Reading: Instructions</p> <p>Oracy: Explanation Being able to explain simple actions. 'When you.....because..., You put....., It is.....'</p> <p>Sequencing Being able to talk about simple events, putting them in order of what happened. 'First....Then....After.....Next, and, happened at the beginning, middle, end.'</p> <p>Key Vocabulary: Information, explanation, word, space, sentence, audience , upper case, lower case, exclamation mark, comma</p>	<p>experience Writing about real events</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 Begin to read back their work themselves to check for sense</p>	<p>Capital letters and full stops</p> <p>Word choices – imperative verbs</p> <p>Group letters together to form words.</p> <p>Begin to separate words with spaces.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p>	<p>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</p> <p>Tricky words: Review all taught so far</p> <p>Little Wandle Handwriting: x 1 session weekly Unit 6: Capital Letters M,N,R,B,P,H,V,W,X,Z,K</p>
<p>Introduction to Speech (HT5)</p> <p>Children will write captions/sentences to retell heard stories.</p>	<p>Immersion: Acting out a well-known story/ singing 'There was princess long ago/When Goldilocks....'</p> <p>Reading: Predictable, traditional stories with repetition</p> <p>Oracy: Description Being able to describe objects based on observable properties. 'It is big/small....., It looks/smells/feels likes.....'</p> <p>Key Vocabulary: Once upon a time, adjective, describe, retell, story, character, start, middle, end, problem, resolution, word, sentence, , upper case, lower case, exclamation mark, comma, question mark</p>	<p><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</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/peers Writing down ideas/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> Reading their work to an adult and collaborative corrections Begin to read back their work themselves to check for sense</p>	<p>Group letters together to form words.</p> <p>Separate words with spaces.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Use a capital letter for the pronoun I.</p> <p>Concept of a sentence</p> <p>Basic sequencing of sentences</p> <p>Capital letters and full stops</p> <p>Word choices, story opening phrases</p> <p>Adjectives</p>	<p>Little Wandle Summer 1 Phase 4 graphemes:</p> <p>Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /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>Little Wandle Handwriting: x 1 session weekly Unit 7: Digraphs and Trigraphs ff, ll, ss, zz, ck, qu, ch, sh, th, ng, nk, ai, ee, igh, oa</p>

<p>Recount (HT6)</p> <p>Children will write a recount of a school trip/personal event and create their own simple stories.</p>	<p>Immersion: Experience of school trip</p> <p>Reading: Predictable stories with repetition Other people's experience recounts.</p> <p>Oracy: Retelling Being able to retell some simple events with a sense of chronology. 'First, then, after, what did you do first?, Then what happened?, Next..... At the end....'</p> <p>Key Vocabulary: I, we, account, story, first, next, then, after that, word, sentence</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>Separate words with spaces.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</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>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> <p>Little Wandle Handwriting: x 1 session weekly Unit 7: Digraphs and Trigraphs oo, ar, or, ur, ow, oi, ear, air, er</p>
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Hopton English Writing Curriculum



Key concepts: Genres, oracy, 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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Year 1 and 2 Cycle 1 Literacy Unit	Immersion, Reading, Oracy & Key Vocabulary	Grammar/Punctuation	Spelling	Handwriting
<p>Labels, Lists and Captions (HT1)</p> <p>Label pictures of things from a familiar story.</p>	<p>Immersion Stage *exploring labels and captions from familiar story. – <i>use relevant strategies to build their vocabulary</i> -saying out loud what they are going to write about</p> <p>Key Vocab Y1 Letter, capital letter, word, singular, plural, sentence punctuation, full stop,</p> <p>Key Vocab Y2 Noun, noun phrase, adjective, adverb, verb, tense (past/present)</p> <p>High Frequency Words</p>	<p>Year 1 * writing down ideas and/or key words from pictures they see *begin to punctuate sentences using a capital letter and full stop *separate words with spaces. *joining words and joining clauses using ‘and’</p> <p>Y2 as above and * numbers in a list *use of commas to separate words in lists *use of simple coordinating conjunctions and . *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</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>Year 2</p> <p>Spelling Shed *dge makes j sound- badge, judge,edge *ge makes j sound change, range, strange. *g makes the j sound – giant, magic,gentle * c makes s sound before e,l,y- ice,fancy, race *kn and gn make n sound – knight, gnome,knew, know *Challenge words – door, floor, poor, find, kind, mind, behind, child, children, because</p>	<p>Year 2 3 lessons a week To write long ladder letters To write high frequency words To listen to CVC dictation and write words correctly. To write curly letters correctly Double digit dictation exercises To write one armed robot letters correctly To write easy poem dictation To write zig zag letters correctly To write short dictated phrases To join letters diagonally Number sentences dictation To join letters horizontally Three verse poem dictation</p>

<p>Non-chronological text (HT2)</p> <p>Children write non-chronological sentences on the Great Fire of London/Samuel Pepys</p>	<p>Immersion Stage</p> <p>*exploring information books identifying the features *-use relevant strategies to build their vocabulary * give well-structured descriptions, explanations - saying out loud what they have learnt and introducing facts to each other.</p> <p>Key Vocab Y1 Letter, capital letter, word, singular, plural, sentence punctuation, full stop Facts</p> <p>Key Vocab Y2 Noun, noun phrase, adjective, adverb, verb, tense (past/present) Non-fiction.</p> <p>High Frequency Word after, bad, did, didn't, end, first, gone, great, home, hot, how, inside, king, live, lived, man, new, one, night, river, shouted, small, town, water, who, why,</p>	<p>Year 1</p> <p>*punctuate sentences using capital letters and full stops *separate words with spaces. * verbs *punctuate sentences using question marks or exclamation marks. *capital letters for names, places, days of the week and for the personal pronoun.</p> <p>Y2 as above and *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 was burying his cheese).</p>	<p>Little Wandle – Autumn 2 Phase 5 graphemes</p> <p>/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>Year 2 Spelling Shed *wr makes an r sound- write, wrong, wriggle, wrapped * le endings – table, apple, bottle * el endings –camel, angel, towel, travel. *al endings – animal, local, hospital, capital.</p>	<p>Year 2 3 lessons a week</p> <p>To join letters and words from the letter f. To read, write and order a few sentences To join letters and words from the letter k To join letters and words from the letters b and d To join letters and words from the letter w To join letters and words from the letter s To write high frequency words To join letters and words from the letter z</p>
<p>Narrative sentences (HT3)</p> <p>Children write sentences based on Stick Man. (Core Text)</p>	<p>Immersion</p> <p>*Read Stick Man Text *Watch video *rehearse sentences orally – use relevant strategies to build their vocabulary *drama – The Stick Man participate in role play</p> <p>Vocab Y1 Letter, capital letter, word, singular, plural, sentence punctuation, full stop.</p> <p>Vocab Y2 Noun, noun phrase, exclamation, question, command, compound, suffix, adjective, adverb, verb, tense (past/present) apostrophe, comma</p>	<p>Year 1</p> <p>*Punctuate sentences using capital letters and full stop *capital letters for names, places, days of the week and for the personal pronoun I. *join words and clauses with 'and'. *introduce adjectives as describing words and use to create a simple noun phrase.</p> <p>Y2 as above and *use expanded noun phrases *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 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>Year 2 3 lessons a week</p> <p>Lesson 37-54 *To listen to write simple sentences To listen to and write short paragraphs To write high frequency words To write numbers and symbols correctly. To identify and join words containing the long a sound correctly. To identify and write words that are nouns. To identify and write words that are verbs. To identify and join words containing the long e sound correctly. To write capital letters correctly. To identify and write adjectives. To identify and join words containing the long i sound correctly. To identify and join words containing the</p>

	<p>Y2 Spelling Rules Vocab</p> <p>High Frequency Words Along, another, any, away, baby, bed, birds, book, boy, dog, eat, fast, feet, find, home, I'll, I've, jumped, lived, looks, looking, man, miss, play, ran, room, small, tree, wanted, wish</p>		<p>Tricky words any many again who whole where two school call different thought through friend work</p> <p>Year 2 Spelling Shed Words where y makes the igh sound Words where es is added to words ending in y Words where ed is added to words ending in y Words where er and est is added to words ending in y Words where ing is added to words ending in e Challenge words</p>	<p>long u sound correctly. To use conjunctions correctly in a sentence. To identify and join words containing the long e sound correctly. To write capital letters correctly. To identify and join words containing the long i sound correctly. To identify and join words containing the long u sound correctly.</p>
<p>Instructions (HT4) Children write their own set of instructions – how to get ready to be a police officer.</p>	<p>Immersion Stage External visit by police officer – children ask questions and listen – <i>listen and respond appropriately to adults and ask relevant questions to extend their understanding and knowledge.</i> Role play saying out loud what they have to do to get ready identifying key vocabulary.</p> <p>Key Vocab Y1 Letter, capital letter, word, singular, plural, sentence punctuation, full stop,</p> <p>Key Vocab Y2 Noun, noun phrase, exclamation, question, command, compound, suffix, adjective, imperative verb Adverb</p> <p>Y2 Spelling Rules Vocab After, last</p> <p>High Frequency Words After, another, any, because, before, best, car, clothes, cold, every, eyes, feet, hat, head, horse, need, use, work.</p>	<p>Year 1 * punctuate sentences using capital letters and full stops * separate words with spaces. * Imperative verbs * capital letters for names, places, days of the week and for the personal pronoun.</p> <p>Y2 as above and * numbers in a list * use of commas to separate words in lists * use of simple subordinating conjunctions - if, when, that, because. * Sequencing words before imperative verbs</p>	<p>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>Year 2 Spelling Shed Where er est and ed is added to words ending in e Words where ing is added to single</p>	<p>Year 2 To identify and join words containing the long u sound correctly. *To listen to write simple sentences To listen to and write short paragraphs To write high frequency words To write numbers and symbols correctly. To write 10 x tables To write 5 x tables To identify and join words containing the long a sound correctly.</p>

			syllable words Words where ed is added to single syllable words Words where a makes an or sound Words where o makes an u sound Challenge words	
<p>Narrative Sentences (HT5)</p> <p>Children write sentences based on the book 'The Day the Crayons Quit'.</p>	<p>Immersion Stage</p> <p>*read book *Discussion - what colour would you like to be and why? What do we associate with the colour...? <i>articulate and justify answers, arguments and opinions.</i></p> <p>Key Vocab Y1 Letter, capital letter, word, singular, plural, sentence punctuation, full stop,</p> <p>Key Vocab Y2 Noun, noun phrase, exclamation, question, command, compound, suffix, adjective, imperative verb Adverb</p> <p>Y2 Spelling Rules Vocab</p> <p>High Frequency Words Red, green, bad, box. Play, new, one, two, three, use, want, who, would</p>	<p>Year 1</p> <p>*punctuate sentences using capital letters and full stops *separate words with spaces. <i>*punctuate sentences using question marks or exclamation marks.</i> *capital letters for names, places, days of the week and for the personal pronoun. <i>*Write simple sentences, starting with a pronoun and a verb *simple connectives are used to construct simple sentences e.g. and, but, so, then, next</i></p> <p>Y2 as above and</p> <p>*use of simple subordinating conjunctions - if, when, that, because. * noun phrases, adjectives, expanded noun phrases. <i>*Sentence type – statement, exclamation, question, command.</i></p>	No new GPC or tricky words this half-term	<p>Year 2</p> <p>*To listen to and write simple sentences correctly *To write numbers and symbols correctly * To listen to and write short paragraphs correctly. * To be able to write number names correctly. *To join common digraphs correctly. *To order words correctly in a simple sentence. * To be able to recognize rhyming words.</p>
<p>Traditional Tales (HT6)</p> <p>Children write their own sentences using The 3 Little Pigs/Handra's Surprise as a stimulus. (Core text)</p>	<p>*Read The 3 Little Pigs *Drama – children perform The Three Little Pigs in groups and watch each other – <i>participate in performances/role-play – listen and respond appropriately to their peers.</i></p>	<p>Year 1</p> <p><i>* Use of traditional tale format – Once upon a time...</i> *punctuate traditional tale sentences using capital letters and full stops *capital letters for names, places, days of the week and for the personal pronoun. <i>*simple sentences, starting with a pronoun and a verb</i> *simple connectives are used to construct simple sentences e.g. and, but, so, then, next</p> <p>Y2 as above and</p> <p><i>*use of simple subordinating conjunctions - if, when, that, because.</i></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 ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more/</p>	<p>Year 2</p> <p>*To listen to and write simple sentences correctly *To write numbers and symbols correctly * To listen to and write short paragraphs correctly.</p>

			Tricky words busy beautiful pretty hour move improve parents shoe	
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Hopton English Writing Curriculum



Key concepts: Genres, oracy, 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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Year 1 and 2 Cycle 2 Literacy Topic	Immersion, Reading, Oracy & Key Vocabulary	Writing features Grammar/Punctuation	Spelling	Handwriting
<p>Labels, Lists and Captions (HT1)</p> <p>Links to well-known stories</p>	<p>Immersion Stage</p> <p>*exploring labels and captions – <i>use relevant strategies to build their vocabulary</i></p> <p>*saying out loud what they are going to write about</p> <p>Key Vocab Y1</p> <p>Letter, capital letter, word, singular, plural, sentence punctuation, full stop,</p> <p>Key Vocab Y2</p> <p>Noun, noun phrase, adjective, adverb, verb, tense (past/present)</p>	<p>Year 1</p> <p>* writing down ideas and/or key words from pictures they see</p> <p>*begin to punctuate sentences using a capital letter and full stop</p> <p><i>*separate words with spaces.</i></p> <p><i>*capital letters for names, places, days of the week</i></p> <p><i>*joining words and joining clauses using ‘and’</i></p> <p>Y2 as above and</p> <p><i>*use of commas to separate words in a list</i></p> <p><i>*use of simple coordinating conjunctions and .</i></p>	<p>Year 1</p> <p>Little Wandle Autumn 1 Review Phase 3 and 4</p> <p>Phase 5 graphemes</p> <p>/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Tricky words</p> <p>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>Year 2</p> <p>Spelling Shed</p> <p>*dge makes j sound- badge, judge,edge</p> <p>*ge makes j sound change, range, strange.</p> <p>*g makes the j sound – giant, magic,gentle</p> <p>* c makes s sound before e,l,y- ice,fancy, race</p> <p>*kn and gn make n sound – knight, gnome,knew, know</p> <p>*Challenge words – door, floor, poor, find, kind, mind, behind, child,</p>	<p>Year 1</p> <p>Little Wandle handwriting</p> <p>Year 2</p> <p>3 lessons a week</p> <p><i>*To sit correctly at a table, holding a pencil comfortably and correctly</i></p> <p><i>*To begin to form lower-case letters in the correct direction, starting and finishing in the right place</i></p> <p>To write long ladder letters</p> <p>To write high frequency words</p> <p>To listen to CVC dictation and write words correctly.</p> <p>To write curly letters correctly</p> <p>Double digit dictation exercises</p> <p>To write one armed robot letters correctly</p> <p>To write easy poem dictation</p> <p>To write zig zag letters correctly</p> <p>To write short dictated phrases</p> <p>To join letters diagonally</p> <p>Number sentences dictation</p> <p>To join letters horizontally</p> <p>Three verse poem dictation</p>

			children, because	
<p>Instructions (HT2)</p> <p>Children write a set of instructions based on a witch's spell</p> <p>Meg & Mog Core Text</p>	<p>Immersion Stage</p> <p>Meg and Mog Core Text</p> <p>*Meg Mog role-play/drama– <i>use relevant strategies to build their vocabulary-participate in role play</i></p> <p>Key Vocab Y1</p> <p>Letter, capital letter, word, singular, plural, sentence punctuation, full stop,</p> <p>Key Vocab Y2</p> <p>Noun, noun phrase, exclamation, question, command, compound, suffix, adjective, imperative verb</p> <p>Adverb</p> <p>Y2 Spelling Rules Vocab</p> <p>Worm, After, last</p>	<p>Year 1</p> <p>*punctuate sentences using capital letters and full stops</p> <p>*separate words with spaces.</p> <p>*Verbs and imperative verbs</p> <p>*Use of adverbs</p> <p>*capital letters for names, places, days of the week and for the personal pronoun.</p> <p>*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> <p>Y2 as above and</p> <p>* numbers in a list</p> <p>*use of commas to separate words in lists</p> <p>*use of simple subordinating conjunctions - if, when, that, because.</p>	<p>Year 1 – no new GPC or tricky words</p> <p>Little Wandle – Autumn 2 Phase 5 graphemes</p> <p>/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</p> <p>their people oh your Mr Mrs Ms ask* could would should our house mouse water wan</p> <p>Year 2 Spelling Shed</p> <p>*wr makes an r sound- write, wrong, wriggle, wrapped</p> <p>* le endings – table, apple, bottle</p> <p>* el endings –camel, angel, towel, travel.</p> <p>*al endings – animal, local, hospital, capital.</p>	<p>Year 2</p> <p>3 lessons a week</p> <p>To join letters and words from the letter f.</p> <p>To read, write and order a few sentences</p> <p>To join letters and words from the letter k</p> <p>To join letters and words from the letters b and d</p> <p>To join letters and words from the letter w</p> <p>To join letters and words from the letter s</p> <p>To write high frequency words</p> <p>To join letters and words from the letter z</p>
<p>Narrative Familiar Story (HT3)</p> <p>Day Monkey, Night Monkey linked to Science</p>	<p>Immersion</p> <p>*Read Katie Morag Text</p> <p>*Watch video</p> <p>*rehearse sentences orally</p> <p>*use of character role play – <i>participate in performances role-play</i></p> <p><i>-select and use appropriate registers for effective communication.</i></p> <p>Vocab Y1</p> <p>Letter, capital letter, word, singular, plural, sentence punctuation, full stop.</p>	<p>Year 1</p> <p>*Punctuate sentences using capital letters and full stop</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>Y2 as above and</p> <p>*use expanded noun phrases</p> <p>*use of 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</p>	<p>Year 1</p> <p>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</p>	<p>Year 2</p> <p>3 lessons a week</p> <p>*To listen to write simple sentences</p> <p>To listen to and write short paragraphs</p> <p>To write high frequency words</p> <p>*To form digits 0-9</p> <p>To write numbers and symbols correctly.</p> <p>To write 10 x tables</p> <p>To write 5 x tables</p> <p>To identify and join words containing the long a sound correctly.</p>

	<p>Vocab Y2 Noun, noun phrase, exclamation, question, command, compound, suffix, adjective, adverb, verb, tense (past/present) apostrophe, comma</p> <p>Y2 Spelling Rules Vocab</p>	<p>and present tense (she was drumming, he is shouting).</p>	<p>/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>Year 2 Spelling Shed Words where y makes the igh sound Words where es is added to words ending in y Words where ed is added to words ending in y Words where er and est is added to words ending in y Words where ing is added to words ending in e Challenge words</p>	
<p>Non-Chronological Report (HT4) Children write non chronological report sentences based on Florence Nightingale.</p>	<p>Immersion *Florence Nightingale visit * Watch video *Rehearse sentences orally *Interview Florence. <i>*Consider and evaluate different viewpoints, attending to and building on the contributions of others.</i> <i>*How do the experiences of Mary Seacole and Florence Nightingale differ?</i> <i>*articulate arguments and opinions and participate in discussions and debates</i></p> <p>Vocab Y1 Letter, capital letter, word, singular, plural, sentence punctuation, full stop.</p> <p>Vocab Y2 Noun, noun phrase, exclamation, question, command, compound, suffix, adjective, adverb, verb, tense (past/present) apostrophe, comma</p>	<p>Year 1 *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. <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</i> <i>* use of simple past. She ran</i> Y2 as above and *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.</p>	<p>Year 1 Little Wandle Spring 2 Phase 5 graphemes</p> <p>/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 /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef</p>	<p>Year 2 3 lessons a week</p> <p>To identify and join words containing the long e sound correctly. <i>*To write capital letters correctly.</i> To identify and join words containing the long i sound correctly. To identify and join words containing the long u sound correctly</p>

			/z/ ze freeze schwa at the end of words: actor Tricky words once laugh because eye Year 2 Spelling Shed Where er est and ed is added to words ending in e Words where ing is added to single syllable words Words where ed is added to single syllable words Words where a makes an or sound Words where o makes an u sound Challenge word	
Animal Poems (HT5) Children look at animal poems and then write one that follows a structure. They then memorise and perform it. 'Tiger, Tiger Burning Bright (Core Text)	Immersion *Children read and perform poetry <i>-gain, maintain and monitor the interest of the listener/select and use appropriate registers for effective communication. Participate in performance.</i> *Rehearse sentences orally *memorise parts of the poem Use of role play – interview Tiger from poem. Vocab Y1 Letter, capital letter, word, singular, plural, sentence punctuation, full stop. Vocab Y2 Verses, poem format simple descriptive language *	Year 1 *punctuate poem lines using capital letters *separate words with spaces. *use sentence layouts of poems studied and simple rhyming techniques *capital letters for names, places, days of the week and for the personal pronoun I. Y2 as above and *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).		Year 2 *To listen to and write simple sentences correctly *To write numbers and symbols correctly * To listen to and write short paragraphs correctly. * To be able to write number names correctly. *To join common digraphs correctly. *To order words correctly in a simple sentence. * To be able to recognize rhyming words.
Character Description (HT5) Sentences based on the story of Whatever Next –Jill Murphy Linked to Journeys/ Geography	Immersion * Box drama – short role play- *Children create a class vocabulary bank for describing things – <i>use relevant strategies to build their vocabulary</i>	Year 1 * punctuate sentences using 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'. Y2 as above and *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions *use of simple subordinating conjunctions - if,		Year 2 *To listen to and write simple sentences correctly *To write numbers and symbols correctly * To listen to and write short paragraphs correctly.

		<p>when, that, because. *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</p>		
<p>Finding Nemo Video Clip HT6 Descriptive sentences.</p>	<p>Immersion *Watch videos <i>*rehearse sentences orally – sentence stacking</i> <i>*speak audibly and fluently with an increasing command of Standard English</i> *write dictated sentences *past tense *chronological order *Time conjunctions and, then, next *use openers to order ideas</p>	<p>Year 1 * punctuate sentences using capital letters and full stops *capital letters for names, places, days of the week and for the personal pronoun I. *simple sentences, starting with a determiner, noun, pronoun or verb e.g. He went home *simple time connectives are used to construct simple sentences e.g. and, then, next <u>Y2 as above and</u> *use expanded noun phrases *use of commas to separate words in a list *use of apostrophes for contractions <i>*use of simple subordinating conjunctions - if, when, that, because – developing new conjunctions.</i> <i>*Use of apostrophe for possession – singular.</i> *use of the progressive form of verbs in the past and present tense (she was drumming, he is shouting).</p>	<p>Year 1 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 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>	

Hopton English Writing Curriculum



Key concepts: Genres, oracy, 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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Years 3 and 4 Cycle 1 Literacy Topic	Immersion, Reading, Oracy & Key Vocabulary	Grammar/Punctuation	Spelling	Handwriting
<p>Non- Chronological Report (HT1)</p> <p>Children write non-chronological report based on core text 'How to Train your Dragon'</p>	<p>Immersion</p> <p>*Core text – How to train your dragon <i>*speak audibly and fluently with an increasing command of Standard English</i> Where have you come across dragons? Books/films/culture? How many different ones can you think of? <i>*retrieve, record and present information from non-fiction asking questions to improve their understanding</i> research dragons</p> <p>Vocab Y2 Noun, noun phrase, exclamation, question, command, compound, suffix, adjective, adverb, verb, tense (past/present) apostrophe, comma</p> <p>Year 3 and 4 Statutory spellings Appear, answer, century, different, disappear, early, Earth, strange, strength, various.</p> <p>Subject specific Scales, creature, talons, fangs, intriguing, nevertheless, habitat, diet.</p>	<p>Recap on capital letters, full stops, question marks, exclamation marks *use simple subordinating conjunctions, including when, if, because, that and introduce although * use of headings and sub-headings to aid presentation *Tense – focus on present *Formal language – technical language * Use of dictionaries - glossary * Determiners –different types.</p> <p>Y4 as above and *choose nouns or pronouns for clarity *introduce apostrophes for possession by using the possessive apostrophe with both singular and plural nouns *use a thesaurus to extend describe vocabulary</p>	<p>HT1 The Spelling Shed</p> <p>Y3 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>Y4 Words that are homophones Words with prefix 'in' meaning not Words with prefix il, im and ir Words with prefix sub meaning below Words with prefix 'inter' meaning among Challenge words</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p>Letter-join- Module 4 – Lessons 1-7 * To write regular verbs *To write and join bb in words and sentences * To write and join cc in words and sentences *To write verbs ending in e *To write and join dd in words and sentences. *To write and join ee in words and sentences. *</p>
<p>Imaginary World Stories (HT2)</p> <p>Children will write a short story based on 'How to Train your Dragon' as a stimulus.</p>	<p>Immersion Stage</p> <p>*Watch videos – * Read and story map How to train your dragon <i>*Increase familiarity with a wide range of books including myths</i> *Drama *Participate in role-play *speak audibly and fluently with an</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. *identification and use of auxiliary verbs – have/be *use of paragraphs to group related</p>	<p>HT2 The Spelling Shed</p> <p>Y3 The prefix re- The prefix dis- The prefix mis- Suffixes beginning with vowel letters Suffixes beginning with vowel letter (doubling) Challenge words</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p>Letter-join –Module 4 Lessons 8-15 - * To write and use irregular verbs in a sentence. *To write and join ff in words and sentences *To write and join gg in words and sentences.</p>

	<p><i>increasing command of Standard English.</i></p> <p>3 and 4 Spellings accident, answer, appear, calendar, caught, century, different, difficult, disappear, early, Earth, eight, enough, important, island, interest, strange, strength, various, women</p> <p><u>Subject specific</u> Bedraggled, deranged, greed, cunning, menacing, bleak, exile, sinister</p>	<p>material</p> <p>*introduce and use direct speech *introduction to and recognize fronted adverbials</p> <p>Y4 as above and *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 * use of apostrophe for contraction. *standard forms of verb inflections used instead of local spoken forms e.g. we were not we was</p>	<p>Y4 Words ending in – ation Words ending –ly Words ending lly Words where ch makes a sh sound Challenge words.</p>	<p>*To write and join ll in words and sentences *To write and join nn in words and sentences. *To write and join oo in words and sentences. *To write and join pp in words and sentences.</p>
<p>Persuasive Texts based on Gregory Cool (HT3) Children persuade someone to come to Trinidad and Tobago</p> <p>Poetry of John Lyons (HT3)</p>	<p>Immersion Stage Read story features *interview in character *Features of a formal letter *Exploring formal vocabulary – synonyms – use of dictionary/thesaurus</p> <p>3 and 4 Vocab address, believe, build, history, therefore, though, through, question</p> <p><u>Subject specific vocabulary</u> Stifling, salt fish, sauntered, brayed, blazed, cart-wheeled, unrequited, evolution, malice</p> <p>Charcoal black, baring, galvanize, squealing, rhyme</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 for PEE * Leaflet slogans – headings, sub-headings * introduction to and use of emotive and persuasive language *introduction to rhetorical questions.</p> <p>Y4 as above and *choose nouns or pronouns for clarity *use of rhetorical questions *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</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>Y4 Words ending in sion Words ending in –ous Words where suffix is added to words ending in y. Words ending in – eous and –ious Challenge words</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p>Letter-join – Module 4 Lessons 16 - 23</p> <p>*To write and join rr in words and sentences. *To write and join ss in words *and sentences. *To write and join tt in words and sentences. *To write and join zz in words and sentences. *To write comparative adjectives *To focus on consistent handwriting size * To listen to and write the regular form of comparative verbs ending in e and y. * To listen to and write comparative adjectives using ii. *To write irregular comparative adjectives. *To complete close sentences based on spelling patterns. *To copy and write familiar times tables.</p>
<p>Playscript (HT4) Children write a playscript based on a familiar story by</p>	<p>Immersion</p> <p>*Explore a number of texts by Julia Donaldson – Room on the Broom, The Highwayman Rat, The Gruffalo using talking</p>	<p>*capital letters, full stops, question marks, exclamation marks *introduce brackets for stage directions *use a wider range of conjunctions, including when, if, because, although</p>	<p>HT4 – The Spelling Shed</p> <p>Y3 Ending with the /l/ sound spelled -al Ending with the /l/ sound spelled -le</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p>Letter-join – Module 5 – Lessons 24 - 36</p>

<p>Julia Donaldson & Axel Scheffler</p>	<p>out load strategies <i>*speak audibly and fluently with an increasing command of Standard English to compare texts.</i> <i>*Perform one of the stories in a group</i> <i>*participate in performances/role-play – listen and respond appropriately to their peers.</i> <i>*preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i></p> <p>Year 3 and 4 Statutory spellings Heart, certain, imagine, mention, notice, natural, often, particular, peculiar, possess, possible, believe</p> <p>Subject specific Slyly, terrible, scurry, scaly, poisonous, swooped, implore, course.</p>	<p>*use conjunctions to express time and cause. * 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 *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 <i>*use past progressive form of verbs [e.g. He was going out to play.</i></p>	<p>Adding the suffix -ly to -le words Adding the suffix -ally to -ic words Adding the suffix –ly exceptions Challenge words</p> <p>Y4</p> <p>Words where au makes the or sound Words ending in tion Words ending in sion Words ending in cian Words that are adverbs of manner Challenge words</p>	<p>*To write sentences with statutory spellings *To demonstrate understanding of spellings in context *KS2 dictation *6 times tables *7 times tables *8 times tables *9 times tables * 11 times tables * 12 times tables</p>
<p>Adventure Stories (HT5)</p> <p>Children read core text Krindlekrax by Philip Ridley and a short narrative based on the a version of the character (Significant author – British Values tolerance and respect for other cultures)</p>	<p>Immersion Stage * Read core text Krindlekrax *Draw characters and explore new vocabulary for character descriptions <i>*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> *Perform short dramas from familiar scenes <i>*Gain, maintain and monitor the interests of the listener.</i> <i>*Select and use appropriate registers for effective communication</i> <i>*Participate in role-play drama</i></p> <p>3 and 4 spellings Different, enough, heard, height, interest, length, mention, natural, perhaps, promise, question.</p> <p>Subject specific Sewer, gleaming, cracked, triumphant, stormed, menacing, unlikely.</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</p>	<p>HT5 – The Spelling Shed</p> <p>Y3 The suffix -er with -(t)ch words The /k/ sound spelled ch Words ending with the /g/ sound spelled –gue The /s/ sound spelled sc Homophones Challenge words</p> <p>Y4 Homophones Words with c before ie Words containing sol and real Words containing phon and sign Words with prefix super-, anti- and auto- Words with the prefix bi meaning two</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p>Letter-join – Module 5 – Lessons 22-27</p> <p>*To write sentences with statutory spellings *To demonstrate understanding of spellings in context</p>

		<p>*use past progressive form of verbs [e.g. <i>He was going out to play.</i></p>		
<p>Travel Writer's Blog (HT6) Children write an online blog based on a Viking crossing</p>	<p>Immersion Stage</p> <p><i>*Debate – why did the Vikings travel when it was so dangerous?</i> <i>Drama – journey and conscience alley</i> *Exploration of online travel blogs to identify key features. WAGOLL <i>*retrieve and record information from non-fiction</i></p> <p>3 and 4 spellings Accident, through, century, continue, group, difficult, experience ,extreme, famous, forward, island, knowledge, learn, popular</p> <p><u>Subject specific</u> Sea-faring, raiding, voyage, tretrurous, perilous, longship, kingdom, provoked</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 *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>HT6 Spelling Shed</p> <p>Y3 Words ending in sion Challenge words Revision words</p> <p>Y4 Challenge words Words that are plurals with possessive apostrophes Revision words</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p>Letter-join – Module 5 – Lessons 36 - 41</p> <p>*2D shape vocabulary *3D shape vocabulary * To copy palindromes * To use unfamiliar words in context</p>

Hopton English Writing Curriculum



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Key Threads:

Locality	Significant People	Human Influence	The Wider World	Comparison	Investigation	British Values
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Year 3 and 4 Cycle 2 Literacy Topic	Immersion, Reading, Oracy & Key Vocabulary	Grammar/Punctuation	Spelling	Handwriting
<p>Adventure Story Significant Author Anthony Browne (HT1)</p> <p>Children write their own traditional tales using 'Into the Forest' by Anthony Browne as a stimulus.</p> <p>(British Values – tolerance)</p>	<p>Immersion Stage * Read and story map Into the Forest <i>*Increase familiarity with a wide range of books including traditional tales</i> *Drama - <i>*Participate in role-play</i> <i>*speak audibly and fluently with an increasing command of Standard English.</i> *Explore fairytale settings to develop vocab – drawing and vocabulary banks Vocabulary for imaginary characters including villain – what makes a villain? <i>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> <i>*Use relevant strategies to build their vocabulary.</i></p> <p>3 and 4 Spellings accident, answer, appear, caught, different, difficult, disappear, early, , eight, enough, important, island, interest, strange, strength, various, woman <u>Subject specific</u> Lonliness, huddling, dreadful, further, scrumptious, terrified, fearful, curiosity.</p>	<p>*capital letters, full stops, question marks, exclamation marks <i>*use a wider range of conjunctions, including when, if, because, although</i> <i>*use conjunctions to express time and cause.</i> <i>*use of paragraphs to group related material</i> <i>*use fronted adverbials</i> . <u>Y4 as above and</u> <i>*choose nouns or pronouns for clarity</i> <i>*use of fronted adverbials</i> <i>*use commas after fronted adverbials</i> <i>*standard forms of verb inflections used instead of local spoken forms e.g. we were not we was</i> <i>*use past progressive form of verbs [e.g. He was going out to play.</i></p>	<p>HT1 The Spelling Shed</p> <p>Y3 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>Y4 Words that are homophones Words with prefix 'in' meaning not Words with prefix il, im and ir Words with prefix sub meaning below Words with prefix 'inter' meaning among Challenge words</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p>Letter-join- Module 4 – Lessons 1-7 * To write regular verbs *To write and join bb in words and sentences * To write and join cc in words and sentences *To write verbs ending in e *To write and join dd in words and sentences. *To write and join ee in words and sentences. *</p>

<p>Instructions (HT2)</p> <p>Children write a set of instructions for making an Egyptian Mummy</p>	<p>Immersion Stage</p> <p>*Make a mummy – mummy race! – children shout out instructions in groups –<i>speak audibly and fluently with an increasing command of Standard English</i></p> <p>*Mummy role-play/drama led by Anubis– <i>use relevant strategies to build their vocabulary- participate in role play</i></p> <p>3 and 4 spellings Breathe, build, centre, continue, describe, guard, guide, heart, history, material, separate.</p> <p><u>Subject specific</u> Equipment, method, canopic, finally, incision, natron, thoroughly, carefully.</p>	<p>*capital letters, full stops, question marks, exclamation marks</p> <p>*use a wider range of conjunctions, including when, if, because, although</p> <p>*use conjunctions to express time and cause.</p> <p><i>*use of imperative verbs</i></p> <p><i>* use of headings and sub-headings to aid presentation</i></p> <p><i>*indicate possession by using the possessive apostrophe with singular nouns</i></p> <p><u>Y4 as above and</u></p> <p>*choose nouns or pronouns for clarity</p> <p>*use of fronted adverbials</p> <p>*using commas after fronted adverbials</p> <p><i>*indicate possession by using the possessive apostrophe with both singular and plural nouns</i></p>	<p>HT2 The Spelling Shed</p> <p>Y3 The prefix re- The prefix dis- The prefix mis- Suffixes beginning with vowel letters Suffixes beginning with vowel letter (doubling) Challenge words</p> <p>Y4 Words ending in – ation Words ending –ly Words ending lly Words where ch makes a sh sound Challenge words.</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p><u>Letter-join –Module 4 Lessons 8-15 -</u></p> <p>* To write and use irregular verbs in a sentence.</p> <p>*To write and join ff in words and sentences</p> <p>*To write and join gg in words and sentences.</p> <p>*To write and join ll in words and sentences</p> <p>*To write and join nn in words and sentences.</p> <p>*To write and join oo in words and sentences.</p> <p>*To write and join pp in words and sentences.</p>
<p>Narrative (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>	<p>Immersion Stage</p> <p>* Read opening chapters of The Iron Man</p> <p><i>*Increase familiarity with a wide range of books including traditional tales</i></p> <p>*Drama -</p> <p><i>*Participate in role-play</i></p> <p><i>*speak audibly and fluently with an increasing command of Standard English.</i></p> <p>*Explore settings to develop vocab – drawing and vocabulary banks Vocabulary for imaginary characters</p> <p><i>*Use relevant strategies to build their vocabulary.</i></p> <p><i>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <p>3 and 4 Spellings accident, answer, appear, caught, different, difficult, disappear, early, Earth, interest, strange, strength, various, woman</p> <p><u>Subject specific</u> Silhouette, monstrosity, scuttling, immense, brink, infrared, writhing,</p>	<p><i>*simple and progressive verb forms</i></p> <p>*use a wider range of conjunctions, including when, if, because, although</p> <p>*use conjunctions to express time and cause.</p> <p>*use of paragraphs to group related material</p> <p><i>* use of direct speech</i></p> <p><u>Y4 as above and</u></p> <p>*choose nouns or pronouns for clarity</p> <p>*use of fronted adverbials</p> <p>*using commas after fronted adverbials</p> <p><i>*use and punctuate direct speech.</i></p> <p>*indicate possession by using the possessive apostrophe with both singular and plural nouns</p> <p>*standard forms of verb inflections used instead of local spoken forms e.g. we were not we was</p> <p>*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>Y4 Words ending in sion Words ending in –ous Words where suffix is added to words ending in y. Words ending in – eous and – ious Challenge words</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p><u>Letter-join –Module 4 Lessons 16 - 23</u></p> <p>*To write and join rr in words and sentences.</p> <p>*To write and join ss in words *and sentences.</p> <p>*To write and join tt in words and sentences.</p> <p>*To write and join zz in words and sentences.</p> <p>*To write comparative adjectives</p> <p>*To focus on consistent handwriting size</p> <p>* To listen to and write the regular form of comparative verbs ending in e and y.</p> <p>* To listen to and write comparative adjectives using ii.</p> <p>*To write irregular comparative adjectives.</p> <p>*To complete close sentences based on spelling patterns.</p> <p>*To copy and write familiar times tables.</p>

	delicacies			
<p>Non Chronological report - Pangolins (HT4)</p> <p>Children write an information text on Pangolins</p>	<p>Immersion Stage *Cross curricular science - pangolins <i>*retrieve, record and present information from non-fiction asking questions to improve their understanding</i> research pangolins using tablets and watching videos to develop subject specific vocabulary bank <i>*use relevant strategies to build their vocabulary</i></p> <p>3 and 4 spellings certain, though, group, fruit, knowledge, learn, popular</p> <p>Subject specific vocabulary habitat, pangolin, anteater, mammal ,trafficked, nocturnal, termites, insectivore, species, conservation</p>	<p><i>*use of subject specific vocabulary</i> *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 *indicate possession by using the possessive apostrophe with both singular and plural nouns</p>	<p>HT5 – The Spelling Shed</p> <p>Y3 The suffix -er with -(t)ch words The /k/ sound spelled ch Words ending with the /g/ sound spelled -gue The /s/ sound spelled sc Homophones Challenge words</p> <p>Y4 Homophones Words with c before ie Words containing sol and real Words containing phon and sign Words with prefix super-, anti- and auto- Words with the prefix bi meaning two</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p>Letter-join – Module 5 – Lessons 24 - 36</p> <p>*To write sentences with statutory spellings *To demonstrate understanding of spellings in context *KS2 dictation *6 times tables *7 times tables *8 times tables *9 times tables * 11 times tables * 12 times tables</p>
<p>Narrative – The Minpins (HT5)</p> <p>(Core Text) as a stimulus.</p>	<p>Immersion Stage *Read The Minpins <i>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i> *Draw the setting – The Forest of Sin Explore character motive through drama Conscience alley – should he go into the forest of sin? <i>*use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i> <i>*identifying themes and conventions in a wide range of books</i></p> <p>3 and 4 spellings Believe, busy, caught, decide,</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. <i>*use of paragraphs to group related material</i> <i>*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)</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</p>	<p>HT4 – The Spelling Shed</p> <p>Y3 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>Y4 Words where au makes the or sound Words ending in tion Words ending in sion Words ending in cian Words that are adverbs of manner Challenge words</p>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p>Letter-join – Module 5 – Lessons 22-27</p> <p>*To write sentences with statutory spellings *To demonstrate understanding of spellings in context</p>

	<p>different, experience, furious, imagine, naughty, though</p> <p><u>Subject specific</u> Blood-thirsty, billowing, extraordinary, intriguing, jiffy, ventured, galloped, monstrous</p>	<p>*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>Poetry (HT6) Children study the poetry of Joseph Coelho Miss Flotsom.</p>	<p>Immersion Stage Drama – freeze frame Music World Map - Images <i>*use relevant strategies to build their vocabulary</i></p> <p>3 and 4 spellings Opposite, through, caught, heart, naughty, circle, fruit</p> <p>Subject specific vocabulary Rhythm, rhyme, verse, stanza, poem, poet, poetry, tuk-tuk, dialect, cyclones, dozed, imperfect, dengue fever, Indonesian gamelans, Peruvian alpacas, adolescent.</p>	<p>*use of paragraphs to group related material * use of headings and sub-headings to aid presentation <i>*use of subject specific vocabulary</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>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>	<p>10 mins every day handwriting using the weekly spellings from Edshed.</p> <p>Letter-join – Module 5 – Lessons 36 - 41</p> <p>*2D shape vocabulary *3D shape vocabulary * To copy palindromes * To use unfamiliar words in context</p>

Hopton English Writing Curriculum



Key concepts: Genres, oracy, 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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Year 5 and 6 Cycle 1 Literacy Topic	Immersion: Reading, Oracy & Key Vocabulary	Grammar/Punctuation	Spelling	Handwriting
<p>Autobiography (HT1)</p> <p>Children write their own life story with key life events.</p>	<p>Immersion Stage</p> <p>* Introductions in transition week. <i>*give well-structured descriptions, explanations and narratives including expressing their feelings</i> *Writing fact file about themselves <i>* Reading for a range of purposes - extracts from significant individual's autobiography – Nelson Mandela, Malala Yousafzai, Floella Benjamin, Jessica Ennis.</i> <i>*Identifying and discussing themes and conventions across autobiographies.</i> <i>*Distinguish between statements of fact and opinion.</i></p> <p>Statutory Spelling Vocab Average, amateur, determined, especially, excellent, frequently, leisure, profession</p> <p>3 and 4 Spellings Appear, arrive, naughty, perhaps, remember, suppose, surprise, thought</p> <p><u>Subject specific</u> Biography, autobiography, memories, experiences, maternal, paternal, relations.</p>	<p>*Revise phrases, clauses, main clause, subordinating clause. *Revise co-ordinating conjunctions FANBOYS with compound sentences *Revise subordinating conjunctions ISAWAWABUB with complex sentences <i>*using relative clauses beginning with who, which, where, when, whose, that – identify relative pronoun.</i> <i>*use commas to clarify meaning or avoid ambiguity</i></p> <p>Y6 as above and <i>*using expanded noun phrases to convey complicated information concisely</i> <i>*Use a dash to mark informal boundaries between independent clauses [as a separator]</i></p>	<p>Y5 Words with tious and ious suffix Words with cious suffix Words with cial suffix Words with tial suffix Challenge words</p> <p>Y6 Words with the short vowel sound /i/ spelled y Words with the long vowel sound /i/ spelled y Challenge words</p>	<p>Module 6 Letter-join Lessons 1-12</p> <p>*To write statutory spellings correctly * To demonstrate understanding of the spellings in context.</p>
<p>Greek Myth (HT1)</p> <p>Children write a traditional story based on the history topic of Ancient Greece and geography of Greece.</p>	<p>Immersion Stage</p> <p>*Watch videos – Guardians of the Legends * Read and story map Perseus and Medusa <i>*Increase familiarity with a wide range of books including myths</i> *Drama – Thesus and the Minotaur <i>*Participate in role-play</i> <i>*speak audibly and fluently with an increasing command of Standard English.</i> * BBC radio Greek myth scripts Subject Specific Key Vocab</p>	<p>* Revise expanded noun phrases *Revise using commas to clarify meaning or avoid ambiguity *Revise different clause types *Revise punctuation: apostrophes, inverted commas for speech. <i>*Dialogue to move the story forward</i> <i>*Use devices to build cohesion across a narrative adverbials of time e.g. Later</i></p> <p>Y6 as above and</p>	<p>Y5 Words with tious and ious suffix Words with cious suffix Words with cial suffix Words with tial suffix Challenge words</p> <p>Y6 Words with the short vowel sound /i/ spelled y Words with the long vowel</p>	<p>Module 6 Letter-join Lessons 12-20</p> <p>*To write statutory spellings correctly * To demonstrate understanding of the spellings in context.</p>

	<p>Protagonist, character trait, fate, quest Mythical, soothsayer, sage, oracle.</p> <p>Statutory Spelling Vocab According, ancient, attached, bargain, competition, desperate, determined, equipment, lightning, nuisance, occur, thorough, marvellous, muscle, twelfth</p> <p>3 and 4 Spellings accident, appear, caught, century, different, disappear, early, Earth, enough, important, island, interest, strange, strength, woman</p>	<p><i>*Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. The king was jealous; his wife loved another.) Use a dash to mark boundaries between independent clauses [as a separator]</i></p>	<p>sound /i/ spelled y Challenge words</p>	
<p>The Empire Windrush – Diary (HT2) Children write a diary in character imagining life as an immigrant to the UK.</p>	<p>Immersion *BBC news archives Empire Windrush *Drama – exploring feelings of immigrants coming to the UK through hot-seating <i>*Ask relevant questions to extend their knowledge and understanding.</i> *Exploring a wider range of immigration experiences e.g. Pakistan, India, Bangladesh, Eastern European <i>*Consider and evaluate different viewpoints, attending to and building on the contributions of others.</i> <i>* Explain and discuss their understanding of what they have read through a debate – question Is immigration beneficial for a country?</i></p> <p>Statutory Spelling Vocab Environment, existence, explanation, familiar, government, identity, individual, language, necessary, parliament.</p> <p>3 and 4 Spellings Calendar, accident, answer, appear, calendar, caught, century, different, difficult, disappear, early, important, island, interest, strange, strength, various, woman</p> <p>Subject specific Jamaica, Trinidad, Tobago, immigration, immigrants, racism, opportunity.</p>	<p>*Revise using commas to clarify meaning or avoid ambiguity *Revise different clause types *Revise using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. <i>*Internal dialogue to move the story forward</i> <i>*Use devices to build cohesion within a paragraph.- tense choices</i> <i>*Use of Jamaican dialogue/idioms etc</i></p> <p><u>Y6 as above and</u> <i>*recognising vocabulary and structures that are appropriate for cultural speech and writing</i> <i>*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.</i> <i>* Structures typical of informal speech</i> *Revise using 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>	<p>HT2 Spelling Shed Y5 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>Y6 Challenge words Words with ou or ow for oa sound Challenge words Words with c spelt ce Words with ph for f sound Challenge words</p>	<p>Module 6 Letter-join – lessons 21-28 *To write idioms neatly and correctly *To continue to write statutory spellings correctly *To listen to a story dictated and write an extract correctly. * To write haiku/kennings poems and riddles/limericks correctly * To start to write some French sentences neatly.</p>
<p>Essay writing (HT2) Children write an essay answering a question relating to the topic of refugees based on Core</p>	<p>Immersion *Exploring experiences of refugees <i>*Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</i> <i>* Use relevant strategies to build their</i></p>	<p>*use commas to clarify meaning or avoid ambiguity <i>*use brackets, dashes or commas to indicate parenthesis [embedded clause]</i> <i>*Use of formal vocabulary – synonyms for ask for – request find out- discover.</i></p>	<p>HT2 Spelling Shed Y5 Words ending in -ant Words ending in -ance Use –ent and -ence Words ending -able and -ible</p>	<p>Module 6 Letter-join lessons 28-34- *To write idioms neatly and correctly *To continue to write statutory spellings correctly *To listen to a story dictated and</p>

<p>Book 'Illegal' by Eoin Colfer and Andrew Donkin</p>	<p>vocabulary <i>*Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas.</i> <i>*retrieve, record and present information from non-fiction</i> - a wider range of immigration experiences e.g. Pakistan, India, Bangladesh, Eastern European <i>*provide reasoned justifications for their views.</i></p> <p>Statutory Spelling Vocab Dictionary, environment, existence, explanation, familiar ,identity, individual, language, necessary,</p> <p>3 and 4 Spellings accident, actual, appearance, different, important, island, interest, natural, possess, purpose, women</p> <p>Subject specific Illegal, trafficking, immigration, immigrants, racism, opportunity, dinghies.</p>	<p><i>*use a colon to introduce a list.</i> <i>*Punctuation of bullet points to list information</i> <i>*Use devices to build cohesion across a text – as a consequence, in contrast</i></p> <p><u>Y6 as above and</u> <i>*recognising vocabulary and structures that are appropriate for formal speech and writing</i> <i>*Layout devices, headings, sub-headings, bullet points to structure text</i></p>	<p>Words ending in -ably and -ibly Challenge words</p> <p>Y6 Challenge words Words with ou or ow for oa sound Challenge words Words with c spelt ce Words with ph for f sound Challenge words</p>	<p>write an extract correctly. * To write haiku/kennings poems and riddles/limericks correctly * To start to write some French sentences neatly.</p>
<p>Thriller (HT3) Children write their own thrillers based on 'The Old Mill' by Pie Corbett</p>	<p>Immersion Stage * Watch Alma <i>*increase familiarity with a wide range of books including myths, legends and traditional stories</i> -read a number of urban legends. <i>*Participate in performances of well-known thriller stories</i>--building suspense through drama *hook the reader into the story *build up suspense</p> <p>Statutory Spelling Vocab Accompany, aggressive, ancient, awkward, cemetery, conscious, controversy, curiosity, definite, desperate, determined, interrupt, lightning, sacrifice.</p> <p>3 and 4 Spellings Appear, breath, breathe, disappear, extreme, forward, guarded, heard, heart, strange, surprise, thought.</p> <p>Subject specific Cliff-hanger, suspicious, tension, desolate, remote, isolation.</p>	<p>*Revise using the perfect form of verbs to mark relationships of time and cause *Revise using relative clauses beginning with <i>who, which, where, when, whose, that</i> <i>*use modal verbs and adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely].</i> <i>*Use of ellipses for cohesion</i></p> <p><u>Y6 as above and</u> <i>*using expanded noun phrases to convey complicated information concisely to build tension</i> <i>*use of passive voice to affect the level of control for tension</i> *Revise use of 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>	<p>Spelling Shed HT3</p> <p>Y5 -able suffix Words that are adverbs of time Suffixes where root ends in fer Words with silent first letters Words with silent letters Challenge words</p> <p>Y6 -ably suffix -ible suffix Challenge words -ibly suffix -ent and -ence suffix Challenge words</p>	<p>Module 7 Letter-Join lessons -2-14 *To listen to and write a shopping list *To listen to a written passage and write it accurately *To listen to and write statutory spellings in sentences.</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>Immersion Stage <i>*Read Tuesday as a class</i> *Watch video of Tuesday on YouTube *Drama – role play as journalists/news broadcasters <i>*Participate in role play and listen and respond to adults and peers</i></p> <p>Statutory Spelling Vocab According, community, correspondent, curiosity, familiar, foreign</p> <p>3 and 4 Spellings Bicycle, circle, early, heard, imagine, interest, minute, possible, strange, reporter, women</p> <p>Subject specific Newspaper reporter, eye-witness, councillor, mayor, detective</p>	<p><i>*use of layout devices: headings, sub-headings, images, captions, columns, bullet points to structure text]</i></p> <p><u>Y6 as above and</u> <i>*recognising vocabulary and structures that are appropriate for formal speech and writing – switching between formality of reporters and informality of witnesses.</i> <i>* Use of and comparison of direct and reported speech in the same piece of writing.</i> <i>*Use hyphens to avoid ambiguity (e.g. recover verses re-cover)</i> * Revise use of 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>	<p>Spelling Shed HT3</p> <p>Y5 -able suffix Words that are adverbs of time Suffixes where root ends in fer Words with silent first letters Words with silent letters Challenge words</p> <p>Y6 -ably suffix -ible suffix Challenge words -ibly suffix -ent and –ence suffix Challenge words</p>	<p>Letter-Join Module 7 lessons -14-22 *To listen to a written passage and write it accurately *To listen to and write statutory spellings in sentences.</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>	<p>Immersion Stage *listen to Neville Chamberlain’s radio broadcast announcing the war. *listen to the BBC/Pathé news articles from the period. <i>*listen and respond appropriately to adults and peers.</i> *Drama exploring the more formal vocab and tone of BBC reporters in the 1940’s. <i>*Participate in improvisations of radio presenters</i> *Explore what is meant by Dunkirk Spirit, Keep Calm and Carry On, keeping a stiff upper lip.</p> <p>Statutory Spelling Vocab According, committee, community, conscious, convenience, desperate, determined, equip, foreign, government,, identity, occupy, parliament, programme, pronunciation, queue, secretary, shoulder</p> <p>3 and 4 Spellings Address, believe, build, certain, century, continue, decide, forward, history, occasion, potatoes, pressure, regular, weight, women</p>	<p><i>*converting nouns or adjectives into verbs using suffixes – priority to prioritise, initial to initiate, passive to pacify</i> <i>*Verb prefixes mis-over – re- de focusing on the WW2 make do and mend campaign.</i></p> <p><u>Y6 as above and</u> <i>*Use of subjunctive form for formal speech and imagining a hypothetical situation e.g. Were Hitler to invade</i> *revise using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>]. *revise use of commas to clarify meaning or avoid ambiguity</p>	<p>HT4 The Spelling Shed</p> <p>Y5 Words with ie after c Words where ei make the ee sound. Words where ough makes or sound. Words with ough Adverbs of possibility and frequency Challenge words</p> <p>Y6 Challenge words Words ending in –er, -or, and –ar Challenge words Words beginning with acc- Words with prefixes dis-, un-, over- and im- Challenge words</p>	<p>Letter-Join Module 7 lessons -22 - 28 *To identify and write different types of nouns correctly *To listen to and write collective nouns *To identify different verbs and powerful adjectives. To write commas and adverbs</p>

	<p>Subject specific Radio broadcast, announcement, war office, cabinet, Downing Street, nation, rations, coupons.</p>			
<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> <p>Letter structure and format – informal letter</p> <p>(British Values – tolerance, respect, community)</p>	<p>Immersion Stage *Read sections from Core text ‘Goodnight Mister Tom’ *Explore videos/articles of real Evacuees BBC/Youtube sources. *Retrieve, record and present information from non-fiction. Compare and contrast letters of good and bad evacuee experiences. *Participate in discussions and debates. * Explain and discuss their understanding of what they have read through a debate – question -Was evacuation a good thing for the children?</p> <p>Statutory Spelling Vocab Accommodate, according, appreciate, attached, communicate, community, correspond, desperate, determined, equip ,familiar, foreign, forty, government, identity, language, nuisance, programme, signature, sincerely</p> <p>3 and 4 Spellings Accidentally, address ,although, arrive, bicycle, describe, different, exercise, imagine, mention, often, opposite.</p> <p>Subject specific Blitz, evacuee, billeting officer, Operation Pied Piper, evacuation, bombing raids.</p>	<p>*Revise using commas to clarify meaning or avoid ambiguity *Revise different clause types *Revise using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *Revise internal dialogue to move the story forward *Revise use of devices to build cohesion within a paragraph.- tense choices *Use of West Country dialogue/idioms etc</p> <p><u>Y6 as above and</u> *Revise recognising vocabulary and structures that are appropriate for cultural speech and writing *revise using 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. * revise structures typical of informal speech using Mister Tom’s dialect. *Revise using 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>	<p>HT4 The Spelling Shed</p> <p>Y5 Words with ie after c Words where ei make the ee sound. Words where ough makes or sound. Words with ough Adverbs of possibility and frequency Challenge words</p> <p>Y6 Challenge words Words ending in –er, -or, and –ar Challenge words Words beginning with acc- Words with prefixes dis-, un-, over- and im- Challenge words</p>	<p>Letter-Join Module 7 lessons -28 -32 *To identify and write colons and pronouns correctly *To identify and write semi-colons and prepositions.</p>
<p>The Highwayman Poem By Alfred Noyes Narrative Writing (HT5)</p> <p>Children will write a narrative based on a character perspective.</p>	<p>Immersion Stage *retrieve, record and present information from non-fiction -research famous Highwaymen – why are they considered romantic considering what they did? *Articulate and justify answers, arguments and opinions. *Relate to English legend of Robin Hood *Read ‘The Highwayman’ *Watch ‘Everywhere by Fleetwood Mac – how do they compare. Explore different</p>	<p>*Use of commas to clarify meaning or avoid ambiguity * Use of modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *Internal dialogue to move the story forward *Use of devices to build cohesion within a paragraph.- tense choices *Use of local dialect/ dialogue/idioms</p>	<p>HT5 The Spelling Shed</p> <p>Y5 Words that are homophones or near homophones Words that are homophones Challenge words</p> <p>Y6 Words with origins in other</p>	<p>Letter-Join Module 7 lessons -32 -44 *To identify and write hyphens and common suffixes correctly *To identify and write speech marks and prefixes * To write apostrophes, contractions and conjunctions, possession and articles.</p>

	<p>creative ways of exploring the same story. <i>*Retell the story from an individual character perspective: The /highwayman/Bess/Tim the Ostler/one of King George's men.</i></p> <p>Statutory Spelling Vocab Amateur, controversy, desperate, harass, hindrance, identity, privilege, profession, recognize, shoulder, soldier.</p> <p>3 and 4 Spellings Caught, century, famous, favourite, particular, popular, position, sentence, strange, surprise, women</p> <p>Subject specific Highwayman, rapier, metaphor, ostler, musket, torrent, galleon, cocked-hat, claret, breeches, harry, tawny, casement, muzzle,</p>	<p>etc</p> <p><u>Y6 as above and</u> <i>*Revise recognising vocabulary and structures that are appropriate for cultural speech and writing</i> <i>*revise using passive voice to affect the presentation of information in a sentence e.g. I broke the window in the</i></p>	<p>languages Grammar vocab 1 Grammar vocab 2 Adding the prefix over- Words with the suffix –ful Adjectives to describe settings.</p>	
<p><i>Figurative language - Poetry (HT6)</i> <i>Children analyse and perform poems using rich figurative language</i></p>	<p>Immersion Stage * Artwork –drawing natural objects trees, waves etc giving them human characteristics <i>*prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</i> <i>*discuss how authors use figurative language, considering the impact on the reader.</i> *exploring and performing poem focusing on rhythm, structure and form <i>*Gain, maintain and monitor the interests of the listener.</i> <i>*Select and use appropriate registers for effective communication</i></p> <p>*Compare and contrast with the poem 'The Listeners by Walter De La Mere..</p> <p>Statutory Spelling Vocab Rhyme, rhythm, relevant, exaggerate, hyperbole, symbol</p> <p>3 and 4 Spellings Language</p>	<p><i>*Study the effectiveness and impact of the grammatical features of texts – especially figurative language.</i></p>	<p>Spelling Shed HT6</p> <p>Y5 Words with hyphens Challenge words Revision words</p> <p>Y6 Adjectives to describe feelings Adjectives to describe characters Words that can be nouns or verbs Words with unstressed vowel sounds Adverbs synonymous with determination Mathematical vocab</p>	<p>Letter-Join Module 7 lessons -55-61 *To recognise and write metaphors *To recognise and write personification *To recognise and write hyperbole</p>

Hopton English Writing Curriculum



Key concepts: Genres, oracy, 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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Year 5 and 6 Cycle 2 Literacy Topic	Immersion: Reading, Oracy & Key Vocabulary	Grammar/Punctuation	Spelling	Handwriting
<p>Street Child (Core Text) Diary HT1</p> <p>Children write a diary based on the character of Jim from Street Child.</p>	<p>Immersion Stage</p> <ul style="list-style-type: none"> *Read sections of Street Child <i>*read and discuss an increasingly wide range of fiction.</i> *Compare and contrast Stick Man and Jim Jarvis <i>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i> <i>*articulate and justify answers, arguments and opinions</i> <i>*participate in role-play drama</i> based on Chapter 2 Stick Man – family get thrown out of their lodgings *Explore features of a diary <p>Statutory Spelling Vocab</p> <p>According, bruise, interfere, muscle, stomach, temperature</p> <p>Years 3 and 4 Spellings</p> <p>accident, arrive, breath, breathe, busy, early, enough, heart, medicine, possession, promise, remember, separate</p> <p>Subject specific</p> <p>Workhouse, oakem-picking, shilling, industrial revolution.</p>	<ul style="list-style-type: none"> *Revise phrases, clauses, main clause, subordinating clause. *Revise co-ordinating conjunctions FANBOYS with compound sentences *Revise subordinating conjunctions ISAWAWABUB with complex sentences <i>*using relative clauses beginning with who, which, where, when, whose, that – identify relative pronoun.</i> <i>*use commas to clarify meaning or avoid ambiguity</i> <p><u>Y6 as above and</u></p> <ul style="list-style-type: none"> <i>*using expanded noun phrases to convey complicated information concisely</i> <i>*Use a dash to mark informal boundaries between independent clauses [as a separator]</i> 	<p>Y5</p> <p>Words with tious and ious suffix Words with cious suffix Words with cial suffix Words with tial suffix Challenge words</p> <p>Y6</p> <p>Words with the short vowel sound /i/ spelled y Words with the long vowel sound /i/ spelled y Challenge words</p>	<p>Letter-join Module 6 Lessons 1-20</p> <ul style="list-style-type: none"> *To write statutory spellings correctly * To demonstrate understanding of the spellings in context.

<p>Street Child (Core Text) Short story based on Street Child (HT1)</p>	<p>Immersion Stage *Listen to BBC Teach radio – Victorian children’s jobs. Down the Mine/In Service/Up the Chimney/Mudlarking to create vocabulary banks. * Research Victorian Children’s Jobs * consider and evaluate different viewpoints, attending to and building on the contributions of others and participate in debate – work is better than school.</p> <p>Statutory Spelling Vocab Government, aggressive, appreciate, bruise, conscience, determined, disastrous, immediate, interfere, interrupt, opportunity, stomach</p> <p>Years 3 and 4 Spellings accident, arrive, history, describe, decide, suppose, purpose</p> <p>Subject specific Legislation, mud-larking, hurriers, trappers, servant, chamber maid, parlour maid, scullery maid.</p>	<p>*Revise using commas to clarify meaning or avoid ambiguity *Revise different clause types *Revise using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *Dialogue to move the story forward *Use devises to build cohesion within a paragraph.- tense choices *Use of Victorian /Jim Jarvis dialogue/idioms etc</p> <p><u>Y6 as above and</u> *recognising vocabulary and structures that are appropriate for cultural speech and writing *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. * Structures typical of informal speech *Revise using 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>	<p>Y5 Words with tious and ious suffix Words with cious suffix Words with cial suffix Words with tial suffix Challenge words</p> <p>Y6 Words with the short vowel sound /i/ spelled y Words with the long vowel sound /i/ spelled y Challenge words</p>	<p>Module 6 Letter-join Lessons 12-20</p> <p>*To write statutory spellings correctly * To demonstrate understanding of the spellings in context.</p>
<p>Non-Chronological Report (HT2) Cross-Curricular Topic Children write their own information text about river animals</p>	<p>Immersion Stage *Cross curricular geography - rivers *retrieve, record and present information from non-fiction asking questions to improve their understanding research animals of British riverbanks</p> <p>Statutory Spelling Vocab communicate, physical</p> <p>3 and 4 spellings certain, though, group, fruit, knowledge, learn, popular</p> <p>Subject specific Amphibians, riverbank, meandering, upper/middle/lower course</p>	<p>*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. *Punctuation of bullet points to list information *Use devises to build cohesion across a text – as a consequence, in contrast</p> <p><u>Y6 as above and</u> *recognising vocabulary and structures that are appropriate for factual speech and writing *Layout devices, headings, sub-headings, bullet points to structure text</p>	<p>HT2 Spelling Shed</p> <p>Y5 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>Y6 Challenge words Words with ou or ow for oa sound Challenge words Words with c spelt ce Words with ph for f sound Challenge words</p>	<p>Module 6 Letter-join lessons 28-34-</p> <p>*To write idioms neatly and correctly *To continue to write statutory spellings correctly *To listen to a story dictated and write an extract correctly. * To write haiku/kennings poems and riddles/limericks correctly * To start to write some French sentences neatly.</p>

<p>Persuasive Leaflet/brochure (HT3)</p> <p>Children write a persuasive leaflet advertising a trip of a lifetime onboard the maiden voyage of the Titanic</p>	<p>Immersion Stage *explore features of adverts: use of slogan and/or catch phrase, rhetorical question, special offer, directly speaking to reader. <i>*participate in presentations; gain, maintain and monitor the interest of the listeners.</i>- sell their favourite Christmas/birthday present to the rest of the class – oral exercise then written. <i>*retrieve, record and present information from non-fiction asking questions to improve their understanding</i>- research the key features of the Titanic for each class of passenger <i>*explore vocabulary from the period identifying how language, structure and presentation contribute to meaning.</i></p> <p>Statutory Spelling Vocab</p> <p>Accommodate, appreciate, available, category, definite, equipped, especially, excellent, exaggerate, guarantee, marvellous, occupy, opportunity, persuade, restaurant</p> <p>3 and 4 vocab Century, complete, exercise, experience, famous, favourite, imagine, length, library, materials, promise, special</p> <p>Subject specific</p>	<p><i>*converting nouns or adjectives into verbs using suffixes – priority to prioritise, luxury to luxuriate, simple to simplify</i> <i>*Verb prefixes mis-over – re- de focusing on the advertising campaign.</i></p> <p><u>Y6 as above and</u> *revise using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely]. *revise use of commas to clarify meaning or avoid ambiguity</p>	<p>Spelling Shed HT3</p> <p>Y5 -able suffix Words that are adverbs of time Suffixes where root ends in fer Words with silent first letters Words with silent letters Challenge words</p> <p>Y6 -ably suffix -ible suffix Challenge words -ibly suffix - ent and –ence suffix Challenge words</p>	

	Titanic, White Star Line, legendary, outstanding, luxurious, exclusive, ground-breaking, Turkish baths, Café Parisian, First, Second, Third Class.			
<p>Persuasive Letter (HT3)</p> <p>Children write a letter to John Jacob Astor persuading him not to travel on the Titanic.</p>	<p>Immersion Stage <i>*Retrieve, record and present information from non-fiction.</i>- Research key passengers on the Titanic *Interview in character *Features of a formal letter *Exploring formal vocabulary – synonyms – use of dictionary/thesaurus</p> <p>Statutory Spelling Vocab Competition, correspond, criticise, desperate, disastrous, necessary, recognise, recommend, persuade , sacrifice, signature, sincerely, sincere, suggest</p> <p>3 and 4 Vocab Accident, accidentally, address, believe, build, history, therefore, though, through, question</p> <p>Subject specific Titanic, White Star Line, Carpathia, iceberg, stockers, Marconi operators, telegram, Morse code, SOS, CQD</p>	<p><i>*using the perfect form of verbs to mark relationships of time and cause</i> <i>*use dictionaries/thesauruses to explore synonyms for formal language</i></p> <p><u>Y6 as above and</u> <i>*Use of subjunctive form for formal speech and imagining a hypothetical situation e.g. Were you to embark upon..</i> *revise using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>]. *revise use of commas to clarify meaning or avoid ambiguity</p>	<p>Spelling Shed HT3</p> <p>Y5 -able suffix Words that are adverbs of time Suffixes where root ends in fer Words with silent first letters Words with silent letters Challenge words</p> <p>Y6 -ably suffix -ible suffix Challenge words -ibly suffix - ent and –ence suffix Challenge words</p>	<p>Letter-Join Module 7 lessons -14-22 *To listen to a written passage and write it accurately *To listen to and write statutory spellings in sentences.</p>

<p>Narrative - Dialogue (HT3) Children write their own short dialogue narrative based on the Titanic</p>	<p>*Drama based on scenes from the film 'A Night to Remember' - crew preparing the lifeboats - passengers in the lifeboats *Use spoken language to develop understanding, hypothesizing, imagining and exploring ideas</p> <p>Statutory Spelling Vocab desperate, disastrous, necessary, recognise, recommend, persuade, sacrifice.</p> <p>3 and 4 Vocab accident, accidentally, extreme, forward, group, height, important, minute, promise therefore, though, through, question, separate, women</p>	<p><i>*revise direct and reported speech punctuation</i> *Use dialogue to move the story forward.</p> <p><u>Y6 as above and</u> *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. The king was jealous; his wife loved another.) Use a dash to mark boundaries between independent clauses [as a separator]</p>	<p>Spelling Shed HT3</p> <p>Y5 -able suffix Words that are adverbs of time Suffixes where root ends in fer Words with silent first letters Words with silent letters Challenge words</p> <p>Y6 -ably suffix -ible suffix Challenge words -ibly suffix -ent and -ence suffix Challenge words</p>	<p>Letter-Join Module 7 lessons -28 - 32 *To identify and write colons and pronouns correctly *To identify and write semi-colons and prepositions.</p>
<p>Balanced argument (HT4) Children debate the deforestation of the rainforests and write a balanced argument.</p>	<p>Immersion Stage *Watch a short deforestation film. *Debate – should the rainforests be developed or conserved? *Ask relevant questions to extend their knowledge and understanding. *Consider and evaluate different viewpoints, attending to and building on the contributions of others. *Exploring a wider range of environmental issues e.g. deforestation/global warming/rights of indigenous tribes/ economic growth of developing countries * Explain and discuss their understanding of what they have read through a debate –question is immigration beneficial for a country?</p> <p>Statutory Spelling Vocab Aggressive, ancient apparent, appreciate, conscience, develop, disastrous, environment, existence, government, harass, interfere, sufficient, variety, vegetable, vegetation</p> <p>3 and 4 vocab Natural, heart, height, although, appear, breath, breathe, business, consider, continue, medicine</p>	<p>*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. *Punctuation of bullet points to list information *Use devices to build cohesion across a text – as a consequence, in contrast *Use of formal vocabulary – synonyms for ask for – request find out- discover. <u>Y6 as above and</u> *recognising vocabulary and structures that are appropriate for formal speech and writing *Layout devices, headings, sub-headings, bullet points to structure text *Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. The king was jealous; his wife loved another.) Use a dash to mark boundaries between independent clauses [as a separator]</p>	<p>HT4 The Spelling Shed</p> <p>Y5 Words with ie after c Words where ei make the ee sound. Words where ough makes or sound. Words with ough Adverbs of possibility and frequency Challenge words</p> <p>Y6 Challenge words Words ending in -er, -or, and -ar Challenge words Words beginning with acc- Words with prefixes dis-, un-, over- and im- Challenge words</p>	<p>Letter-Join Module 7 lessons -32 - 44 *To identify and write hyphens and common suffixes correctly *To identify and write speech marks and prefixes * To write apostrophes, contractions and conjunctions, possession and articles.</p>

	<p>Subject specific Eco-system, deforestation, loggers, diversity, tropical, temperature, alternative argument,</p>			
<p>Fantasy stories (HT4) The Girl of Ink and Stars Children write a short setting description based on The Girl of Ink and Stars</p>	<p>Immersion Stage *Discussion of fantasy stories the children know from around the world. E.g. Jungle Book, Aladdin, Hans Christian Anderson fairytales, Mulan. <i>*Participate actively in collaborative conversations</i> <i>*increase familiarity with traditional stories, myths, legends from other cultures and traditions.</i> <i>*Recommend books to their peers, identifying and discussing themes.</i> <i>*discuss words authors use considering the impact on the reader- create tropical/jungle/frozen/desert settings.</i> *Children draw a map of Joya from the book description *Character evaluation and comparisons *Creation of tropical island setting vocabulary bank</p> <p>Statutory Spelling Vocab Familiar, language, neighbour, mischievous, lightning, soldier, symbol, sufficient,</p> <p>3 and 4 Spellings Centre, different, important, island, interest, women</p>	<p>*Revise using commas to clarify meaning or avoid ambiguity *Revise different clause types <i>*Revise use of devices to build cohesion within a paragraph.- tense choices</i> <i>*Use of figurative language in descriptive writing</i> Y6 as above and <i>*Revise recognising vocabulary and structures that are appropriate for cultural speech and writing</i> <i>*revise using passive voice to affect the presentation of information in a sentence</i> *Revise using semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. The clouds hung low; soon the rain would come.) Use a dash to mark boundaries between independent clauses [as a separator] *Use of semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. The king was jealous; his wife loved another.) Use a dash to mark boundaries between independent clauses [as a separator]</p>	<p>HT4 The Spelling Shed Y5 Words with ie after c Words where ei make the ee sound. Words where ough makes or sound. Words with ough Adverbs of possibility and frequency Challenge words</p> <p>Y6 Challenge words Words ending in –er, -or, and –ar Challenge words Words beginning with acc- Words with prefixes dis-, un-, over- and im- Challenge words</p>	<p>Letter-Join lessons -28 - 32 *To identify and write colons and pronouns correctly *To identify and write semi-colons and prepositions.</p>

	<p>Subject specific Palm trees, rubber plants, harbor, Far-East, horizon</p>			
<p>Journalistic writing – a newspaper report (HT5) Children write a newspaper article based on the book <i>Girl of Ink and Stars</i> *Core text (British Values – tolerance, respect, community)</p>	<p>Immersion Stage <i>*Identifying how language, structure and presentation contribute to meaning</i> -analysis and comparison of different newspaper articles/blogs of stories from other cultures <i>*Participate in role play/improvisations</i> - role-play journalists interviewing people of Joya about the missing girl/burning of the Governor’s ship</p> <p>Statutory Spelling Vocab Familiar, immediate, immediately, language, government, mischievous, lightning, occur, privilege, soldier, symbol, sufficient,</p> <p>3 and 4 Spellings Centre, different, important, island, interest, ordinary, peculiar, possible, possession, reign, women</p> <p>Subject specific Governor, labyrinth, oath, territory, cartographer, orchard, satchel, raven</p>	<p><i>*use of layout devices: headings, sub-headings, images, captions, columns, bullet points to structure text</i>] <u>Y6 as above and</u> <i>*recognising vocabulary and structures that are appropriate for formal speech and writing – switching between formality of reporters and informality/dialect of witnesses.</i> <i>* Use of and comparison of direct and reported speech in the same piece of writing.</i> <i>*Use hyphens to avoid ambiguity (e.g. recover verses re-cover)</i> <i>* Revise use of passive voice to affect the presentation of information in a sentence e.g. The fire destroyed the ship The ship was destroyed by the fire.</i></p>	<p>HT5 The Spelling Shed</p> <p>Y5 Words that are homophones or near homophones Words that are homophones Challenge words</p> <p>Y6 Words with origins in other languages Grammar vocab 1 Grammar vocab 2 Adding the prefix over- Words with the suffix –ful Adjectives to describe settings.</p>	<p>Letter-Join lessons -32 -44 *To identify and write hyphens and common suffixes correctly *To identify and write speech marks and prefixes * To write apostrophes, contractions and conjunctions, possession and articles.</p>

<p>Stories based on Emotive Issues (HT6)</p> <p>Children study stories by significant Australian authors, Eric by Shaun Tan and The Island by Armin Greder and then Wonder - using these as stimuli</p> <p>Children write a letter to Eric</p> <p>(British Values – respect, tolerance, Individual liberty)</p>	<p>Immersion Stage</p> <p><i>*listen and respond appropriately to adults and their peers</i></p> <p><i>*Give explanations/express feelings and explore ideas-</i> discuss and describe feelings of feeling different or alien ‘outside’</p> <p>*Create word cloud from feelings of being an outsider</p> <p><i>*To infer what characters may be thinking and feeling - Eric</i></p> <p>Statutory Spelling Vocab</p> <p>Achieve, , average, awkward,, conscious, curiosity, embarrass , hindrance, identity, individual, physical, prejudice</p> <p>3 and 4 Spellings</p> <p>accident, actual, actually, describe, different, important, island, interest, notice, peculiar, special, strange, women</p> <p>Subject specific</p> <p>Isolated, outsider, enemy, ostracized, outcast, mob, scaremongering, divisive, island, remote.</p>		<p>Spelling Shed HT6</p> <p>Y5</p> <p>Words with hyphens Challenge words Revision words</p> <p>Y6</p> <p>Adjectives to describe feelings Adjectives to describe characters Words that can be nouns or verbs Words with unstressed vowel sounds Adverbs synonymous with determination Mathematical vocab</p>	<p>Letter-Join lessons -55-61</p> <p>*To recognise and write metaphors *To recognise and write personification *To recognise and write hyperbole</p>
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