



Writing Curriculum

Woodham Burn Primary School



Reception Writing

Little Wandle

KNOW IT! Phonics

Reception

GPCs – learn to read and write words containing:

Teach Phase 2 Au1	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l
Teach Phase 2 Au2	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 in s /z/ (his) and with –s /z/ added at the end (bags sings)
Teach Phase 3 Sp1	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er words with double letters longer words
Review Phase 3 Sp1	words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end
Teach Phase 4 Su1	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
Teach Phase 4 Su2	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 longer words

Tricky Words – learn to read and begin to write

Teach Phase 2 Au1	is, I, the
Teach Phase 2 Au2	as, and, has, his, her, go, no, to, into, she, he, of, we, me, be
Teach Phase 3 Sp1	was, you, they, my, by, all, are, sure, pure
Review Phase 3 Sp1	Review all taught so far.
Teach Phase 4 Su1	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
Teach Phase 4 Su2	Review all taught so far.

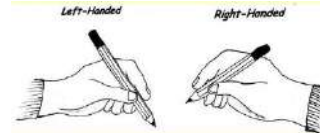
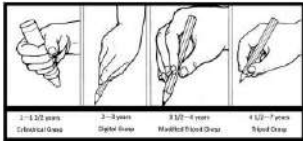
Early Writing Skills: Letter Formation

Children are taught to:

- Sit correctly at a table, holding a suitable mark-making tool comfortably and correctly-using a tripod grip in most cases.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Recognise how letters sit on a line.
- Begin to form upper-case (capital) letters correctly so that they can be distinguish from a lower-case letter.
- Form digits 0-9.
- Write own name using correct letter formation including a capital letter.

Developing a Good Pencil Grip

We teach children to use a tripod grip. They should be taught to hold the pencil or pen at an angle of 60° with the fingers 2-3cm from the tip. The thumb and index finger should form a circle to control the pencil. The pencil should rest on the middle finger. The ring finger and little fingers should be tucked into the palm of the hand.



Early Writing Skills: Sentence Building

Children should know:

- That letters combine to make words and words combine to make captions, phrases or sentences.
- That a sentence must contain a subject and a verb to be a sentence.
- That the verb in the sentence shows action or being.
- That the subject in the sentence is the person or thing that is doing the action or being something.
- That a sentence should begin with a capital letter.
- That all sentences end with a punctuation mark such as a full stop.

Our teaching of handwriting is based on the Morrells handwriting scheme

As well as practising physical exercises needed for handwriting, Reception children are taught letter formation in this order, as part of discrete handwriting instruction, separate from their work in phonics:

First Letters	Second Letters	Third Letters	Fourth Letters	Fifth Letters
Cc Oo Aa Gg Qq Dd	Ii Ll Tt Kk Jj	Vv Ww Uu Yy Ff	Rr Nn Mm Hh Pp	Bb Ee Ss Xx Zz

Little Wandle

Teach it: Transcription

Reception

Early Writing Skills: Letter Formation

Children should be taught to:

- Sit correctly at a table, holding a suitable mark-making tool comfortably and correctly-using a tripod grip in most cases.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Recognise how letters sit on a line.
- Begin to form upper-case (capital) letters correctly so that they can be distinguish from a lower-case letter.
- Learn to form digits 0-9.
- Write own name using correct letter formation including a capital letter.

Early Writing Skills: Spelling

Children should be taught to:

- Segment with the taught phonemes and link to graphemes to spell words.
- Orally segment and spell:
 - CVC- map, sit etc.
 - VCC and CVCC- ant, bump etc.
 - CCVC- crab, dress etc.
 - CCVCC and CCCVC- drank, scrap etc.
 - attempt longer polysyllabic words.
- Spell tricky words they have been taught correctly.

Early Writing Skills: Sentence Building

Children should be taught to:

- Think of their own ideas for writing, say ideas in a grammatically correct sentence and attempt to write it independently.
- Use a writer's voice when building sentences making sure that they contain a subject and a verb.
- Orally rehearse the caption or sentence they want to write and break it up into words.
- Confidently write short captions accurately through regular dictation exercises.
- Use appropriately spacing between words.
- Begin sentences and their own name with a capital letter.
- End a sentence with a full stop.
- Re-read own words, captions or sentences to make sure sounds or words have been correctly represented and not been missed out.
- Read own captions or sentences aloud to an adult to ensure that they can be understood by others.

The teaching of writing by the end of each term in Reception should enable children to:

Autumn		Spring		Summer		
Transcription	Write some letters from their name from memory.	Transcription	Write first name accurately and from memory.	Transcription	Write some taught digraphs and trigraphs from memory.	
	Copy write their first name correctly and begin to write it from memory.		Form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation).		Write CVC words by segmenting the sounds and then writing each grapheme with more accuracy.	
	Be aware of the language up, down, round, back, under.		Begin to write taught digraphs and trigraphs.		Write some common exception words matched to Little Wandle as they are taught and copy write others from a display or word mat.	
	Be aware that writing goes from left to right and from top to bottom – adult to model.		Write from left to right (a dot can be given to remind them where to start)		Write recognisable letters, most of which are correctly formed (correct starting point, sequence of movement and orientation).	
	Begin to form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation).		Begin to write CVC words by segmenting the sounds and then writing each grapheme		Use finger spaces between two or more words	
	Copy write CVC words by segmenting the sounds and then writing each grapheme.		Use finger spaces between two or more words.		Re-read words to check that they contain all the sounds.	
	Represent some sounds correctly in their writing e.g. initial sounds.		Begin to re-read their words to check that they have all the sounds and make sense.		Sentence Structure	Write full name (first and surname) accurately, including capital letters.
	Copy write common exception words matched to Little Wandle as they are taught.		Copy write common exception words matched to Little Wandle as they are taught and begin to write some dictated common exception words.			Rehearse a simple sentence orally and retain it (with support), ready to write
Sentence Structure	Understand that a sentence is a complete thought and it must make sense.	Sentence Structure	Copy write full name (first and surname) and begin to write it from memory (forming letters correctly including capitals).	Sentence Structure	Routinely write a short sentence containing words with known letter-sound correspondences, beginning to use a capital letter, full stop and finger spaces (with adult prompts).	
	Compose a sentence orally, making sure they have every word in a sentence.		Compose a sentence orally to share their own ideas.		Re-read sentences to check that they make sense.	

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge

We then make appropriate adaptations to the outcomes stated within our curriculum for individual children by following the ladder below:

Hand over hand letter formation, overwriting letters written with a yellow pen	Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds, using the taught phonic code	Segmenting dictated words and writing independently, using the taught phonic code
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Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code
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These can be tracked back further to meet the needs of the individual child.



Year 1 Writing

Spelling

plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the start of words to create a new word with a different meaning.
suffix	A group of letters added to the end of words to create a new word with a different meaning.
syllable	A syllable sounds like a beat in a word.
Compound word	Two words joined together to make a new word.

Punctuation

exclamation mark	A mark used to show surprise, urgency or emphasis.
question mark	A mark used to show a question.
finger space	A space left to separate words
full stop	A mark used to show the end of a sentence.
capital letter	An upper case letter used at the start of a sentence and for proper nouns.

Sentence Structure

subject	Who or what is being or doing an action.
verb	A word that shows action or links to show being.
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.
sentence	A group of words that must include a subject and verb.

Word Class

noun	The names of people, places and things/objects.
common noun	A common noun refers to a general person, place or thing. It is not the one and only.
proper noun	A proper noun refers to the name of a specific person, place or thing. They always have a capital letter.
adjective	A word to describe a noun.
verb	A word that shows action or links to show being or happening.
conjunction	A word that links words and clauses.

Tense

tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

GPCs – learn to read and write words containing:

Review Phase 3 Au1	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words, words with s /z/ in the middle, words with -s /s/ /z/ at the end, words with -es /z/ at the end
Review Phase 4 Au1	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 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 and longer words
Teach Phase 5 Au1	ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each
Teach Phase 5 Au2	/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
Teach Phase 5 Sp1	/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
Teach Phase 5 Sp2	/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
Teach Phase 5 Su2	/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

New Learning

Prior Learning

Tricky Words – learn to read and begin to write

Review Phase 2 Au1	is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be
Review Phase 3 Au1	was, you, they, my, by, all, are, sure, pure
Review Phase 4 Au1	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
Teach Phase 5 Au2	their, people, oh, your, Mr, Mrs Ms, could, would, should, our, house, mouse, water, want
Teach Phase 5 Sp1	any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work
Teach Phase 5 Sp2	once, laugh, because, eye
Teach Phase 5 Su2	busy, beautiful, pretty, hour, move, improve, parents, shoe

Children are taught to spell following the LET Spelling Curriculum. This is in addition to their phonics lessons in order to secure their understanding of spelling patterns and placement of GPCs within words. Spelling sessions consolidate previously taught GPCs from phonics lessons.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Tricky words: is, his, as, has, I, the, and, so, go, no The sounds /f/, /l/, /s/ and /z/ spelt ff, ll, ss and zz The sound /ck/ spelt as k and ck The /ŋ/ sound spelt ng and nk Adding the suffixes s and es to root words (plural of nouns and the third person singular of verbs) The stressed and unstressed sound /er/ (Y1 word: her) The sound /ar/ spelt as the digraph ar Tricky words: her, to, into, do, of, she, he, we, me, be 	<ol style="list-style-type: none"> The sound /ai/ spelt as the digraphs ai and ay The sound /oi/ spelt as the digraphs oi and oy The sound /ee/ spelt as the digraphs ee and ea The sound /ur/ spelt as the digraphs ur and ir Adding the suffix -ing where no change to the root word is needed Adding the suffix -ed making the sound /ɪd/ (extra syllable) where no change to the root word is needed Tricky words: was, you, they, my, by, all, are, sure, pure, said 	<ol style="list-style-type: none"> Adding the suffix -ed making the sounds /d/ or /t/ where no change to the root word is needed The sound /igh/ spelt as the trigraph igh and the digraph ie The sound /ow/ spelt as the digraph ou and ow (Y1 word: out) The sound /oa/ spelt as the digraphs ow, oa and oe Tricky words: have, like, were, here, says, there, today, your, our, out
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> The sound /e/ spelt as the digraph ea The sound /or/ spelt as the digraph or and the trigraph oor The sound /or/ spelt as the digraphs aw and au The sounds /oo/ and /yoo/ spelt as ue and ew The sounds /oo/ and /u/ spelt as the digraph oo Tricky Words: when, what, where, one, some, come, love, little, house, mouse 	<ol style="list-style-type: none"> The sound /ai/ spelt as the split digraph a-e and the sound /ee/ spelt as the split digraph e-e The sound /igh/ spelt as the split digraph i-e and the sound /oa/ spelt as the split digraph o-e The sounds /oo/ and /yoo/ spelt as the split digraph u-e The sounds /igh/ and /ee/ spelt as y at the end of a word Words with unstressed vowels Tricky words: once, want, their, any, many, again, who, whole, school, friend 	<ol style="list-style-type: none"> The sound /ch/ spelt as tch The /v/ sound at the end of words The trigraphs ear and air The sound /air/ spelt as the trigraphs ear and are Adding the suffix -er to make a noun where no change to the root word is needed Adding the suffixes -er and -est where no change to the root word is needed The sound /f/ spelt as ph and the sound /w/ spelt as wh (Y1 words: when, where)

TEACH IT! Handwriting and Sentence Structure

Year 1

GRAMMAR

PUNCTUATION

Children should be taught to construct sentences through:

- ✎ understanding that sentences are groups of words which must contain a subject/object and a verb;
- ✎ combining words to make basic sentences which include a subject/object and a verb;
- ✎ adding adjectives to describe subject/object within the sentence;
- ✎ joining words and clauses using **and**.

- ✎ leaving spaces between words;
- ✎ use of a capital letter to start a sentence;
- ✎ use of a capital letter for proper nouns and personal pronoun I;
- ✎ use of full stops to mark the end of a sentence;
- ✎ use exclamation marks and question marks.

Our teaching of handwriting is based on the Morrells handwriting scheme

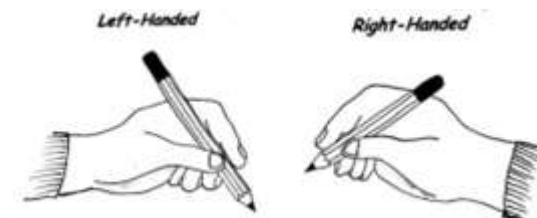
As well as continuing to practise physical exercises needed for handwriting, children are taught letter formation in this order, as part of discrete handwriting instruction, separate from their work in phonics:

First Letters	Second Letters	Third Letters	Fourth Letters	Fifth Letters
Cc Oo Aa Gg Qq Dd	Ii Ll Tt Kk Jj	Vv Ww Uu Yy Ff	Rr Nn Mm Hh Pp	Bb Ee Ss Xx Zz

HANDWRITING

Children should be taught to:

- ✎ Sit correctly at a table, holding a pencil comfortably and correctly.
- ✎ Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- ✎ Form capital letters.
- ✎ Form digits 0-9.
- ✎ Understand which letters belong to which handwriting family and practise these.



Ensure that the needs of left-handed pupils are met.

We teach children to use a tripod grip. They should be taught to hold the pencil or pen at an angle of 60° with the fingers 2-3cm from the tip. The thumb and index finger should form a circle to control the pencil. The pencil should rest on the middle finger. The ring finger and little fingers should be tucked into the palm of the hand.



Whole Class Teaching of English in Year 1 should include:

- Daily phonics
- Daily spelling
- Regular handwriting instruction (at least four times per week)
- Daily shared reading of quality texts
- Daily opportunities to practise composition through oral activities-learning how to build grammatically correct sentences.
- Regular writing opportunities linked to quality texts
- Regular vocabulary instruction linked to shared texts and topics

A Model Sequence Of Guided And Independent Teaching And Learning Opportunities

Pupils should have opportunities to complete guided writing sessions with an adult as part of a small group, as well as completing pieces of independent writing matched to their secure phonic code knowledge. This can be adapted according to the needs of pupils using the approaches below.

Emerging Writers Guided/Support Work

Clear focus on correct letter formation, use of basic punctuation and secure spelling.

- Word build within the taught phonics code
- Write simple dictated sentences within the taught phonics code
- Re-read their work for sense and accuracy

Orally compose their own sentences for an adult to scribe, learning how to build sentence that include a subject and verb.

Independent Work

Attempt to word build using secure code spellings.

Attempt to write simple captions using secure code spellings.

Developing Writers Guided/Support Work

Clear focus on correct letter formation, use of basic punctuation and secure spelling.

- Word build within the taught phonics code
- Write longer dictated sentences within the taught phonics code
- Re-read their work for sense and accuracy

Orally compose their own sentences before writing, with adult support, learning how to build sentence that include a subject and verb.

Independent Work

Attempt to word build using secure code spellings.

Attempt to write simple captions using secure code spellings.

Secure Writers Guided/Support Work

Clear focus on correct letter formation, use of basic punctuation and secure spelling.

- Orally compose sentences with a focus on developing vocabulary choices
- Write for different purposes showing an awareness of the reader
- Re-read their work for sense and accuracy

Independent Work

- Write a longer series of grammatically accurate sentences in independent pieces, using phonetically plausible code knowledge to spell unfamiliar words.

APPLY IT! Suggested Short Narratives for Secure Writers

Year 1

Descriptive Writing	Recounts of Events	Retell of a Story (Section)
<p>Children learn to describe objects, characters and settings linked to books or topics.</p>	<p>Children learn to recount real and imagined events, linked to experiences or books they have read.</p>	<p>Children learn to retell stories orally and practise writing sections of these, following lots of exposure to the story.</p>
<p>Through modelling, the children are encouraged to:</p> <ul style="list-style-type: none"> • Use adjectives after the noun to describe what can be seen • Use other sensory descriptions • Use subject-specific language as appropriate • Use the conjunction 'and' to link words and clauses 	<p>Through modelling, the children are encouraged to:</p> <ul style="list-style-type: none"> • State how an event has made them feel • Sequence events in chronological order • Use adjectives to describe • Use the conjunction 'and' to link words and clauses • Use exclamatory sentences (e.g. to sum up the day) • Use question marks (e.g. to ask the reader if they would enjoy the day) • Use the past tense 	<p>Through modelling, the children are encouraged to:</p> <ul style="list-style-type: none"> • Sequence events within their retell. • Use adjectives to describe • Use the conjunction 'and' to link words and clauses • Use the present or past tense appropriately • Use patterned language from the text or known story language

APPLY IT! Suggested Short Narratives for Secure Writers

Year 1

Poetry	Information	Simple Instructions	Postcards
Children learn to explore and experience a range of poetry, including shape/colour poems.	Children learn to write factually, linking to familiar books, wider curriculum topics or imagined creations.	Children learn to write instructional sentences through practical experiences and imagined opportunities.	Children learn to write postcards linked to a recount of a real event or to a story.
<p>Through modelling, the children are encouraged to:</p> <ul style="list-style-type: none"> • explore, develop and use growing vocabulary; • use adjectives to describe; • use subject-specific language; • use simple repetitive/patterned structures. <p>Pupils should be given opportunities to perform their poem to an audience.</p>	<p>Through modelling, the children are encouraged to:</p> <ul style="list-style-type: none"> • Use the present tense • Use subject-specific vocabulary • Use capital letters for proper nouns • Use adjectives to provide more factual detail • Use the conjunction 'and' to link words and clauses 	<p>Through modelling, the children are encouraged to:</p> <ul style="list-style-type: none"> • Write in sequential order • Use numbered steps • Use imperative verbs • Use subject-specific vocabulary • Use the conjunction 'and' to link words and clauses 	<p>Through modelling, the children are encouraged to:</p> <ul style="list-style-type: none"> • Begin with a welcome greeting • Use nouns to refer to people and places • Use adjectives to describe • Use past tense • Use the conjunction 'and' to link ideas or information • Include a closing statement

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 1 should enable children to:

Autumn		Spring		Summer	
Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.
	Spell some Year 1 common exception words correctly.		Spell many Year 1 common exception words correctly.		Spell most Year 1 common exception words correctly.
	Use the correct spelling of taught suffixes (-s, -es)		Use the correct spelling of taught suffixes (-s, -es, -ing, -ed)		Use the correct spelling of taught suffixes (-s, -es, -ed, -ing, -er, -est).
	Form most lower case letters with correct starting point, sequence of movement and orientation.		Form many lower case letters with correct starting point, sequence of movement and orientation.		Form most lower case letters with correct starting point, sequence of movement and orientation.
	Form some capital letters with correct starting point, sequence of movement and orientation.		Form many capital letters with correct starting point, sequence of movement and orientation.		Form most capital letters with correct starting point, sequence of movement and orientation.
	Group letters in most words without spaces between graphemes.		Group letters into words without spaces between graphemes.		Group letters into words without spaces between graphemes.
	Leave spaces between most words in a caption or sentence.		Leave spaces between most words when writing more than one sentence.		Leave spaces between words within writing.
	Position some letters on the line correctly with some descenders going underneath.		Position many letters on the line correctly with many descenders going underneath.		Position most letters on the line correctly with descenders always going underneath.
	Re-read words to check that they contain all the sounds.		Re-read words to check that they contain all the sounds.		Re-read words to check that they contain all the sounds.
Sentence Structure	Begin to use a capital letter for the pronoun 'I'.	Sentence Structure	Use a capital letter for the pronoun 'I' with only occasional error.	Sentence Structure	Use a capital letter for the pronoun 'I'.
	Punctuate some sentences with a capital letter.		Use a capital letter for some proper nouns.		Use a capital letter for many proper nouns.
	Punctuate some sentences with a full stop.		Punctuate many sentences with a capital letter.		Punctuate most sentences with a capital letter within a short series of sentences.
	Begin to use the simple present tense.		Punctuate many sentences with a full stop.		Punctuate most sentences with a full stop within a short series of sentences.
	Begin to use the simple past tense.		Use the co-ordinating conjunction 'and' to join words.		Use the co-ordinating conjunction 'and' to join words.
	Re-read sentences to check that they include all the words needed for them to make sense.		Use the simple present tense with increasing accuracy.		Use the simple present tense mostly correctly.
			Use the simple past tense with increasing accuracy.		Use the simple past tense mostly correctly.
	Use some adjectives after the noun.	Use adjectives after the noun.			
	Re-read sentences to check that they include all the words needed for them to make sense.	Re-read sentences to check that they include all the words needed for them to make sense.			
Composition	Compose, rehearse and write one or more single-clause sentences following teacher modelling.	Composition	Compose, rehearse and write a short series of single-clause sentences, using more of their own ideas.	Composition	Compose, rehearse and write a series of meaningful sentences.
	Write one or more sentences for different purposes.		Write a short series of sentences for different purposes.		Write a series of sentences for different purposes.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge

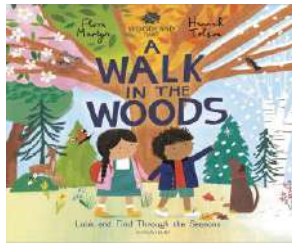
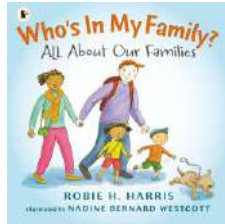
We then make appropriate adaptations to the outcomes stated within our provision maps for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code
	Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	

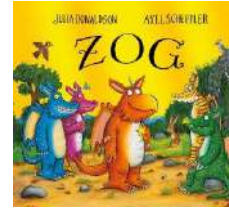
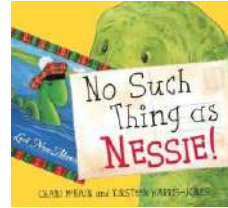
These can be tracked back further to meet the needs of the individual child.

Year 1: Book-Led Writing Curriculum

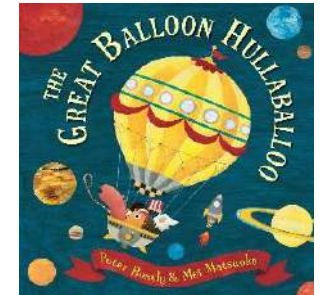
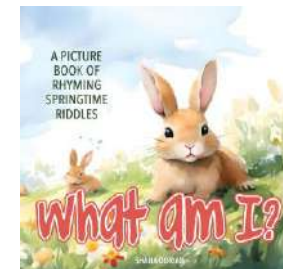
Autumn 1



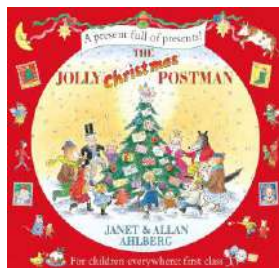
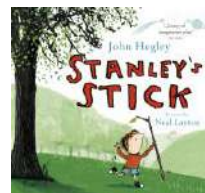
Spring 1



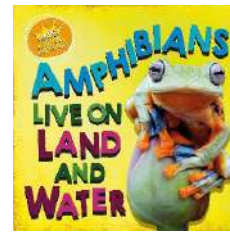
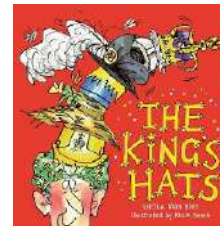
Summer 1



Autumn 2



Spring 2



Summer 2



Toy Museum Visit

Autumn Term 1

Provision Map

Year 1

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Text Type	Labels and captions	Labels, captions and simple sentence writing	Labels, captions and simple sentence writing	Descriptive/recount sentence writing	Descriptive/recount sentence writing	Real event recount sentence writing
Overall Purpose	Write labels and captions to show who is in their family.	Write labels, captions and simple sentences linked to the shared story.	Write labels, captions and simple senses linked to their senses.	Write a series of captions or sentences to describe what Claire saw on her way home.	Write a series of captions or sentences to what the children saw in the woods.	Write a series of captions or simple sentences to recount what they saw on their autumn walk.
Stimulus	Who's in my family?	Grandma Bird	The Body Book-Senses	On the Way Home	A Walk in the Woods	Autumn Walk Around the School Grounds
CAP	Context: Family Audience: class Purpose: to inform	Context: Family Audience: Class Purpose: To inform	Context: Science-Senses Audience: Reception Purpose: To inform	Context: Imagined recount Audience: Class Purpose: To entertain	Context: Autumn Audience: Class Purpose: To inform	Context: Autumn Audience: Parents Purpose: To inform
Sentence/ Language Focus	<p>Application of phonics to write simple captions/sentences, many dictated. Focus on accurate letter formation for lower case and upper case letters. Grouping letters to form words. Leaving spaces between words.</p> <p>Re-reading words to check they have all the sounds represented. Re-reading sentences to check they make sense</p> <p>Use of present tense.</p> <p>Use of a capital letter to begin a sentence.</p> <p>Use of a full stop to punctuate a sentence.</p>			<p>Application of phonics to write simple captions/sentences, many dictated. Focus on accurate letter formation for lower case and upper case letters. Grouping letters to form words. Leaving spaces between words.</p> <p>Re-reading words to check they have all the sounds represented.</p> <p>Use of past tense.</p> <p>Use of a capital letter to begin a sentence.</p> <p>Use of a full stop to punctuate a sentence.</p> <p>Some use of an adjective after the noun.</p>		<p>Use of past tense.</p> <p>Use of a capital letter to begin a sentence.</p> <p>Use of a full stop to punctuate a sentence.</p> <p>Use of a capital letter for pronoun I</p>

Autumn Term 2

Provision Map

Year 1

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Text Type	Descriptive sentence writing	Descriptive sentence writing	Recount sentence writing	Recount sentence writing	Descriptive sentence writing
Overall Purpose	Write captions and simple sentences to describe the fireworks in the story	Write captions and simple sentences to what they would do with their empty cardboard box.	Write simple sentences to recount where the Everywhere Bear went.	Write captions and simple sentences to show where Stanley's Stick took him.	Write simple sentences to send a message back to the Jolly Christmas Postman.
Stimulus	The Quiet Little Firework	On Sudden Hill	The Everywhere Bear	Stanley's Stick	The Jolly Christmas Postman Children receive a letter from the Jolly Christmas Postman
CAP	Context: Bonfire Night Audience: Reception Purpose: to entertain	Context/Genre: Adventure Audience: Class Purpose: to inform	Context: School Audience: Class Purpose: to inform	Context/Genre: Adventure Audience: class Purpose: to inform	Context: Christmas Audience: The Jolly Christmas Postman Purpose: To inform
Sentence/ Language Focus	Application of phonics to write simple captions/sentences, many dictated. Focus on accurate letter formation with descenders going under the line. Grouping letters to form words. Leaving spaces between words. Re-reading words to check they have all the sounds represented. Re-reading sentences to check they make sense. Use of present tense . Use of a capital letter to begin a sentence . Use of a full stop to punctuate a sentence . Some use of adjectives after the noun .		Application of phonics to write simple captions/sentences, many dictated. Focus on accurate letter formation with descenders going under the line. Grouping letters to form words. Leaving spaces between words. Re-reading words to check they have all the sounds represented. Re-reading sentences to check they make sense.		Use of present tense . Use of a capital letter to begin a sentence . Use of a full stop to punctuate a sentence . Some use of question marks to punctuate a question .
			Use of past tense . Use of a capital letter to begin a sentence . Use of a full stop to punctuate a sentence .		

Spring Term 1

Provision Map

Year 1

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Text Type	Recount Sentences	Information sentence writing	Descriptive Sentences	Retell Sentences	Descriptive Sentences
Overall Purpose	Write simple recount sentences about what they like to do in winter. What do you do in winter? In winter...	Write simple information sentences London. Big Ben is tall and...etc	Write simple descriptive sentences about Nessie the Loch Ness monster.	Write simple sentences linked to retelling part of Zog's time at Dragon School.	Write simple descriptive sentences about the island (e.g. the shack or their own shack).
Stimulus	I Love The Seasons: Winter	My First Book of London Angela P Arrhenius	No Such Thing as Nessie Chani McBain	Zog Julia Donaldson	Grandad's Island Benji Davies
CAP	Context: Winter Audience: Year 1 Purpose: To inform	Context: The UK (England) Audience: Year 2 Purpose: To inform	Context: The UK (Scotland) Audience: Reception Purpose: To entertain	Context: The UK (Wales) Audience: Year 1 Purpose: To entertain	Context: The UK (island) Audience: Year 1 Purpose: To entertain
Sentence/ Language Focus	Applying phonics to write sentences. Accurate letter formation with descenders under the line. Spaces between words. Re-reading words and sentences to check for errors. Use of present tense . Use of the conjunction 'and' to link words . Use of a capital letter to begin a sentence . Use of a full stop and some use of question marks to punctuate sentences	Applying phonics to write sentences. Accurate letter formation with descenders under the line. Spaces between words. Re-reading words and sentences to check for errors. Use of a capital letter to begin a sentence and for some proper nouns . Use of a full stop to punctuate sentences Use of present tense . Use of adjectives after the noun . Use of subject-specific vocabulary .	Applying phonics to write sentences. Accurate letter formation with descenders under the line. Spaces between words. Re-reading words and sentences to check for errors. Use of present/past tense . Use of the conjunction 'and' to link words . Use of a capital letter to begin a sentence . Use of a full stop . Use of an adjective after the noun .	Applying phonics to write sentences. Accurate letter formation with descenders under the line. Spaces between words. Re-reading words and sentences to check for errors. Use of present tense . Use of the conjunction 'and' to link words . Use of a capital letter to begin a sentence . Use of a full stop . Use of an adjective after the noun .	

Spring Term 2

Provision Map

Year 1

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Text Type	Descriptive Sentences	Descriptive Sentences	Retell Sentences	Information Sentences	Recount sentence writing
Overall Purpose	Write simple descriptive sentences about the Queen's knickers.	Write simple descriptive sentences about one of King's hats.	Write simple sentences linked to retelling some of Paddington's visit to the palace.	Write a series of information sentences linked to different animals. (Science link)	Write imagined recount sentences linked to the story. OR Real recount sentences linked to their own class egg hunt.
Stimulus	The Queen's Knickers Nicholas Allan	The King's Hats Sheila May Bird	Paddington at the Palace Michael Bond	In the Animal Kingdom Series	We're Going on an Egg Hunt
CAP	Context: Kings and Queens Audience: Year 1 Purpose: To entertain	Context: Kings and Queens Audience: Year 2 Purpose: To entertain	Context: Kings and Queens Audience: Year 2 Purpose: To entertain	Context: Animals inc Humans Audience: Class Purpose: To inform	Context: Easter Audience: Parents Purpose: To inform
Sentence/ Language Focus	Applying phonics to write sentences. Accurate letter formation with descenders under the line. Spaces between words. Use of a capital letter to begin a sentence. Use of a full stop to punctuate sentences Re-reading words and sentences to check for errors. Use of present tense . Use of the conjunction 'and' to link words . Use of adjectives after the noun . Use of subject-specific vocabulary .	Applying phonics to write sentences, many dictated. Accurate letter formation with descenders under the line. Spaces between words. Use of a full stop to punctuate sentences Re-reading words and sentences to check for errors. Use of present tense . Use of the conjunction 'and' to link words . Use of adjectives after the noun .	Applying phonics to write sentences. Accurate letter formation with descenders under the line. Spaces between words. Use of a full stop to punctuate sentences Re-reading words and sentences to check for errors. Use of past tense . Use of the conjunction 'and' to link words . Use of adjectives after the noun . Some use of exclamation marks .	Applying phonics to write sentences. Accurate letter formation with descenders under the line. Spaces between words. Use of a full stop to punctuate sentences Re-reading words and sentences to check for errors Use of present tense . Use of the conjunction 'and' to link words . Use of adjectives after the noun . Use of subject-specific vocabulary .	Applying phonics to write sentences. Accurate letter formation with descenders under the line. Spaces between words. Use of a full stop to punctuate sentences Re-reading words and sentences to check for errors. Use of past tense . Use of the conjunction 'and' to link words . Use of adjectives after the noun .

Summer Term

Provision Map

Year 1

Unit	Unit 1-2 weeks	Unit 2- 1 week	Unit 3-2 weeks	Unit 5-2 weeks	Unit 6-2 week
Text Type	Descriptive Sentences Recount Sentences	Riddles	Imagined Recount	Real Recount	Instructional Sentences
Overall Purpose	<p>Wk 1: Write a series of sentences to describe their own hot air balloon.</p> <p>Wk 2: Write a series of sentences to recount a journey in their balloon.</p>	To write a riddle linked to a flower or plant.	<p>Wk 1: Write a series of sentences to retell parts of the story.</p> <p>Wk 2: Write about something they have lost.</p>	Write a series of sentences to recount key aspects of their trip.	Write a series of sentences to explain how to make a paper plane.
Stimulus	The Great Balloon Hullabaloo	What am I?	Lost in the Toy Museum and/ or Toys in Space	Preston Park Old Toy Museum	Paper Planes
CAP	Context: Adventures Audience: Class Purpose: To entertain	Context: Trees and Plants Audience: Peers Purpose: To entertain	Context Toys Audience: Reception Purpose: To inform	Context Toys Audience: Parents Purpose: To inform	Context Toys Audience: Year 2 Purpose: To inform
Sentence/ Language Focus	<p>Week 1: Present tense sentences. Use and to join words. Application of phonics and secure letter formation. Accurate use of full stops and capital letters. Use of adjectives after the noun.</p> <p>Week 2: Past tense sentences. Use of and to join ideas. Application of phonics and secure letter formation. Accurate use of full stops and capital letters.</p>	<p>Write a series of sentences using accurate letter formation and application of phonics.</p> <p>Use of present tense.</p> <p>Use of adjectives after the noun.</p> <p>Use of question marks.</p> <p>Use of 'and' to join words.</p>	<p>Write a series of sentences using accurate letter formation and application of phonics.</p> <p>Use of past tense.</p> <p>Some use of exclamation marks.</p> <p>Use of adjectives after the noun.</p> <p>Use of conjunction 'and' to join words and clauses.</p> <p>Some use of sequencing words.</p>	<p>Write a series of sentences using accurate letter formation and application of phonics.</p> <p>Use of past tense</p> <p>Use of capital letters for proper nouns e.g. Preston Park Museum.</p> <p>Use of capital letter for pronoun I.</p> <p>Use of conjunction 'and' to join words and clauses.</p> <p>Some use of sequencing words.</p>	<p>Week 1: Word and sentence building using secure phonics. Many dictated, some shared and independent.</p> <p>Week 2: Write a series of sentences using accurate letter formation and application of phonics. Begin to include some use of conjunction 'and' to join words and ideas. Use of present tense imperative verbs. Use of the conjunction 'and' to join words and clauses. Use of subject-specific vocabulary.</p>



Year 2 Writing

New Learning

Prior Learning

KNOW IT! GRAMMAR

Year 2

Spelling

contraction	Two words that are joined and made shorter by omitting a letter.
homophone	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
consonant	A sound you pronounce by stopping the air flowing freely through your mouth, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants.
vowel	A sound you pronounce with your mouth open and air flows freely through it. In the English writing system, the letters a, e, i, o, u and y can represent vowels.
plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the start of words to create a new word with a different meaning.
suffix	A group of letters added to the end of words to create a new word with a different meaning.
syllable	A syllable sounds like a beat in a word.

Punctuation

apostrophe for possession	A mark used to show that a noun 'belongs' to one person or object.
apostrophe for contraction	A mark used to show the place of missing (omitted) letters.
commas for lists	A mark used to separate each item in a list (apart from the final two items which are separated using the word 'and').
exclamation mark	A mark used to show surprise, urgency or emphasis.
question mark	A mark used to show a question.
finger space	A space left to separate words
full stop	A mark used to show the end of a sentence.
capital letter	An upper case letter used at the start of a sentence and for proper nouns.

Sentence Structure

statement sentence	A sentence that tells you a fact, opinion, idea or what is happening. It ends with a full stop.
command sentence	An order or instruction that tells someone what to do. It starts with an imperative verb and ends with a full stop or exclamation mark.,
question sentence	A question or request that asks something. It starts with a question word or a verb and ends with a question mark.
exclamation sentence	A sentence that shows surprise, excitement, shock or has a strong emotion. what or how + noun phrase/ adjective + pronoun/noun + verb + !
subject	Who or what is being or doing an action.
verb	A word that shows action or links to show being.
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.
sentence	A sentence can be made up of clauses and phrases and expresses a complete thought or idea.

Word Class

noun phrase	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
adverb	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
pronoun	A type of word which replaces a noun.
noun	The names of people, places and things/objects.
common noun	A common noun refers to a general person, place or thing. It is not the one and only.
proper noun	A proper noun refers to the name of a specific person, place or thing. They always have a capital letter.
adjective	A word to describe a noun.
verb	A word that shows action or links to show being or happening.
conjunction	A word that links words and clauses.

Tense

progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

GPCs – learn to read and write words containing:

/ai/ a-e ai ay a eigh ea ey aigh
 /ee/ y ea ee e ie ey e-e
 /igh/ igh i-e i y ie
 /oa/ ow o o-e oa oe ou
 /oo/ /yoo/ oo u u-e ew ue ou ui
 /air/ air are ear ere
 /ur/ er ur ir or ear
 /ow/ ou ow
 /or/ or a aw au ore oor al oar our augh aur
 /zh/ si su
 /ch/ ch tch ture
 /sh/ sh ti ch ssi ci si
 /j/ j g ge dge
 /s/ s ss c ce se st sc /u/ ou
 /e/ ea
 /i/ y
 /o/ a
 /u/ o o-e
 /oo/ u oul
 schwa: er a or ar our re
 ie /ee/ /igh/
 y /ee/ /igh/ /i/
 ea /ee/ /e/ /ai/
 a /a/ /ai/ /or/

Review Phase
5
Au1

New Learning

Prior Learning

Tricky Words – learn to read and begin to write

Review Phase 5
Au1

people, eye, whole,
 through, improve, move,
 prove, shoe, two, who,
 beautiful, their, parents,
 thought, sure, once,
 again, any, many, friend,
 busy, pretty, because,
 laugh, friend

Year 1/2 Statutory Words

door, floor, poor, because, find, kind, mind,
 behind, child, children, wild, climb, most, only,
 both, old, cold, gold, hold, told, every,
 everybody, even, great, break, steak, pretty,
 beautiful, after, fast, last, past, father, class, grass,
 pass, plant, path, bath, hour, move, prove,
 improve, sure, sugar, eye, could, should, would,
 who, whole, any, many, clothes, busy, people,
 water, again, half, money, Mr, Mrs, parents,
 Christmas

the, a, do, to, today, of, said, says, are, were,
 was, is, his, has, I, you, your, they, be, he, me, she,
 we, no, go, so, by, my, here, there, where, love,
 come, some, one, once, ask, friend, school, put,
 push, pull, full, house, our

Children are taught to spell following the LET Spelling Curriculum. This is in addition to any phonics lessons in order to secure their understanding of spelling patterns and placement of GPCs within words. Spelling sessions consolidate previously taught GPCs from phonics lessons.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Recap tricky words: here, there, where, were, your, they, our, said, was, once Recap: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck Recap: The sound /ch/ spelt as tch Recap: The /v/ sound at the end of words Recap: Adding the suffixes -s and -es to root words (plural of nouns and the third person singular of verbs) Recap: The sound /f/ spelt as ph and the sound /w/ spelt as wh Recap: Adding the suffix -ed making the sounds id/ (extra syllable), /d/ or /t/ where no change is needed to the root word Tricky words: Christmas, because, find, kind, mind, behind, child (children), wild, climb 	<ol style="list-style-type: none"> The /dʒ/ sound spelt as j or g The /dʒ/ sound spelt as dge or ge Recap: The sound /ck/ spelt as k The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words Homophones and near-homophones: there/their/they're, here/hear, one/won, to/too/two, be/bee Tricky words: most, only, both, old, cold, gold, hold, told, door, floor, poor 	<ol style="list-style-type: none"> The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt -le or -el at the end of words The /l/ or /əl/ sound spelt -al or -il at the end of words Recap: The /aɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Tricky words: every, everybody, even, great, break, steak, pretty, beautiful, sure, sugar
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> Adding -ed, and -ing to a root word ending in -y with a consonant before it Adding -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing and -ed to words ending in -e with a consonant before it Adding the endings -er, and -est to words ending in -e with a consonant before it Tricky words: hour, move, prove, improve, eye, could, should, would, who, whole 	<ol style="list-style-type: none"> The suffixes -ment and -ness The suffixes -ful, -less, -ly Adding -ing, -ed to words of one syllable ending in a single consonant letter after a single vowel letter Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll Tricky words: any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents 	<ol style="list-style-type: none"> The /ʌ/ sound spelt o The /i:/ sound spelt -ey The /ɜ:/ sound spelt or after w and the /ɔ:/ sound spelt ar after w The /ɒ/ sound spelt a after w and qu The /ʒ/ sound spelt si or su The /ʃ/ sound spelt as ti (before on) Homophones and near-homophones: quite/quiet, see/sea, bare/bear, sun/son, blue/blew, night/knight

SECURING TRANSCRIPTION SKILLS AND SENTENCE STRUCTURE

Children in Year 2 should be given opportunities to secure basic sentence writing through:

- ⇒ Daily handwriting instruction where the process is carefully monitored;
- ⇒ Daily application of phonics code and spelling patterns for spelling.
- ⇒ Oral composition and rehearsal of sentences;
- ⇒ Regular sentence writing practice through dictation;
- ⇒ Teacher modelling and feedback;
- ⇒ Emphasis on quality over quantity;
- ⇒ Re-reading and checking for sense and accuracy;
- ⇒ Appropriate writing tasks that support children in writing sequences of accurate sentences.

Our teaching of handwriting is based on the Morrells handwriting scheme

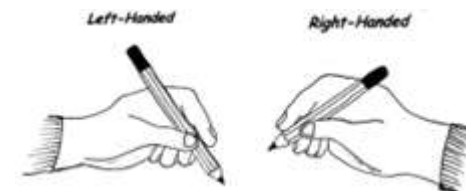
Through this scheme, Year 2 children consolidate their letter formation skills and learn some of the strokes needed for joining, if they are ready- see Year 3 for order of teaching joins.

First Letters	Second Letters	Third Letters	Fourth Letters	Fifth Letters
Cc Oo Aa Gg Qq Dd	Ii Ll Tt Kk Jj	Vv Ww Uu Yy Ff	Rr Nn Mm Hh Pp	Bb Ee Ss Xx Zz

HANDWRITING

Children should use their handwriting skills to:

- ✎ sit correctly at a table, holding a pencil comfortably and correctly;
- ✎ form lower-case letters of the correct size relative to one another;
- ✎ start using some of the diagonal and horizontal strokes needed to join letters;
- ✎ understand which letters, when adjacent to one another, are best left un-joined;
- ✎ write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters;
- ✎ use spacing between words that reflects the true size of the letters.



Ensure that the needs of left-handed pupils are met.

We teach children to use a tripod grip. They should be taught to hold the pencil or pen at an angle of 60° with the fingers 2-3cm from the tip. The thumb and index finger should form a circle to control the pencil. The pencil should rest on the middle finger. The ring finger and little fingers should be tucked into the palm of the hand.



WRITING SKILLS

Grammar

- use of co-ordinating conjunction 'and'

Children should be taught to increase their range of sentence structures through:

- use of noun phrases to describe and specify
- use of sub-ordinating or co-ordinating conjunctions to add further detail or link ideas
- use of different sentence forms i.e. statement, command, question, exclamation
- use of present and past tense throughout writing
- use of progressive tense to mark actions in progress
- use of adverbs of manner

Punctuation

Children should be taught to use punctuation accurately across all writing including:

- use of capital letters and full stops to demarcate sentences
- use of exclamations marks and question marks to demarcate sentences
- use of commas to separate items in a list
- use of apostrophes for contraction words
- use of apostrophes for singular possession in nouns

WRITING PROCESS



Writing Purpose

Children should know that there are different purposes for writing. In Year 2 children should focus on two of these. They should be given opportunity to read and write texts which inform and entertain.

To inform
recount (real)
instructions
information

To entertain	
character profile	story writing
recount (imagined)	poetry

Children should be taught to consider the importance of context, audience and purpose through:

- choosing different sentence forms appropriately according to purpose.
- thinking about the reader when choosing language to make writing clear and engaging.
- selecting the appropriate tense; using it correctly and consistently.



Short Story Writing	Poetry	Character Profiles	Recount
<p>Children learn to write short narratives linked to either a text that has been explored or a cross-curricular topic.</p>	<p>Children should explore and experience a range of poetry, including sensory poems.</p>	<p>Children learn to write character profiles linked to a familiar text, class novel or historical figure.</p>	<p>Children learn to recount of an imagined or historical event written from a character's viewpoint.</p>
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a title for their story; establish the setting; introduce the character(s); include a problem or special event; sequence events clearly; <p>Grammatical features</p> <ul style="list-style-type: none"> use mainly past tense; use mainly third person ; use co-ordinating conjunctions; use subordinating conjunctions; <p>Language features</p> <ul style="list-style-type: none"> use noun phrases to aid cohesion; use adverbs and adjectives to give detailed descriptions; use language drawn from knowledge of context. 	<p>Children should be encouraged to compose sensory poems through:</p> <ul style="list-style-type: none"> describing a stimulus; using sensory descriptions ; using simple similes to compare; making adventurous vocabulary choices; using subject-specific language; using simple repetitive/patterned structures; experimenting with alliteration, rhyme and sound effects; performing with pace and intonation. <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> introduce the character to the reader; describe the character's appearance and personality; explain why their character is significant/important; <p>Grammatical features</p> <ul style="list-style-type: none"> use third person; use conjunctions to link ideas; <p>Language features</p> <ul style="list-style-type: none"> use a range of adjectives to describe appearance and personality; use simple similes to add detail and description; use pronouns to avoid repetition; use noun phrases to aid cohesion and add detail ; use language drawn from knowledge of context. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> state what the imagined/historical event was; express what type of day/ experience it has been; sequence events in chronological order; close by expressing final thoughts; <p>Grammatical features</p> <ul style="list-style-type: none"> use the first person; use the past tense; include time and sequence conjunctions; <p>Language features</p> <ul style="list-style-type: none"> include adjectives to build detailed descriptions; use adjectives to describe and convey emotions; use noun phrases to aid cohesion; use pronouns to avoid the repetition of names; use language drawn from knowledge of context.

Information Text	Simple Instructions	Recount (Real Event)
<p>Children learn to write factually, linking to familiar books, wider curriculum topics or imagined creations.</p>	<p>Children learn to inform through instructions linked to making or doing something. This could link to the wider curriculum.</p>	<p>Children learn to inform about real events, linked to a trip, school visitor or personal news.</p>
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a title which outlines what the information text is about; introduce what the text is going to be about; give information about the topic; include labelled pictures; <p>Grammatical features</p> <ul style="list-style-type: none"> use the third person; use mainly present tense; <p>Language features</p> <ul style="list-style-type: none"> use noun phrases to clarify; use pronouns to avoid repetition; use language drawn from knowledge of context. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a title which outlines what the instructions are for, "How to..."; include a list of materials/ingredients; sequence the instructions with numbered steps or sequencing words; close with a final statement or warning i.e. 'now you will have...' 'be careful to'; <p>Grammatical features</p> <ul style="list-style-type: none"> use conjunctions to aid the sequence (first, next, after that); use mainly present tense; <p>Language features</p> <ul style="list-style-type: none"> use imperative verbs to give clear directions; use adjectives and adverbs only for essential information; use subject-specific vocabulary. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> state what the event/experience was; express what type of day/experience it has been; sequence events in chronological order; close by expressing final thoughts; <p>Grammatical features</p> <ul style="list-style-type: none"> use the first person; use the past tense; include time and sequence conjunctions; <p>Language features</p> <ul style="list-style-type: none"> include adjectives to build detailed descriptions; use adjectives to describe and convey emotions; use noun phrases to aid cohesion; use pronouns to avoid the repetition of nouns.

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 2 should enable children to:

Autumn		Spring		Summer	
Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Transcription	Spell many words correctly and make phonetically plausible attempts at others using the GPCs taught.	Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1 and some Year 2 common exception words correctly.		Spell most Year 1 and many Year 2 common exception words correctly.		Spell most Year 1/2 common exception words correctly.
	Apply taught spelling patterns in order to add suffixes to words where the root word remains the same mostly correctly (-s, -es, -ed, -ing, -er, -est).		Begin to apply taught spelling patterns in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est).		Apply taught spelling patterns with more consistency in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).
	Form most lower case and capital letters with correct starting point, sequence of movement and orientation.		Often choose the correct spelling of taught homophones and near-homophones to match the context.		Choose the correct spelling of taught homophones and near-homophones to match the context.
	Begin to show distinction between small and tall letters through appropriate sizing.		Form most lower case and capital letters with correct starting point, sequence of movement and orientation.		Spell some contraction words correctly.
	Begin to show distinction between capital letters and lower case letters that have similar formation through appropriate sizing.		Show distinction between small and tall letters through appropriate sizing.		Form most lower case and capital letters with correct size (including ascenders and descenders), starting point, sequence of movement and orientation.
	Use appropriate spacing between words.		Show distinction between capital letters and lower case letters that have similar formation through appropriate sizing.		Use appropriate spacing between words that reflects the size of the letters.
	Position most letters on the line correctly with descenders always going underneath.		Use appropriate spacing between words that is beginning to reflect the size of the letters.		Maintain consistency in positioning all letters on the line with descenders always going underneath.
	Re-read words to check that they contain all the sounds and the correct representations.		Develop consistency in positioning all letters on the line with descenders always going underneath.		Re-read words to check that they contain all the sounds and the correct representations, making edits more independently.
			Re-read words to check that they contain all the sounds and the correct representations.		
Sentence Structure	Use a capital letter for many proper nouns and the pronoun 'I'.	Sentence Structure	Use a capital letter for most proper nouns and the pronoun 'I'.	Sentence Structure	Use a capital letter for proper nouns and the pronoun 'I'.
	Punctuate most sentences with a capital letter within a short series of sentences.		Punctuate most sentences with a capital letter within a series of sentences.		Punctuate most sentences with a capital letter within a longer series of sentences.
	Punctuate most sentences with a full stop within a short series of sentences.		Punctuate most sentences with a full stop within a series of sentences.		Punctuate most sentences with a full stop within a longer series of sentences.
	Use co-ordinating conjunctions ('and', 'but') to join some clauses.		Begin to use a question mark or exclamation mark when it is needed.		Use a question mark or exclamation mark when it is needed.
	Use the simple present tense mostly correctly within a short series of sentences.		Put the apostrophe in the correct place within some contractions.		Put the apostrophe in the correct place within many contractions.
	Use the simple past tense mostly correctly within a short series of sentences.		Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.		Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.
	Use adjectives after the noun.		Use subordinating conjunctions ('because') to extend some clauses.		Use subordinating conjunctions ('when', 'because', 'if', 'that') to extend some clauses.
	Re-read sentences to check that they include all the words and punctuation needed for them to make sense.		Use the simple present tense consistently and correctly within a series of sentences.		Use the simple present tense consistently and correctly within a longer series of sentences.
			Use the simple past tense consistently and correctly within a series of sentences.		Use the simple past tense consistently and correctly within a longer series of sentences.
			Use adjectives after the noun and begin to use them before the noun (noun phrase).		Use adjectives before and after the noun.
Composition	Write simple pieces (narrative and non-narrative).	Composition	Write simple pieces (narrative and non-narrative), most of which are coherent.	Composition	Write simple, coherent pieces (narrative and non-narrative).
	Begin to choose adjectives and verbs for effect.		Choose adjectives and verbs for effect.		Choose adjectives and verbs for effect.
			Open sentences in different ways through use of pronouns and synonyms and begin to use time adverbs.		Open sentences in different ways through use of pronouns, synonyms and time adverbs.
	Begin to open sentences in different ways through use of pronouns and synonyms.		Begin to vary sentence structures through some use of both single and multi-clause sentences.		Vary sentence structures through some use of both single and multi-clause sentences.

In the summer term, children can begin to be assessed as working at Greater Depth within the Year 2 standard. It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below:

Greater Depth	Write short narrative and non-narrative pieces that are interesting and maintain sense.
	Make own choices about: <ul style="list-style-type: none">• the way that sentences are structured• the most appropriate and effective vocabulary• the punctuation used to show an individual writer's voice.
	Use language and techniques read or heard to enhance writing.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge

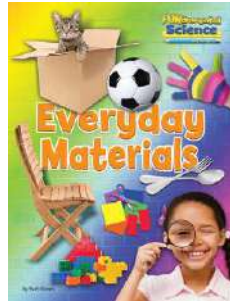
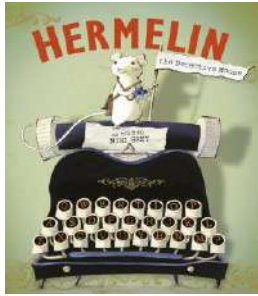
We then make appropriate adaptations to the outcomes stated within our provision maps, for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code
Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	

These can be tracked back further to meet the needs of the individual child.

Year 2: Book-Led Writing Curriculum

Autumn 1



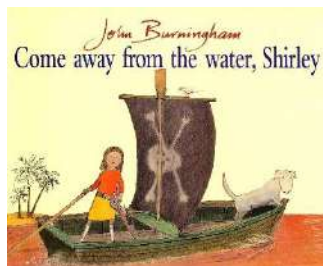
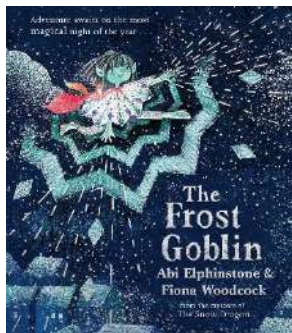
Spring 1



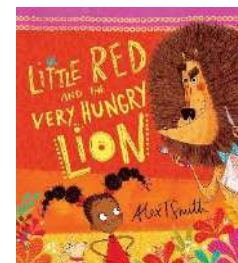
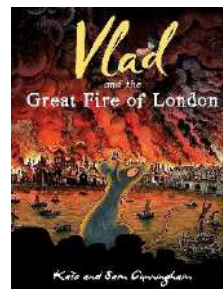
Summer 1



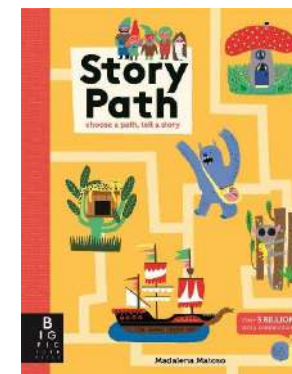
Autumn 2



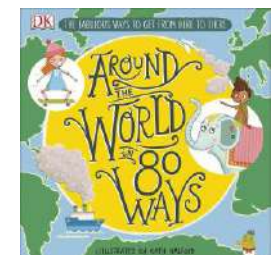
Spring 2



Summer 2



**Hopetown
Darlington**



Autumn Term

Provision Map

Year 2

Unit ↑	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Text Type	Lost Poster	Information Text	Instructions	Character Description	Story Writing	Character Description
Overall Purpose	Write sentences describing something that they have lost for a poster.	Write sentences about materials linked to science topic.	Write a set of instructions on how to make their own leaf character.	Write a sequenced paragraph for a WANTED poster for pirate character of their choice or invention.	Write the story of Shirley's pirate adventure.	Write a character description of a Frost Goblin using sensory language
Stimulus	Hermelin-The Detective Mouse	Everyday Materials	Leaf Man	Pirates	Come away from the water, Shirley-story images only.	The Frost Goblin
CAP	Context: Lost and found Audience: Hermelin Purpose: To inform	Context: Materials Audience: Peers Purpose: To inform	Context: Autumn Audience: Peers Purpose: To inform	Context: Pirates Audience: Display around school. Purpose: To entertain	Context: Pirates Audience: Peers through library area. Purpose: To entertain	Context: Goblins/winter Audience: Peers Purpose: To entertain
Sentence/ Language Focus	Apply phonics, aswell as taught spellings/patterns,to write a series of sentences, spelling most words correctly. Use correct letter formation and sizing. Use of question marks . Use of exclamation marks . Use of present tense . Use of adjectives after the noun . Use of conjunction 'and' to join words and clauses.	Apply phonics, aswell as taught spellings/patterns,to write a series of sentences, spelling most words correctly. Use correct letter formation and sizing. Use of technical vocabulary . Use of present tense . Use of conjunction 'and' to join words and clauses . Use of conjunction 'because' .	Apply phonics, and spellings/patterns,to write a series of sentences, spelling most words correctly. Use correct letter formation and sizing. Use of coordinating conjunctions and . Use of present tense imperative verbs . Use of commas in a list . Use of sequencing adverbs to open sentences e.g. first, then	Spell many words correctly and make phonetically plausible attempts at others. Use correct letter formation, appropriate sizing and positioning. Use capital letters and full stops to punctuate sentences correctly. Use of a range of noun phrases . Use of commas in a list sentences . Use of apostrophes for singular possession and contraction .	Spell many words correctly and make phonetically plausible attempts at others. Use correct letter formation, appropriate sizing and positioning. Use capital letters and full stops to punctuate sentences correctly. Use a range of sentence openers . Use of conjunction 'because' 'when' Use of noun phrases and pronouns to reference back	Apply phonics,and spellings/patterns,to write a longer series of sentences, spelling most words correctly. Use of correct letter formation and appropriate sizing. Use of present tense . Use of adjectives for effect . Use of pronouns and synonyms to open sentences . Use of conjunction 'and' .
Key Vocab	Vanished, disappeared, missing, mystery, reward, beloved, seeking.	Materials, objects, natural, suitable, man-made, mixture, transparent, opaque.	Collect, gather, choose, stick, add, equipment, materials, first, then, next, after, finally.	Beard, buckle, stained, crooked, plaited, cunning, ruthless, jagged, devious, stubble.	One day, suddenly, Before long, plank, galleon, crow's nest, Jolly Roger, cutlass, cannon, eye-patch, steal	Creature, dwarf, living thing, pointed, bulbous, hairy, emerald, rough, coarse, quiet, calm.

Spring Term

Provision Map

Year 2

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Text Type	Sensory Poetry	Letter	Instructions	Story Retell	Imagined Recount
Overall Purpose	Write 1 or 2 verses of poetry linked to the shared text and snow.	To write a letter to Save our Bog Babies Organisation describing the new species of bog baby they have discovered.	To write a set of instructions for how to care for their baby creature	Write their own basic version of the story but with a different animal e.g. Little Red and the Cranky Crocodile. No speech.	Write a short recount of the fire from Toby's viewpoint.
Stimulus	The Hungry Caterpillar's First Winter	Bog Baby	Bog Baby letter reply – made by the teacher	Little Red and the Hungry Lion	Toby and the Great Fire of London or Vlad
CAP	Context: Winter Audience: Peers Purpose: To entertain	Context: Animals and Habitats Audience: Save our Bog Bab Purpose: To inform	Context: Animals and Habitats Audience: Save Our Bog Bab Purpose: To inform	Context: Fairy Tales Audience: Peers Purpose: To entertain	Context: The Great Fire of London Audience: Peers Purpose: To inform
Sentence/ Language Focus	Spell many words correctly and make phonetically plausible attempts at others. Use correct letter formation, appropriate sizing and positioning. Use capital letters and full stops to punctuate sentences correctly. Use of noun phrases . Use of Imperative present tense verbs .	Apply phonics, aswell as taught spellings/patterns,to write a longer series of correctly punctuated sentences, spelling most words correctly. Use of present progressive tense as well as simple present tense. Use of adjectives before and after the noun . Use of a capital letter for the pronoun 'I' . Use of apostrophes for single possession and contraction .	Apply phonics, aswell as taught spellings/patterns,to write a longer series of correctly punctuated sentences, spelling most words correctly. Some use of adverbs to add further detail to the verb . Use of present tense imperative verbs . Use of some organisational features . Use of conjunctions 'but' 'if' to join and extend ideas . Use of commas in a list .	Apply phonics, aswell as taught spellings/patterns,to write a longer series of correctly punctuated sentences, spelling most words correctly. Use of coordinating conjunctions but, and . Use of past tense . Use of sequencing adverbs to open sentences e.g. first, then. Use of apostrophes for contractions . Use of noun phrases to describe .	Apply phonics, aswell as taught spellings/patterns,to write a longer series of correctly punctuated sentences, spelling most words correctly. Use of time adverbs to sequence sentences . Use of conjunctions and, when because, until . Use of capital letters for proper nouns and pronoun I . Use of different sentence openers .
Key Vocab	Glistening, sparkling, transparent, icicles, bundle, smooth, slush, frosty, hurtling, floating.	Inform, species, discovered, interesting, features, location, habits, appearance, protection, endangered.	Carefully, gently, precious, vital, diet, likes, dislikes, warning, helpful, advice, attention.	Gobbled, sneak, disguise, plan, peek, sighed, tempted, first, then, soon.	Leapt, breeze, clouds of smoke, crowds, Thames, Lane, spreading, diary, explosions, safety, soot,

Summer Term

Provision Map

Year 2

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Text Type	Character Description	Instructions	Story Writing	Real Recount	Information Text
Overall Purpose	Write a description of Grandad's Secret Giant.	Write a set of instructions on how to grow a plant.	Write a short story with a simple beginning, middle and end.	Write a short and sequenced recount of their trip to Hopetown.	Write an information fact file about the Railway Museum
Stimulus	Grandad's Secret Giant	Sunflower Shoots and Muddy Boots	Story Path	Railway Museum	Railway Museum
CAP	Context: Giants Audience: Peers Purpose: To entertain	Context: Plants Audience: Garden Centre Purpose: To inform	Context: Fantasy Audience: Peers Purpose: To entertain	Context: Railways Audience: Parents Purpose: To inform	Context: Railways Audience: Visitors Purpose: To inform
Sentence/ Language Focus	Apply phonics, aswell as taught spellings/patterns,to write a longer series of sentences, spelling most words correctly. Use of adjectives before and after the noun. Use of conjunctions 'and' 'because' 'when' to join and extend ideas. Use of present tense. Open sentences in different ways to avoid repetition.	Apply phonics, aswell as taught spellings/patterns,to write a longer series of sentences, spelling most words correctly. Some use of adverbs to add further detail to the verb. Use of present tense imperative verbs. Use of some organisational features. Use of conjunctions 'but' 'so' 'if' to join and extend ideas. Use of commas in a list.	Apply phonics, aswell as taught spellings/patterns,to write a longer series of correctly punctuated sentences, spelling most words correctly. Use of conjunctions to extend some sentences. Use of adjectives and verbs for effect. Open sentences in different ways to avoid repetition. Use of time adverbs for story sequencing. Use of story language and images from the text Once upon a time...One day...As they turned a corner...they found a....who gave them...In a puff of smoke...	Apply phonics, aswell as taught spellings/patterns,to write a longer series of correctly punctuated sentences, spelling most words correctly. Some use of past progressive tense. Use of adjectives before and after the noun. Use of a capital letter for proper nouns. Use of apostrophes for single possession and contraction. Use of adverbs and conjunctions to sequence events.	Apply phonics, aswell as taught spellings/patterns,to write a longer series of correctly punctuated sentences, spelling most words correctly. Use of present tense. Use of subject-specific language. Use of conjunctions and, if, because, until. Use of subheadings.
Key Vocab	Enormous, humongous, towering, appearance, behaviour, bold.	Sow, compost, moist, sprouts, roots, seedlings, sprinkle, gently, firmly, regularly.		Trip, first, journey, welcome, wandered, group, facts, display, arrived, returned.	Museum, railway, interesting, history, artefacts, display, learn.



Year 3 Writing

New Learning

Prior Learning

KNOW IT! Grammar

Year 3

Spelling

stressed	A syllable within a word given greater emphasis.
unstressed	Letters which are not easy to hear within a word.
irregular verb	A verb that doesn't follow the usual pattern for changing tense.
contraction	Two words that are joined and made shorter by omitting a letter.
homophone	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the start of words to create a new word with a different meaning.
suffix	A group of letters added to the end of words to create a new word with a different meaning.
syllable	A syllable sounds like a beat in a word.

Punctuation

inverted commas	Marks used to surround direct speech. These are sometimes called speech marks.
apostrophe for possession	A mark used to show that a noun 'belongs' to one person or object.
apostrophe for contraction	A mark used to show the place of missing (omitted) letters.
commas for lists	A mark used to separate each item in a list (apart from the final two items which are separated using the word 'and').
exclamation mark	A mark used to show surprise, urgency or emphasis.
question mark	A mark used to show a question.

Sentence Structure

main clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own, as a complete sentence.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
statement sentence	A sentence that tells you a fact, opinion, idea or what is happening. It ends with a full stop.
command sentence	An order or instruction that tells someone what to do. It starts with an imperative verb and ends with a full stop or exclamation mark.
question sentence	A question or request that asks something. It starts with a question word or a verb and ends with a question mark.
exclamation sentence	A sentence that shows surprise, excitement, shock or has a strong emotion. what or how + noun phrase/ adjective + pronoun/noun + verb + !
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.

Word Class

preposition	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
co-ordinating conjunction	A conjunction that links two independent clauses.
subordinating conjunction	A conjunction that links an independent clause and a subordinate clause.
adverbial	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. They can tell us how (manner), when (time), where (place) and why (cause).
comparative	An adjective which compares two nouns. Comparatives can be formed by adding the suffix -er.
superlative	An adjective which compares three+ nouns. Comparatives can be formed by adding the suffix -est.
noun phrase	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
adverb	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
pronoun	A type of word which replaces a noun.
conjunction	A word that links words and clauses.

Tense

perfect	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Recap Year 2 tricky words: because, every, beautiful, should, would, could, who, any, people, again, was, pretty The /ʌ/ sound spelt ou (Y3/4 words: enough) The /eɪ/ sound spelt ei and eigh (Y3/4 words: reign, eight, eighth, weight) The /eɪ/ sound spelt ey The /zə/ sound spelt -sure The /tʃə/ sound spelt -ture The /tʃə/ sound spelt -(t)ch and an er ending Year 3/4 words: enough, reign, eight, eighth, weight, caught, naughty, address, appear, heart 	<ol style="list-style-type: none"> The /ɪ/ sound spelt y elsewhere than at the end of words (Y3/4 words: bicycle) Recap: Adding suffixes -ed, -ing and -er to a root word ending in -y with a consonant before it Recap: Adding suffixes -ed, -ing and -er to a root w ending in -e with a consonant before it Recap: Adding suffixes -ed, -ing and -er to words of one syllable ending in a single consonant letter after a single vowel letter Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable) Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable) Year 3/4 words: accident, (accidental), actual, height, possible, quarter, consider, answer, remember, bicycle 	<ol style="list-style-type: none"> Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: accidentally, actually, naturally) Recap: Adding -ly to a root word ending in -y Adding -ly to a root word ending in -le (Y3/4 words: probably, possibly) Adding -ly to a root word ending in -ic Adding -ly to a root word (exceptions) Year 3/4 words: early, earth, heard, learn, build, believe, accidentally, actually, probably, woman, women
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> Recap: The prefix un- The prefix re- (Y3/4 words: (re)build) The prefix dis- (Y3/4 words: disappear (dis)believe) The prefix mis- Year 3/4 words: disappear, different, favourite, February, interest, library, ordinary, separate, difficult, often 	<ol style="list-style-type: none"> Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: bicycle, centre, century, certain, circle, decide) The /s/ sound spelt sc (Latin in origin) The /k/ sound spelt ch (Greek in origin) The /ʃ/ sound spelt ch (mostly French in origin) Recap: Homophones and Near Homophones (not previously taught as homophones): your, you're, which, witch, where, wear, write, right, no, know Year 3/4 words: centre, century, certain, circle, decide, arrive, describe, guide, surprise, straight 	<ol style="list-style-type: none"> Homophones and near homophones: great, grate, main, mane, missed, mist, meet, meat The /g/ sound spelt -gue (French in origin) The /k/ sound spelt -que (French in origin) The prefix anti- The prefix auto- The prefix super- Homophones and near homophones: ball, bawl, break, brake, male, mail, fair, fare, berry, bury

SECURING TRANSCRIPTION SKILLS AND SENTENCE STRUCTURE

Children in Year 3 should be given opportunities to develop fluency in transcription skills and practise sentence writing through:

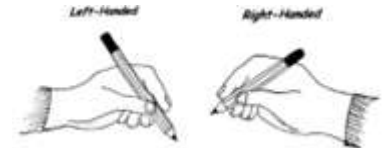
- ⇒ Daily handwriting instruction where the process is carefully monitored;
- ⇒ Application of phonics code and spelling patterns to spelling.
- ⇒ Regular transcription and sentence writing practice through dictation;
- ⇒ Regular scaffolded sentence writing practice: sentence completing, adapting, expanding and improving;
- ⇒ Oral composition and rehearsal of sentences;
- ⇒ Teacher modelling and feedback;
- ⇒ Emphasis on quality over quantity;
- ⇒ Re-reading and checking for sense and accuracy;
- ⇒ Routinely editing sentences to correct spelling, punctuation and to address any grammatical inaccuracies.

HANDWRITING

Children should use their handwriting skills to:

- ✎ use the diagonal and horizontal strokes that are needed to join letters;
- ✎ increase the fluency, legibility, consistency and quality of their handwriting through regular practice;
- ✎ continue to encourage correct pencil/pen grip and posture when writing;
- ✎ begin to use joined up handwriting throughout independent writing.

Ensure the needs of left-handed pupils are met.



Our teaching of handwriting is based on the Morrells handwriting scheme

Through this scheme, letter joins are taught in this order, once children's letter formation is secure:

First Joins Baseline Joins	il th hi lu in mu un
Second Joins Round Joins	cc ca ds ad ea ee as de sc da
Third Joins Top Joins	oo on oc oa or ol ri re ov wh wa we rd os ro

WRITING SKILLS

Grammar

- use of noun phrases
- use of subordinating or co-ordinating conjunctions to extend sentences to include both subordinate and main clauses.

• use a or an according to whether the next word begins with a consonant or vowel
 Children should be taught to extend sentence structures and aid cohesion through:

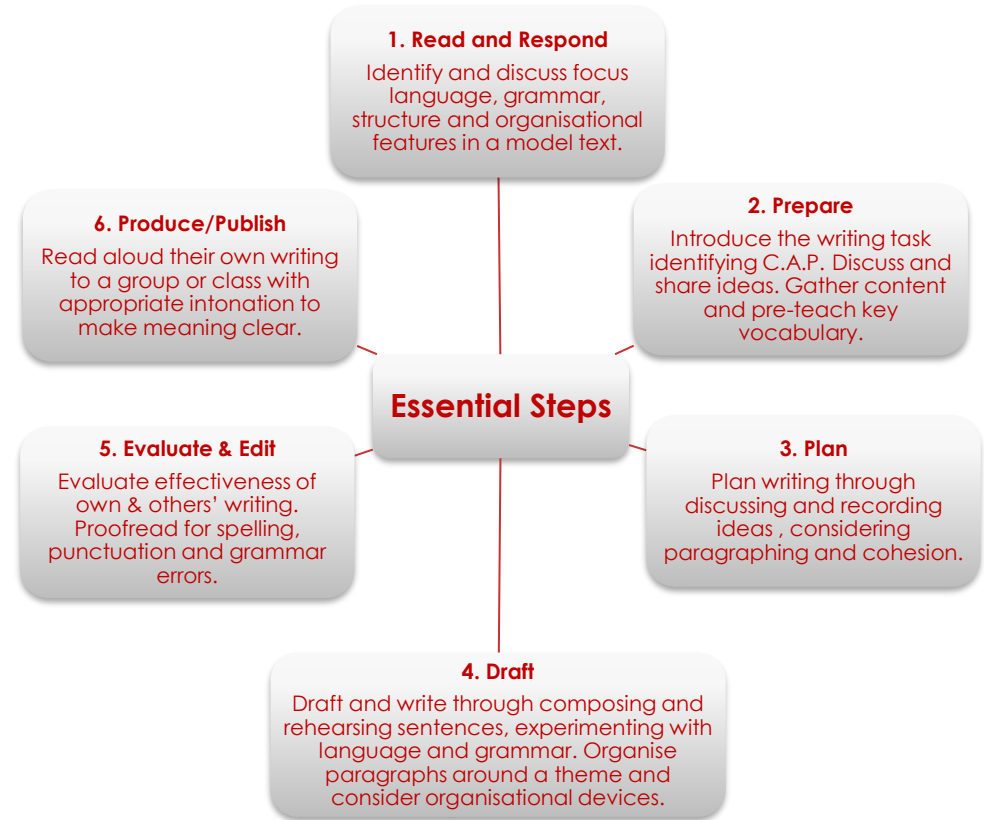
- use of conjunctions, prepositions and adverbs to express time, place and cause
- use of perfect form of verbs instead of simple past e.g. He has gone out.

Punctuation

Children should be taught to use punctuation accurately across all writing including:

- use of commas to separate items in a list
- use of apostrophes for contraction
- use of inverted commas to punctuate direct speech in narrative
- use of the possessive apostrophe for singular and plural nouns.

WRITING PROCESS

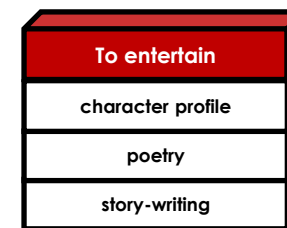
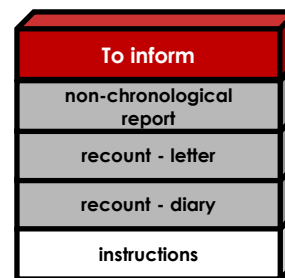


Writing Purpose

Children should know that there are different purposes for writing. In Year 3 children should focus on 3 of these. They should be given opportunity to read and write texts which inform, entertain or persuade. However, the complexity of, or context for the writing task, should not hinder the development or application of children's transcriptional and compositional skills.

Children should be taught to consider the importance of context, audience and purpose through:

- understanding that language can have different functions e.g. to enhance, evoke response, persuade or aid meaning.
- building cohesion through the use of paragraphs to group related material and headings and sub-headings to aid the reader.
- beginning to experiment with a formal style of writing which may use perfect tense, avoid contracted form and colloquialisms.



Story Writing

Children learn to write short narratives linked to either a text that has been explored or a cross-curricular topic.

Children should be taught to:

Structure & Organisation

- create a title for their story;
- include a beginning which introduces the character or setting;
- include a build up which hints at what is going to happen next;
- include a problem or dilemma;
- include a resolution where the problem is solved;
- organise writing into paragraphs;

Grammatical features

- use the tense consistently (past or present);
- use a range of conjunctions to express, time, place and manner;
- decide if they are using first or third person and use consistently;
- use direct speech;

Language features

- use pronouns to avoid repetition;
- use noun phrases to aid cohesion;
- use adverbs and adjectives to give detailed descriptions.

Poetry

Children learn to bring poetry to life, pupils should be taught to perform their poems to an audience.

Children should be taught to read, write and perform:

Acrostic Poems

- choose a topic/themed word and arrange it vertically;
- begin each line with the next letter of that word;
- Understand that acrostic poems do not need to rhyme;
- use poetic devices such as alliteration, similes and rhythm to create effect.

Pupils should also experience a range of poetry through the reading curriculum.

Character Profiles

Children learn to write character profiles linked to a familiar text, class novel or historical figure.

Children should be taught to:

Structure & Organisation

- introduce the character to the reader;
- describe their appearance (distinctive features), personality, actions, thoughts and feelings;

Grammatical features

- use the tense consistently (past or present);
- use a range of conjunctions to link ideas
- use the third person;

Language features

- use adjectives to describe appearance personality and feelings;
- use similes and metaphors to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use pronouns to avoid repetition;
- use noun phrases to aid cohesion and add detail;
- use language drawn from the context.

Non-Chronological Report	Instructions	Recount (Letter)	Recount (Diary)
<p>Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.</p>	<p>Children learn to inform through instructions linked to making or doing something. This could link to the wider curriculum.</p>	<p>Children learn to recount from a personal or character's viewpoint in the form of a letter</p>	<p>Children learn to recount from a character's viewpoint in the form of a diary, focusing on including emotions and feelings.</p>
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> organise related information into paragraphs; use a heading to introduce the topic; use sub headings to organise sections of information and aid cohesion; write an introduction which provides an overview; include labelled diagrams where appropriate; <p>Grammatical features</p> <ul style="list-style-type: none"> use mainly present tense ; include some use of perfect tense; use a range of co-ordinating conjunctions e.g. (so, or, yet); use a range of subordinating conjunctions e.g. (when, if, which); use the third person; <p>Language features</p> <ul style="list-style-type: none"> use subject specific/technical vocabulary; use noun phrases to clarify and avoid repetition; use prepositions to indicate place. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a title which outlines what the instructions are for, "How to..."; organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence; use bullet points, numbered steps and sequencing words to aid cohesion; organise the steps chronologically; end with a closing statement which may include warnings and/or top tips; <p>Grammatical features</p> <ul style="list-style-type: none"> use mainly present tense; use the second person address (you will need); use conjunctions to aid the sequence (first, next, after that); <p>Language features</p> <ul style="list-style-type: none"> use adverbs to direct how the action should be completed; use imperative verbs to give clear directions; use technical vocabulary specific to the purpose; avoid too much descriptive language. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a sender and recipient's address; include the date the letter was written; begin with 'Dear'; begin by informing the reader of the purpose of the letter; present the information chronologically, organise information into paragraphs; include only significant information; close by stating what the writer hopes will happen next or emphasizing overall feeling about the event; <p>Grammatical features</p> <ul style="list-style-type: none"> use mainly past tense; some use of perfect tense; use first person address; consider use of a rhetorical question; include time and sequence conjunctions; <p>Language features</p> <ul style="list-style-type: none"> use Sir/Madam if the recipient is unknown; use 'faithfully' to close if the recipient is unknown, 'sincerely' when known; use emotive language to emphasise feelings; use pronouns to avoid the repetition of proper nouns. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a date the diary was written; express what type of day it has been; organise the main body into paragraphs; organise the information chronologically; include only significant/relevant information; include a closing reflection; <p>Grammatical features</p> <ul style="list-style-type: none"> use mainly past tense; use first person address; include time and sequence conjunctions; use adverbs of time; consider the effectiveness of a rhetorical question; <p>Language features</p> <ul style="list-style-type: none"> use emotive language to emphasise feelings and reveal thoughts; use pronouns to avoid the repetition of proper nouns; include opinions as well as facts; use personal pronouns.

Posters - Persuasive

Children learn to create a persuasive poster that focuses upon a clear message. This could be linked to a real event or experience.

Children should be taught to:**Structure & Organisation**

- include a heading;
- consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size);
- focus upon the key message and ensure this is clearly written on the poster;

Grammatical features

- use imperative verbs to convey importance;
- use inverted commas for direct quotes/ endorsements;
- use exclamatory sentences to emphasise;

Language features

- use subject specific vocabulary;
- avoid detailed descriptions;
- use comparisons (better than..);
- use alliteration for effect.

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 3 should enable children to:

Autumn		Spring		Summer	
Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.	Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.	Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1/2 common exception words correctly.		Spell most Year 1/2 common exception words correctly.		Spell the Year 1/2 common exception words correctly.
	Spell some of the taught Year 3/4 statutory words correctly.		Spell many of the taught Year 3/4 statutory words correctly.		Spell most of the taught Year 3/4 statutory words correctly.
	Apply taught spelling patterns with more consistency in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).		Apply taught spelling patterns in order to add suffixes to words mostly correctly.		Apply taught spelling patterns in order to add prefixes and suffixes to words mostly correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.		Choose the correct spelling of taught homophones and near-homophones to match the context.		Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell some contraction words correctly.		Spell many common contraction words correctly.		Spell most common contraction words correctly.
	Form most lower case and capital letters with correct size (including ascenders and descenders), starting point, sequence of movement and orientation.		Write with legible handwriting, with clear ascenders and descenders.		Write with legible and consistent handwriting, with clear ascenders and descenders.
Sentence Structure	Use editing to increase the accuracy of spelling and punctuation in writing.	Sentence Structure	Use editing to increase the accuracy of spelling and punctuation in writing.	Sentence Structure	Use some lower case letter joins within words.
	Punctuate sentences with a capital letter and correct end of sentence punctuation with some accuracy across short paragraphs of writing.		Punctuate sentences with a capital letter and correct end of sentence punctuation with greater accuracy across short paragraphs of writing.		Punctuate sentences with a capital letter and correct end of sentence punctuation, maintaining accuracy across short paragraphs of writing.
	Put the apostrophe in the correct place within many contractions and begin to use for singular possession.		Begin to use commas in lists.		Use commas in lists.
	Use some co-ordinating and subordinating conjunctions to join and extend some clauses.		Put the apostrophe in the correct place within most contractions and with greater accuracy for singular possession.		Put the apostrophe in the correct place within contractions and for singular possession.
	Use simple present and past tenses consistently and correctly across short paragraphs of writing.		Begin to use inverted commas to punctuate some speech sentences.		Use inverted commas to punctuate speech sentences mostly correctly.
			Begin to use appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.		Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.
			Begin to use progressive tenses, as well as simple present and past tenses, with increasing consistency.		Use simple and progressive present and past tenses with increasing consistency.
Composition	Write short, coherent narrative pieces (including short stories, character and setting descriptions).	Composition	Write coherent narrative pieces (including short stories, character and setting descriptions).	Composition	Write coherent narrative pieces (including short stories, character and setting descriptions).
	Write short, coherent non-narrative pieces using appropriate language and some organisational features.		Structure simple narrative stories to include a beginning, middle and end.		Structure simple narrative stories to include a beginning, middle and end.
	Add detail and description through the use of adverbs and adjectives to make writing more interesting.		Write coherent non-narrative pieces using appropriate language and some organisational features.		Write coherent non-narrative pieces using appropriate language and some organisational features.
	Organise writing into sections.		Add detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.		Add detail and description through some varied use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.
	Open sentences in different ways through use of pronouns, synonyms and time adverbs.		Begin to organise writing into paragraphs to introduce new ideas or information.		Organise writing into paragraphs to introduce new ideas or information.
	Vary sentence structures through some use of both single and multi-clause sentences.		Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.		Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.
					Use pronouns to replace nouns in order to avoid repetition.

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all** of the statements in the summer term.

Greater Depth

Maintain a sense of purpose and audience when writing pieces of narrative and non-narrative.

Make own choices about:

- the use of different taught techniques, including altering the position of clauses or using repetition
 - which detail to include and/or omit
 - language and grammar
- to show an individual writer's voice.

Use language and structures drawn from reading.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

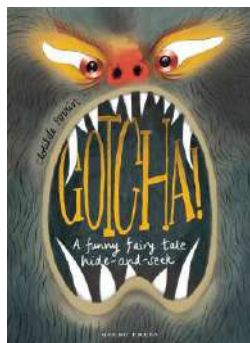
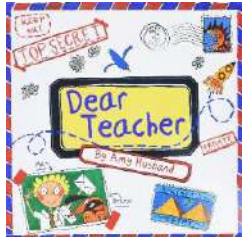
We then make appropriate adaptations to the outcomes stated within our curriculum for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code
Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints

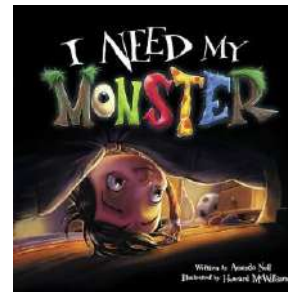
These can be tracked back further to meet the needs of the individual child.

Year 3: Book-Led Writing Curriculum

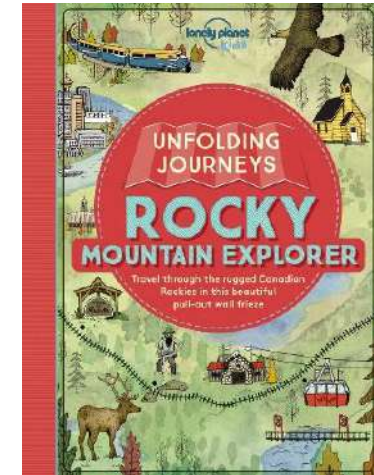
Autumn 1



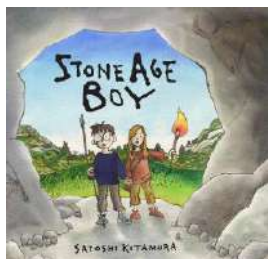
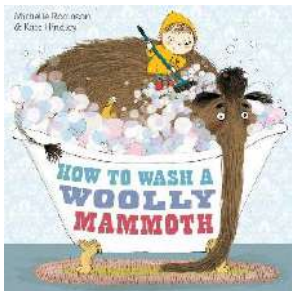
Spring 1



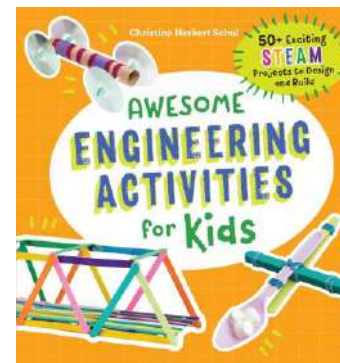
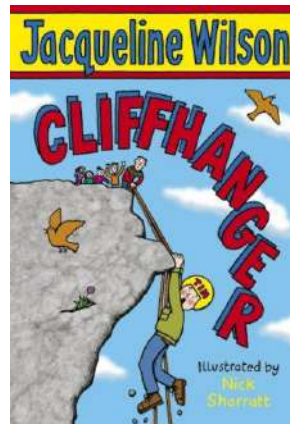
Summer 1



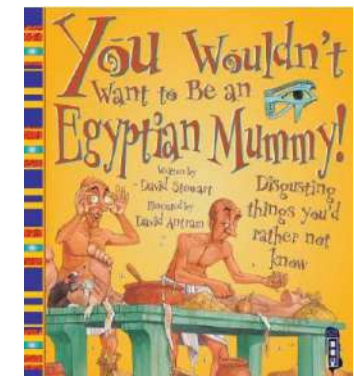
Autumn 2



Spring 2



Summer 2



Autumn Term

Provision Map

Year 3

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5- 1 week	Unit 6
Text Type	Informal Letter	Character Description	Information Text	Instructions	Short Story Chapter	Diary Recount
Overall Purpose	Write an informal letter/message to the teacher mirroring the style of the text.	Write a character description based on an image from the text. Use similar structure to model.	Write a short fact file about the United Kingdom	Write a set of instructions on how to draw a prehistoric animal.	Write their own short section of the story to show what might happen next when the children enter the cave.	Write a diary entry from the viewpoint of Mary recounting what she has found.
Stimulus	Dear Teacher	GOTCHA! A Funny Fairy tale Hide and Seek	The Big Book of the UK	How to Wash a Woolly Mammoth	Stone Age Boy	Mary Anning: The Girl Who Cracked Open the World
CAP	Context: Fantasy/Adventure Audience: Y3 Teacher Purpose: To inform	Context: Fairy Tales Audience: Younger children Purpose: To entertain	Context: The UK Audience: Year 1 Purpose: To inform	Context: Prehistoric Animals Audience: Year 2 Purpose: To inform	Context: Stone Age Audience: Peers Purpose: To entertain	Context: Mary Anning Audience: Scientists Purpose: To inform
Sentence/ Language Focus	Write sentences that are grammatical correct, meaningful and accurately punctuated. Use of co-ordinating conjunctions but, so and , in the style of the text. Use of subordinating conjunctions because and while , in the style of the text. Use of exclamation marks . Use of present tense . Use adjectives and adverbs for interest and effect.	Write sentences that are grammatical correct, meaningful and accurately punctuated. Use of co-ordinating and subordinating conjunctions to extend and join clauses. Use of question marks and exclamation marks . Use of adjectives before and after the noun . Use of apostrophes for contractions and singular possession .	Write sentences that are grammatical correct, meaningful and accurately punctuated. Use of technical vocabulary . Use of co-ordinating and some subordinating conjunctions . Use of present tense . Organise writing into short sections with subheadings.	Write sentences that are grammatical correct, meaningful and accurately punctuated. Use of imperative present tense verbs Use of adjectives, adverbs and prepositions for clarity. Use of commas in a list . Use of question marks . Use of apostrophe for contraction and singular possession .	Write sentences that are grammatical correct, meaningful and accurately punctuated. Use of a story map . Use of conjunctions to extend and join ideas and sentences. Use of sequencing adverbs to open sentences e.g. first, then Some use of speech sentences . Use of alternative synonyms for said .	Write sentences that are grammatical correct, meaningful and accurately punctuated. Use of pronouns, adverbs and conjunctions to begin sentences in different ways. Use of adjectives and adverbs to add detail and description. Use of apostrophes for contraction and singular possession . Use of both present and past tense .
Key Vocab	Mention, probably, possibly, likely, really, actually, nearly, mission, especially.	Frightful, senseless, prowling, ominously, suspiciously, stench, grinding, rummaging.	Features, interesting, located, situated, surrounded, usually, approximately, unique, diverse.	Notoriously, challenging, essential, carefully, terribly, cautiously, whitener, tamer, fragrance.	Daylight, stumbled, flickering, suddenly, gasped, shrieked, muttered, whispered, announced, replied.	Chores, fossils, hunched, exposed, chisel, curious, haul, encased, examined, extinct, discoveries.

Spring Term

Provision Map

Year 3

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Text Type	Conversation Poetry	Short Story Section	Fact file	Recount Messages	Persuasive Poster	Instructions
Overall Purpose	Write rhyming or free verse to continue writing the poem 'Who ate the pie?'	Write a section to go into the story that introduces a new monster character to the boy.	Write a short fact file based on a monster from the shared text or their own imagined monster.	Write a series of recount postcards/messages from Tim's viewpoint.	Write a persuasive piece to advertise the holiday activity camp. Poster, leaflet, or online blog.	Write a detailed set of instructions linked to how to make a pneumatic toy.
Stimulus	Who Ate the Pie?	I Need my Monster	Model Fact File based on a Monster character	Cliffhanger	Cliffhanger	DT Pneumatic toys. Model instructions on a similar topic.
CAP	Context: Mystery Audience: Peers Purpose: To entertain	Context: Monsters Audience: Peers Purpose: To entertain	Context: Monsters Audience: Monster Fanatics Purpose: To inform	Context: School Trips Audience: Tim's Parents Purpose: to inform	Context: School Trips Audience: Year 5 Purpose: to persuade	Context: DT Audience: Themselves Purpose: To inform
Sentence/ Language Focus	Use of correctly punctuated speech sentences . Use of a range of synonyms for said . Use of language for effect including rhyme and free verse. <i>Who ate the pie? "It wasn't me," said Fred, "I was in bed. "Not I," laughed Raj, "I was travelling in a barge!" Present 6 other culprits and write lines where the alibi rhymes with the culprit's name.</i>	Write sentences that are more varied in structure but remain grammatically correct and accurately punctuated. Use of correctly punctuation speech sentences . Use of a range of synonyms for said Use of prepositions . Use of adjectives after and before the noun . Use of adverbs of time and manner .	Write sentences that are more varied in structure but remain grammatically correct and accurately punctuated. Use of commas in lists . Use of appropriate language and some organisational features . Use of present tense . Use of both co-ordinating and subordinating conjunctions . Use of apostrophe for singular possession .	Write sentences that are more varied in structure through use of different conjunctions and openers but remain grammatically correct and accurately punctuated. Use of progressive tense . Use of apostrophe for contraction and possession . Use of emotive language . Use of capital letters for all proper nouns . Use of question and exclamation marks .	Write different sentence types: statement, command and rhetorical question. Use of conjunctions to extend and join . Use of present tense . Use of a correctly punctuated speech sentence for a testimonial. Use of comparative and superlative adjectives .	Write sentences that are more varied in structure but remain grammatically correct and accurately punctuated. Use of sequencing language : first, then etc. Use of apostrophe for contraction words . Use of commas in lists Use of adverbs of manner .
Key Vocab	Declared, announced, demanded, muttered, shrieked, gasped, whispered, uttered, commented, remarked.	Complained, rasped, whispered, snapped, admitted, sniffed, slurped, asked, whined, interrupted.	Species, habits, behaviours, appearance, diet, features, unusual, warning, origin, location, habitat.	Abseiling, archery, canoeing, mortal danger, survive, terrifying, traumatising, hopeless, even though, easily, desperately.	Best, most, longest, highest, latest, fastest, better, cheaper, exhilarating, superior, lifechanging, experience, limitless.	Equipment, chronological, construct, attach, precisely, fasten, select, features, three-dimensional, appropriate, carefully.

Summer Term

Provision Map

Year 3

Unit ↑	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Text Type	Non-Chronological Report	Recount	Character Profile	Short Story- 3 weeks	Instructions- 1 week
Overall Purpose	Write a fact file on animals found in The Rockies. Select a number of animals to write short sections about.	Write a blog for a travel website from the viewpoint of a Mountain Explorer,	Write a character profile for their own Dragon character based on appearance and special abilities.	Write a short narrative linked to 'What is the dragon's story?' (Based on their dragon character from Unit 3).	Write a detailed set of instructions on how to mummify a pharaoh.
Stimulus	Unfolding Journeys Rocky Mountain Explorers	Unfolding Journeys Rocky Mountain Explorers	Tell Me A Dragon	Tell Me A Dragon	How to...model instructions linked to Ancient Egypt.
CAP	Context: North America Audience: Older Peers Purpose: To inform	Context: North America Audience: Mountain Explorer Magazine Purpose: To entertain	Context: Dragons Audience: Author Purpose: to entertain/inform	Context: Dragons Audience: Peers Purpose: to entertain	Context: Egypt Audience: Peers Purpose: to inform
Sentence/ Language Focus	Write sentences that are more varied in structure through use of different conjunctions and openers but remain grammatically correct and accurately punctuated. Use of apostrophes for possession . Use of appropriate language and some organisational features e.g headings/subheadings.	Write sentences that are more varied in structure through use of different conjunctions and openers but remain grammatically correct and accurately punctuated. Use the maps and diagrams in the text to create a recount plan. Use of adverbs of time, place and manner . Use of precise verb choices . Use of past/past progressive tense .	Write sentences that are more varied in structure through use of different conjunctions and openers but remain grammatically correct and accurately punctuated. Use of precisely chosen noun phrases and prepositions . Use of apostrophes for singular possession Use of pronouns and noun phrases to reference back , avoiding repetition.	Write sentences that are varied in structure through use of different conjunctions and openers but remain grammatically correct and accurately punctuated. <u>Dragon Story Ideas</u> <ul style="list-style-type: none"> the dragon is trapped – tell the story of how you find it and help it escape; the dragon is attacking the town – how can it be defeated; Use of paragraphs to organise beginning, middle and end. Some use of speech sentences . Use of adjectives, adverbs and prepositions to add description.	Write sentences that are more varied in structure through use of different conjunctions and openers but remain grammatically correct and accurately punctuated. Use of second person pronoun 'you' Use of imperative present tense verbs Use of adjectives, adverbs and prepositions for clarity. Use of commas in a list . Use of subject-specific vocabulary .
Key Vocab	Habits, appear, usually, hunts, mammals, threat, eats, size, height, weight, average, omnivore, carnivore, herbivore.	Travelling, exploring, challenging, observing, decided, realised, anticipated, discovered, magnificent, breathtaking.	Across, around, into, between, under, over, dragon's, creature's, beast's, serpentine's, fierce, brave, mysterious, protective, misunderstood, brutal, savage.	Flickered, deafening, suddenly, slowly, towering, valley, mountain, cave, sunset, scorched, deadly, squinted, rescue, daunting, braced.	Attach, measure, fasten, slowly, carefully, gradually, until, so, if, next, after that, finally, roll, thickly, rinse, scrub, squeeze, delicately, completely, repeat.



Year 4 Writing

Spelling

stressed	A syllable within a word given greater emphasis.
unstressed	Letters which are not easy to hear within a word.
irregular verb	A verb that doesn't follow the usual pattern for changing tense.
contraction	Two words that are joined and made shorter by omitting a letter.
homophone	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the start of words to create a new word with a different meaning.
suffix	A group of letters added to the end of words to create a new word with a different meaning.
syllable	A syllable sounds like a beat in a word.

Punctuation

comma for reporting clauses	A comma is used to mark the boundary between speech and the reporting clause.
comma for fronted adverbials	A comma is used to separate an adverbial from the main clause if it comes at the start of a sentence.
comma for subordinate clauses	A comma is used to separate a subordinate clause from the main clause if it comes at the start of a sentence.
inverted commas	Marks used to surround direct speech. These are sometimes called speech marks.
apostrophe for possession	A mark used to show that a noun 'belongs' to one person or object.
apostrophe for contraction	A mark used to show the place of missing (omitted) letters.

Sentence Structure

main clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
statement sentence	A sentence that tells you a fact, opinion, idea or what is happening. It ends with a full stop.
command sentence	An order or instruction that tells someone what to do. It starts with an imperative verb and ends with a full stop or exclamation mark.
question sentence	A question or request that asks something. It starts with a question word or a verb and ends with a question mark.
exclamation sentence	A sentence that shows surprise, excitement, shock or has a strong emotion. what or how + noun phrase/ adjective + pronoun/noun + verb + !
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.

Word Class

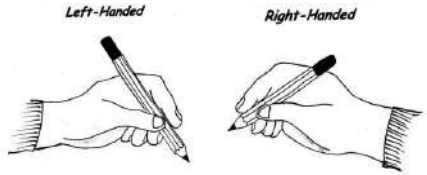
fronted adverbial	An adverb or adverbial that has been moved before the verb.
determiner	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
possessive pronoun	A pronoun which indicates 'belonging' to a person or object.
preposition	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
co-ordinating conjunction	A conjunction that links two independent clauses.
subordinating conjunction	A conjunction that links an independent clause and a subordinate clause.
adverbial	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. They can tell us how (manner), when (time), where (place) and why (cause).
noun phrase	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
adverb	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
pronoun	A type of word which replaces a noun.

Tense

perfect	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Recap Year 3/4 words: circle, weight, different, favourite, heard, believe, describe, actually, enough, surprise Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable) Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable) The prefix in- (meaning not) The prefix in- as il- before a root word starting with l The prefix in- as im- before a root word starting with an m or p The prefix in- as ir- before a root word starting with r Year 3/4 words: important, increase, particular, peculiar, popular, regular, grammar, calendar, perhaps, therefore 	<ol style="list-style-type: none"> Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: accidentally, actually, particularly, peculiarly, regularly) Recap: Adding -ly to a root word ending in -le (Y3/4 words: probably) Recap: Adding -ly to a root word ending in -ic Adding the suffix -ation Adding the suffix -ation to root words ending in e Homophones and Near Homophones: accept, except, knot, not, peace, piece, plain, plane, weather, whether Year 3/4 words: continue, group, through, fruit, thought, although, though, material, length, strength 	<ol style="list-style-type: none"> The suffix -ous where there is and is not an obvious root word The suffix -ous where -our is changed to -or before -ous is added The suffix -ous where the root word ends in -e (including where a final 'e' must be kept if the /dʒ/ sound of 'g' is to be kept) (Y3/4 words: famous) The suffix -ous where the /i:/ sound before the -ous ending is usually spelt as i, but sometimes as e (Y3/4 words: various) Recap: Adding suffixes to words ending in -y Year 3/4 words: famous, various, imagine, minute, natural, special, opposite, suppose, breath, breathe
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> Words ending in the /ʃən/ sound spelt -tion where the root word ends in t and te Words ending in the /ʃən/ or /ʒən/ sound spelt -sion where the root word ends in d, de or -se Other words ending in the /ʒən/ sound spelt -sion (Y3/4 words: occasion) Homophones and Near Homophones: scene, seen, who's, whose, hear, here, affect, effect, groan, grown Year 3/4 words: occasion, occasionally, mention, position, question, knowledge, possess, forward, forwards, history 	<ol style="list-style-type: none"> Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -ss (Y3/4 words: possession) Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -mit Words ending in the /ʃən/ sound spelt -cian where the root word ends in -c or cs Recap: The prefixes re-, dis-, mis-, anti-, auto-, super- Homophones and Near Homophones: medal, meddle, peace, piece, rain, rein, reign, heal, heel, he'll Year 3/4 words: possession, busy, business, guard, island, promise, purpose, strange, complete, extreme 	<ol style="list-style-type: none"> Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: exercise, experience, medicine, notice, recent, sentence) The prefix inter- The prefix sub- The prefix bi- Recap: Words with the /eɪ/ sound spelt ei, eigh, or ey Homophones and Near Homophones: flour, flower, idol, idle, sight, site, band, banned, board, bored, waist, waste Year 3/4 words: exercise, experience, medicine, notice, recent, sentence, experiment, potatoes, pressure, tomorrow

SECURING TRANSCRIPTION SKILLS AND SENTENCE STRUCTURE	HANDWRITING
<p>Children in Year 4 should be given opportunities to continue to develop fluency in transcription skills and practise sentence writing through:</p> <ul style="list-style-type: none"> ⇒ Daily handwriting instruction where the process is carefully monitored; ⇒ Application of phonics code and spelling patterns to spelling. ⇒ Transcription practice through dictation; ⇒ Regular scaffolded sentence writing practice: sentence completing, adapting, expanding and improving; ⇒ Oral composition and rehearsal of sentences; ⇒ Teacher modelling and feedback; ⇒ Emphasis on quality over quantity; ⇒ Re-reading and checking for sense and accuracy; ⇒ Routinely editing sentences to correct spelling, punctuation and to address any grammatical inaccuracies. 	<p>Children should use their handwriting skills to:</p> <ul style="list-style-type: none"> ✎ use the diagonal and horizontal strokes that are needed to join letters; ✎ increase the fluency, legibility, consistency and quality of their handwriting through regular practice; ✎ continue to encourage correct pencil/pen grip and posture when writing; ✎ begin to use joined up handwriting throughout independent writing. <p>Ensure the needs of left-handed pupils are met.</p> <div style="text-align: right;">  </div>

Our teaching of handwriting is based on the Morrells handwriting scheme

Through this scheme, letter joins are taught in this order, once children's letter formation is secure:

<p>First Joins Baseline Joins</p>	<p>il th hi lu in mu un</p>
<p>Second Joins Round Joins</p>	<p>cc ca ds ad ea ee as de sc da</p>
<p>Third Joins Top Joins</p>	<p>oo on oc oa or ol ri re ov wh wa we rd os ro</p>

Writing Skills

Grammar

- use a or an according to whether the next word begins with a consonant or vowel
- Extend sentence structures through:
- use of conjunctions, prepositions and adverbs to express time, place and cause
 - use of perfect form of verbs instead of simple past e.g. He has gone out

- understand the difference between plural and possessive 's'
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done

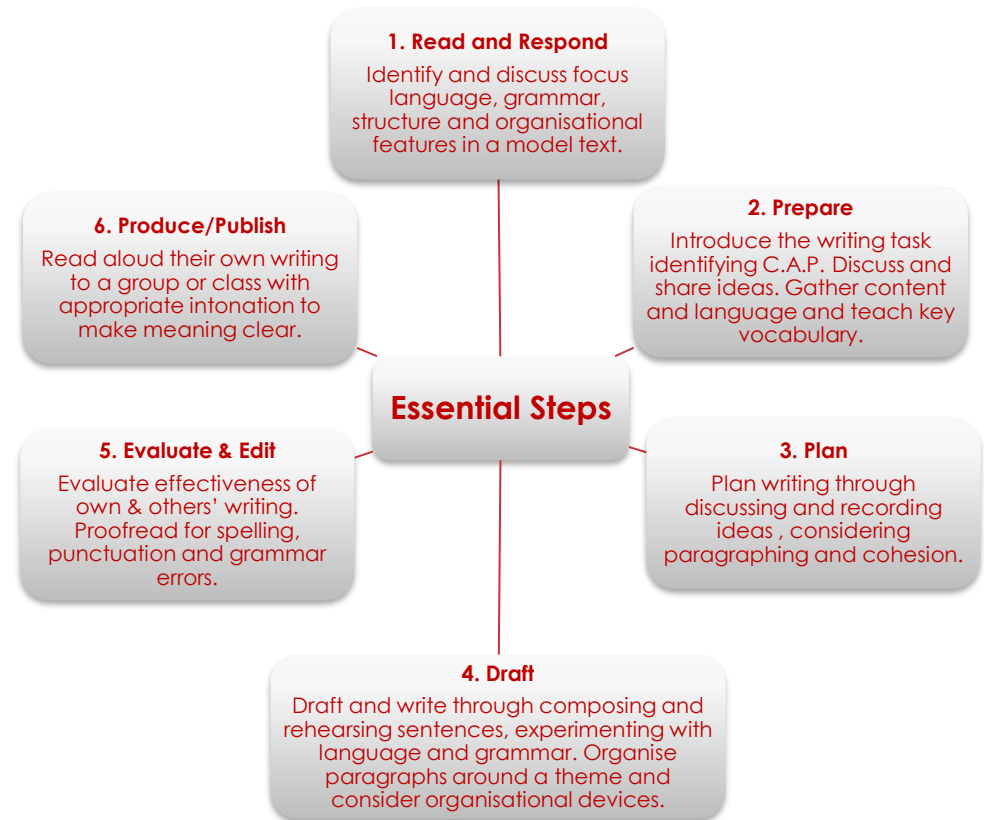
Extend sentence structures and aid cohesion through:

- use of fronted adverbials e.g. 'Later that day'
- use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth'

Punctuation

- use of inverted commas to punctuate direct speech in narrative
- use of the possessive apostrophe for singular and plural nouns
- use of commas after a fronted adverbial
- use of comma after a reporting clause in direct speech

Writing Process



Writing Purpose

Children should know that there are different purposes for writing. In Year 4 children should focus on three of these. They should be given opportunity to read and write texts which inform, entertain or persuade. Opportunities should be taken through the reading curriculum to teach children about text and sentence structure within a range of different genres.

Children should be taught the importance of context, audience and purpose through:

- selecting language for the particular affect it has on the reader, e.g. persuade, inform, engage, evoke emotion;
- building cohesion within and across sentences through: appropriate choice of nouns; to introduce the subject/object and pronouns to reference back; use of paragraphs to organise ideas around a theme and use of fronted adverbials, conjunctions and prepositions to clarify;
- beginning to experiment with an informal style, as well as formal, which may include contracted form, vernacular language and direct addresses to the reader.

To inform
newspaper article
non-chronological report
recount - diary
instructions

To entertain
description
poetry
story-writing

To persuade
adverts
letters
posters



Story Writing

Poetry

Descriptions

Children learn to retell sections of or whole stories linked to a text they know well and write their own versions.

Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

Children learn to describe characters, settings and objects linked to books or topics.

Children should be taught to:

Children should be taught to read, write and perform:

Children should be taught to:

Structure & Organisation

- create a title for their story;
- include a beginning which introduces the character or setting;
- include a build up which hints at what is going to happen next;
- include a problem;
- include a resolution where the problem is solved;
- include an ending which details the characters' feelings and what will happen next;
- organise writing into paragraphs which follow and flow;

Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to express, time, place and manner;
- decide whether to use first or third person and use it consistently;
- use direct speech.

Language features

- use pronouns to avoid repetition;
- use noun phrases to aid cohesion;
- use fronted adverbials to detail where, when and how;
- use adverbs and adjectives to create detailed descriptions.

Kenning Poems

create a list of words and ideas to describe the object;
select the most powerful vocabulary;
create compound words (using the selected vocabulary); which will describe the object of the poem;
avoid using the object's name.

For example:

The Sea
life-giver
whale-road
blue-abyss

Pupils should also experience a range of poetry through the reading curriculum.

Structure & Organisation

- introduce the character, setting or object to the reader;
- describe their/its appearance (distinctive features), personality, actions, thoughts and feelings;

Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas;
- use subordinate clauses to add detail and context;
- use the third person;

Language features

- use adjectives, adverbs and prepositions to paint a clear picture for the reader;
- use figurative language to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use fronted adverbials to detail where and where, when and how;
- use pronouns to avoid repetition;
- use noun phrases to aid cohesion and add detail.

Non-Chronological Report	Instructions	Recount (Diary)	Newspaper Article
<p>Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.</p>	<p>Children learn to inform through instructions linked to making or doing something. This could link to the wider curriculum.</p>	<p>Children learn to recount from a character's viewpoint in the form of a diary, focusing on including emotions and feelings.</p>	<p>Children learn to recount and inform through writing short newspaper articles.</p>
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a heading to introduce the topic; include an introduction to outline the topic; include sub-headings to organise sections of information and to aid cohesion; use paragraphs to organise related information; <p>Grammatical features</p> <ul style="list-style-type: none"> use third person; use mainly present tense; include some use of perfect tense; use a range of conjunctions to aid cohesion; <p>Language features</p> <ul style="list-style-type: none"> use technical vocabulary to demonstrate factual knowledge; use specific names of people or places; use statistics to inform; use pronouns to refer back to the subject; use noun phrases to avoid repetition; use noun phrases, adverbs and prepositions to provide specific, factual detail. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a title which outlines what the instructions are for, "How to..."; organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence; keep the sentences concise so the reader can follow the steps easily; use numbered steps to give clarity; end with a closing statement which may include warnings and/or top tips; <p>Grammatical features</p> <ul style="list-style-type: none"> use second person; use adverbs to direct how the action should be completed; use imperative verbs to indicate importance; use conjunctions to illustrate the sequence; use mainly present tense; <p>Language features</p> <ul style="list-style-type: none"> use determiners to give precision and quantify; use technical/subject specific language for clarity; use noun phrases and pronouns to avoid repetition. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a date the diary was written; express what type of day it has been; organise the main body into paragraphs; organise the information chronologically; include only relevant/significant events or information; include a closing reflection; <p>Grammatical features</p> <ul style="list-style-type: none"> use mainly past tense; use first person address; include time and sequence conjunctions; use adverbs of time; consider the effectiveness of a rhetorical question; <p>Language features</p> <ul style="list-style-type: none"> use emotive language to emphasise feelings and reveal thoughts; use pronouns to avoid the repetition of proper nouns; include opinions as well as facts; use personal pronouns. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a short, catchy headline; include a by-line with who is reporting; organise the article in two columns; may include an image with caption; begin with an introduction which summarises the report (5Ws); use paragraphs to sequence the events; close with a final comment about the article; <p>Grammatical features</p> <ul style="list-style-type: none"> include witness statements through direct speech; use past tense; use third person; <p>Language features</p> <ul style="list-style-type: none"> use specific names of people or places; use emotive vocabulary to convey and evoke response; use noun phrases to avoid repetition; use pronouns to refer back to the subject; avoid overly detailed descriptions.

Posters - Persuasive	Advert	Formal Letter
<p>Children learn to write short narratives linked to either a text that has been explored or a cross-curricular topic.</p>	<p>Children learn to persuade a consumer to buy something through promoting a product in the form of an advert.</p>	<p>Children learn to persuade a specific person to do something or think a certain way in the form of a letter.</p>
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a heading; consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size); focus upon the key message and ensure this is clearly written on the poster; <p>Grammatical features</p> <ul style="list-style-type: none"> use imperative verbs to convey importance; use inverted commas for direct quotes/endorsements; use exclamatory sentences to emphasise; <p>Language features</p> <ul style="list-style-type: none"> use subject specific vocabulary; avoid detailed descriptions; use comparisons (better than..); use alliteration for effect. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a heading; include sub-headings; consider how best to make the advert visually appealing (colour, bullet points, diagrams, images, font, size); create a catchy tagline to advertise the product; include a promise of a bargain/offer; <p>Grammatical features</p> <ul style="list-style-type: none"> use imperative verbs to convey importance; use inverted commas for direct quotes/endorsements; use exclamatory sentences to emphasise; include a rhetorical question; include positive statistics; <p>Language features</p> <ul style="list-style-type: none"> use subject specific vocabulary; avoid detailed descriptions; use comparisons and exaggeration (better than...); use alliteration for effect; use noun phrases to avoid repetition; use language which appeals to the senses; use comparative and superlative adjectives. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a sender and recipient's address; include the date the letter was written; begin the letter with 'Dear...'; inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce); present facts and information clearly; close by stating what you would like to happen next; <p>Grammatical features</p> <ul style="list-style-type: none"> use mainly past tense; use first person address; add a rhetorical question to cause the reader to consider the writer's view; use subordinating conjunctions to express cause and effect; <p>Language features</p> <ul style="list-style-type: none"> use Sir/Madam if the recipient is unknown; use 'faithfully' to close if the recipient is unknown, 'sincerely' when known; include only relevant information; use emotive language to stress feelings; use pronouns to avoid the repetition of proper nouns.

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 4 should enable children to:

Autumn		Spring		Summer	
Transcription	Apply Year 3 and some Year 4 spelling patterns within writing.	Transcription	Apply many taught spelling patterns within writing.	Transcription	Apply taught spelling patterns within writing.
	Spell most of the taught Year 3/4 statutory words correctly.		Spell most of the taught Year 3/4 statutory words correctly.		Spell most Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.		Choose the correct spelling of taught homophones and near-homophones to match the context.		Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell most common contraction words correctly.		Begin to spell a wider range of contraction words correctly.		Spell a wider range of contraction words correctly.
	Write with legible and consistent handwriting, with some joins.		Write with legible and consistent handwriting, with some joins correctly formed.		Write with legible and consistent handwriting, with many joins correctly formed.
	Use editing to increase the accuracy of spelling and punctuation in writing.		Use editing to increase the accuracy of spelling and punctuation in writing.		Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure	Begin to use commas after fronted adverbials, as well as in lists.	Sentence Structure	Use commas more consistently after fronted adverbials, as well as in lists.	Sentence Structure	Use commas after fronted adverbials, as well as in lists.
	Put the apostrophe in the correct place within contractions and for singular possession.		Put the apostrophe in the correct place within contractions and for singular possession.		Begin to use commas to mark the boundary between a subordinate clause and a main clause.
	Use inverted commas to punctuate speech sentences mostly correctly.		Begin to use apostrophes to mark plural possession.		Put the apostrophe in the correct place within contractions and to mark singular possession.
	Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.		Begin to use inverted commas to punctuate a sequence of speech sentences mostly correctly.		Demonstrate greater accuracy in use of apostrophes to mark plural possession.
	Use a range of verb tenses with increasing consistency.		Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.		Use inverted commas to punctuate a sequence of speech sentences mostly correctly.
	Use person and subject-verb agreement with increasing consistency.		Use a range of verb tenses with increasing consistency.		Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.
Composition	Write coherent narrative pieces (including short stories, character and setting descriptions).	Composition	Begin to write organised and structured narratives (including short stories, character and setting descriptions).	Composition	Write organised and structured narratives (including short stories, character and setting descriptions).
	Write coherent non-narrative pieces using appropriate language and some organisational features.		Begin to write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.		Write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.
	Begin to vary sentence structure through the use of fronted adverbials to add detail.		Begin to vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail.		Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify.
	Begin to vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.		Vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.		Make effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes.
	Organise writing into paragraphs to introduce new ideas or information.		Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.		Select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.
	Use pronouns to replace nouns in order to avoid repetition.		Use paragraphs to organise ideas around a theme, beginning to make cohesive links between them.		Use paragraphs to organise ideas around a theme, making cohesive links between them.
	Use pronouns and begin to use a wider range of noun phrases in order to avoid repetition.	Use pronouns and a wider range of noun phrases in order to avoid repetition.			

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all** of the statements in the summer term.

Greater Depth	Write more sustained pieces, still maintaining sense of purpose and audience, achieving cohesion through the use of pronouns, conjunctions and adverbials.
	Make some choices about: <ul style="list-style-type: none">• the organisation and structure of writing• when to use a formal or more informal style• revealing character through dialogue• the use of precise vocabulary and techniques to evoke feelings and responses from the reader• language and grammar, according to purpose and audience to show an individual writer's voice.
	Begin to draw upon models from reading and use them to enhance writing.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our provision maps for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code
Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	

These can be tracked back further to meet the needs of the individual child.

Autumn Term

Provision Map

Year 4

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Text Type	Letter Writing	Recount-real	Persuasive Leaflet/Blog	Recount	Newspaper Article	Setting Description
Overall Purpose	Write a letter of support and encouragement to Humpty Dumpty.	Write a short recount of their fieldwork trip to Hamsterley Forest.	Write a persuasive leaflet to convince people to take an 'Amazon Adventure'	Write a series of diary recounts to show what happened before, during and after Mount Vesuvius erupted from a character's viewpoint.	Write a newspaper report to recount the eruption of Mount Vesuvius. <i>Adapt to a short eyewitness account to support lower attainers.</i>	Write a description of the shop window.
Stimulus	After the Fall-How Humpty Dumpty Got Back Up Again	Geography Fieldwork Trip	Unfolding Journeys Amazon Adventure	Escape from Pompeii Text-Christina Balit	Escape from Pompeii Text-Christina Balit	The Christmas Eve Tree
CAP	Context: Empathy Audience: Humpty Purpose: To inform	Context: Forest Trip Audience: Hamsterley Foresters Purpose: Inform	Context: The Amazon Audience: Tourists Purpose: To persuade	Context: Rome Audience: Different character in the text. Purpose: To inform.	Context: Rome Audience: Older peer Purpose: To inform	Context: Christmas Audience: Younger children Purpose: To entertain
Sentence/ Language Focus	Write sentences that are more varied in structure through use of different conjunctions and openers. Use of a clear introduction, main body and conclusion to the letter. Use of a range of verb tense : past tense to empathise with past events, present tense for words of encouragement and future tense for advice. Use of empathetic and emotive language .	Write sentences that are more varied in structure through use of different conjunctions and openers. Use of the past tense . Use of technical vocabulary Use of adverbs to sequence events . Use of paragraphs to organise events into sections .	Write sentences that are more varied in structure through use of different conjunctions and openers. Use of the present perfect tense 'has to be'. Use of exaggerated language such as superlatives . Use of power of 3 repetition Use of subordinating conjunctions if.... because...etc Use of direct speech for visitor testimony.	Write sentences that are more varied in structure through use of conjunctions and sentence openers including fronted adverbials. Use a comma after a fronted adverbial . Use of 1st person and past tense . Use of carefully chosen detail and description linked to the text.	Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail. Use of direct speech to report eyewitness statements . Use of reported clause with comma within the direct speech . Use of determiners to open sentences to match a newspaper style.	Write sentences that are varied in structure through use of appropriate conjunctions and sentence openers including fronted adverbials. Use of comparatives and superlatives adjectives . Use of figurative language. Use of prepositional phrases for cohesion . Use of a comma after a fronted adverbial Use of apostrophe for possession .
Key Vocab	Overcome, motivate, instead, transform, admire, support, resilient, experience, sympathy.	Activities, trail, gathered, fieldwork, sample, identify, types, wildlife, compare.	Unique, breathtaking, spectacular, species, rarest, beauty cascading, tranquil, sightseeing.	Looming, engulfed, frantic, thrashing, consuming, devastating, quivering, deafening, perished.	According to, onlookers, witnesses, warning signs, observed, surge, reported, survivors, buried.	Illuminated, inviting, fusion, enchanting, intricate, brightest, precious, handmade, best, most.

Spring Term

Provision Map

Year 4

Unit	Unit 1-1 week	Unit 2	Unit 3	Unit 5	Unit 6
Text Type	Poetry	Dialogue	Persuasive Letter	Story Writing: Write the middle and end to:	Instructions
Overall Purpose	Write three verses of poetry in the style of the model poem. I hope.. I wish.. I plan..	Write the dialogue that could follow 'Mother...Mother?' the final time that Frederick asks to go and explore.	Write a formal letter to the Wish Granter persuading him to grant your wish.	With a quick glance towards the post office, Sammy pushed the shop's door and, to his surprise, it opened slightly. With his heart pounding, he pushed the door harder. It opened more so he stooped down low and went inside. To his amazement, the bookshop was...	Write a set of instructions linked to something that has been produced as part of the wider curriculum.
Stimulus	New Year Aspirations	The Misadventures of Frederick Text	The Wish Granter Literacy Shed	The Impossibly Possible Bookshop	DT-Adapting a Recipe
CAP	Context: Dreams and Goals Audience: Peers Purpose: To entertain	Context: Formal and informal speech. Audience: Class Purpose: To entertain	Context: The Wisher Granter Audience: Peers Purpose: To persuade	Context: Fantasy Audience: Peers Purpose: To entertain	Context: Wider Curriculum Audience: Parents Purpose: To inform
Sentence/ Language Focus	Use of present tense/future tense . Use of exclamation marks . Use of repetitive sentence structures for effect . Stretch: Use of rhyme in the style of the poem	Write dialogue between Frederick and his mother and Frederick and Emily. Use inverted commas . Use of reporting clause with comma following on from direct speech . Use of question marks and exclamation marks .	Include an introduction, follow-up paragraphs to explain the difference it would make to you and those around you and a conclusion. Use of formal writing techniques: perfect tense, no use of contracted form, subject specific vocab etc. Use of cause and effect conjunctions to extend sentences and provide reasoning.	Write sentences that are varied in structure through use of appropriate conjunctions and sentence openers including fronted adverbials. Use of a story map . Some use fronted adverbials to for clarity and cohesion . Use of accurately punctuated speech sentences . Use of well-chosen adjectives and verbs for effect .	Write sentences that are varied in structure through use of appropriate conjunctions and sentence openers including fronted adverbials. Use of technical vocabulary . Use of co-ordinating and some subordinating conjunctions . Use of present tense . Organise writing into short sections with subheadings .
Key Vocab	Reflect, positively, achieve, aspire, challenge, turn over a new leaf, resolution.	Dearest, troubled, fine, sorrowfully, melody, regret, on account that, startling, exclaimed, announced, declared, shrieked.	Aspirational, desire, extremely, grateful, unimaginable, additionally, enable, urge, as a result, because of, consequently.	Darted, gripped, approached, noticed, pounding, glanced, stooped, emerged.	Resources, ensure, features, attach, beneath, caution, precisely, exactly, gather, select.

Summer Term

Provision Map

Year 4

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Text Type	Story Writing	Procedure	Descriptive Setting	Fact File	Diary Recount
Overall Purpose	Write their own alternative version of the story from the part where Jub sets off one evening and first meets the witch, to the end.	Write a procedural text for people to follow if they find themselves trapped in the woods with a villain. 'How to escape a villain in the woods.'	Write a descriptive setting to describe where their little jar of water ends up. Use of a range of figurative language.	Write a fact file including different organisational devices, to describe one/two of the mythical creatures in the story.	Write a diary recount from Leo's viewpoint to describe a few of the different events from the story.
Stimulus	The Lost Happy Endings	How to Escape a Giant- (Model Text).	Rhythm of the Rain Text	Leo and the Gorgon's Curse	Leo and the Gorgon's Curse
CAP	Context: Fairy tales Audience: peers Purpose: To entertain	Context: Fairy tales Audience: Younger peers Purpose: To inform	Context: Watercycle Audience: Peers Purpose: To entertain	Context: Ancient Greece Audience: Leo Purpose: To inform	Context: Ancient Greece Audience: Leo Purpose: To entertain
Sentence/ Language Focus	Use of a full range of descriptive language (as the original story). Write a sequence of accurate and purposeful speech sentences . Use of fronted adverbials to build cohesion. Begin to use commas to separate clauses (subordinate and main) . Use of pronouns and noun phrases to reference back, avoiding repetition.	Use of pronouns and noun phrases to avoid repetition when referencing back to the villain. Vary sentence structure through use of fronted adverbials and conjunctions . Begin to use commas to separate clauses (subordinate and main) . Use of apostrophes for contraction and possession .	Use of comparative and superlative adjectives . Some use of simile/and or metaphor . Use of personification . Use of prepositions .	Use of a range of punctuation such as ! and ?, commas in lists, apostrophes for possession . Use of adjectival and prepositional phrases Use of appropriate language and some organizational devices -headings, subheadings etc.	Use fronted adverbials to for clarity and cohesion . Use of the progressive tense to show thoughts and feelings still in action. Use of noun phrases for description and for clarity.
Key Vocab	Drifted, fluttered, fumbling, flouncing, draped, villainous, crouched, pounce, snarled, hobbled, seized, exhausted.	Outsmart, villain, outwitted, stealthily, however, therefore, consequently, locate, essential, distract, opportunity.	Plunge, tumbling, beneath, below, between, upon, among, deepest, clearest, shallowest swelling, flowed, winding, wandering.	Mythical, legendary, treacherous, menacing, supernatural, bloodthirsty, immense.	Curiosity, mission, mustering, headlong, cowered, transformed, slayer, honour, quest.



Year 5 Writing

New Learning

Prior Learning

KNOW IT! Grammar

Year 5

Spelling

synonym	A word which carries a similar meaning to another.
antonym	A word which carries an opposite meaning to another.
'silent' letter	An unheard letter within a word. These often form part of a digraph or trigraph.
stressed	A syllable within a word given greater emphasis.
unstressed	Letters which are not easy to hear within a word.
homophone	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
prefix	A group of letters added to the start of words to create a new word with a different meaning.
suffix	A group of letters added to the end of words to create a new word with a different meaning.

Punctuation

parenthesis	Words or phrases inserted to add explanation or asides, demarcated with either () , -
brackets	A pair of punctuation marks surrounding additional information or explanation, such as words or figures.
dash	A punctuation mark that indicates a strong interruption to a sentence. It can be used as a pair or on its own if the interruption is at the end of the sentence.
commas for parenthesis	A pair of commas can be used to mark an embedded clause or additional information or explanation
comma for reporting clauses	A comma is used to mark the boundary between speech and the reporting clause.
comma for fronted adverbials	A comma is used to separate an adverbial from the main clause if it comes at the start of a sentence.
comma for subordinate clauses	A comma is used to separate a subordinate clause from the main clause if it comes at the start of a sentence.
inverted commas	Marks used to surround direct speech. These are sometimes called speech marks.

Sentence Structure

cohesive device	Words and phrases used to link the text and aid understanding, e.g. determiners and pronouns used to refer back to earlier words, conjunctions and adverbs which make the relationships between words clear, omission of expected words to avoid repetition.
relative clause	A special type of subordinate clause that modifies a noun. It begins with a relative pronoun, which refers back to a previous noun or clause.
embedded clause	An embedded clause is a clause that is used within another clause. It is usually surrounded by commas. Relative clauses can often be embedded.
main clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.

Word Class

relative pronoun	A word which can introduce a relative clause and refers back to a noun or clause.
auxiliary verb	A verb used to form the tense and mood of other verbs.
modal verb	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
fronted adverbial	An adverb or adverbial that has been moved before the verb.
determiner	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
possessive pronoun	A pronoun which indicates 'belonging' to a person or object.
preposition	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
co-ordinating conjunction	A conjunction that links two independent clauses.
subordinating conjunction	A conjunction that links an independent clause and a subordinate clause.
adverbial	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. They can tell us how (manner), when (time), where (place) and why (cause).
pronoun	A type of word which replaces a noun.

Tense

perfect	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Recap: Commonly Misspelled Words: another, asked, beautiful, different, interesting, once, something, together, with, which Recap: Homophones and Near Homophones: affect, effect, accept, except, here, hear, weather, whether, who's, whose Recap: Adding -es to nouns ending in -y to make a plural Recap: Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Recap: Adding the endings -ing, -ed, -er and -est to a root word ending in -e with a consonant before it (Y5/6 words: determined) Recap: Adding -ing, -ed, -er, -est and -y to a root word of one syllable ending in a single consonant letter after a single vowel letter Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to a root word of more than one syllable (with a stressed final syllable) (Y5/6 words: equipped) Year 5/6 words: according, attached, determined, equip(-ped), vehicle, muscle, language, average, dictionary, opportunity 	<ol style="list-style-type: none"> Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: disastrous) Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: mischievous, marvellous) Words ending in the /ʃəs/ sound spelt -tious Words ending in the /ʃəs/ sound spelt -cious (Y5/6 words: conscious) Words ending in the /ʃəl/ sound spelt -cial Words ending in the /ʃəl/ sound spelt -tial Year 5/6 words: conscious, disastrous, marvellous, mischievous, controversy, curiosity, forty, category, cemetery, variety, bargain 	<ol style="list-style-type: none"> Words ending in -ant (Y5/6 words: relevant) Words ending in -ance and -ancy Words ending in the /ʃən/ sound spelt -tion with an a before (-ation) Words ending in -ent (Y5/6 words: apparent, sufficient, excellent, correspondent) Words ending in -ence and -ency (Y5/6 words: convenience, existence, correspondence) Year 5/6 words: explanation, pronunciation, hindrance, nuisance, conscience, convenience, existence, relevant, sufficient, apparent, correspondence
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> Homophones and Near Homophones (nouns and verbs): advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy Words ending in -able and -ably (Y5/6 words: available) Words ending in -able and -ably where the 'e' from the root word remains Words ending in -ible and -ibly Year 5/6 words: available, vegetable, soldier, yacht, amateur, signature, temperature, lightning, ancient, community, excellent 	<ol style="list-style-type: none"> Recap: The /k/ sound spelt ch (Greek in origin) (Y5/6 words: stomach) Adding suffixes beginning with vowel letters (-ing, -ed, -al) to words ending in -fer where the -fer is still stressed after the suffix is added Adding suffixes beginning with vowel letters (-ing, -ed, -ence) to words ending in -fer where the -fer is not stressed after the suffix is added Words with 'silent' first letters (often uncommon digraphs) Words with 'silent' letters (uncommon digraphs) Year 5/6 words: accommodate, appreciate, communicate, stomach, exaggerate, bruise, environment, equipment, government, parliament, twelfth 	<ol style="list-style-type: none"> Recap: The /ʃ/ sound spelt ch (mostly French in origin) Recap: The /s/ sound spelt sc (Latin in origin) (Y5/6 words: muscle) Words with ie after c (Y5/6 words: ancient, conscience, sufficient) Words with the /i:/ sound spelt ei (including after c) Words where 'ough' makes an /or/ sound Words where 'ough' makes an /ow/, /oa/, /u//f/, /o//f/, /oo/ or schwa sound (Y5/6 words: thorough) Homophones and Near Homophones (nouns and verbs): aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father

SECURING TRANSCRIPTION SKILLS AND SENTENCE STRUCTURE

Children in Year 5 should be given opportunities to continue to develop fluency in transcription skills and practise sentence writing through:

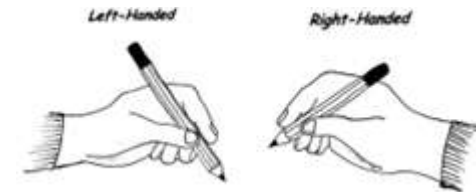
- ⇒ Regular handwriting instruction to increase the speed of it;
- ⇒ Use of a range of strategies to spell correctly, including knowledge of morphology and etymology.
- ⇒ Use of a dictionary to check words with uncommon/not taught spelling patterns.
- ⇒ Regular sentence writing practice: sentence completing, adapting, expanding, imitating, overwriting and improving.
- ⇒ Thinking aloud to generate ideas and compose/improve sentences;
- ⇒ Teacher modelling and feedback;
- ⇒ Re-reading and checking for sense and accuracy;
- ⇒ Routinely editing sentences to correct spelling, punctuation and to address any grammatical inaccuracies.

HANDWRITING

Children should use their handwriting skills to:

Write legibly, fluently and with increasing speed by:

- ✎ choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;
- ✎ choosing the writing implement that is best suited for the task.



Ensure the needs of left-handed pupils are met.

Our teaching of handwriting is based on the Morrells handwriting scheme

Through this scheme, letter joins are taught in this order, once children's letter formation can be used with skill.

Letter joins taught in Y3 and Y4.

il th hi lu in mu un

cc ca ds ad ea ee

as de sc da

oo on oc oa or ol ri re

ov wh wa we rd os ro

Short, but daily practice sessions of around 10 minutes are delivered in order to help improve writing speed. Sentences are also used to increase writing speed, fluency and legibility.

Staring out to sea, the mermaid wondered if the storm would return.

Break Letters

b g j p q y z

WRITING SKILLS

Grammar

- understand the difference between plural and possessive 's'
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done

Extend sentence structures and aid cohesion through:

- use of fronted adverbials e.g. 'Later that day'
- use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth'

- convert nouns or adjectives into verbs using suffixes

Extend sentence structures and aid cohesion through:

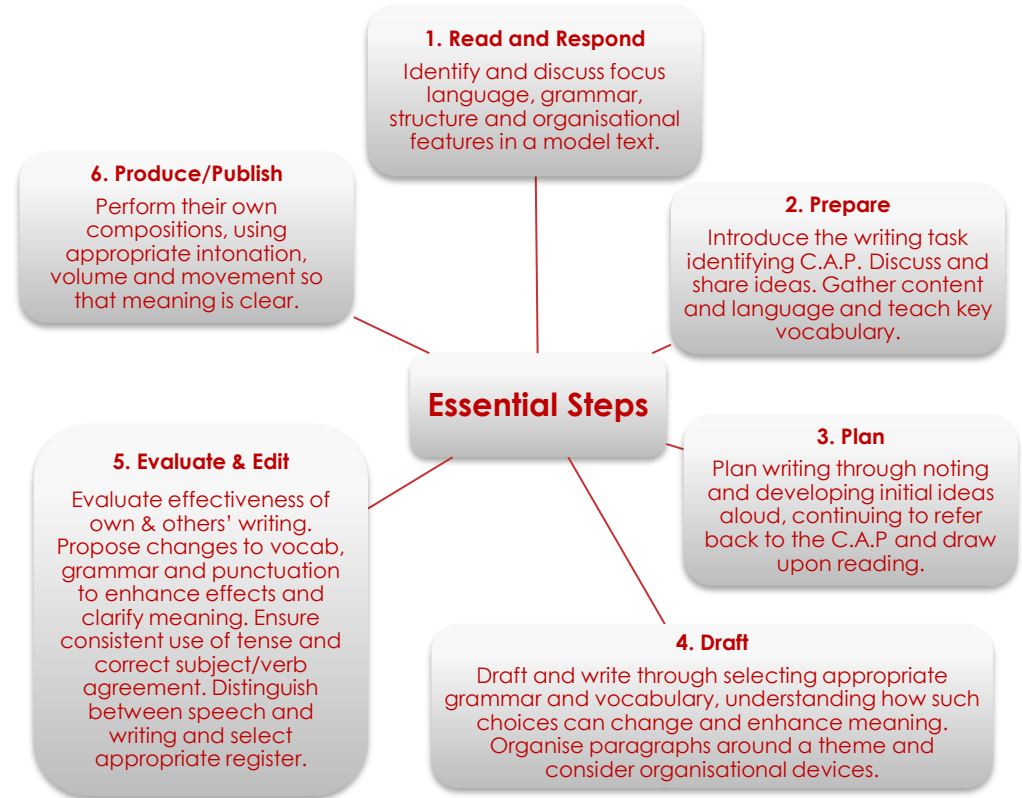
- linking ideas across paragraphs using adverbials of time, place and number
- use of tense to reference back or ahead, e.g. he had seen her before
- use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun
- indicating degrees of possibility using adverbs or modal verbs

Punctuation

- use of commas after a fronted adverbial
- use of comma after a reporting clause in direct speech

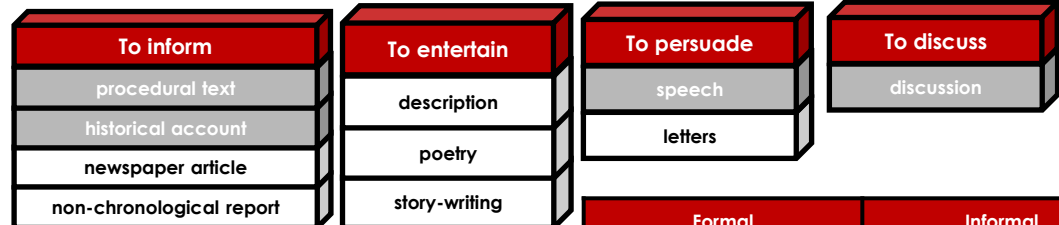
- use of brackets, dashes or commas to indicate parenthesis
- use of commas to clarify meaning or avoid ambiguity

WRITING PROCESS



Writing Purpose

Children should know that there are different purposes for writing. In Year 5 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.



Children should be taught the importance of context, audience and purpose through:

- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting from a wide range of taught cohesive devices to develop flow and aid the reader, e.g. use of nouns/pronouns to reference back.
- use of adverbials, conjunctions and prepositions and use of paragraphs and other organisational features;
- selecting an appropriately formal or informal tone through use of taught language and grammar



Formal	Informal
Context-specific or technical vocabulary	Personal tone
Avoid contracted form	Contracted form
Perfect tense	Direct addresses
	Vernacular language

Story Writing	Poetry	Descriptions
<p>Children learn to retell sections of or whole stories linked to a text they know well, making changes or writing their own versions.</p>	<p>Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.</p>	<p>Children learn to describe characters, settings and objects linked to books or topics.</p>
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> • create a title which hints at the theme; • include a beginning which introduces the character, setting and atmosphere; • include a build up which hints at what is going to happen next; • include a dilemma which introduces the problem; • include a resolution where the problem is solved; • include an ending which details the characters' feelings and what will happen next; • organise writing into paragraphs; • use a range of cohesive devices to aid flow; <p>Grammatical features</p> <ul style="list-style-type: none"> • use the tense consistently (past or present); • use a wide range of conjunctions to express, time, place and manner; • consistently maintain first or third person (may use 2nd person addresses to the reader); • use fronted adverbials to detail time/place ; • use noun phrases to add detail; • use direct speech/reported speech to advance the action and/or aid characterisation; <p>Language features</p> <ul style="list-style-type: none"> • use pronouns to avoid repetition; • use fronted adverbials to detail where, when and how. 	<p>They should be given the opportunity to plan, write and perform a poem.</p> <p>Children should be taught to read, write and perform a:</p> <p>Haiku</p> <ul style="list-style-type: none"> • contains 3 lines; • the first line has 5 syllables; • the second line has 7 syllables; • the third line has 5 syllables; • choose vocabulary for effect. <p>Haikus tend to link to nature and natural phenomena. For example:</p> <p>Frozen Kingdom; Ice crystals clinging; Branches glimmer in the sun; Winter's masterpiece.</p> <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> • introduce the character, setting or object to the reader; • describe unusual and distinctive features; • ensure features are described in a logical and cohesive order; <p>Grammatical features</p> <ul style="list-style-type: none"> • use the third person; • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas; • use subordinate clauses, in varied positions, to add detail and context; • use fronted adverbials to detail time/place; • use pronouns to refer back to subject/object; • use power of three repetition for effect. <p>Language features</p> <ul style="list-style-type: none"> • use precise adjectives, adverbs and prepositions to create atmosphere and effect; • use figurative language to add detail and description; • use show not tell techniques, encouraging the reader to make inferences; • use pronouns to avoid repetition; • use expanded noun phrases to aid cohesion and add detail.

Non-Chronological Report	Newspaper Article	Procedural	Historical Account
<p>Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.</p>	<p>Children learn to recount and inform through writing newspaper articles.</p>	<p>Children learn to inform through a procedural text.</p>	<p>Children learn to recount and inform through writing historical accounts.</p>
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a heading; include an introduction to outline the topic; include sub-headings; use paragraphs to organise the information; make organisational decisions about how the report should look; <p>Grammatical features</p> <ul style="list-style-type: none"> use third person; use mainly present tense; include some use of the perfect tense; use a range of conjunctions, in varied positions, to aid cohesion; <p>Language features</p> <ul style="list-style-type: none"> maintain a suitably formal tone; use technical vocabulary to demonstrate factual knowledge; use specific names of people or places; use statistics to inform; use noun phrases, adverbs and prepositions to provide specific, factual detail. use pronouns to refer back to the subject; use noun phrases to avoid repetition; use a range of determiners. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a short, catchy headline (may include a pun/wordplay if appropriate); include a by-line with who is reporting; organise the article into columns; may include an image with caption; begin with an introduction which summarises the report (5Ws); use paragraphs to sequence the events; close with a final comment/recommendation linked to the article; <p>Grammatical features</p> <ul style="list-style-type: none"> include witness statements through direct speech; include a reporting clause for direct speech; use past tense; use third person; use relative clauses to add further detail; use of determiners to open paragraphs; <p>Language features</p> <ul style="list-style-type: none"> use specific names of people or places; use emotive vocabulary to convey and evoke response; use noun phrases to avoid repetition; use pronouns to refer back to the subject; present relevant information concisely. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a title which states the purpose, usually 'How to..'; include a statement which outlines the end goal/aim; keep the sentences concise so the reader can follow the steps easily; use numbered steps to give clarity; end with a closing statement which may include warnings and/or top tips; include diagrams where appropriate; <p>Grammatical features</p> <ul style="list-style-type: none"> use second person; use present tense; use adverbs to indicate time and place; use imperative verbs to indicate importance; use of modal verbs to suggest possibility/probability; use conjunctions to illustrate the sequence; <p>Language features</p> <ul style="list-style-type: none"> use determiners to give precision and quantify; use technical/subject specific language for clarity; use noun phrases and pronouns to avoid repetition; use cautionary language to emphasise. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> state whose viewpoint the account is written from; include relevant/significant factual information; provide brief introductory outline of the event; follow on with chronologically ordered paragraphs detailing events; conclude with a summing up e.g. impact of the event; personal statement of feeling or opinion; <p>Grammatical features</p> <ul style="list-style-type: none"> use the third or first person; use the tense consistently (past or present); use a wide range of conjunctions to link ideas; use subordinate clauses, in varied positions, to add detail and context; use fronted adverbials to detail time/place; use relative clauses to provide additional useful detail; <p>Language features</p> <ul style="list-style-type: none"> use precise adjectives, adverbs and prepositions to clarify or evoke response; use pronouns to avoid repetition and reference back; use expanded noun phrases to aid cohesion and add further detail; use context specific language.

Formal Letter	Speech	Discussion
<p>Children learn to persuade a specific person to do something or think a certain way in the form of a letter.</p>	<p>Children learn to persuade the audience to make changes through a speech.</p>	<p>Children learn to present two points of view through exploring persuasive arguments for and against a topic.</p>
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a sender and recipient's address; include the date the letter was written; begin the letter with 'Dear...'; inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce); present facts and information clearly within logically ordered paragraphs; include only relevant/significant information; close by stating what you would like to happen next; <p>Grammatical features</p> <ul style="list-style-type: none"> use mainly past tense; use first person address; add a rhetorical question to cause the reader to consider the writer's view and to draw them in; use subordinating conjunctions to express cause and effect; use modal verbs to indicate necessity; <p>Language features</p> <ul style="list-style-type: none"> use Sir/Madam if the recipient is unknown; use 'faithfully' to close if the recipient is unknown, 'sincerely' when know; use emotive language to stress feelings; use pronouns to avoid the repetition of proper nouns. use cautionary language for emphasis and to draw in the reader. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include an opening which outlines the topic; elaborate upon points in the main body; use examples and evidence, including statistics, to support points made; include a conclusion which links back to the opening; <p>Grammatical features</p> <ul style="list-style-type: none"> use mainly present tense; add a rhetorical question to cause the reader to consider the writer's view and to draw them in; use subordinating conjunctions to express cause and effect; use modal verbs to indicate necessity; present opinions as facts; <p>Language features</p> <ul style="list-style-type: none"> use emotive language to emphasise feelings; use technical vocabulary to convey knowledge and expertise; use power of three repetition for effect; use pronouns to avoid the repetition of proper nouns; use cautionary language for emphasis and to draw in the audience. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a clear title which states the discussion topic (often a question); include an opening paragraph which summarises the discussion; use paragraphs to outline arguments for and against; use examples and evidence, including statistics, to support points made; include a conclusion which outlines the writer's position; <p>Grammatical features</p> <ul style="list-style-type: none"> use third person consistently; use mainly present tense; use subordinating conjunctions to aid cohesion and express cause and effect; use adverbials to link ideas/opinion; Use modal verbs to indicate possibility or probability; <p>Language features</p> <ul style="list-style-type: none"> use emotive language to emphasise opinion and evoke response; use technical vocabulary to convey knowledge and expertise; use pronouns to avoid the repetition of proper nouns.

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 5 should enable children to:

Autumn		Spring		Summer	
Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.	Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.	Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.
	Spell most Year 3/4 statutory words and begin to spell taught Year 5/6 statutory words correctly.		Spell most Year 3/4 statutory words correctly.		Spell the Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.		Spell many of the taught Year 5/6 statutory words correctly.		Spell most of the taught Year 5/6 statutory words correctly.
	Write with legible and consistent handwriting, with most joins correctly formed.		Write with legible and consistent handwriting, with most joins correctly formed.		Begin to maintain legibility in joined handwriting.
Sentence Structure	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation in writing.	Sentence Structure	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.	Sentence Structure	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.
	Use commas after fronted adverbials, as well as in lists.		Begin to use brackets, dashes and/or commas to indicate parenthesis.		Use brackets, dashes and/or commas to indicate parenthesis.
	Begin to use commas to mark the boundary between a subordinate clause and a main clause.		Use commas to mark the boundary between a subordinate clause and a main clause.		Maintain consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.
	Put the apostrophe in the correct place within contractions and for singular and plural possession.		Begin to use commas for clarity correctly.		Use commas for clarity mostly correctly.
	Use inverted commas to punctuate a sequence of speech sentences mostly correctly.		Use speech punctuation accurately, including before and after a reporting clause.		Use speech punctuation accurately, including before and after a reporting clause.
	Use a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.		Begin to use relative clauses to extend sentences.		Use relative clauses to extend sentences.
	Use a range of verb tenses with increasing consistency.		Use verb tense, person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.		Use verb tense, person and subject-verb agreement consistently and accurately, matching the purpose of the writing.
	Use person and subject-verb agreement with increasing consistency.		Composition		Composition
Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader.	Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar, structure and organisational features to aid the reader.				
Vary sentence structure through the use of main and subordinate clauses, fronted adverbials and prepositional phrases in order to clarify and add interest.	Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest.				
Describe settings and characters through descriptive language.	Describe settings and characters through carefully chosen descriptive and figurative language.				
Composition	Begin to create atmosphere through use of language, sentence structure and punctuation for effect.	Composition	Begin to create atmosphere through use of language, sentence structure and punctuation for effect.	Composition	Create atmosphere through use of language, sentence structure and punctuation for effect.
	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.		Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.		
	Write using both formal and informal styles.		Write using both formal and informal styles, beginning to vary language and grammar to suit the audience and purpose.		
	Use dialogue purposefully to provide information about characters and begin to use dialogue to move events forward.		Use dialogue purposefully to provide information about characters and/or move events forward.		
	Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.		Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.		
	Begin to evaluate and redraft sections of writing in order to enhance and improve.		Begin to evaluate and redraft sections of writing in order to enhance and improve.		

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all** of the statements in the summer term.

Write more sustained pieces, still maintaining sense of context, purpose and audience, using a range of devices to build cohesion within and across sentences and paragraphs.

Make some choices about:

- the organisation, structure and content of writing
- the use of formal and informal language and grammar features
- the manipulation of grammar and language for effect and context
- the use of written language structures, as well as those that mirror spoken language
- when to use additional punctuation to avoid ambiguity or for effect

to show a clear and consistent individual writer's voice, which reflects purpose and audience.

Use the language and techniques found in wider reading to enhance writing.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

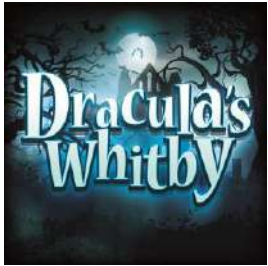
We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently , copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently , using the taught phonic code	Choosing own words, segmenting and writing independently , using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code
Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	Writing appropriate narrative and non-narrative pieces for different purposes and audiences following Y5 curriculum and endpoints

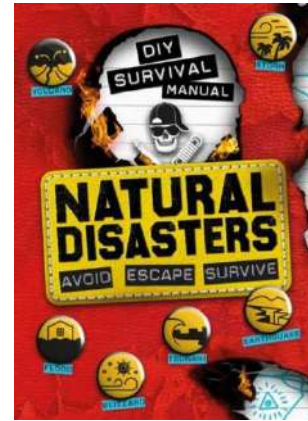
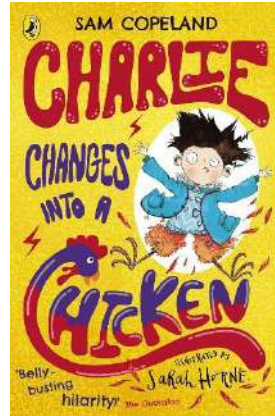
These can be tracked back further to meet the needs of the individual child.

Year 5: Book-Led Writing Curriculum

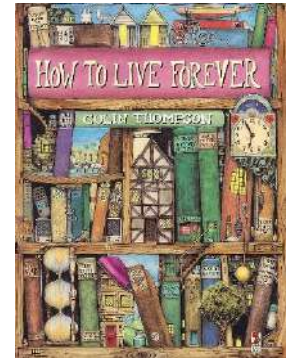
Autumn 1



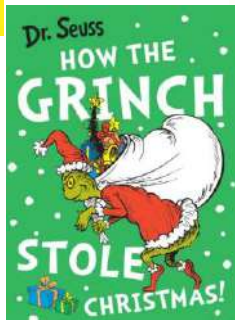
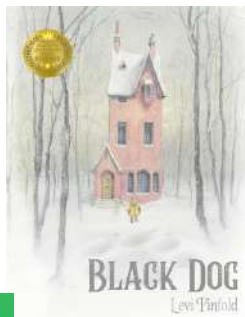
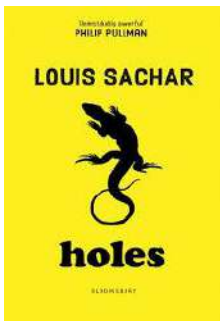
Spring 1



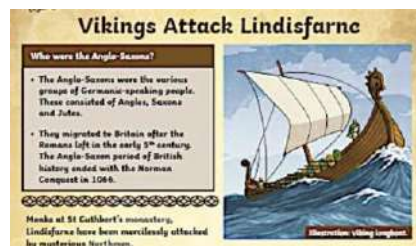
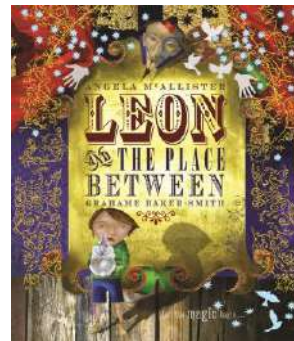
Summer 1



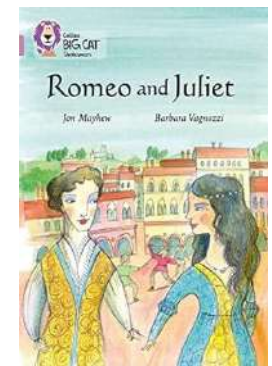
Autumn 2



Spring 2



Summer 2



Autumn Term

Provision Map

Year 5

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Text Type	Setting Description	Newspaper Article	Character Profile	Dialogue in Fiction	Non-Chronological Report	Persuasive Speech
Overall Purpose	Write an atmospheric setting description based on Whitby Abbey.	Write a newspaper article reporting on sightings of Dracula in Whitby.	Write a 'More about Me...' character profile based on a villain from the shared text.	Write dialogue small, his family members and the black dog.	Write a non-chronological report on a desert animal such as the yellow-spotted lizard.	Write an informal speech/blog/letter to persuade the Grinch not to steal Christmas.
Stimulus	Dracula's Whitby-Literacy Shed	Drac is Back! Model Text	Inside the Villains Use 'The Giant' as a model	The Black Dog	Holes	How the Grinch stole Christmas
CAP	Context: Dracula Audience: Peers Purpose: To entertain	Context: Dracula Audience: school staff Purpose: To inform	Context: Fairy Tales Audience: Year 3 Purpose: To entertain	Context: Narrative Audience: Peers Purpose: To entertain	Context: Holes Audience: Peers Purpose: To inform	Context: Christmas Audience: The Grinch Purpose: To persuade
Sentence/ Language Focus	Use of fronted adverbials and prepositional phrases to aid cohesion. Use of a range of conjunctions within multi-clause sentences. Use of descriptive language to describe setting and to create atmosphere . Use of commas to mark the clause boundaries (between a subordinate clause and a main clause).	Clear introduction, follow up paragraphs that sequence and develop ideas and concluding statement . Use of modal verbs to suggest possibility or probability. Use of direct speech for key witness/expert statements. Use of determiners, adverbs and noun phrases to open sentences.	Use of a range of punctuation to mirror the shared text: apostrophe for contraction, exclamation marks, question marks, dashes for parenthesis . Use of present tense and modal verbs to show possibility or probability. Use of well-chosen descriptive language to describe character.	Use of a reporting clause . Use of spliced/split dialogue . Use of synonyms for said . Use of punctuation typically used for the language of speech : apostrophes for contraction, elipsis and dash. Use of slang, idiomatic language and interjection .	Use of brackets for parenthesis . Use of relative clauses . Use of a range of organisational and cohesive devices . Use of subject-specific vocabulary . Use of a range of conjunctions within multi-clause sentences.	Use of modal verbs to express possibility/probability . Use of rhetorical questions . Use of language and grammar appropriate to writing context . Use of power of 3 repetition . Use of superlative and comparative adjectives
Key Vocabulary	Illuminating, overpowering, glimpse, approached, ravens, abandoned, crooked, glimmer, stealthily.	Local, contacted, initially, approximately, baffled, peculiar, residents, reported, suggested, assist, certainly.	Pastime, devouring, gulping, simmered, insatiable, divulging, advantage, tendency, appetite, hangry!	Growled and grumbled, barked bravely, hissed aggressively, muttered quietly, shouted with frustration.	Venomous, carnivorous, herbivorous, dwelling, appearance, features, adaptations, despite, extreme, survive.	Reconsider, festive, cherished, traditions, embrace, harmony, wonder, unforgettable, generosity.

Spring Term

Provision Map

Year 5

Unit	Unit 1-1 week	Unit 2	Unit 3	Unit 4	Unit 5
Text Type	Poetry	Short Story Chapter	Procedural Text	Setting Description	Historical Recount
Overall Purpose	Write a verse of Winter themed Haiku	To write an extended story chapter linked shared text. Choose animal character for Charlie to turn into to.	<i>How to survive a personal disaster...</i> <i>Write a procedural step-by-step guide for Charlie.</i>	Write a setting description to describe what they see when they go into the box and through the world of doorways to somewhere else.	Write an account of the Lindisfarne invasion from a monk's perspective.
Stimulus	Winter-Read other seasonal haiku examples	Charlie Turns into a Chicken Extract <i>Sam Copeland</i>	Use text from 'How to survive a natural disaster as a model.	Leon and the Place Between	The Viking Invasion of Lindisfarne
CAP	Context: Winter Audience: Peers Purpose: To entertain	Context: Mental Health Audience: Peers Purpose: To entertain	Context: Mental Health Audience: Charlie Purpose: To inform	Context: Circus/Fantasy Audience: Younger audience Purpose: To entertain	Context: Vikings Audience: Anglo-Saxon Chronicle Readers Purpose: To inform
Sentence/ Language Focus	Haiku: contains 3 lines; the first line has 5 syllables; the second line has 7 syllables; the third line has 5 syllables; Use a range of precisely chosen vocabulary for effect.	Use a range of figurative language techniques in the style of the author. Use dialogue to advance the plot. Use of commas to separate parenthesis and subordinate and main clauses Stretch: mirror the author's use of precise language for effect; repetition and short and long sentence structures.	Use of modal verbs to express possibility or probability. Use of relative clauses to provide relevant, additional information. Use a range of determiners to quantify.	Use a range of precisely chosen vocabulary and descriptive language. Vary sentence structure and use of punctuation to create atmosphere. Stretch: Mirror style of language and grammar techniques used by the author. For example, Use of repetitive sentence structure for effect. It was a world of astonishment. A world of the unexpected. It was alive with magic.	Use of relative clauses to provide additional but relevant information. Use of punctuation for parenthesis. Use of formal writing features such as no contracted form, perfect tense and use of subject-specific language. Use of pronouns, adverbials and conjunctions for cohesion. Stretch: Write the account from a Viking Raider's viewpoint.
Key Vocab	Glittering, shimmering, thawing, frozen, moonlight, blanketed, wonderland, covering, blanket.	Dreaded, panic, concentrate, twitching, jerking, react, morph, transform, hybrid, shrieked, screeched.	Prepare, plan, warning, wherever, whenever, focus, control, common, techniques, mindful, release, reduce.	Spotlight, glimmered, blossomed, fluttering, swoop, fluttered, perfumed, astonishment, lantern light.	Anticipated, brutal, assault, terror, slaughter, mercy, vulnerable, savage, atrocity.

Summer Term

Provision Map

Year 5

Unit	Unit 1	Unit 2	Unit 3-3/4 weeks	Unit 4
Text Type	Discussion	Newspaper Article	Story Writing	Persuasive Speech
Overall Purpose	Write a balanced report/article discussing whether or not it would be good to live forever.	Write a newspaper article detailing the events leading up to, during and after the Eldfell Eruption on the Island of Heimay.	To write part two of the story 'Giant' 'Minnie's Journey to the Truth'	Write a short persuasive speech as Juliet pleading with her father to stop Romeo being banished and to let them marry.
Stimulus	How to live forever text <i>Colin Thompson</i>	Iceland: Volcanic Regions	Giant	Romeo and Juliet Model Text: Friar Laurence's speech to Romeo.
CAP	Context: Key Text Audience: Peers Purpose: To discuss	Context: Iceland: Volcanoes Audience: Residents of Iceland Purpose: To inform	Context: Giants Audience: Peers Purpose: To entertain	Context: Romeo and Juliet Audience: Lord Capulet Purpose: To persuade
Sentence/ Language Focus	Use of subordinating conjunctions to aid cohesion and express cause and effect. Use of modal verbs to express possibility or probability. Use of formal writing features to achieve authoritative tone. Stretch: Write it as a magazine article using both formal and informal tone to appeal to reader.	Use of determiners to open sentences. Use of speech sentences for eyewitness/expert accounts. Use of relative clauses for additional information. Use of punctuation for parenthesis. Use of formal writing features.	Use of dialogue to advance the action and to convey character. Use a range of cohesive devices e.g. fronted adverbials, pronouns, conjunctions within and across paragraphs. Create atmosphere through use of language, sentence structure and punctuation for effect. Use of punctuation for parenthesis. Vary sentence structures. Stretch: Include detail as well as grammar and language techniques in the style of the author.	Read up to P46 and stop after the words 'I reached them just in time to hear him delivering his news to Romeo.' Use of imperative verbs to show authority. Use of modal verbs to express possibility/probability. Use of rhetorical questions. Use of language and grammar appropriate to writing context. Stretch: Experiment with archaic language and grammar.
Key Vocab	Imagine, experience, achievement, limitless, eternal, whether, determine, additionally, in contrast...	Disaster, witnesses, reports, remaining, nearby, locals, evacuated, alarm, officials.	Desperate, betrayal, threaten, confront, pleaded, stammered, shrieked, route, destination.	Destiny, feud, refuse, determined, conflict, consent, fate, eternal, infatuated, banish, exiled.



Year 6 Writing

New Learning

Prior Learning

KNOW IT! Grammar

Year 6

Punctuation

hyphen	A mark used with compound words or to join a prefix to a root word where the prefix ends in a vowel and the root word begins with one.
ellipsis	A series of dots, usually three indicating the omission of words.
colon	A colon is used to introduce things: ideas, items in a list, a quotation or an explanation. A colon can also be used between a statement and answer, quotation or to provide a contrast.
semi-colon	Semi-colons can be used to link related independent clauses. They often replace co-ordinating conjunctions or to separate items in a list if extra details about the items have been included.
bullet points	A mark used to separate items in a list. These should be punctuated consistently.
parenthesis	Words or phrases inserted to add explanation or asides, demarcated with either () , -
brackets	A pair of punctuation marks surrounding additional information or explanation, such as words or figures.
dash	A punctuation mark that indicates a strong interruption to a sentence. It can be used as a pair or on its own if the interruption is at the end of the sentence.
commas for parenthesis	A pair of commas can be used to mark an embedded clause or additional information or explanation
comma for subordinate clauses	A comma is used to separate a subordinate clause from the main clause if it comes at the start of a sentence.

Sentence Structure

passive voice	When the subject undergoes the action (has something done to it by someone or something).
active voice	When the subject performs the action.
cohesive device	Words and phrases used to link the text and aid understanding, e.g. determiners and pronouns used to refer back to earlier words, conjunctions and adverbs which make the relationships between words clear, omission of expected words to avoid repetition.
relative clause	A special type of subordinate clause that modifies a noun. It begins with a relative pronoun, which refers back to a previous noun or clause.
embedded clause	An embedded clause is a clause that is used within another clause. It is usually surrounded by commas. Relative clauses can often be embedded.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
main/independent clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
phrase	A group of words without a verb.

Word Class

subjunctive mood	The verb form used to explore a hypothetical situation, expressing what is imagined, wished, commanded, demanded or suggested. It is used in formal writing.
indefinite article	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
definite article	A determiner referencing a specific noun. The only definite article is 'the'.
relative pronoun	A word which can introduce a relative clause and refers back to a noun or clause.
auxiliary verb	A verb used to form the tense and mood of other verbs.
modal verb	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
fronted adverbial	An adverb or adverbial that has been moved before the verb.
determiner	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
possessive pronoun	A pronoun which indicates 'belonging' to a person or object.

Tense

perfect	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Year 5/6 words: accompany, achieve, aggressive, awkward, bargain, bruise, committee, community, correspond, criticise Homophones and Near Homophones: bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past Homophones and Near Homophones: cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary Recap: The /dʒ/ sound spelt as dge Recap: Adding -ly to a root word (including ending in -al) (Y5/6 words/root words: frequently, marvellous, mischievous, thorough, physical, professional, individual, awkward) Recap: Adding -ly to a root word ending in -e and -le (Y5/6 root words: definite, desperate, immediate, sincere, aggressive) The /ʌ/ sound spelt ou Year 5/6 words: definite, desperate, especially, frequently, immediate, sincere, thorough, physical, individual, suggest 	<ol style="list-style-type: none"> Homophones and Near Homophones: affect, effect, dessert, desert, draft, draught, precede, proceed, current, currant Homophones and Near Homophones: coarse, course, peace, piece, council, counsel, led, lead, profit, prophet Recap: Adding -ed, -ing, -er, -est and -ly to a root word ending in -y with a consonant before it (Y5/6 root words: necessary, occupy, accompany) Recap: Adding the endings -ing, -ed, -er and -est to a root word ending in -e with a consonant before it (Y5/6 root words: achieve, persuade, privilege, recognise, sacrifice, interfere) Recap: Adding -ing, -ed, -er, -est and -y to a root word of one syllable ending in a single consonant letter after a single vowel letter and a root word of more than one syllable (with a stressed final syllable) (Y5/6 root words: occur) Recap: The /ɪ/ sound spelt y elsewhere than at the end of words (Y5/6 words: physical, rhythm, symbol, system) Year 5/6 words: develop, embarrass, necessary, occupy, persuade, privilege, recognise, sacrifice, interfere, occur 	<ol style="list-style-type: none"> Recap: The /tʃə/ sound spelt -ture and the /ʒə/ sound spelt -sure (Y5/6 root words: leisure) Recap: Words ending in the /ʃən/ sound spelt -tion or -cian (Y5/6 root words: competition) Recap: Words ending in the /ʃən/ sound spelt -sion or -ssion (Y5/6 root words: profession) Recap: Words ending in the /ʃəs/ sound spelt -tious or -cious Recap: Words ending in the /ʃəl/ sound spelt -tial or -cial Year 5/6 words: profession, competition, leisure, symbol, system, rhythm, familiar, neighbour, guarantee, harass, foreign
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> Recap: Words ending in -able and -ably Recap: Words ending in -ible and -ibly Recap: Words ending in -ant, -ance, and -ancy Recap: Words ending in -ent, -ence, and -ency Year 5/6 words: interrupt, prejudice, programme, queue, recommend, restaurant, rhyme, identity, secretary, shoulder 	<ol style="list-style-type: none"> Recap: Words containing the letter string -ough (Y5/6 words: thorough) Recap: Words with 'silent' letters (uncommon digraphs) Recap: The /s/ sound spelt c before e, i and y (Y5/6 words: necessary, sincere, excellent, cemetery, criticise) Recap: Adding the prefixes un-, dis- and mis- Words that can be nouns and verbs 	<ol style="list-style-type: none"> Words with hyphens The prefix over- Words ending in a schwa sound written as '-er', 'or' and 'ar' (Y3/4/5/6 words: calendar, particular, popular, shoulder, soldier) Words beginning with 'acc' (Y3/4/5/6 words: accident, accompany, accommodate, according) Words containing 'phon' and 'sign' (Y5/6 words: signature) Words containing 'sol' and 'real' Words with origins in other countries and languages (Y5/6 words: restaurant)

SECURING TRANSCRIPTION SKILLS AND SENTENCE STRUCTURE

Children in Year 6 should be given opportunities to continue to develop fluency in transcription skills and practise sentence writing through:

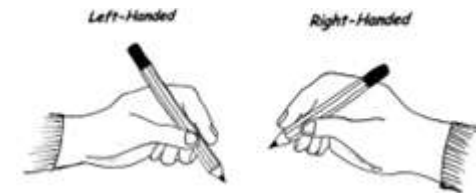
- ⇒ Regular handwriting instruction to increase the speed of it;
- ⇒ Use of a range of strategies to spell correctly, including knowledge of morphology and etymology.
- ⇒ Use of a dictionary to check words with uncommon/not taught spelling patterns.
- ⇒ Regular sentence writing practice: sentence completing, adapting, expanding, imitating, overwriting and improving.
- ⇒ Thinking aloud to generate ideas and compose/improve sentences;
- ⇒ Teacher modelling and feedback;
- ⇒ Re-reading and checking for sense and accuracy;
- ⇒ Routinely editing sentences to correct spelling, punctuation and to address any grammatical inaccuracies.

HANDWRITING

Children should use their handwriting skills to:

Write legibly, fluently and with increasing speed by:

- ✎ choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;
- ✎ choosing the writing implement that is best suited for the task.



Ensure the needs of left-handed pupils are met.

Our teaching of handwriting is based on the Morrells handwriting scheme

Through this scheme, letter joins are taught in this order, once children's letter formation can be used with skill.

Letter joins taught in Y3 and Y4.

il th hi lu in mu un

cc ca ds ad ea ee

as de sc da

oo on oc oa or ol ri re

ov wh wa we rd os ro

Short, but daily practice sessions of around 10 minutes are delivered in order to help improve writing speed. Sentences are also used to increase writing speed, fluency and legibility.

Staring out to sea, the mermaid wondered if the storm would return.

Break Letters

b g j p q y z

WRITING SKILLS

Grammar

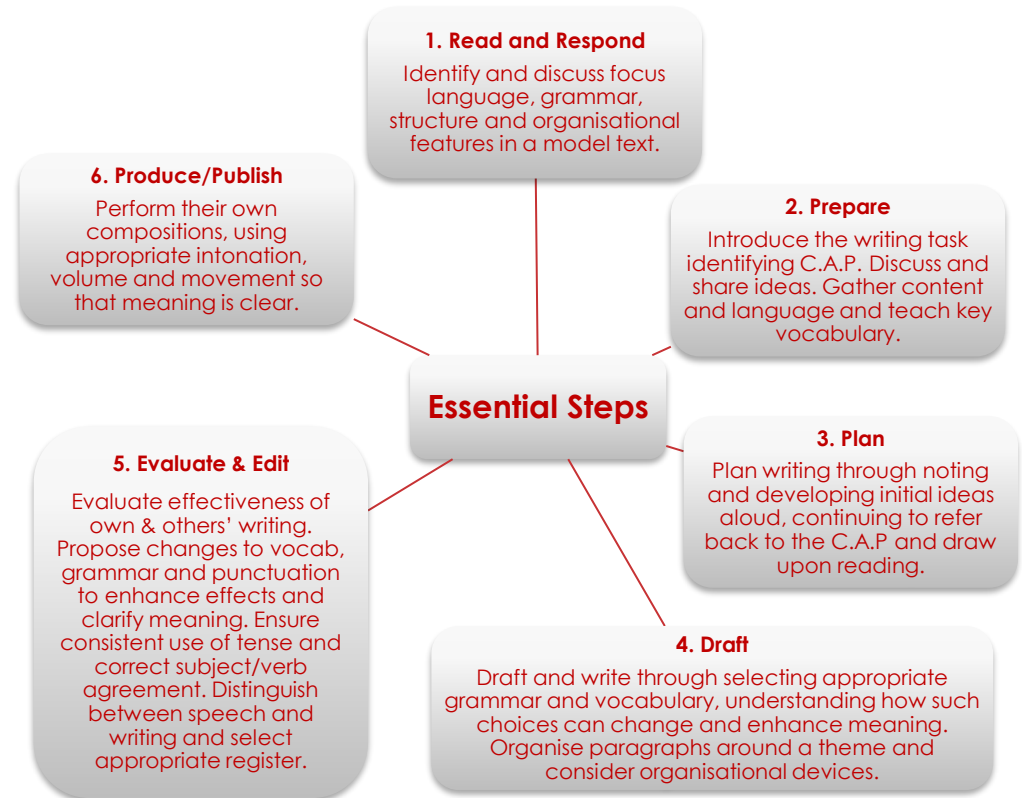
- convert nouns or adjectives into verbs using suffixes
- Extend sentence structures and aid cohesion through:
- linking ideas across paragraphs using adverbials of time, place and number
 - use of tense to reference back or ahead, e.g. he had seen her before
 - use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun
 - indicating degrees of possibility using adverbs or modal verbs

- use the passive voice to affect the presentation of information in a sentence
- Extend sentence structures and aid cohesion through:
- linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, use of adverbials such as on the other hand, in contrast), ellipsis and layout devices such as headings, columns, bullets etc.;

Punctuation

- use of brackets, dashes or commas to indicate parenthesis
 - use of commas to clarify meaning or avoid ambiguity
- use of a semi-colon, colon and dash to mark the boundary between independent clauses;
 - use of the colon to introduce a list and use of semi-colons within lists;
 - use of hyphens to avoid ambiguity e.g. recover versus re-cover;

WRITING PROCESS



Writing Purpose

Children should know that there are different purposes for writing. In Year 5 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.



Children should be taught the importance of context, audience and purpose through:

- showing an awareness of language and grammar typical of informal speech and that appropriate to formal speech and writing;
- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting an appropriately formal or informal tone through use of taught language and grammar

To inform
procedural text
recount - diary
non-chronological report

To entertain
description
poetry
story-writing

To persuade
travel blog

To discuss
discussion

Formal	Informal
Use of the subjunctive or passive form	Question tags
Context-specific or technical vocabulary	Contracted form
Avoid contacted form	Direct addresses
Perfect tense	Vernacular language

Story Writing	Poetry	Descriptions
<p>Children learn to retell sections of or whole stories linked to a text they know well, making changes or writing their own versions.</p>	<p>Children explore and experience a range of poetry. To bring poetry to life, pupils should be taught to perform their poems to an audience. They should be given the opportunity to plan, write and perform a poem.</p>	<p>Children learn to describe characters, settings and objects linked to books or topics.</p>
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> • create a title which hints at the theme; • include a beginning which introduces the character, setting, atmosphere - this may also take the form of a flashback/flash-forward; • include a build up which hints at what is going to happen next; • include a dilemma which introduces the problem; • include a resolution where the problem is solved; • include an ending which details the characters' feelings and ties together the threads of detail; • organise writing into paragraphs; • use a range of cohesive devices to aid flow; <p>Grammatical features</p> <ul style="list-style-type: none"> • select the correct tense and apply consistently (may vary); • use a wide range of conjunctions to express, time, place and manner in varying positions; • consistently maintain first or third person (may use second person to address the reader); • use fronted adverbials to detail time/place; • use noun phrases to add detail; • use multi-clause sentences for detail and single clause for effect; • use direct speech/reported speech to advance the action and/or aid characterisation; <p>Language features</p> <ul style="list-style-type: none"> • use pronouns to avoid repetition and refer back; • select vocabulary that matches the level of formality required. 	<p>Imagery Poetry</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • use figurative language to describe the subject; • draw upon all senses to create a sensory experience for the reader including onomatopoeia; • use precise and emotive vocabulary; • choose whether to use rhyme. <p>An example of a poem which uses imagery is William Wordsworth's classic 1804 poem -</p> <p><i>I wandered lonely as a cloud That floats on high o'er vales and hills, When all at once I saw a crowd, A host of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze.</i></p> <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> • introduce the character, setting or object to the reader; • describe unusual and distinctive features; <p>Grammatical features</p> <ul style="list-style-type: none"> • use the third person; • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas; • use subordinate clauses, in varied positions, to add detail and context; • use fronted adverbials to detail time/place; • use pronouns to refer back to subject/object; • use power of three repetition of words, phrases or clauses for effect; • use of punctuation for effect. <p>Language features</p> <ul style="list-style-type: none"> • use increasingly precise adjectives, adverbs and prepositions to create atmosphere and for effect. • use figurative language to add detail and description; • use show not tell techniques, encouraging the reader to make inferences; • use pronouns to avoid repetition; • use noun phrases to aid cohesion and add detail; • use of comparative and superlative adjectives for emphasis.

Non-Chronological Report	Newspaper Article	Recount – Diary Entry	Procedural
<p>Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.</p>	<p>Children learn to recount and inform through writing newspaper articles.</p>	<p>Children learn to recount from characters' viewpoints in the form of a diary entry, focusing on including emotions and feelings.</p>	<p>Children learn to inform through a procedural text.</p>
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a heading; include an introduction to outline the topic; include sub-headings; use paragraphs to organise the information logically; make organisational decisions about how the report should look. This may include fact boxes, bullet pointed lists, diagrams; <p>Grammatical features</p> <ul style="list-style-type: none"> use third person; use mainly present tense; include some use of the perfect tense; use a range of conjunctions, in varied positions, to aid cohesion; use modal verbs to indicate degrees of possibility; <p>Language features</p> <ul style="list-style-type: none"> select appropriate vocabulary which matches the required level of formality; use technical vocabulary to demonstrate factual knowledge; use specific names of people or places; use statistics to inform; use noun phrases, adverbs and prepositions to provide specific, factual detail. use pronouns to refer back to the subject; use noun phrases and a variety of determiners to avoid repetition. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a short, catchy headline (may include a pun/wordplay if appropriate); include a by-line with who is reporting; organise the article into columns; may include an image with caption; begin with an introduction which summarises the report (5Ws); use paragraphs to sequence the events; close with a final comment/ recommendation linked to the article; <p>Grammatical features</p> <ul style="list-style-type: none"> include witness statements through direct speech; include a reporting clause for direct speech; use past tense; use third person; use relative clauses to add further detail; use of determiners to open paragraphs; <p>Language features</p> <ul style="list-style-type: none"> use specific names of people or places; use emotive vocabulary to convey and evoke response; use noun phrases to avoid repetition; use pronouns to refer back to the subject; present relevant information concisely. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include an opening which provides context and details feelings about the day/event; organise the main body chronologically; include only relevant/significant events and information; include a closing paragraph which reveals the writer's feeling, hopes/fears for the future; <p>Grammatical features</p> <ul style="list-style-type: none"> consistently use past tense although the present tense may be used for the opening and closing; use first person consistently throughout; include a range of conjunctions to aid cohesion; use a full range of adverbials in varied positions; use modal verbs to indicate degrees of possibility; use the subjunctive mood to indicate hopes and desires; use direct addresses such as question tags to draw the reader in; <p>Language features</p> <ul style="list-style-type: none"> select appropriate vocabulary which matches the required level of formality; use precise and emotive vocabulary to reveal the writer's innermost thoughts and feelings; use pronouns to refer back. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a title which states the purpose; include a statement which outlines the end goal/aim; include an ingredients/ resource/equipment list (may be bulleted); keep the sentences concise so the reader can follow the steps/method easily; use numbered or clearly logical steps to give clarity; end with a closing statement which may include warnings and/or top tips; include diagrams where appropriate; <p>Grammatical features</p> <ul style="list-style-type: none"> use second person; use present tense; use adverbs to indicate time and place; use of preposition to provide specific detail; use imperative verbs to indicate importance; use conjunctions to illustrate the sequence; use causal conjunctions; use modal verbs to indicate degrees of possibility; <p>Language features</p> <ul style="list-style-type: none"> use determiners to aid precision; use technical/subject specific language; use noun phrases and pronouns to avoid repetition; select appropriate vocabulary which matches the required level of formality; use cautionary language for emphasis.

Travel Brochure	Court Room - Closing Argument	Discussion
Children learn to persuade a visitor to go somewhere in the form of a brochure.	Children learn to persuade the jury through a closing argument speech.	Children learn to present two points of view through exploring persuasive arguments for and against a topic.
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include an opening sentence which outlines the desirability of the destination; use sub-headings/fact boxes to organise information; select information to appeal to audience; include images and slogans/taglines; include a conclusion which reiterates why the reader should visit; <p>Grammatical features</p> <ul style="list-style-type: none"> use present tense; use of 2nd person pronoun 'you' to address the reader; use a rhetorical question to draw the reader in; use modal verbs to emphasise importance (should, must, ought); use imperatives to indicate importance; <p>Language features</p> <ul style="list-style-type: none"> maintain an appropriately informal style to connect with the reader; use subject specific vocabulary to convey knowledge/expertise; use noun phrases to add detail; use repetition to emphasise desirability; use the power of three to describe; use of comparatives and superlatives to exaggerate. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include an opening which summarises the issue; include a main body which includes logically organised paragraphs; provide example and evidence for each point made; include a conclusion which indicates opinion and directly appeals to the reader; <p>Grammatical features</p> <ul style="list-style-type: none"> use past and present tense appropriately; use second person to address the reader (the jury); add a rhetorical question to cause the reader to consider the writer's view and to draw them in; use subordinating conjunctions to express cause and effect; use modal verbs to indicate necessity; use subjunctive mood to express wish/desire/hope; <p>Language features</p> <ul style="list-style-type: none"> use precise emotive language to emphasise feelings; use technical vocabulary to convey knowledge and expertise; use the power of three for effect; use pronouns to avoid the repetition of proper nouns; use active and passive voice; use direct appeal to the reader; use cautionary language to warn/emphasise. 	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> include a clear title which states the discussion topic (often a question); include an opening paragraph which summarises the discussion; use paragraphs to outline arguments for and against; use examples and evidence to support each point, including some use of statistics; include a conclusion which outlines the writer's position; <p>Grammatical features</p> <ul style="list-style-type: none"> use third person consistently; use mainly present tense; use subordinating conjunctions to aid cohesion and express cause and effect; use adverbials to link ideas/opinion; <p>Language features</p> <ul style="list-style-type: none"> use emotive language to emphasise points; use technical vocabulary to convey knowledge and expertise; use pronouns to avoid the repetition of proper nouns; select appropriate vocabulary which matches the required level of formality; use passive and active voice; use language of possibility and probability to speculate.

As well as the Working Towards statements from the STA Teacher Assessment Framework, the teaching of writing in Year 6 should enable children to:

Transcription	<i>Apply taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.</i>
	<i>Spell the Year 3/4 statutory words correctly.</i>
	<i>Spell the Year 5/6 statutory words mostly correctly.</i>
	<i>Maintain legibility in joined handwriting when writing at speed.</i>
	<i>Use editing skills to proof-read and correct errors in order to increase accuracy and sense.</i>
Sentence Structure	Use the range of punctuation taught at KS2 mostly correctly within writing.
	Use verb tenses consistently and correctly throughout writing.
Composition	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
	<i>Vary sentence structures to add detail, for emphasis and to avoid repetition.</i>
	In narratives, describe settings, characters and atmosphere.
	Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
	Integrate dialogue in narratives to convey character and advance the action.
	Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	<i>Evaluate and redraft sections of writing in order to enhance and improve.</i>

****Please note that the statements in italics are LET criteria as opposed to statutory criteria.***

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.

Greater Depth	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).
	Distinguish between the language of speech and writing and choose the appropriate register.
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
	Use the range of punctuation taught at key stage 2 correctly (such as semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

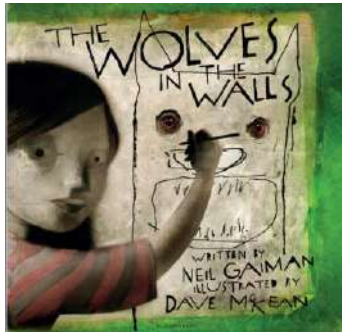
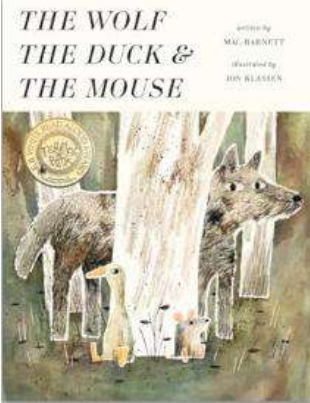
Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds, using the taught phonic code	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code
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Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	Writing appropriate narrative and non-narrative pieces for different purposes and audiences following Y5 curriculum and endpoints	Writing effective narrative and non-narrative pieces for different purposes and audiences following Y6 curriculum and endpoints
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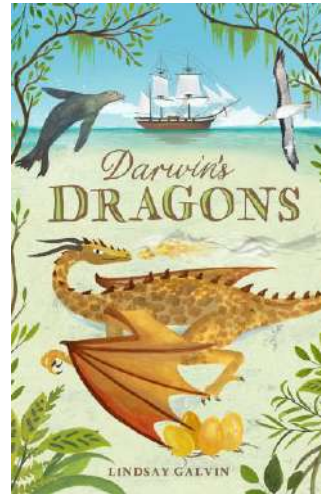
These can be tracked back further to meet the needs of the individual child.

Year 6: Book-Led Writing Curriculum

Autumn 1



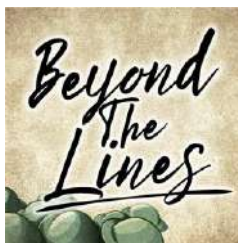
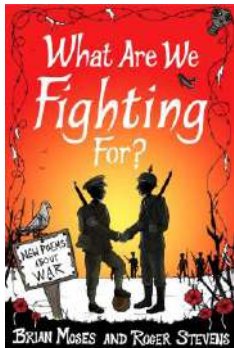
Spring 1



Summer 1



Autumn 2



Spring 2




Summer 2



Autumn Term

Provision Map

Year 6

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Text Type	Dialogue	Narrative Recount	Newspaper Article	Narrative Poetry	Discussion	Recount Letter
Overall Purpose	What they said... What they might have said...	Write the scene that follows-back in the house... to describe what the wolves were doing.	Write a newspaper article to report the incident.	Write own verses in the style of the shared poem.	Write a structure and balanced discussion text.	Write what was written in Grandad's Letter as he recounts the events.
Stimulus	The wolf, the duck and the mouse	The Wolves in the Wall	The Wolves in the Wall	What are we fighting for?	Should children have been evacuated?	Beyond the Lines-Literacy Shed
CAP	Context: Dialogue Audience: Peers Purpose: To entertain	Context: Suspense Audience: Peers Purpose: To entertain	Context: Suspense Audience: Readers Purpose: To inform	Context: World War II Audience: School Purpose: To entertain	Context: World War II Audience: Peers Purpose: To discuss	Context: D day Landing Audience: Grandma Purpose: To inform
Sentence/ Language Focus	Use of accurately punctuated dialogue . Analyse the dialogue in the original text: What they say. How they say it Voice description Actions as they talk. Alter the dialogue to show what they might have said experiment with: Adding on what a character is doing whilst speaking; Putting the speak before, in between or after what is said. Changing the plot or a character's traits. Adding in a question tag Using punctuation for effect.	Use of relative clauses to extend sentence structures. Use of commas to indicate parenthesis Use a range of sentence structures and vocabulary for effect . Use of dialogue to advance the plot . Stretch -use the grammar and language techniques from the original text.	Use of determiners to open sentences-newspaper style. Use of a range of formal writing features inc passive voice . Use of direct speech for eye witness or expert testimony. Use of modal verbs and adverbs to show degrees of possibility or probability.	Use of a range of language to create imagery . Use of shared poem structure .  Stretch: Experiment with perspective by writing verses from different viewpoints.	Use of modal verbs to suggest probability/possibility. Use of relative clauses to provide relevant additional information. Use of passive voice to achieve formality. Use of a range of appropriate conjunctions . Stretch -research and create/derive own evidence content to develop their balanced argument.	Use of informal writing features to match the context: direct address to reader etc. Use a pronouns to reference back . Use of modal verbs and adverbs to show degrees of possibility or probability. Use of cohesive devices to make links between events.
Key Vocab		Trepidation, trickled, menacing, plea, mumbled, cried, interrupted, exclaimed.	Warning signs, evacuated, intruders, residents, witness, expert, astonished, outrageous.	Crimson, consumed, grand, soul, resplendent, glance, yearns, grinds.	Due to, on the one hand, however, furthermore, surely, conclusion, reflect.	Firing, ashore, bamboozle, congestion, armoured vehicles, wounded, casualties.

Spring Term

Provision Map

Year 6

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Text Type	Setting Description	Non-chronological report	Persuasive Leaflet	Short Story
Overall Purpose	Write a setting description based on a shipwreck island.	Write a factual report based on a creature they have discovered.	Write a persuasive travel brochure/leaflet for a trip to the Galapagos Islands.	Write own version of a fairy tale retake where Gina fixes the mistake. Gina Saves the Wolf!
Stimulus	Fictional Island linked to Galapagos	Darwin's Dragons	Galapagos Islands	Fairy Tale-Retake <i>Gina Kaminski Rescues the Giant-Model text based on the picture book</i>
CAP	Context: Galapagos Audience: Peers Purpose: To entertain	Context: Evolution and Inheritance Audience: Naturalists Purpose: To inform	Context: Galapagos Islands Audience: Tourists Purpose: To persuade	Context: Fairy Tales Audience: Peers Purpose: To entertain
Sentence/ Language Focus	Use of a range of descriptive language to describe setting and create atmosphere. Use of a range of punctuation including hyphens for compound adjectives. Use of fronted adverbials and prepositional phrases to aid cohesion. Use of varied sentence structures to create different effects.	Use of relative clauses to add more detail. Use of punctuation for parenthesis. Use a range of formal writing features including passive voice, nominalisation (GD), modal verbs, perfect tense and subject-specific technical vocabulary. Stretch -Choose own audience and make adaptations accordingly.	Use of modal verbs to suggest probability or possibility. Use of some informal writing features - contracted form, asides to the reader etc. Use of a range of persuasive techniques : rhetorical questions, power of 3 repetition, superlatives, testimony.	Use of dialogue to advance the plot. Use of a range of informal writing features to match style of the author. Varying use of sentence structures for different effects. Use of punctuation for clarity and effect. Use of appropriate and imaginative language. Stretch: Choose their own fairy tale retake story.
Key Vocab	Rugged, marine life, harsh, unique, unusual, peculiar, exotic, volcanic, brutal, slate grey, greenery, plains, sparse, frigate birds, albatross.	Discovery, appearance, unique, compressed, crested, webbed, cold-blooded, inhabited, migrate, transformation, related to, species.	Unique wildlife, geological features, living museum, showcase of evolution, diverse species, popular destination, situated, unforgettable, array, famously, explore, discover.	Beloved, resolved, magnificent, scoffed, grunted, poised, absorbed, spectacular, possessions, obvious, rumbled, eternally, descended, heaved.

Summer Term

Provision Map

Year 6

Unit	Unit 1	Unit 2	Unit 3
Text Type	Setting Description	Diary Recount	Speech
Overall Purpose	Write their own heath scene where Macbeth returns to the witches to learn his fate.	Write a series of diary entries written from the viewpoint of Macbeth to show how his state of mind changes over time.	Write an advisory speech linked to the picture book 'The Path' to provide guidance for Year 5 children before they embark on Year 6.
Stimulus	Macbeth	Macbeth	The Path
CAP	Context: Macbeth Audience: Year 5 (link with their work on Romeo and Juliet) Purpose: To entertain.	Context: Macbeth Audience: Macbeth Purpose: To inform/entertain	Context: Transition Audience: Year 5 Purpose: To advise
Sentence/ Language Focus	<p>Use of dialogue to advance the plot and aid characterisation.</p> <p>Use of appropriate language and grammar to match the context.</p> <p>Use of figurative language to create atmosphere.</p> <p>Use of longer and shorter sentence structures to create effect.</p> <p>Use of precisely chosen vocabulary and punctuation for effect.</p> <p>Stretch: Use of archaic language and grammar structures drawn from reading.</p>	<p>Use of rhetorical questions to show character's inner turmoil.</p> <p>Use of a range of clauses structures including the use of relative clauses to add further detail.</p> <p>Use of a range of cohesive devices to link across and between and to reference back.</p> <p>Use of appropriate language and grammar linked to the context.</p> <p>Stretch: Incorporate extracts of letters written to Lady Macbeth.</p>	<p>Use of informal language and grammar appropriate to audience.</p> <p>Use of relative clauses to add asides for the listener.</p> <p>Use of question tags and contracted form.</p> <p>Use of conjunctions and adverbials to structure and maintain cohesion.</p>
Key Vocab	Chanted, unison, hunched, simmering, mocking, faded, seeking, dismounted, cackled, gruesome, vile, heartless, wicked, fate.	Turmoil, actions, consequences, memories, contrast, hope, hopeless, regret, hallucinate, haunted, despair, hero, future, trusted, loyal, betrayal, reflect.	Memorable, farewell, goals, achievements, memories, experiences, challenges, overwhelming, outweighs.