



WRITING CURRICULUM





RECEPTION WRITING



RECEPTION: PHONICS

GRAPHEMES		TRICKY WORDS	
Phase 2- Autumn	<p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <ul style="list-style-type: none"> 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) 	Phase 2	<p>is, I, the</p> <p>put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p>
	<p>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <ul style="list-style-type: none"> words with double letters longer words <p>Review Phase 3</p> <ul style="list-style-type: none"> 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 	Phase 3	<p>was, you, they, my, by, all, are, sure, pure</p> <p>Review all taught so far.</p>
Phase 4- Summer	<p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/, /ed/, –est <p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words 	Phase 4	<p>said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>Review all taught so far.</p>

EARLY WRITING SKILLS: LETTER FORMATION	EARLY WRITING SKILLS: SPELLING	EARLY WRITING SKILLS: SENTENCE WRITING
Children should be taught to:	Children should be taught to:	Children should be taught/given opportunity to:
<ul style="list-style-type: none"> • 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. <p><u>Developing a Good Pencil Grip</u></p> <p>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.</p>	<ul style="list-style-type: none"> • Segment within the taught phonics code sounds and link to letters to spell words. • Orally segment and spell: <ul style="list-style-type: none"> * CVC- map, sit etc * VCC and CVCC- ant, bump etc * CCVC- crab, dress etc * CCVCC and CCCVC- drank, scrap etc words and attempt longer polysyllabic words. • Spell high frequency words within the taught phonics code correctly. 	<ul style="list-style-type: none"> • Think of their own ideas for writing, say ideas in a grammatically correct sentence and attempt to write it independently. • 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.

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	Ii Ll	Vv Ww	Rr Nn	Bb Ee
Aa Gg	Tt Kk	Uu Yy	Mm Hh	Ss Xx
Qq Dd	Jj	Ff	Pp	Zz



RECEPTION CURRICULUM ENDPOINTS

The teaching of writing in Reception should enable children to:

Transcription	Write some taught digraphs and trigraphs from memory.
	Write CVC words by segmenting the sounds and then writing each grapheme with more accuracy.
	Write some common exception words matched to the school's phonic programme as they are taught and copy write others from a display or word mat.
	Write recognisable letters, most of which are correctly formed (correct starting point, sequence of movement and orientation).
	Use finger spaces between two or more words.
	Re-read words to check that they contain all the sounds.
Sentence Structure	Write full name (first and surname) accurately, including capital letters.
	Rehearse a simple sentence orally and retain it (with support), ready to write.
	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).
	Re-read sentences to check that they make sense.
Early Learning Goal	Write recognisable letters, most of which are correctly formed.
	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
	Write simple phrases and sentences that can be read by others.



YEAR ONE WRITING



YEAR 1 KNOW IT

SPELLING

Plural	More than one noun.
Singular	One noun.

SENTENCE STRUCTURE

Object	The person or thing being acted upon.
Verb	Describes the action or state.
Subject	Who or what is doing the action.
Sentence	A group of words which must include subject/object and verb.

New Learning

Prior Learning

PUNCTUATION

Exclamation Mark	To indicate surprise, urgency or emphasis
Question	To indicate a question.
Finger Space	A space left to separate words.
Full stop	To mark the end of a sentence.
Capital Letter	An upper case letter used at the start of a sentence and for proper nouns.

WORD CLASS

Noun	A word to describe a 'person, a place or a thing'.
Adjective	A word to describe a noun.
Verb	A 'doing', 'being' or 'happening' word.

TENSE

Past Tense	An action which has already happened.
Tense	A verb form which indicates time.

PHONICS

Our school follows the Little Wandle programme for the teaching of phonics.

Please refer to 'Year 1: Phonics' and the programme teaching materials.

GRAPHEMES-LEARN TO READ AND WRITE WORDS CONTAINING:

REVIEW Phase 3- Autumn 1	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- Autumn 1	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- Autumn 1	/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each
TEACH Phase 5- Autumn 2	/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- Spring 1	/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- Spring 2	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch/ ture match adventure /ar/ al a half father /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor
TEACH Phase 5- Summer 2	/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

TRICKY WORDS:

REVIEW Phase 2- Autumn 1	is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be
REVIEW Phase 3- Autumn 1	was, you, they, my, by, all, are, sure, pure
REVIEW Phase 4- Autumn 1	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
TEACH Phase 5- Autumn 2	their, people, oh, your, Mr, Mrs Ms, could, would, should, our, house, mouse, water, want
TEACH Phase 5- Spring 1	any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work
TEACH Phase 5- Spring 2	once, laugh, because, eye
TEACH Phase 5- Summer 2	busy, beautiful, pretty, hour, move, improve, parents, shoe



TEACH IT: SPELLING

YEAR 1

Autumn 1	Autumn 2	Spring 1
<p>1.Tricky words: is, his, as, has, I, the, and, so, go, no</p> <p>2.The sounds /f/, /l/, /s/ and /z/ spelt ff, ll, ss and zz</p> <p>3.The sound /ck/ spelt as k and ck</p> <p>4.The /ŋ/ sound spelt ng and nk</p> <p>5.Adding the suffixes s and es to root words (plural of nouns and the third person singular of verbs)</p> <p>6.The stressed and unstressed sound /er/ (Y1 word: her)</p> <p>7.The sound /ar/ spelt as the digraph ar</p> <p>8.Tricky words: her, to, into, do, of, she, he, we, me, be</p>	<p>1.The sound /ai/ spelt as the digraphs ai and ay</p> <p>2.The sound /oi/ spelt as the digraphs oi and oy</p> <p>3.The sound /ee/ spelt as the digraphs ee and ea</p> <p>4.The sound /ur/ spelt as the digraphs ur and ir</p> <p>5.Adding the suffix -ing where no change to the root word is needed</p> <p>6.Adding the suffix -ed making the sound /ɪd/ (extra syllable) where no change to the root word is needed</p> <p>7.Tricky words: was, you, they, my, by, all, are, sure, pure, said</p>	<p>1.Adding the suffix -ed making the sounds /d/ or /t/ where no change to the root word is needed</p> <p>2.The sound /igh/ spelt as the trigraph igh and the digraph ie</p> <p>3.The sound /ow/ spelt as the digraph ou and ow (Y1 word: out)</p> <p>4.The sound /oa/ spelt as the digraphs ow, oa and oe</p> <p>5.Tricky words: have, like, were, here, says, there, today, your, our, out</p>
Spring 2	Summer 1	Summer 2
<p>1.The sound /e/ spelt as the digraph ea</p> <p>2.The sound /or/ spelt as the digraph or and the trigraph oor</p> <p>3.The sound /or/ spelt as the digraphs aw and au</p> <p>4.The sounds /oo/ and /yoo/ spelt as ue and ew</p> <p>5.The sounds /oo/ and /u/ spelt as the digraph oo</p> <p>6.Tricky Words: when, what, where, one, some, come, love, little, house, mouse</p>	<p>1.The sound /ai/ spelt as the split digraph a-e and the sound /ee/ spelt as the split digraph e-e</p> <p>2.The sound /igh/ spelt as the split digraph i-e and the sound /oa/ spelt as the split digraph o-e</p> <p>3.The sounds /oo/ and /yoo/ spelt as the split digraph u-e</p> <p>4.The sounds /igh/ and /ee/ spelt as y at the end of a word</p> <p>5.Words with unstressed vowels</p> <p>6.Tricky words: once, want, their, any, many, again, who, whole, school, friend</p>	<p>1.The sound /ch/ spelt as tch</p> <p>2.The /v/ sound at the end of words</p> <p>3.The trigraphs ear and air</p> <p>4.The sound /air/ spelt as the trigraphs ear and are</p> <p>5.Adding the suffix -er to make a noun where no change to the root word is needed</p> <p>6.Adding the suffixes -er and -est where no change to the root word is needed</p> <p>7.The sound /f/ spelt as ph and the sound /w/ spelt as wh (Y1 words: when, where)</p>

TEACH IT: TRANSCRIPTION & SENTENCE STRUCTURE

Grammar	Punctuation
Children should be taught to construct sentences through:	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

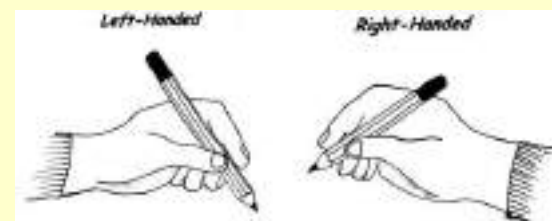
As well as continuing to practise physical exercises needed for handwriting, children are taught letter formation in this order, as part of discrete handwriting instruction, separate from their work in phonics:

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

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.



SUGGESTED TEACHING AND LEARNING MODEL

WHOLE CLASS TEACHING OF ENGLISH IN YEAR 1 SHOULD INCLUDE:

- ⇒ Daily phonics: reviewing, teaching and applying code.
- ⇒ Daily handwriting instruction.
- ⇒ Daily shared reading of a quality text and/or shared writing linked to a quality text.
- ⇒ Daily opportunities to practise composition through **oral** activities.-learning how to build grammatically correct sentences.

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 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 sentences 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 and taught phonics code.
- ⇒ Re-read their work for sense and accuracy.

Orally compose their own sentences before writing, with adult support.

Independent Work

- ⇒ Attempt to word build using secure code spellings.
- ⇒ Attempt to write simple captions or a simple sentence, 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 series of sentences in independent pieces using phonetically plausible code knowledge to spell unfamiliar words.
- ⇒ Continue to orally compose and rehearse one sentence at a time before attempting to write.

YEAR 1

APPLY IT

SUGGESTED SHORT NARRATIVES FOR SECURE WRITERS

DESCRIPTIVE WRITING	A RECOUNT OF AN EVENT	A RETELL OF A STORY	POETRY
<p>This could be linked to an image from a book e.g. a character or setting or topic-related.</p>	<p>This could be linked to a trip, school visitor or personal news.</p>	<p>This should be a story the children are very familiar with and have had plenty of opportunities to explore.</p>	<p>Children should explore and experience a range of poetry, including shape/colour poems.</p>
<p>Through modelling, the children should be 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 ideas.	<p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• state how the day/event has made them feel;• sequence events in chronological order;• use adjectives after the noun to describe;• use the conjunction 'and' to link information.	<p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• sequence events within their own short narrative;• use nouns to refer to important characters/places;• use adjectives to describe;• use the conjunction 'and' to link words and ideas;• use patterned language from the text or known story language.	<p>Through modelling, children should be 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>

YEAR 1

APPLY IT

SUGGESTED SHORT NARRATIVES FOR SECURE WRITERS

RIDDLE-ME-THIS	INFORMATION SENTENCE WRITING	SIMPLE INSTRUCTIONS	POSTCARDS
<p>This could be linked to a topic, object or book stimulus.</p> <p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• begin with 'What am I?';• include clues which will incorporate adjectives to describe;• pose a question to the reader and demarcate with a question mark;• use sensory description.	<p>This could be linked to a familiar book, or wider curriculum topic</p> <p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• Use the present tense.• Use phonetically plausible attempts at subject-specific vocabulary.• Use capital letters for proper nouns.• Use adjectives to provide more factual detail.	<p>This could be linked to learning within other curriculum areas.</p> <p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• include a list of equipment;• write in sequential order using numbers or sequencing words;• use present tense;• use imperative verbs;• use subject-specific language.	<p>This could be linked to a recount of a real event or to a story.</p> <p>Through modelling, children should be 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.



YEAR ONE CURRICULUM ENDPOINTS

The teaching of writing in Year 1 should enable children to:

Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.
	Spell most Year 1 common exception words correctly.
	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 most capital letters with correct starting point, sequence of movement and orientation.
	Group letters into words without spaces between graphemes.
	Leave spaces between words within writing.
	Position most letters on the line correctly with descenders always going underneath.
Sentence Structure	Re-read words to check that they contain all the sounds.
	Use a capital letter for the pronoun 'I'.
	Use a capital letter for many proper nouns.
	Punctuate most sentences with a capital letter within a short series of sentences.
	Punctuate most sentences with a full stop within a short series of sentences.
	Use the co-ordinating conjunction 'and' to join words.
	Use the co-ordinating conjunction 'and' to join clauses.
	Use the simple present tense mostly correctly.
	Use the simple past tense mostly correctly.
	Use adjectives after the noun.
Composition	Re-read sentences to check that they include all the words needed for them to make sense.
	Compose, rehearse and write a series of meaningful sentences.
	Write a series of sentences for different purposes.



YEAR TWO

WRITING



YEAR 2 KNOW IT

TENSE	
Present Tense	An action which is happening now.
Past Tense	An action which has already happened.
Tense	A verb form which indicates time.

New Learning	Prior Learning
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SENTENCE STRUCTURE	
Command Sentence	An order or instruction. <i>Write a story.</i>
Question Sentence	A question or request. <i>Can you write a story?</i>
Exclamation Sentence	Makes a statement which conveys an emotion.
Statement Sentence	Gives a fact, opinion or idea. <i>The story was set in a forest.</i>
Object	The person or thing being acted upon.
Verb	Describes the action or state.
Subject	Who or what is doing the action.
Sentence	A group of words which contain a subject and verb. Beginning with a capital letter and ending with . ! or ?

WORD CLASS	
Noun Phrase	Add more details to the noun: <i>ugly witch</i>
Imperative Verb	A command verb: <i>stop put take etc.</i>
Conjunction	A word used to link clauses within a sentence: <i>because and etc.</i>
Adverbs of Manner	Gives extra meaning to the verb.
Noun	A word to describe a 'person, place or thing'.
Adjective	A word to describe a noun.
Verb	A 'doing', 'being' or 'happening' word

SPELLING	
Compound	Two words joined together to make a new word.
Contraction	Two words joined and made shorter by omitting a letter e.g. <i>was + not = wasn't</i>
Homophone	Same sound - different spelling and meaning e.g. <i>peace/piece</i>
Silent Letter	An unheard letter within a word e.g. <i>lamb knight</i>
Suffix	A group of letters added to the end of a root word to change the meaning e.g. <i>happiness</i>
Plural	More than one noun e.g. <i>fox to foxes</i>
Singular	One noun

PUNCTUATION	
Apostrophe of Possession	To mark singular possession. <i>The girl's shoes.</i>
Apostrophe of Contraction	Used to join two words e.g. do + not = don't.
Commas	Used to separate items in a list.
Exclamation Mark	To indicate surprise, urgency or emphasis
Question Mark	To indicate a question.
Full stop	To mark the end of a sentence.
Capital Letter	An upper case letter used at the start of a sentence and for proper nouns.

AUTUMN 1: REVIEW PHASE 5 GRAPHEMES

- /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 TRICKY WORDS

their, people, oh, your, Mr, Mrs Ms, could, would, should,
our, house, mouse, water, want any, many, again, who,
whole, where, two, school, call, different, thought, through,
friend, work,
once, laugh, because, eye
busy, beautiful, pretty, hour, move, improve, parents, shoe.

Y1/2 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.



TEACH IT: SPELLING

YEAR 2

Autumn 1	Autumn 2	Spring 1
<p>1.Recap tricky words: here, there, where, were, your, they, our, said, was, once</p> <p>2.Recap: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>3.Recap: The sound /ch/ spelt as tch</p> <p>4.Recap: The /v/ sound at the end of words</p> <p>5.Recap: Adding the suffixes s and es to root words (plural of nouns and the third person singular of verbs)</p> <p>6.Recap: The sound /f/ spelt as ph and the sound /w/ spelt as wh</p> <p>7.Recap: Adding the suffix -ed making the sounds id/ (extra syllable), /d/ or /t/ where no change is needed to the root word</p> <p>8.Tricky words: Christmas, because, find, kind, mind, behind, child (children), wild, climb.</p>	<p>1.The /dʒ/ sound spelt as j or g</p> <p>2.The /dʒ/ sound spelt as dge or ge</p> <p>3.Recap: The sound /ck/ spelt as k</p> <p>4.The /s/ sound spelt c before e, i and y</p> <p>5.The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>6.Homophones and near-homophones: there/their/they're, here/hear, one/won, to/too/two, be/bee</p> <p>7.Tricky words: most, only, both, old, cold, gold, hold, told, door, floor, poor.</p>	<p>1.The /r/ sound spelt wr at the beginning of words</p> <p>2.The /l/ or /əl/ sound spelt -le or -el at the end of words</p> <p>3.The /l/ or /əl/ sound spelt -al or -il at the end of words</p> <p>4.Recap: The /aɪ/ sound spelt -y at the end of words</p> <p>5.Adding -es to nouns and verbs ending in -y</p> <p>6.Tricky words: every, everybody, even, great, break, steak, pretty, beautiful, sure, sugar.</p>
Spring 2	Summer 1	Summer 2
<p>1.Adding -ed, and -ing to a root word ending in -y with a consonant before it</p> <p>2.Adding -er and -est to a root word ending in -y with a consonant before it</p> <p>3.Adding the endings -ing and -ed to words ending in -e with a consonant before it</p> <p>4.Adding the endings -er, and -est to words ending in -e with a consonant before it</p> <p>5.Tricky words: hour, move, prove, improve, eye, could, should, would, who, whole.</p>	<p>1.The suffixes -ment and -ness</p> <p>2.The suffixes -ful, -less, -ly</p> <p>3.Adding -ing, -ed to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>4.Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>5.The /ɔ:/ sound spelt a before l and ll</p> <p>6.Tricky words: any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents.</p>	<p>1.The /ʌ/ sound spelt o</p> <p>2.The /i:/ sound spelt -ey</p> <p>3.The /ɜ:/ sound spelt or after w and the /ɔ:/ sound spelt ar after w</p> <p>4.The /b/ sound spelt a after w and qu</p> <p>5.The /ʒ/ sound spelt s (si or su if following Little Wandle)</p> <p>6.Words ending in -tion (The /ʃ/ sound spelt as ti (before on) if following Little Wandle)</p> <p>7.Homophones and near-homophones: quite/quiet, see/sea, bare/bear, sun/son, blue/blew, night/knight.</p>

TEACH IT: TRANSCRIPTION & SENTENCE STRUCTURE

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;
- ⇒ Practising the different sentence types: command, exclamation, question and statement;
- ⇒ Teacher modelling, scaffolding and feedback;
- ⇒ Emphasis on quality over quantity;
- ⇒ Re-reading and checking for sense and accuracy;
- ⇒ Support from the teacher to correct errors;
- ⇒ Appropriate writing tasks that support children in writing sequences of accurate sentences.







Our teaching of handwriting is based on the Morrells handwriting scheme

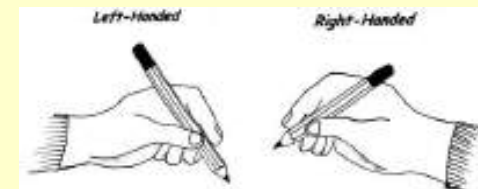
Through this scheme, Year 2 children consolidate their letter formation skills and learn some of the strokes needed for joining, if they are ready-see Year 3 for order of teaching joins.

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

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.



WRITING SKILLS

Grammar

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

- use of co-ordinating conjunction 'and';
- 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 use possession in nouns.

WRITING PROCESS

6. Produce/Publish

Read work aloud to self, peers and teacher.

1. Read and Respond

Through shared reading, immerse children in language, grammar layout and sequence of the text.

5. Edit

Read back sentences, check for grammar, spelling and punctuation. With adult prompts make some corrections.

Essential Steps

2. Prepare

Introduce task, discuss and share language and ideas. Pre-teach key vocabulary.

4. Draft

Draft and write through composing and rehearsing sentences, experimenting with language and grammar.

3. Plan

Plan ideas both orally and in written form, making choices about vocabulary, grammar and sequence.

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

To entertain

Character Profiles
Recount - imaginary

Story Writing
Poetry

New Learning

Prior Learning

- 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.



APPLY IT: TO ENTERTAIN

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

SHORT STORY WRITING	POETRY	CHARACTER PROFILES	RECOUNT
<p>This should be linked to either a text that has been explored or a cross-curricular topic.</p> <p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; use mainly third person ; use co-ordinating conjunctions; use subordinating conjunctions; <p><u>Language features</u></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 explore and experience a range of poetry, including sensory poems.</p> <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>This should be linked to a familiar text or class novel or be linked historical figures.</p> <p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></p> <ul style="list-style-type: none"> use third person; use conjunctions to link ideas; <p><u>Language features</u></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>This could be a recount of an imagined event or a historical event written from a character's viewpoint.</p> <p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the first person; use the past tense; include time and sequence conjunctions; <p><u>Language features</u></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.

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

INSTRUCTIONS

This could be linked to learning within other curriculum areas.

Children should be encouraged to:

Structure & Organisation

- 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';

Grammatical features

- use conjunctions to aid the sequence (first, next, after that);
- use mainly present tense;

Language features

- use imperative verbs to give clear directions;
- use adjectives and adverbs only for essential information;
- use subject-specific vocabulary.

RECOUNT– REAL EVENT

This could be linked to a trip, school visitor or personal news.

Children should be encouraged to:

Structure & Organisation

- 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;

Grammatical features

- use the first person;
- use the past tense;
- include time and sequence conjunctions;

Language features

- 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.



YEAR TWO CURRICULUM ENDPOINTS

The teaching of writing in Year 2 should enable children to:

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.
	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).
	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell some contraction words correctly.
	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 that reflects the size of the letters.
	Maintain consistency in positioning all letters on the line with descenders always going underneath.
Sentence Structure	Re-read words to check that they contain all the sounds and the correct representations, making edits more independently.
	Use a capital letter for proper nouns and the pronoun 'I'.
	Punctuate most sentences with a capital letter within a longer series of sentences.
	Punctuate most sentences with a full stop within a longer series of sentences.
	Use a question mark or exclamation mark when it is needed.
	Put the apostrophe in the correct place within many contractions.
	Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.
	Use subordinating conjunctions ('when', 'because', 'if', 'that') to extend some clauses.
	Use the simple present tense consistently and correctly within a longer series of sentences.
	Use the simple past tense consistently and correctly within a longer series of sentences.
Composition	Use adjectives before and after the noun.
	Re-read sentences to check that they include all the words and punctuation needed for them to make sense.
	Write simple, coherent pieces (narrative and non-narrative).
	Choose adjectives and verbs for effect.
	Begin to use adverbs to add detail.
	Open sentences in different ways through use of pronouns, synonyms and time adverbs.
	Vary sentence structures through some use of both single and multi-clause sentences.



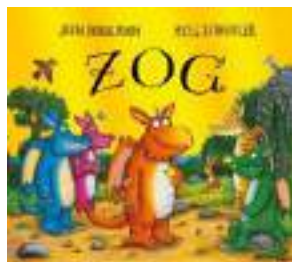
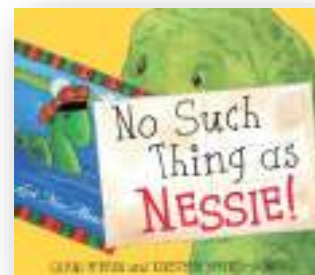
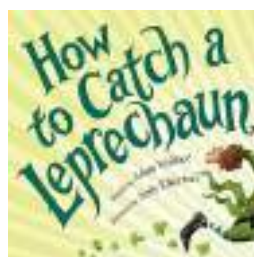
YEAR 1/2: BOOK-LED WRITING CURRICULUM

Cycle A Quality Texts

Autumn Term



Spring Term



Summer Term

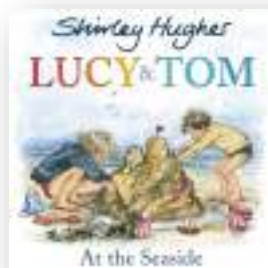




YEAR 1/2: BOOK-LED WRITING CURRICULUM

Cycle B Quality Texts

Autumn Term



Spring Term



Summer Term





Year 1/2 Writing Provision Map: Cycle A-Autumn Term

	Unit 1	Unit 2	Unit 3-3 weeks	Unit 4	Unit 5	Unit 6
Writing Purpose	Descriptive sentence writing	Information sentence writing	Instructional and recount sentence writing.	Descriptive sentence writing.	Descriptive sentence writing	Recount sentence writing
Core Text	Hermelin the Detective Mouse	On the Way Home	Leaf Man	The Queen's Knickers	The King's Hats	Paddington at the Palace
Y1 Sentence Focus	Application of phonics to word build, write simple captions/ sentences, many dictated. Use of present tense Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to word build, write simple captions/ sentences, many dictated. Use of present tense Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to word build, write simple captions/ sentences, many dictated. Use of present tense and past tense. Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to word build, write simple captions/ sentences, many dictated. Use of present tense. Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to word build, write simple captions/ sentences, many dictated. Use of present tense. Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to word build, write simple captions/ sentences, many dictated. Use of past tense. Focus on accurate letter formation and word spacing. C.L and F.S.
Y1 Writing Outcome	Write words, captions/ basic sentences linked to the text.	Write words, captions/ basic sentences linked to the text.	Write words, captions/ basic sentences linked to the text.	Write a series of captions or sentences to describe aspects of the shared story.	Write a series of captions or sentences to describe aspects of the shared story	Write a series of captions or sentences to describe aspects of the shared story
Y2 Sentence Focus	Basic sentence writing to secure use of key transcription skills. Include writing dictated sentences. Use of ? ! Some use of adjectives Some use of conjunction and to join words and clauses.	Basic sentence writing to secure use of key transcription skills. Include writing dictated sentences. Use of past tense. Use of adjectives Use of adverbs to sequence.	Basic sentence writing to secure use of key transcription skills. Include writing dictated sentences. Use of present tense imperative verbs. Use some organisational features. Use of conjunctions because, and, to join and extend ideas. Use of commas in a list.	Basic sentence writing to secure use of key transcription skills. Include writing dictated sentences. Some use of conjunction and to join words and clauses.	Basic sentence writing to secure use of key transcription skills. Include writing dictated sentences. Some use of conjunction and to join words and clauses.	Basic sentence writing to secure use of key transcription skills. Include writing dictated sentences. Use of past tense. Some use of sequencing words. Some use of and/ but to join clauses.
Y2 Writing Outcome	Write a note to Hermelin describing something that they have lost.	Write a series of sentences to describe where Claire saw on her way home.	Write a set of instructions to show how to make their own leaf character. Write a recount to show where their leaf character went on their autumn walk .	Write a series of accurate sentences to describe aspects of the story. Write own descriptive sentences linked to their knicker design.	Write a series of accurate sentences to describe aspects of the story. Write own descriptive sentences linked to their hat/crown design.	Sequence of recount sentences to describe Paddington's Trip to the Palace. Write about your own imagined trip to a palace.



Year 1/2 Writing Provision Map: Cycle A-Spring Term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Writing Purpose	Narrative: To entertain	Information sentence writing	Non-Narrative-Information sentence writing	Non-Narrative-To inform	Narrative-To entertain	Narrative: To entertain
Core Text	The Hungry Caterpillar's First Winter	My First Book of London	How to Catch a Leprechaun	Nessie	Zog	Grandad's Island
Y1 Sentence Focus	Simple descriptive sentences including subject and verb, many dictated. Attempt to use adjectives after the noun not before , to describe. Focus on letter formation-descenders under the line and application of phonics/spelling patterns. C.L and F.S	Simple descriptive sentences including subject and verb, many dictated. Use of present tense . Use of the conjunction 'and' to link words. Use of adjectives after the noun . Focus on letter formation-descenders under the line and application of phonics/spelling patterns. C.L and F.S	Simple informative sentences use of present tense verbs , many dictated. Use of the conjunction 'and' to link words. Use of adjectives after the noun . Use of exclamation marks . Focus on letter formation-descenders under the line and application of phonics/spelling patterns.	Simple informative sentences use of present tense verbs , many dictated. Use of conjunction 'and' to link some of their words/clauses . Focus on letter formation-descenders under the line and application of phonics/spelling patterns. C.L and F.S	Simple descriptive present tense sentences, many dictated. Use of adjectives after the noun to describe and some use of the conjunction and to link ideas. Focus on letter formation-descenders under the line and application of phonics/spelling patterns. C.L and F.S	Simple descriptive present tense sentences, many dictated. Use of adjectives after the noun to describe and some use of the conjunction and to link ideas. Focus on letter formation-descenders under the line and application of phonics/spelling patterns. C.L and F.S
Y1 Writing Outcome	Write descriptive simple sentences linked to playing in the snow.	Write informative sentences to linked to London. Big Ben is tall and ...	Write sentences about the Leprechaun trap they have designed.	Write informative sentences to describe Nessie the loch ness monster-using pictures from text.	Write sentences to describe the dragons in the story.	Write descriptive sentences to describe Grandad's Island.
Y2 Sentence Focus	Use of imperative present tense verbs . Use of noun phrases to describe.	Use of present tense . Use of subject specific vocabulary . Use of some simple organisational features . Use of conjunction 'so' 'and' 'because' 'but' to join ideas and words.	Some use of adverbs to add further detail to the verb. Use of present tense imperative verbs . Use of some organisational devices . Use of conjunctions 'but' 'so' 'if' to extend sentences.	Some use of coordinating conjunctions 'or' 'so' Use of noun phrases . Use of present tense .	Use a noun phrases . Use commas in list sentences . Use of apostrophes for singular possession and contraction . Some use of conjunctions to join ideas .	Use of commas in a list . Some use of coordinating conjunctions 'and' 'but' 'or' 'so' Use of subordinating conjunction 'because' Use of noun phrases to describe.
Y2 Writing Outcome	Write a short narrative in the style of the poem to describe an outdoor, snow-based activity.	Write a series of information sentences to describe different features of London.	Write instructional sentences on how to catch a Leprechaun using the trap they have designed.	Write a fact file style series of informative sentences to describe Nessie from the story and then do the same for their own loch ness monster.	Write sentences about the dragons in the story building up to creating their own dragon character description.	Write a setting description based on the image of Grandad's Island. Write own description of an Island home.



Year 1/2 Writing Provision Map: Cycle A-Summer Term

	Unit 1	Unit 2	Unit 3	Unit 4-3 weeks	Unit 5
Writing Purpose	To inform-instructions	To entertain-character descriptions	To entertain-story writing	To inform-fact file/instructions	To inform-recount of real event
Core Text/ Stimulus	How to find gold	Pirates	The Story Path	The Bog Baby-animals and habitats	Class trip
Y1 Sentence Focus	Simple sentence writing with some use of conjunction and to join clauses as well as words. Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S Use of adjectives after the noun. Use of present tense Use of question and exclamation mark.	Simple sentence writing with some use of conjunction and to join clauses as well as words. Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S Use of adjectives after the noun. Use of question marks.	Simple sentence writing with some use of conjunction and to join clauses as well as words. Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S Use of sequencing words Use of story language. Use of adjectives after the noun.	Simple sentence writing with some use of conjunction and to join clauses as well as words. Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S Use of sequencing words Use of present tense. Use of adjectives after the noun.	Simple sentence writing with some use of conjunction and to join clauses as well as words. Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F. Use of past tense. Use of adverbs first, next, then etc to sequence events.
Y1 Writing Outcome	Write a series of instructional sentences to help someone to find treasure.	Who am I? Write riddle style sentences about one or more of the sailor/pirate characters.	Plan a shared story as a group using the text. Children then write sentences to tell parts of the story.	Write a series of information sentences based on a new creature.	Write a short recount of their class trip.
Y2 Sentence Focus	Use of adverbs and noun phrases to provide detail and to clarify. Use of coordinating conjunctions to extend some sentences and join ideas.	Use a range of noun phrases. Use commas in list sentences. Use of apostrophes for singular possession and contraction.	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	Use of adverbs and apostrophes for contractions. Use subordinating conjunction 'because' 'when' Use of apostrophes for singular possession and contraction.	Use of past tense. Use of a range of conjunctions to sequence and extend ideas including because and when. Use of a range of noun phrases for interest and detail.-clarity.
Y2 Writing Outcome	Write a set of instructions including the equipment needed to find the treasure using the map.	Write a sequenced paragraph for a WANTED poster to describe a sailor/ pirate character of their choice or create own.	Write a short story with a simple beginning, middle and end.	Create their own baby creature and write a set of instructions on how to look after it.	Write a detailed recount of their class trip.



Year 1/2 Writing Provision Map: Cycle B-Autumn Term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Writing Purpose	Recount sentence writing.	Story retell-recount	Descriptive sentence writing	Descriptive poetry writing.	Descriptive sentence writing	Recount sentence writing.	Descriptive Sentence writing
Core Text/ Stimulus	Saltburn Trip Recount	Lucy and Tom At the Seaside	The Storm Whale	First book of the Sea-sensory poems	The Friendship Bench	Grandma Bird	Jolly Christmas Postman
Y1 Sentence Focus	Application of phonics to word build, write simple captions/sentences, many dictated. Use of past tense Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to word build, write simple captions/sentences, many dictated. Use of past tense Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to word build, write simple captions/sentences, many dictated. Use of present tense Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to write simple captions/sentences, many dictated. Use of adjectives after the noun. Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to word build, write simple captions/sentences, many dictated. Use of present tense Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to word build, write simple captions/sentences, many dictated. Use of past tense Focus on accurate letter formation and word spacing. C.L and F.S.	Application of phonics to word build, write simple captions/sentences, many dictated. Use of present tense Focus on accurate letter formation and word spacing. C.L and F.S.
Y1 Writing Outcome	Write words, captions/basic sentences linked to the Saltburn trip.	Write words, captions/basic sentences linked to the seaside.	Write words, captions or sentences to describe aspects of the shared story.	Write words, captions or sentences linked to the shared text.	Write words, captions or sentences to describe aspects of the shared story	Write words, captions or sentences to describe aspects of the shared story	Write simple sentences linked to the shared story.
Y2 Sentence Focus	Basic sentence writing to secure use of key transcription skills. Include writing dictated sentences. Some use of sequencing words . Use of adjectives Some use of conjunction and to join words and clauses.	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. Use of past tense	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. Some use of conjunction and to join words . Use of adjectives after the noun .	Apply phonics to write a poem spelling most words correctly. Use the same structure as the model poem 'Pearl Diver' Rehearse, Recite and Read aloud.	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. Some use of conjunction and to join words/clauses	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. Use of past tense . Some use of sequencing words. Some use of and/but to join clauses.	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. Use of commas in list . Some use of sequencing words . Some use of and/ but/because to join clauses.
Y2 Writing Outcome	Write a postcard about their trip to send home to parents.	Write a recount of parts of the shared story.	Write a description of where Noi lives.	Write sentences in the style of 'the pearl diver' about the Rockpool image. Inside the rockpool..	Write a description of their own friendship bench. What does it look like? Who would sit on it? How does it make them feel?	Write a recount of what happened to Mr Grinling's lunch.	Write a note/ message for the Jolly Christmas Postman.



Year 1/2 Writing Provision Map: Cycle B-Spring Term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Writing Purpose	To inform	To recount	To inform/entertain-recount	To inform	To recount
Core Text/ Stimulus	Firefighters	Toby and the Great Fire of London or Vlad.	The Great Explorer	Small, Speckled Egg	We're Going on an Egg Hunt
Y1 Sentence Focus	<p>Simple informative sentences including subject and verb, many dictated.</p> <p>Use of present tense.</p> <p>Use of adjectives after the noun to describe.</p> <p>Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S</p>	<p>Simple recount sentences using the past tense, many dictated.</p> <p>Use past tense</p> <p>Use of the conjunction 'and' to link ideas.</p> <p>Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S</p>	<p>Simple descriptive sentences including subject and verb, many dictated.</p> <p>Use of adjectives after the noun to describe.</p> <p>Use of sequencing words.</p> <p>Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S</p>	<p>Simple informative sentences including subject and verb, many dictated.</p> <p>Use of present tense.</p> <p>Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S</p>	<p>Simple recount past tense sentences, many dictated.</p> <p>Use of adjectives to describe and some use of the conjunction 'and' to link ideas.</p> <p>Use of secure sounds to spell independently.</p> <p>Focus on letter formation- descenders under the line. C.L and F.S</p>
Y1 Writing Outcome	Write sentences to describe a fire engine.	Write recount sentences linked to the shared story.	Write recount sentences from Tom's point of view about his mission to find his dad.	Write information sentences about the lifecycle of the Artic Tern.	Write imagined recount sentences linked to the story and then real recount sentences linked to their own class egg hunt.
Y2 Sentence Focus	<p>Use of present tense verbs.</p> <p>Use of noun phrases to describe.</p> <p>Use of coordinating conjunctions or and so.</p>	<p>Some use of coordinating conjunctions</p> <p>Use of subordinating conjunctions 'when' 'because'</p> <p>Use of adverbs of manner and noun phrases.</p>	<p>Use of first person pronoun 'I'</p> <p>Some use of coordinating conjunction and/but/ because/when.</p> <p>Use of adverbs of manner.</p>	<p>Use of present tense.</p> <p>Some use of coordinating conjunction and/but/ because/when.</p> <p>Use of labelled diagram.</p> <p>Use of heading.</p> <p>Use of subject-specific language.</p>	<p>Use of commas in a list.</p> <p>Use of noun phrases to describe.</p> <p>Use of adverbs to sequence events.</p> <p>Some use of coordinating conjunction and/but/ because/when.</p>
Y2 Writing Outcome	Write an informative short and basic fact file about firefighters and firefighting.	Write a short, sequenced recount as Toby before, during and after the Great Fire of London.	Write a short, sequenced diary entry explaining what happened on the day he fell and broke his leg.	Write a short fact file about the lifecycle of the artic tern.	Write first an imagined recount linked to the story and then a real recount linked to their own class egg hunt.



Year 1/2 Writing Provision Map: Cycle B-Summer Term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Writing Purpose	Informative Sentences	Recount	To recount	To entertain	Real or imagined recount
Core Text/ Stimulus	At the Hospital and People who help us.	Vlad and the Florence Nightingale Adventure	Hom-Jeanne Willis Hot places	Little Red and the Hungry Lion	School visitor, event or trip OR Class Two at the Zoo
Y1 Sentence Focus	Simple sentence writing with some use of conjunction and to join clauses as well as words. Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S Use of present tense. Use of adjectives after the noun.	Simple sentence writing with some use of conjunction and to join clauses as well as words. Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S Use of past tense. Use of sequencing words.	Simple sentence writing with some use of conjunction and to join clauses as well as words. Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S Use of capital letter for pronoun I. Use of adjectives after the noun.	Simple sentence writing with some use of conjunction and to join clauses as well as words. Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S Use of past tense. Use of sequencing words. Some use of question marks	Simple sentence writing with some use of conjunction and to join clauses as well as words. Focus on letter formation- descenders under the line and application of phonics/ spelling patterns. C.L and F.S Use of past tense. Use of sequencing words.
Y1 Writing Outcome	Write a series of simple informative sentences about nurses and hospitals.	Write a series of simple recount sentences linked to the shared story.	Write the message that the boy has sent to his family in the bottle.	Write a series of sentences to retell key events in the story using images to sequence and prompt.	Write a series of recount sentences linked to the class visit, event etc.
Y2 Sentence Focus	Use of present tense verbs. Use of noun phrases to describe. Begin to use commas in a list.	Use a range of sentence openers. Use of a range of conjunctions to sequence and extend ideas including because and when. Use of adverbs of manner and noun phrases.	Use of coordinating conjunctions but, and, so. Use of adjectives and noun phrases to describe. Use of present tense. Use of apostrophe for singular possession e.g. Hom's	Use of coordinating conjunctions but, and, so. Use of past tense. Use of sequencing adverbs to open sentences e.g. first, then etc. Use of apostrophes for contractions Use of noun phrases to describe.	Use a range of sentence openers. Use of a range of conjunctions to sequence and extend ideas including because and when. Use of adverbs of manner and noun phrases.
Y2 Writing Outcome	Write an informative short and basic fact file about modern day hospitals. .	Write a sequenced recount of the story from a different viewpoint.	Write a character description of Hom to tell the world all about him, once the boy returns home.	Write their own basic version of the story but with a different animal e.g. Little Red and the Cranky Crocodile.	Write a sequenced recount of the class visit, event etc.



YEAR THREE

WRITING



YEAR 3 KNOW IT

TENSE	
Progressive Tense	An ongoing action. <i>'I am writing.'</i>
Perfect Tense	Uses has/had/have to refer to a completed action: <i>'I have been writing.'</i>
Present Tense	An action which is happening now.
Tense	A verb form which indicates time.

New Learning

Prior Learning

WORD CLASS	
Pronoun	Can be used to replace a noun: <i>I they</i>
Preposition	A word which indicates position: <i>under through</i>
Co-ordinating Conjunction	A word which joins two equal clauses: <i>but and yet etc.</i>
Subordinating Conjunction	A word linking a main and subordinate clause: <i>while because etc.</i>
Conjunction	A word used to link clauses within a sentence: <i>because and</i>
<u>Adverbials</u> Time	Gives extra meaning to the verb: <i>yesterday, in the forest</i>
<u>Adverb/</u> <u>Adverbials</u> Manner	Gives extra meaning to the verb: <i>quickly well</i>
Noun Phrase	Add more details to the noun: <i>ugly witch</i>
Imperative Verb	A command verb: <i>stop put take</i>

SENTENCE STRUCTURE	
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i>
Main Clause	Forms a complete sentence on its own. <i>The boy wrote a story.</i>
Clause	Contains a subject and a verb.
Command Sentence	An order or instruction.
Question Sentence	A question or request.
Exclamation Sentence	Makes a statement which conveys an emotion.
Statement Sentence	Gives a fact, opinion or idea.

SPELLING	
Irregular Verbs	Verbs that don't follow the usual pattern for changing tense e.g.
Contraction	Two words joined and made shorter by omitting a letter e.g.
Homophone	Same sound - different spelling and meaning e.g. <i>peace/piece</i>
Silent Letter	An unheard letter within a word e.g. <i>lamb knight</i>
Prefix	A group of letters added to the beginning of a root word to
Suffix	A group of letters added to the end of a root word to change the
Plural	More than one noun e.g. <i>fox to foxes</i>
Singular	One noun
Compound	Two words joined together to make a new word.

PUNCTUATION	
Inverted commas	Used to surround direct speech.
Commas	Used to separate items in a list, excluding where and is used.
Apostrophe of Contraction	Used to join two words.
Possessive Apostrophe	To mark singular possession. <i>The girl's shoes.</i>



TEACH IT: SPELLING

YEAR 3

Autumn 1	Autumn 2	Spring 1
<p>1.Recap Year 2 tricky words: because, every, beautiful, should, would, could, who, any, people, again, was, pretty.</p> <p>2.The /ʌ/ sound spelt ou (Y3/4 words: enough.)</p> <p>3.The /eɪ/ sound spelt ei and eigh (Y3/4 words: reign, eight, eighth, weight.)</p> <p>4.The /eɪ/ sound spelt ey</p> <p>5.The /ʒə/ sound spelt -sure</p> <p>6.The /tʃə/ sound spelt -ture</p> <p>7.The /tʃə/ sound spelt -(t)ch and an er ending</p> <p>8.Year 3/4 words: enough, reign, eight, eighth, weight, caught, naughty, address, appear, heart.</p>	<p>1.The /ɪ/ sound spelt y elsewhere than at the end of words (Y3/4 words: bicycle.)</p> <p>2.Recap: Adding suffixes -ed, -ing and -er to a root word ending in -y with a consonant before it.</p> <p>3.Recap: Adding suffixes -ed, -ing and -er to a root w ending in -e with a consonant before it.</p> <p>4.Recap: Adding suffixes -ed, -ing and -er to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>5.Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable).</p> <p>6.Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable).</p> <p>7.Year 3/4 words: accident, (accidental), actual, height, possible, quarter, consider, answer, re-member, bicycle</p>	<p>1.Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: accidentally, actually, naturally.)</p> <p>2.Recap: Adding -ly to a root word ending in -y.</p> <p>3.Adding -ly to a root word ending in -le (Y3/4 words: probably, possibly)</p> <p>4.Adding -ly to a root word ending in -ic</p> <p>5.Adding -ly to a root word (exceptions).</p> <p>6.Year 3/4 words: early, earth, heard, learn, build, believe, accidentally, actually, probably, woman, women.</p>
Spring 2	Summer 1	Summer 2
<p>1.Recap: The prefix un-</p> <p>2.The prefix re- (Y3/4 words: (re)build.)</p> <p>3.The prefix dis- (Y3/4 words: disappear (dis) believe.)</p> <p>4.The prefix mis-</p> <p>5.Year 3/4 words: disappear, different, favourite, February, interest, library, ordinary, separate, difficult, often.</p>	<p>1.Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: bicycle, centre, century, certain, circle, decide.)</p> <p>2.The /s/ sound spelt sc (Latin in origin).</p> <p>3.The /k/ sound spelt ch (Greek in origin).</p> <p>4.The /ʃ/ sound spelt ch (mostly French in origin).</p> <p>5.Recap: Homophones and Near Homophones (not previously taught as homophones): your, you're, which, witch, where, wear, write, right, no, know.</p> <p>6.Year 3/4 words: centre, century, certain, circle, decide, arrive, describe, guide, surprise, straight.</p>	<p>1.Homophones and near homophones: great, grate, main, mane, missed, mist, meet, meat.</p> <p>2.The /g/ sound spelt -gue (French in origin).</p> <p>3.The /k/ sound spelt -que (French in origin).</p> <p>4.The prefix anti-</p> <p>5.The prefix auto-</p> <p>6.The prefix super-</p> <p>7.Homophones and near homophones: ball, bawl, break, brake, male, mail, fair, fare, berry, bury.</p>

TEACH IT: TRANSCRIPTION & SENTENCE STRUCTURE





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:

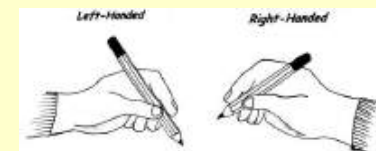
- ⇒ Daily handwriting instruction where the process is carefully monitored;
- ⇒ Application of phonics code and spelling patterns to spelling.
- ⇒ Regular transcription and sentence writing practice through dictation;
- ⇒ Regular scaffolded sentence writing practice: sentence completing, adapting, expanding and improving;
- ⇒ Practising the different sentence types: command, exclamation, question and statement;
- ⇒ Oral composition and rehearsal of sentences;
- ⇒ Teacher modelling, scaffolding 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 that the needs of left-handed children 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.

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

Children should be taught to:

✎ use **a** or **an** according to whether the next word begins with a consonant or vowel;

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*.

✎ use of noun phrases;

✎ use of sub-ordinating or co-ordinating conjunctions to extend sentences to include both subordinate and main clauses.

Punctuation

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

✎ use of inverted commas to punctuate direct speech in narrative;

✎ use of the possessive apostrophe for **singular** and plural nouns;

✎ use of commas to separate items in a list;

✎ use of apostrophes for contraction.

WRITING PROCESS

6. Produce/Publish

Read aloud their own writing to a group or class with appropriate intonation to make meaning clear.

5. Evaluate & Edit

Evaluate effectiveness of own & others' writing.
Proof read for spelling, punctuation and grammar errors.

Essential Steps

1. Read and Respond

Identify and discuss focus language, grammar, structure and organisational features in a model text.

2. Prepare

Introduce the writing task identifying C.A.P. Discuss and share ideas. Gather information and vocabulary banks.

3. Plan

Plan writing through discussing and recording ideas, continuing to refer back to the C.A.P and model text.

4. Draft

Draft and write through orally composing and rehearsing sentences, experimenting with language and sentence structures. Organise paragraphs around a theme and consider organisational devices.

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.

To inform

Non-chronological Reports

Recount-Letters

Recount-Diary

Instructions

To entertain

Character Profiles

Poetry-Acrostic Poems

Story Writing

To persuade

Adverts - Posters

New Learning

Prior Learning

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.



Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO ENTERTAIN

TO PERSUADE

STORY WRITING	POETRY	CHARACTER PROFILES	POSTERS - PERSUASIVE
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> 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; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> 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; <p><u>Language features</u></p> <ul style="list-style-type: none"> use pronouns to avoid repetition; use noun phrases to aid cohesion; use adverbs and adjectives to give detailed descriptions. 	<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>They should be given the opportunity to plan, write and perform a poem.</p> <p>Children should be taught to read, write and perform:</p> <p><u>Acrostic Poems</u></p> <ul style="list-style-type: none"> 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. <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> introduce the character to the reader; describe their appearance (distinctive features), personality, actions, thoughts and feelings; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the tense consistently (past or present); use a range of conjunctions to link ideas use the third person; <p><u>Language features</u></p> <ul style="list-style-type: none"> 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. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></p> <ul style="list-style-type: none"> use subject specific vocabulary; avoid detailed descriptions; use comparisons (better than..); use alliteration for effect.

APPLY IT: TO INFORM

YEAR 3

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

NON-CHRONOLOGICAL REPORT	INSTRUCTIONS	RECOUNT - LETTER	RECOUNT - DIARY
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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><u>Structure & Organisation</u></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, organising 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><u>Grammatical features</u></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><u>Language features</u></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><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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.



YEAR THREE CURRICULUM ENDPOINTS

The teaching of writing in Year 3 should enable children to:

Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell the Year 1/2 common exception words correctly.
	Spell most of the taught Year 3/4 statutory words 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.
	Spell most common contraction words correctly.
	Write with legible and consistent handwriting, with clear ascenders and descenders.
	Use some lower case letter joins within words.
Sentence Structure	Use editing to increase the accuracy of spelling and punctuation in writing.
	Punctuate sentences with a capital letter and correct end of sentence punctuation, maintaining accuracy across short paragraphs of writing.
	Use commas in lists.
	Put the apostrophe in the correct place within contractions and for singular possession.
	Use inverted commas to punctuate speech sentences mostly correctly.
	Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.
	Use simple and progressive present and past tenses with increasing consistency.
	Use subject-verb agreement mostly correctly.
Composition	Use adjectives, adverbs and prepositions to extend sentences.
	Write coherent narrative pieces (including short stories, character and setting descriptions).
	Structure simple narrative stories to include a beginning, middle and end.
	Write coherent non-narrative pieces using appropriate language and some organisational features.
	Add detail and description through some varied use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.
	Organise writing into paragraphs to introduce new ideas or information.
	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.



YEAR FOUR

WRITING



YEAR 4 KNOW IT

SENTENCE STRUCTURE

Reporting Clause	Use in direct speech to explain who is speaking and how it's being spoken
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence e.g. The boy wrote a story, as there was a competition.
Main Clause	Forms a complete sentence on its own e.g. The boy wrote a story.
Clause	Contains a subject and a verb.

SPELLING

Stressed	A syllable within a word given greater emphasis.
Unstressed	Letters which are not easy to hear within a word.
Exceptions	Those spellings which do not follow a given rule/pattern.
Near Homophones	bury/berry, accept/except
Irregular Verbs	Verbs that don't follow the usual pattern for changing tense.
Prefix	A group of letters added to the beginning of a root word to

New Learning

Prior Learning

TENSE

Progressive Tense	An ongoing action. 'I am writing.'
Perfect Tense	Uses has/had/have to refer to a completed action.
Tense	A verb form which indicates time.

PUNCTUATION

Commas	After a reporting clause.
Commas	Used after a fronted adverbial.
Inverted commas	Used to surround speech.
Possessive Apostrophe	To mark plural possession. The girls' shoes

WORD CLASS

Comparative	An adjective which compares two nouns e.g. bigger, deeper.
Superlative	An adjective which compares 3+ nouns e.g. rich, richer, richest.
Determiner	A word used to define the noun: all, few, many, one.
Possessive Pronoun	A pronoun which indicates possession: mine, yours, his.
Pronoun	Can be used to replace a noun. 'I', 'they'
Fronted Adverbial	An adverb/adverbial at the front of the sentence <u>before the verb</u> . carefully,
Adverbials Time/place	Give extra meaning to the verb: yesterday, in the forest.
Adverb/ Adverbials Manner	Give extra meaning to the verb: quickly well
Preposition	A word which indicates position. under through
Co-ordinating Conjunction	A word which joins two equal clauses: but and yet
Subordinating Conjunction	A word linking a main and subordinate clause: while because



TEACH IT: SPELLING

YEAR 4

Autumn 1	Autumn 2	Spring 1
<p>1.Recap Year 3/4 words: circle, weight, different, favourite, heard, believe, describe, actually, enough, surprise.</p> <p>2.Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable).</p> <p>3.Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable).</p> <p>4.The prefix in- (meaning not).</p> <p>5.The prefix in- as il- before a root word starting with l.</p> <p>6.The prefix in- as im- before a root word starting with an m or p.</p> <p>7.The prefix in- as ir- before a root word starting with r.</p> <p>8.Year 3/4 words: important, increase, particular, peculiar, popular, regular, grammar, calendar, perhaps, therefore.</p>	<p>1.Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: accidentally, actually, particularly, peculiarly, regularly).</p> <p>2.Recap: Adding -ly to a root word ending in -le (Y3/4 words: probably).</p> <p>3.Recap: Adding -ly to a root word ending in -ic.</p> <p>4.Adding the suffix -ation.</p> <p>5.Adding the suffix -ation to root words ending in e</p> <p>6.Homophones and Near Homophones: accept, except, knot, not, peace, piece, plain, plane, weather, whether.</p> <p>7.Year 3/4 words: continue, group, through, fruit, thought, although, though, material, length, strength.</p>	<p>1.The suffix -ous where there is and is not an obvious root word.</p> <p>2.The suffix -ous where -our is changed to -or before -ous is added.</p> <p>3.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)</p> <p>4.The suffix -ous where the /i:/ sound before the -ous ending is usually spelt as i, but sometimes as e (Y3/4 words: various).</p> <p>5.Recap: Adding suffixes to words ending in -y</p> <p>6.Year 3/4 words: famous, various, imagine, minute, natural, special, opposite, suppose, breath, breathe.</p>
Spring 2	Summer 1	Summer 2
<p>1.Words ending in the /ʃən/ sound spelt -tion where the root word ends in t and te.</p> <p>2.Words ending in the /ʃən/ or /ʒən/ sound spelt -sion where the root word ends in d, de or -se.</p> <p>3.Other words ending in the /ʒən/ sound spelt -sion (Y3/4 words: occasion).</p> <p>4.Homophones and Near Homophones: scene, seen, who's, whose, hear, here, affect, effect, groan, grown.</p> <p>5.Year 3/4 words: occasion, occasionally, mention, position, question, knowledge, possess, forward, forwards, history.</p>	<p>1.Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -ss (Y3/4 words: possession).</p> <p>2.Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -mit.</p> <p>3.Words ending in the /ʃən/ sound spelt -cian where the root word ends in -c or cs.</p> <p>4.Recap: The prefixes re-, dis-, mis-, anti-, auto-, super-</p> <p>5.Homophones and Near Homophones: medal, meddle, peace, piece, rain, rein, reign, heal, heel, he'll.</p> <p>6.Year 3/4 words: possession, busy, business, guard, island, promise, purpose, strange, complete, extreme.</p>	<p>1.Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: exercise, experience, medicine, notice, recent, sentence).</p> <p>2.The prefix inter-</p> <p>3.The prefix sub-</p> <p>4.The prefix bi-</p> <p>5.Recap: Words with the /eɪ/ sound spelt ei, eigh, or ey.</p> <p>6.Homophones and Near Homophones: flour, flower, idol, idle, sight, site, band, banned, board, bored, waist, waste.</p> <p>7.Year 3/4 words: exercise, experience, medicine, notice, recent, sentence, experiment, potatoes, pressure, tomorrow.</p>

TEACH IT: TRANSCRIPTION & SENTENCE STRUCTURE





SECURING TRANSCRIPTION SKILLS AND SENTENCE STRUCTURE

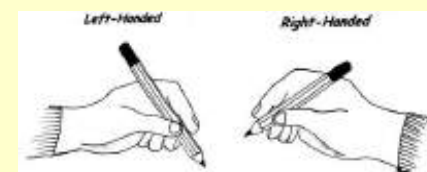
Children in Year 4 should be given opportunities to continue to develop fluency in transcription skills and practise sentence writing through:

- ⇒ Daily handwriting instruction where the process is carefully monitored;
- ⇒ Application of phonics code and spelling patterns to spelling.
- ⇒ Transcription practice through dictation;
- ⇒ Regular scaffolded sentence writing practice: sentence completing, combining, adapting, expanding and improving;
- ⇒ Practising the different sentence types: command, exclamation, question and statement;
- ⇒ Oral composition and rehearsal of sentences;
- ⇒ Teacher modelling, scaffolding 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 that the needs of left-handed children are considered.

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.

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

Children should be taught to:

- 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';

- use a or an according to whether the next word begins with a consonant or vowel.

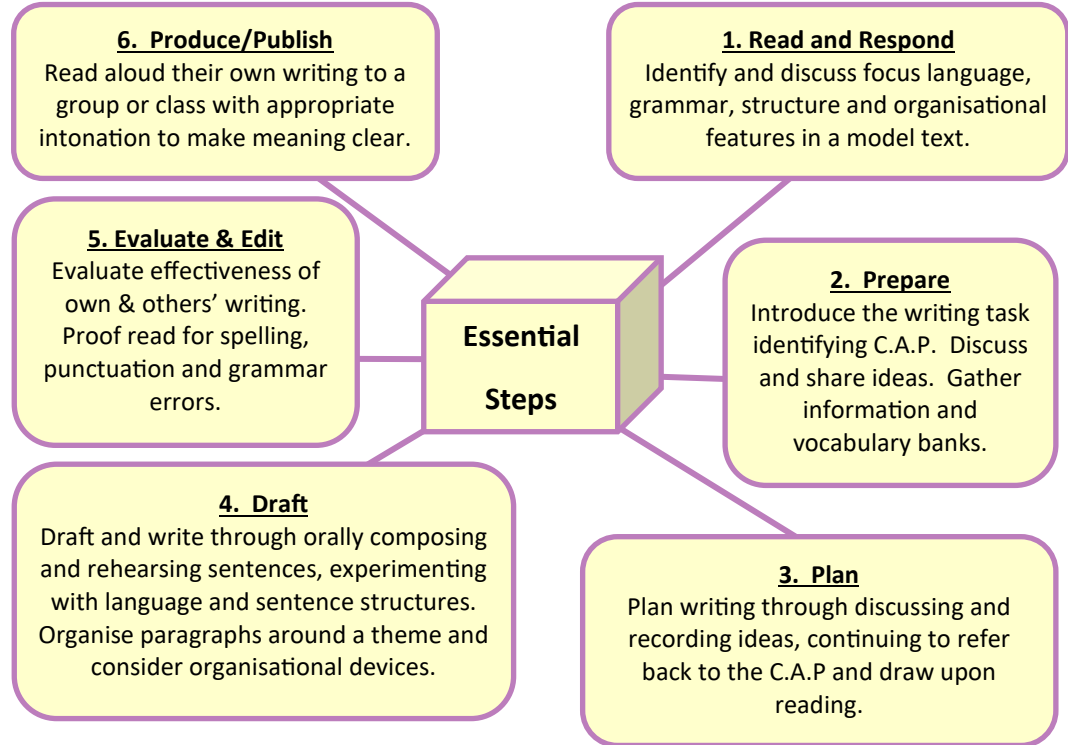
Extend sentence structures through:

- 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.

Punctuation

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

WRITING PROCESS

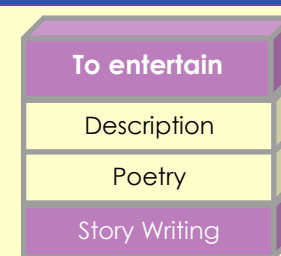
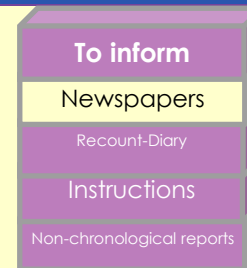


WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 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.

New Learning Prior Learning



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.



Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

STORY WRITING	POETRY	DESCRIPTIONS
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> 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; <p><u>Grammatical features</u></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; decide whether to use first or third person and use it consistently; use direct speech. <p><u>Language features</u></p> <ul style="list-style-type: none"> 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. 	<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>They should be given the opportunity to plan, write and perform a poem.</p> <p>Children should be taught to read, write and perform:</p> <p><u>Kenning Poems</u></p> <ul style="list-style-type: none"> 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. <p>For example:</p> <p><u>The Sea</u></p> <p>life-giver whale-road blue-abyss</p> <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> introduce the character, setting or object to the reader; describe their/its appearance (distinctive features), personality, actions, thoughts and feelings; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> 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; <p><u>Language features</u></p> <ul style="list-style-type: none"> 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.

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

NON-CHRONOLOGICAL REPORT	NEWSPAPER ARTICLE	INSTRUCTIONS	RECOUNT - DIARY
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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><u>Structure & Organisation</u></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><u>Grammatical features</u></p> <ul style="list-style-type: none"> include witness statements through direct speech; use past tense; use third person; <p><u>Language features</u></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. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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.

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

ADVERT	FORMAL LETTER	POSTERS
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></p> <ul style="list-style-type: none"> use subject specific vocabulary; avoid detailed descriptions; use comparisons (better than...); use alliteration for effect; use noun phrases to avoid repetition; use comparatives and superlative adjectives.



YEAR FOUR CURRICULUM ENDPOINTS

The teaching of writing in Year 4 should enable children to:

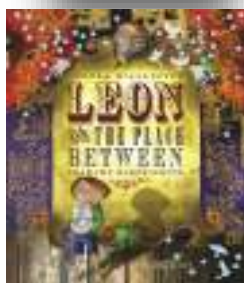
Transcription	Apply taught spelling patterns within writing.
	Spell most Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell a wider range of contraction words correctly.
	Write with legible and consistent handwriting,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



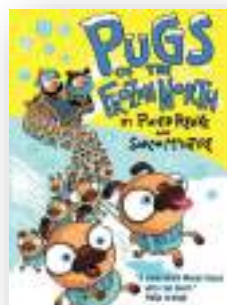
YEAR 3/4: BOOK-LED WRITING CURRICULUM

Cycle A Quality Texts

Autumn Term



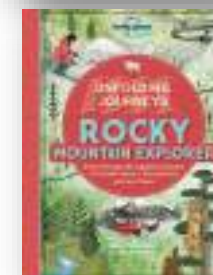
Spring Term



Summer Term




Cycle B Quality Texts





Year 3/4 Writing Provision Map: Cycle A

Autumn Term

	Unit 1– 3 weeks	Unit 2	Unit 3	Unit 4	Unit 5
Writing Purpose	Transcription and Sentence Work	To inform-letter writing	To inform-non-chronological report	To entertain-setting description	To entertain-description
Core Text/ Stimulus		After the Fall	Iron Man/Iron Woman	Leon and the Place Between	The Christmas Eve Tree
Y3 Sentence/ Language Focus	Place Value of punctuation and grammar –Year 3/4 scheme of work-Cycle A 	Use of a range of taught conjunctions to extend sentences beyond one clause. Use of progressive tense .	Use of prepositions to express place. Use of a range of taught conjunctions to extend sentences beyond one clause.	Use of a range of taught conjunctions to extend sentences beyond one clause. Use of noun phrases . Use of prepositions .	Use of adjectives and adverbs . Some use of similes . Use of prepositions .
Y3 Writing Outcome	Sentence writing skills and practise through the PVP scheme.	Write a short message to Humpty Dumpty to comfort him.	Write a short fact file based on images of the Iron Man/Iron Woman. Appearance Diet, Habitat etc	Write several short descriptions linked to what is behind the different doors. Respond to teacher images if transcription remains the key focus.	Write a description of the Christmas shop window. Stretch-Add own details to the description
Y4 Sentence/ Language Focus	Place Value of punctuation and grammar –Year 3/4 scheme of work-Cycle A 	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	Use of prepositions to express place . Use of a range of taught conjunctions . Use of determiners . Use of organisational features .	Use of commas in lists . Use of a range of well-chosen noun phrases . Use shorter sentences as well as longer multi-clause sentences . Use of speech sentences to open the description.	Use of comparatives and superlatives adjectives . Use of figurative language . Use of prepositional phrases for cohesion .
Y4 Writing Outcome	Sentence writing skills and practise through the PVP scheme.	Write a letter of support and encouragement to Humpty Dumpty.	Write a more detailed non-chronological report based on images of the Iron Man and Iron Woman Did you know? section etc	Write a description of what Leon saw when he went through one of the doorways to 'Somewhere Else' on the magic carpet.	Write a description of the Christmas shop from the inside and the outside.



Year 3/4 Writing Provision Map: Cycle A

Spring Term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Writing Purpose	Narrative-to entertain-write own version of part of a story.	Non-Narrative-To inform-procedural	Narrative-To entertain-letter poetry	To persuade	To entertain-story writing
Core Text/ Stimulus	Pugs of the Frozen North- Read up to at least Chap 12.	Small!	King of Winter Winter's Here!	Europe	Around the World in 80 days
Y3 Sentence/ Language Focus	Use of past progressive tense Use of time and place adverbials for cohesion and description Use of speech sentences to advance the action.	Use of conjunctions to aid sequence first, then etc. Use of co-ordinating conjunctions to extend sentences– and, but so Use of singular possessive apostrophe .	Use of present tense Use of noun phrases . Stretch-make aspects of the poem rhyme.	Use of command sentences and exclamatory sentences . Use of rhetorical questions . Use of conjunctions to extend ideas and sentences .	Descriptive sentences using a range of conjunctions, adverbs and adjectives . Use of speech sentences to advance the plot.
Y3 Writing Outcome	Write own version of an event in the race from Sika or Shen's viewpoint.	Procedural text on how to avoid being stomped into a sandwich.	Write a simple descriptive poem about spring.	Write a persuasive poster to persuade someone to visit a European attraction/ landmark.	Write own short adventure story based on travelling.
Y4 Sentence/ Language Focus	Use of past progressive tense Use of dialogue to advance the action –accurate use of reporting clauses . Use of fronted adverbials for cohesion.	Use of comparative and superlatives . Use of multi-clause sentences to extend ideas to include warnings and further advice. Use of determiners to quantify.	Use of present tense Use of comparative and superlatives Use of figurative language features: alliteration .	Use of superlatives, comparative and other forms of exaggerated language . Use of inverted commas or direct quotes. Use of a range of sentence types.	Use of fronted adverbials to detail where, when an how. Use pronouns and noun phrases to reference back . Use dialogue accurately and purposefully.
Y4 Writing Outcome	Write own version of an event in the race from a pug character they have created. Include character detail within it.	Procedural text on how to avoid being stomped into a sandwich.	Write a letter poem to winter from spring. Stretch-make some of it rhyme.	Write a persuasive advert to convince people to visit a European city.	Write own short adventure story based on travelling.



Year 3/4 Writing Provision Map: Cycle A: Summer Term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Writing Purpose	To entertain-conversation poetry.	To inform-fact file	To entertain-character profiles/story episode	To inform-exhibit description	To inform-instructions
Core Text/ Stimulus	Who Ate the Pie?	I need my Monster	I need my Monster	Inside the Pharaoh's Tomb-. Use other artefacts to create model text-see British Museum.	How to...teacher model instructions linked to Ancient Egypt.
Y3 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.	Consistent use of present tense and third person 'they' . Use a range of prepositions and noun phrases to clarify. Use of co-ordinating conjunctions to extend sentences- and, but so	Some use of direct speech . Range of noun phrases to describe. Use of prepositions . Use of conjunctions to extend sentences beyond one clause.	Use of non-narrative features such as: Subject-specific vocabulary. Formal writing style. Use of past tense .	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 possessive apostrophes .
Y3 Writing Outcome	Year 3 and Year 4 Write rhyming or free verse to continue writing the poem 'Who ate the pie?' See structure below.	Write a fact file based on some of the monsters from the text. Stretch-include information about own monster character.	Write a new monster character description for the story.	Write a description of inside the tomb to form part of a class museum display.	Write a set of instructions on how to mummify a pharaoh.
Y4 Sentence/ Language Focus	Use of correctly punctuated speech sentences including reporting clause . Use of a range of synonyms for said . Use of language for effect including rhyme and free verse.	Consistent use of present tense and third person . Use a range of determiners to start sentences. Use a range of organisational devices . Use of varied sentence structures .	Use of appropriate fronted adverbial (with comma) and conjunctions for cohesion and sequencing . Accurate use of direct speech including reporting clause . Use of possessive apostrophes .	Use of superlative and comparative adjectives . Use of technical detail and language . Use of careful chosen and precise descriptive language .	Use of appropriate fronted adverbial (with comma) and conjunctions for cohesion and sequencing . Use of possessive apostrophes . Use of varied sentence structures .
Y4 Writing Outcome	<u>Who ate the pie?</u> "It wasn't me," said Fred, "I was in bed." "Not I," laughed Raj, "I was travelling in a barge!" <i>Present 6 other culprits and write lines where the alibi rhymes with the culprit's name.</i>	Write a fact file based on some of the monsters from the text. Include information about own monster character.	Write a new monster character episode for the story.	Write a description of inside the tomb to form part of a class museum display including a range of interesting detail for the reader.	Write a detailed set of instructions including warnings and additional guidance, on how to mummify a pharaoh.



Year 3/4 Writing Provision Map: Cycle B

Autumn Term

	Unit 1-3 weeks	Unit 2	Unit 3	Unit 4	Unit 5
Writing Purpose	Transcription and Sentence Work	To entertain-setting description	To entertain-poetry-1 week	To inform-instructions	To entertain-short story episode
Core Text/ Stimulus		Gotcha! A Funny Fairy Tale Hide and Seek	Halloween	First Drawings	Stone Age Boy-use of images in the cave
Y3 Sentence/ Language Focus	Place Value of punctuation and grammar –Year 3/4 scheme of work-Cycle B 	Use of a range of taught conjunctions to extend sentences beyond one clause. Use of noun phrases and adjectives .	Vocabulary Development Use of noun phrases and adjectives	Use of imperative present tense verbs Use of adjectives, adverbs and prepositions for clarity . Use of a range of taught conjunctions to extend sentences beyond one clause.	Use of a range of taught conjunctions to extend sentences beyond one clause. Some use of speech sentences .
Y3 Writing Outcome	Sentence writing skills and practise through the PVPG scheme.	Write a character description based on an image from the text.	Write a poem in the style of the shared poem: 'My neighbour...' Choose their own Halloween character to base it on. Perform to class.	Write a set of instructions on how to draw a prehistoric animal.	Write their own short section of the story to show what could happen in the cave.
Y4 Sentence/ Language Focus	Place Value of punctuation and grammar –Year 3/4 scheme of work-Cycle B 	Use a range of conjunctions to write multi-clause sentences Use of apostrophes Use of comparatives and superlatives adjectives .	Vocabulary Development Use of noun phrases and adjectives .	Use of determiners to give precision and quantify. Use of comparatives/ superlatives for precision . Some use of informal tone-stretch .	Use of dialogue to advance the action. Use of fronted adverbials Use a range of taught conjunctions to extend and join.
Y4 Writing Outcome	Sentence writing skills and practise through the PVPG scheme.	Write a new character episode in the style of the story.	Write a poem in the style of the shared poem: 'My neighbour...' Choose their own Halloween character to base it on. Perform to class.	Write a step by step guide for a magazine including tips and tricks, on how to draw a prehistoric animal.	Write their own section of the story to show what could happen in the cave.



Year 3/4 Writing Provision Map: Cycle B

Spring Term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Writing Purpose	To entertain-setting description	To inform-recount diary	To persuade-advert	To persuade-letter/speech	To inform-fact file
Core Text/ Stimulus	Ice Palace	Ice Palace	Spy Fox-Literacy Shed	The Wish Granter-Literacy Shed	Iron Age Hill Fort-BBC Video Clips
Y3 Sentence/ Language Focus	Use of a range of taught conjunctions to extend sentences beyond one clause. Use of prepositions . Use of noun phrases and adjectives .	Use adverbs to detail time and place . Use of apostrophes for singular possession . Use of a range of taught conjunctions to extend sentences beyond one clause.	Use of correctly punctuated exclamation and command sentences, and rhetorical questions . Use of conjunctions to extend and join. Use of present tense . Use of a speech sentence for a testimonial.	Informal style due to audience Use a range of sentence forms including some rhetorical questions Use of a range of taught conjunctions to extend sentences beyond one clause.	Use of subject-specific language . Use of past tense Some use of organisational devices . Use of a range of taught conjunctions to extend sentences beyond one clause.
Y3 Writing Outcome	Use images from the text to describe the outside and inside of Starjik's Palace.	Write a short diary extract to recount one of the events from Ivan's journey to the Ice Palace.	Design their own spy gadget and write a persuasive advert for 'Gadget Magazine' to promote it.	Write a speech bubble to persuade Mr Wish Granter-encourage children to be aspirational and creative with their wish requests through well-planned oral activities.	Write a fact file about an Iron Age Hillfort.
Y4 Sentence/ Language Focus	Use a variety of sentence lengths . Use of figurative language as in model text. Use of comparative and superlative adjectives .	Use a range of fronted adverbials . Use a range of conjunctions to create multi-clause sentences.	Use of superlative adjectives and alliteration for effect . Use of a exclamatory and command sentences, and rhetorical questions. Use of a speech sentence for a testimonial.	Formal style due to audience -no contractions, etc. Use of appropriate fronted adverbial (with comma) and conjunctions for cohesion and sequencing .	Use of determiners to quantify . Use of past tense . Use of formal tone . Use a range of organisational devices .
Y4 Writing Outcome	Write a setting description narrative of Starjik's Palace using the model text on Ivan's Land as guide.	Write a series of diary entries, covering a number of days, detailing Ivan's journey to the Ice Palace.	Design their own spy gadget and write a persuasive advert for 'Gadget Magazine' to promote it.	Dear Mr Wish Granter-Write a formal persuasive letter-encourage children to be aspirational and creative with their wish requests through well-planned oral activities.	Write a non-chronological report about Iron Age settlements. Include a clear introduction and added information about the farming and jobs inside and the tools used.



Year 3/4 Writing Provision Map: Cycle B

Summer Term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Writing Purpose	To entertain/inform-recount postcards	To inform-recount	To inform-fact file	To entertain-poetry	To entertain-story writing
Core Text/ Stimulus	Cliffhanger	Escape from Pompeii	Lost City of Pompeii	The Door... <i>What might lie behind a magical and mysterious closed door?</i>	Unfolding Journeys-Rocky Mountain Explorer
Y3 Sentence/ Language Focus	Use of progressive tense . Use of conjunctions to add additional clauses . Use of apostrophe for contraction and possession .	Consistent use of first person and past tense . Use of conjunctions to add additional clauses . Precise language choices.	Consistent use of present tense and third person 'they' . Use a range of prepositions and noun phrases to clarify. Use of conjunctions to add additional clauses .	Use of prepositions . Use of present, future and progressive tense . Some use of noun phrases . Use of imperative verbs .	Descriptive sentences using a range of conjunctions, adverbs and adjectives . Use of speech sentences . Use of paragraphs to structure.
Y3 Writing Outcome	Write a series of recount postcards from Tim's viewpoint.	Write a description of what they saw, felt, heard and smelt when Vesuvius erupted.	Write a simply structured fact file on the Lost City of Pompeii with 3 sections of information.	Write own version of a 'The Door' poem Go and open the door. Maybe outside there's...	Write a short journey story based on a Rocky mountain adventure-use text as a stimulus.
Y4 Sentence/ Language Focus	Use of possessive pronouns . Use language of possibility to advise . Use simple sentences for impact . Use of question tags and rhetorical questions.	Use of a range of fronted adverbials to sequence and orientate . Use of punctuation for effect .	Consistent use of present tense and third person . Use a range of determiners to start sentences. Use a range of organisational devices .	Use of prepositions . Use of present, future and progressive tense . Use of precisely chosen vocabulary for effect . Use of imperative verbs .	Use of fronted adverbials to detail where, when an how. Use pronouns and noun phrases to reference back . Use speech sentences purposefully .
Y4 Writing Outcome	Write a series of recount postcards from Tim's viewpoint using a range of informal writing techniques.	Write a series of recounts to show what happened before, during and after Mount Vesuvius erupted, from a character in the story's point of view.	Write a non-chronological report on the Lost City of Pompeii Stretch: Choose formal or informal tone to match audience.	Write own version of a 'The Door' poem Go and open the door. Maybe outside there's...	Write a more sustained journey story based on a Rocky mountain adventure -use text as a stimulus.



YEAR FIVE WRITING



YEAR 5 KNOW IT

TENSE

Past Progressive	A continuing action that was happening.
Past Perfect	Indicates that an action was completed before something else.
Progressive Tense	An ongoing action. <i>'I am writing.'</i>
Perfect Tense	Uses has/had/have to refer to a completed action. <i>'I have been</i>
Tense	A verb form which indicates time.

SPELLING

Synonym	A word which carries a similar meaning to another.
Antonym	A word which carries an opposite meaning to another.
Stressed	A syllable within a word given greater emphasis.
Unstressed	Letters which are not easy to hear within a word.
Exceptions	Those spellings which do not follow a given rule/pattern.
Near Homophones	<i>bury/berry, accept/except</i>

New Learning

Prior Learning

WORD CLASS

Personal Pronoun	Replaces the name of a person.
Relative Pronoun	A word which can introduce a relative clause. <i>who, whom, whose, that, which</i>
Possessive Pronoun	A pronoun which indicates possession. <i>mine, yours, his</i>
Modal Verb	A verb that expresses degrees of possibility or necessity.
Co-ordinating Conjunction	A word which joins two equal clauses: <i>but and yet</i>
Fronted Adverbial	An adverb/adverbial at the front of the sentence <u>before the verb</u> . <i>carefully,</i>
Determiner	A word used to define the noun. <i>all, few, many</i>
Comparative	An adjective which compares two nouns e.g. bigger, deeper.
Superlative	An adjective which compares 3+ nouns e.g. rich, richer, richest.

SENTENCE STRUCTURE

Cohesive device	Words and markers used to link the text and aid understanding.
Relative Clause	A type of subordinate clause which begins with a relative pronoun.
Reporting Clause	Use in direct speech to explain who is speaking and how it's being spoken
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i>

PUNCTUATION

Parenthesis	Word/phrase inserted to add explanation or asides - demarcated with either () , -
Bracket ()	Pair of punctuation marks surrounding word/figures.
Dash -	Indicates a range or a pause.
Commas	Used to avoid ambiguity or clarify meaning.
Commas	After a reporting clause.
Commas	Used after a fronted adverbial.



TEACH IT: SPELLING

YEAR 5

Autumn 1	Autumn 2	Spring 1
<p>1.Recap: Commonly Misspelled Words: another, asked, beautiful, different, interesting, once, something, together, with, which.</p> <p>2.Recap: Homophones and Near Homophones: affect, effect, accept, except, here, hear, weather, whether, who's, whose.</p> <p>3.Recap: Adding -es to nouns ending in -y to make a plural.</p> <p>4.Recap: Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p> <p>5.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).</p> <p>6.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.</p> <p>7.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).</p> <p>8.Year 5/6 words: according, attached, determined, equip(-ped), vehicle, muscle, language, average, dictionary, opportunity.</p>	<p>1.Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: disastrous).</p> <p>2.Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: mischievous, marvellous).</p> <p>3.Words ending in the /ʃəs/ sound spelt -tious.</p> <p>4.Words ending in the /ʃəs/ sound spelt -cious (Y5/6 words: conscious).</p> <p>5.Words ending in the /ʃəl/ sound spelt -cial.</p> <p>6.Words ending in the /ʃəl/ sound spelt -tial.</p> <p>7.Year 5/6 words: conscious, disastrous, marvellous, mischievous, controversy, curiosity, forty, category, cemetery, variety, bargain.</p>	<p>1.Words ending in -ant (Y5/6 words: relevant).</p> <p>2.Words ending in -ance and -ancy.</p> <p>3.Words ending in the /ʃən/ sound spelt -tion with an a before (-ation).</p> <p>4.Words ending in -ent (Y5/6 words: apparent, sufficient, excellent, correspondent).</p> <p>5.Words ending in -ence and -ency (Y5/6 words: convenience, existence, correspondence).</p> <p>6.Year 5/6 words: explanation, pronunciation, hindrance, nuisance, conscience, convenience, existence, relevant, sufficient, apparent, correspondence.</p>
Spring 2	Summer 1	Summer 2
<p>1.Homophones and Near Homophones (nouns and verbs): advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy.</p> <p>2.Words ending in -able and -ably (Y5/6 words: available).</p> <p>3.Words ending in -able and -ably where the 'e' from the root word remains.</p> <p>4.Words ending in -ible and -ibly.</p> <p>5.Year 5/6 words: available, vegetable, soldier, yacht, amateur, signature, temperature, lightning, ancient, community, excellent.</p>	<p>1.Recap: The /k/ sound spelt ch (Greek in origin) (Y5/6 words: stomach).</p> <p>2.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.</p> <p>3.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.</p> <p>4.Words with 'silent' first letters (often uncommon digraphs).</p> <p>5.Words with 'silent' letters (uncommon digraphs).</p> <p>6.Year 5/6 words: accommodate, appreciate, communicate, stomach, exaggerate, bruise, environment, equipment, government, parliament, twelfth.</p>	<p>1.Recap: The /ʃ/ sound spelt ch (mostly French in origin).</p> <p>2.Recap: The /s/ sound spelt sc (Latin in origin) (Y5/6 words: muscle).</p> <p>3.Words with ie after c (Y5/6 words: ancient, conscience, sufficient).</p> <p>4.Words with the /i:/ sound spelt ei (inc after c).</p> <p>5.Words where 'ough' makes an /or/ sound.</p> <p>6.Words where 'ough' makes an /ow/, /oa/, /u// f/, /o//f/, /oo/ or schwa sound (Y5/6 words: thorough).</p> <p>7.Homophones and Near Homophones (nouns and verbs): aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father.</p>

TEACH IT: TRANSCRIPTION & SENTENCE STRUCTURE

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:

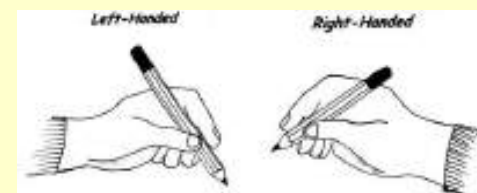
- ⇒ Regular handwriting instruction to increase the speed of it;
- ⇒ Use of a range of strategies to spell correctly, including knowledge of morphology and etymology.
- ⇒ Use of a dictionary to check words with uncommon/not taught spelling patterns.
- ⇒ Regular sentence writing practice: sentence completing, combining, adapting, expanding, imitating, overwriting and improving.
- ⇒ Thinking aloud to generate ideas and compose/improve sentences;
- ⇒ Teacher modelling, scaffolding 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 that the needs of left-handed children are considered.

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

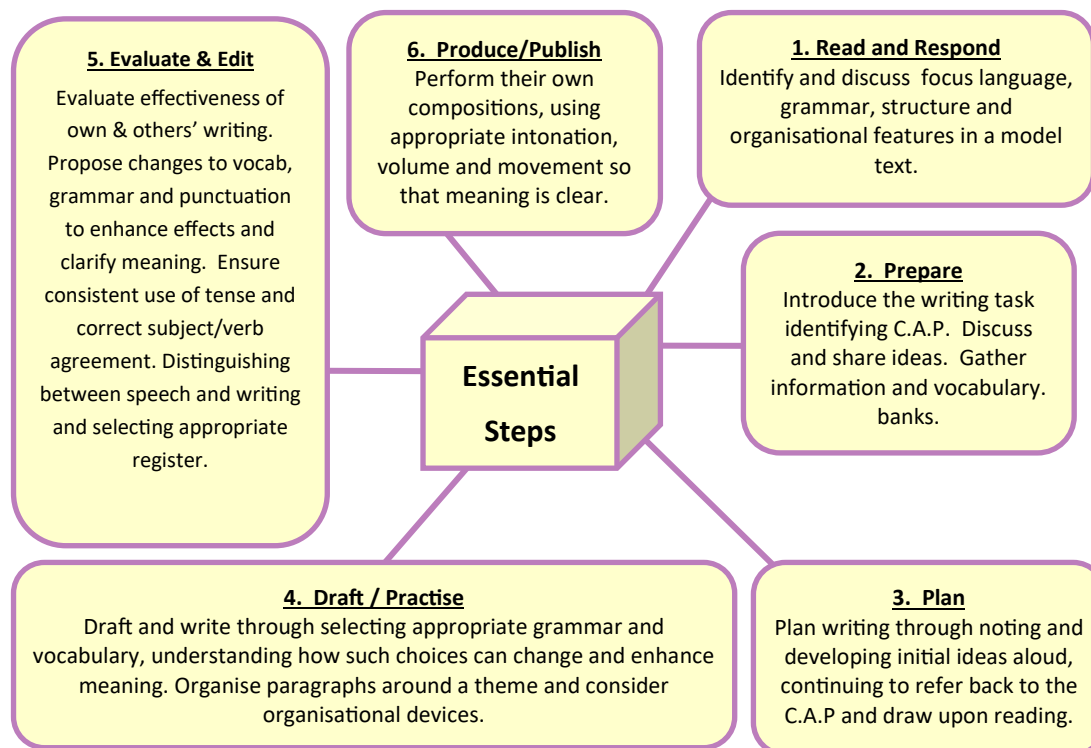
Children should be taught to:

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

To inform
Procedures
Historical Account
Newspapers
Non-Chronological Reports

To entertain
Poetry
Description
Story Writing

To persuade
Speech
Letter

To discuss
Discussion



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, see table.

Formal	Informal
Context specific vocabulary	Personal tone
Avoid contracted form	Direct Addresses
Perfect Tense	Vernacular Language
	Contracted Form

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

STORY WRITING	POETRY	DESCRIPTION
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></p> <ul style="list-style-type: none"> use pronouns to avoid repetition; use fronted adverbials to detail where, when and how. 	<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>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><u>Haiku</u></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><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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.

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

NON-CHRONOLOGICAL REPORT	NEWSPAPER ARTICLE	PROCEDURAL	RECOUNT- HISTORICAL ACCOUNT
<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.

APPLY IT: TO PERSUADE AND TO DISCUSS

SPEECH/BLOG	LETTER	DISCUSSION
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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><u>Structure & Organisation</u></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 <ul style="list-style-type: none"> <i>(I am excited to inform you/saddened to tell you/happy to announce);</i> 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><u>Grammatical features</u></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><u>Language features</u></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><u>Structure & Organisation</u></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><u>Grammatical features</u></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><u>Language features</u></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.



YEAR FIVE CURRICULUM ENDPOINTS

The teaching of writing in Year 5 should enable children to:

Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.
	Spell the Year 3/4 statutory words mostly correctly.
	Spell the taught Year 5/6 statutory words mostly correctly.
	Begin to maintain legibility and in joined handwriting.
	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 brackets, dashes and/or commas to indicate parenthesis.
	Maintain consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.
	Use commas for clarity mostly correctly.
	Use speech punctuation accurately, including before and after a reporting clause.
	Use relative clauses to extend sentences.
	Use verb tense, person and subject-verb agreement consistently and correctly, matching the purpose of the writing.
Composition	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 relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest.
	Describe settings and characters through carefully chosen descriptive and figurative language.
	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.
	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/or move events forward.
	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.



YEAR SIX

WRITING



YEAR 6 KNOW IT

New Prior Learning

SPELLING	
Hyphenated Words	When a hyphen is used to avoid ambiguity. Recover, re-cover
Synonym	A word which carries a similar meaning to another.
Antonym	A word which carries an opposite meaning to another.

SENTENCE STRUCTURE	
Passive	When the subject undergoes the action.
Active	When the subject performs the action.
Phrase	A groups of words which is part of, rather than the whole of, a sentence.
Cohesive device	Words and markers used to link the text and aid understanding.
Relative Clause	A type of subordinate clause which begins with a relative pronoun.
Reporting Clause	Use in direct speech to explain who is speaking and how it's being spoken.
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence. The boy wrote a story, as there was a competition.

WORD CLASS	
Subjunctive	Relating to the mood of verbs; expressing what is imagined, wished or
Indefinite Article	A determiner referencing a non-specific noun: a, an.
Definite	A determiner referencing a specific noun. The only definite article is 'the'.
Auxiliary	Verbs used to form the tense and mood of other verbs: have, be, do
Relative Pronoun	A word which can introduce a relative clause: who, whom, whose, that, which
Personal Pronoun	Replaces the name of a person.
Modal Verb	A verb that expresses degrees of possibility or necessity.

PUNCTUATION	
Ellipsis ...	A series of dots, usually three indicating the omission of words.
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.
Colon :	Used to precede lists, quotes and explanations.
Semi-	Links two independent clauses which are related.
Bullet Points •	Used to separate items in a list; should be punctuated consistently.
Parenthesis	Word/phrase inserted to add explanation or asides - demarcated with either () " "
Bracket ()	Pair of punctuation marks surrounding word/figures
Dash -	Indicates a range or a pause.
Commas	Used to avoid ambiguity or clarify meaning.

TENSE			
Tenses	Past	Present	Future
Simple	I <u>did</u> my chores.	I <u>do</u> my chores.	I <u>will do</u> my chores.
Progressive	I <u>was doing</u> my chores.	I <u>am doing</u> my chores.	I <u>will be doing</u> my chores.
Perfect Simple	I <u>had done</u> my chores.	I <u>have done</u> my chores.	I <u>will have done</u> my chores.
Perfect Progressive	I <u>had been doing</u> my chores.	I <u>have been doing</u> my chores.	I will have been doing my chores.



TEACH IT: SPELLING

YEAR 6

Autumn 1	Autumn 2	Spring 1
<p>1. Year 5/6 words: accompany, achieve, aggressive, awkward, bargain, bruise, committee, community, correspond, criticise.</p> <p>2. Homophones and Near Homophones: bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.</p> <p>3. Homophones and Near Homophones: cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary.</p> <p>4. Recap: The /dʒ/ sound spelt as dge.</p> <p>5. Recap: Adding -ly to a root word (including ending in -al) (Y5/6 words/root words: frequently, marvellous, mischievous, thorough, physical, professional, individual, awkward).</p> <p>6. Recap: Adding -ly to a root word ending in -e and -le (Y5/6 root words: definite, desperate, immediate, sincere, aggressive).</p> <p>7. The /ʌ/ sound spelt ou.</p> <p>8. Year 5/6 words: definite, desperate, especially, frequently, immediate, sincere, thorough, physical, individual, suggest.</p>	<p>1. Homophones and Near Homophones: affect, effect, dessert, desert, draft, draught, precede, proceed, current, currant.</p> <p>2. Homophones and Near Homophones: coarse, course, peace, piece, council, counsel, led, lead, profit, prophet.</p> <p>3. 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).</p> <p>4. 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).</p> <p>5. 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).</p> <p>6. Recap: The /ɪ/ sound spelt y elsewhere than at the end of words (Y5/6 words: physical, rhythm, symbol, system).</p> <p>7. Year 5/6 words: develop, embarrass, necessary, occupy, persuade, privilege, recognise, sacrifice, interfere, occur.</p>	<p>1. Recap: The /tʃə/ sound spelt -ture and the /ʒə/ sound spelt -sure (Y5/6 root words: leisure).</p> <p>2. Recap: Words ending in the /jən/ sound spelt -tion or -cian (Y5/6 root words: competition).</p> <p>3. Recap: Words ending in the /jən/ sound spelt -sion or -ssion (Y5/6 root words: profession).</p> <p>4. Recap: Words ending in the /ʃəs/ sound spelt -tious or -cious.</p> <p>5. Recap: Words ending in the /jəl/ sound spelt -tial or cial.</p> <p>6. Year 5/6 words: profession, competition, leisure, symbol, system, rhythm, familiar, neighbour, guarantee, harass, foreign.</p>
Spring 2	Summer 1	Summer 2
<p>1. Recap: Words ending in -able and -ably.</p> <p>2. Recap: Words ending in -ible and -ibly.</p> <p>3. Recap: Words ending in -ant, -ance, and -ancy.</p> <p>4. Recap: Words ending in -ent, -ence, and -ency.</p> <p>5. Year 5/6 words: interrupt, prejudice, programme, queue, recommend, restaurant, rhyme, identity, secretary, shoulder.</p>	<p>1. Recap: Words containing the letter string -ough (Y5/6 words: thorough).</p> <p>2. Recap: Words with 'silent' letters (uncommon digraphs).</p> <p>3. Recap: The /s/ sound spelt c before e, i and y (Y5/6 words: necessary, sincere, excellent, cemetery, criticise).</p> <p>4. Recap: Adding the prefixes un-, dis- and mis-</p> <p>5. Words that can be nouns and verbs.</p>	<p>1. Words with hyphens.</p> <p>2. The prefix over-</p> <p>3. Words ending in a schwa sound written as '-er', 'or' and 'ar' (Y3/4/5/6 words: calendar, particular, popular, shoulder, soldier).</p> <p>4. Words beginning with 'acc' (Y3/4/5/6 words: accident, accompany, accommodate, according).</p> <p>5. Words containing 'phon' and 'sign' (Y5/6 words: signature).</p> <p>6. Words containing 'sol' and 'real'.</p> <p>7. Words with origins in other countries and languages (Y5/6 words: restaurant).</p>

TEACH IT: TRANSCRIPTION & SENTENCE STRUCTURE

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:

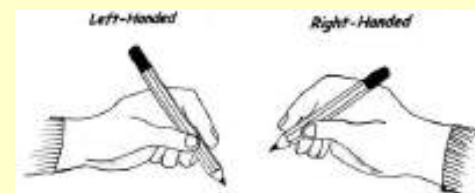
- ⇒ Regular handwriting instruction to increase the speed of it;
- ⇒ Use of a range of strategies to spell correctly, including knowledge of morphology and etymology.
- ⇒ Use of a dictionary to check words with uncommon/not taught spelling patterns.
- ⇒ Regular sentence writing practice: sentence completing, combining, adapting, expanding, imitating, overwriting and improving.
- ⇒ Thinking aloud to generate ideas and compose/improve sentences;
- ⇒ Teacher modelling, scaffolding 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 that the needs of left-handed children are considered.

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

Children should be taught to:

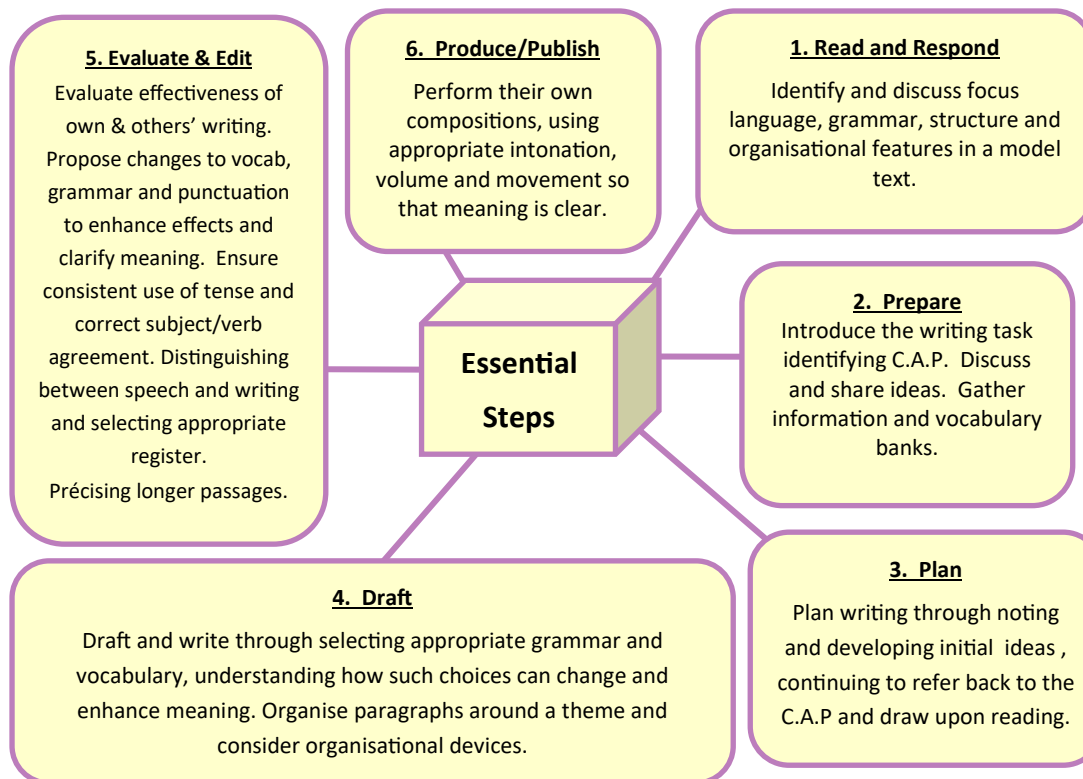
- use the passive voice to affect the presentation of information in a sentence.
- Extend sentence structures and aid cohesion through:
 - linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, use of adverbials such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

- 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 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*;
- use of brackets, dashes or commas to indicate parenthesis.
- Use of commas to clarify meaning or avoid ambiguity.

WRITING PROCESS

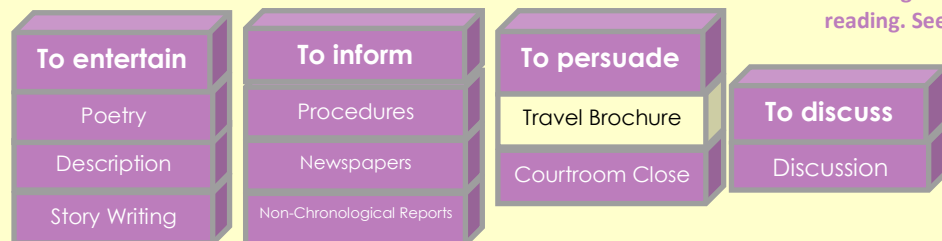


WRITING PURPOSE

Children should know that there are different purposes for writing. In Year 6 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 the reader and/or context;**
- ⇒ **selecting an appropriately formal or informal tone through use of taught language and grammar and from drawing upon reading. See table:**



Formal	Informal
Use of the subjunctive or passive form	Question Tags
Context specific vocabulary	Direct Addresses
Avoid contracted form	Vernacular Language
Perfect Tense	Contracted Form



Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

STORY WRITING	POETRY	DESCRIPTION
<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>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>They should be given the opportunity to plan, write and perform a poem.</p> <p>Imagery</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.

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

NON-CHRONOLOGICAL REPORT	RECOUNT DIARY	PROCEDURAL
<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 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.

APPLY IT: TO PERSUADE AND TO DISCUSS

COURT ROOM - CLOSING ARGUMENT	TRAVEL BROCHURE	DISCUSSION
<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 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 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.



YEAR SIX CURRICULUM ENDPOINTS

The teaching of writing in Year 6 should enable children to:

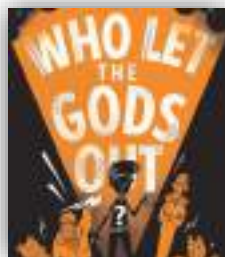
Transcription	<i>Apply taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.</i>
	<i>Spell the Year 3/4 statutory words mostly correctly.</i>
	<i>Spell the Year 5/6 statutory words mostly correctly.</i>
	<i>Maintain legibility 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	<i>Use the range of punctuation taught at KS2 mostly correctly within writing.</i>
	<i>Use verb tenses consistently and correctly throughout writing.</i>
Composition	<i>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</i>
	<i>Vary sentence structures to add detail, for emphasis and to avoid repetition.</i>
	<i>In narratives, describe settings, characters and atmosphere.</i>
	<i>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)</i>
	<i>Integrate dialogue in narratives to convey character and advance the action.</i>
	<i>Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</i>
	<i>Evaluate and redraft sections of writing in order to enhance and improve.</i>
Greater Depth	<i>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).</i>
	<i>Distinguish between the language of speech and writing and choose the appropriate register.</i>
	<i>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i>
	<i>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.</i>



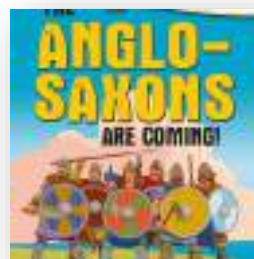
YEAR 5/6: BOOK-LED WRITING CURRICULUM

Cycle A Quality Texts

Autumn Term



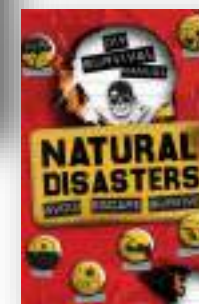
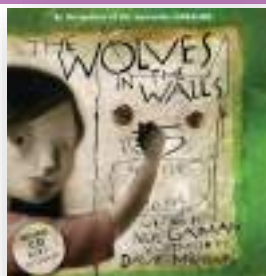
Spring Term



Summer Term





Cycle B Quality Texts





Year 5/6 Writing Provision Map: Cycle A

Autumn Term

	Unit 1– 2 weeks	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Writing Purpose	Transcription and Sentence Work	To persuade/inform	To entertain-setting description	To entertain/inform-character profile	To inform-non-chronological report	To entertain-poetry
Core Text/ Stimulus		European City Profiles	Who Let the Gods Out	Who Let the Gods Out	Leo and the Gorgon's Curse-Greek Gods	Twas the Night Before Christmas
Y5 Sentence/ Language Focus	Place Value of punctuation and grammar –Year 5/6 scheme of work-Cycle A 	Use of modal verbs to suggest probability or possibility. Use of some informal writing features .	Use of relative clauses to extend sentence structures. Use of commas to indicate parenthesis	Use of modals to suggest possibility or probability. Use relative clauses to extend sentence structures.	Use organisational devices. Use mainly present tense . Use of pronouns and noun phrases to reference back.	Use of a range of punctuation for clarity and effect . Use of precisely-chosen descriptive language .
Y5 Writing Outcome	Sentence writing skills and practise through the PVPG scheme.	Write a persuasive blog for an 'Unfolding Journeys' website based on a European city.	Write a setting description of the prison-cave.	Write a press release to describe how Prisoner 42 looks and behaves now.	Write an entry for a class non-fiction book on a Greek God or Goddess.	Write own modern-day verse using the same structure as the poem and based on a night before Christmas, aimed at younger children.
Y6 Sentence/ Language Focus	Place Value of punctuation and grammar –Year 5/6 scheme of work-Cycle A 	Use of modal verbs Use of formal writing features including perfect tense and passive voice.	Use a range of sentence structures for effect . Use of semi-colons to mark the boundary between two main clauses.	Use of subjunctive mood to achieve formality. Use of passive voice to achieve formality	Use a wide range of organisation features . Use both perfect and simple present tense . Use a range of determiners . Use of pronouns and noun phrases to reference back.	Adapt language and grammar to reflect modern day context . Adapt language and grammar to suit a younger audience .
Y6 Writing Outcome	Sentence writing skills and practise through the PVPG scheme.	Write a persuasive blog for an 'Unfolding Journeys' website based on a European city.	Write a setting description of the prison-cave. Stretch -write it from the viewpoint of Elliot or Virgo.	Write a press release to describe how Prisoner 42 looks and behaves now. Stretch -add own content about how he has changed and how dangerous he is.	Write an entry for a class non-fiction book on a Greek God or Goddess. Stretch -select own organisational features and structure.	Write own modern-day verse using the same structure as the poem and based on a night before Christmas, aimed at younger children.



Year 5/6 Writing Provision Map: Cycle A				
Spring Term				
	Unit 1	Unit 2	Unit 3	Unit 4-3/4 weeks
Writing Purpose	Non-Narrative-non-chronological report/fact file.	Narrative-to entertain	Non-Narrative-to inform	Narrative-Extended Story
Core Text/Stimulus	Wolves	The Eye of the Wolf	The Anglo-Saxons are Coming/ How to escape enemy territory model text	The Giant's Necklace
Y5 Sentence/ Language Focus	Use a range of organisational features. Use of relative clauses and parenthesis to add additional detail and to clarify. Use of brackets and commas to separate parenthesis .	Use of past progressive tense . Use of modal verbs and adverbs to show degrees of possibility of probability,	Use of relative clauses and parenthesis to add additional detail and to clarify. Use of brackets and commas to separate parenthesis .	Use of progressive tense . Use dialogue to advance the action . Use some grammar techniques used by the author- stretch
Y5 Writing Outcome	Write a fact file about Wolves.	Write the opening from the boy's viewpoint .	Procedural Text-How to protect yourself from an Anglo-Saxon Raider.	Write an alternative version of the story from P11 onwards.
Y6 Sentence/ Language Focus	Use a range of formal and informal writing techniques linked to audience. Use a range of organisational devices . Use of passive voice .	Use of modal verbs and adverbs to show degrees of possibility of probability, Use of dialogue to convey character.	Use of passive voice . Use of relative clauses and parenthesis to add additional detail and to clarify. Use range of punctuation .	Use of advanced punctuation-ellipsis, semi-colons and colons . Use dialogue to convey character and advance plot . Use grammar techniques in the style of the author- stretch .
Y6 Writing Outcome	Write a fact file about Wolves. Stretch: Draw on different models to decide the layout of fact file and choose the intended audience.	Write the opening from the boy's viewpoint adding some dialogue between the characters. Stretch: Use some of the literary techniques used by the author.	Procedural Text-How to protect yourself from an Anglo-Saxon Raider.	Write an alternative version of the story from P11 onwards. Stretch -include other content linked to different characters to show what is happening elsewhere.





Year 5/6 Writing Provision Map: Cycle A Summer Term			
	Unit 1	Unit 2	Unit 3
Writing Purpose	Narrative-To entertain/inform-diary entry	Non-Narrative-To inform-Historical Account	To entertain-setting description
Core Text/Stimulus	Odd and the Frost Giant	Viking invasion of Lindisfarne	Macbeth
Y5 Sentence/Language Focus	Use of modal verbs to indicate possibility or probability. Use of informal writing features -contracted form etc. Use of pronouns to reference back .	Use of relative clauses to provide additional but relevant information. Use of punctuation for parenthesis Use of formal writing features .	Use a range of figurative language techniques . Use of direct speech to advance the plot.
Y5 Writing Outcome	Write a diary entry from the viewpoint of Odd to explain why he chooses to leave home and head for his father's woodcutting hut.	Write an account of the Lindisfarne Invasion for the Anglo-Saxon Chronicles from a Monk's perspective.	Write own version of a scene on the Heath which includes Macbeth and the witches.
Y6 Sentence/Language Focus	Use of informal writing features to match the context: direct address to reader etc. Use a pronouns to reference back . Use of subjunctive mood to indicate hopes and desires.	Use a wide range of formal writing features including passive voice and perfect tense. Use a range of sentence structures to provide additional information and for effect .	Use of vocabulary, grammar and punctuation for effect . Use of direct speech to convey character and advance the plot.
Y6 Writing Outcome	Write a series of diary entries from the viewpoint of Odd to describe each of the key events: father dying; the accident; mother re-marrying etc. Stretch -use vocabulary and grammar to reflect the original style of the text.	Write an account of the Lindisfarne Invasion for the Anglo-Saxon Chronicles from a Monk's perspective. Stretch - write the account from a Viking invader's perspective.	Write own version of a scene on the Heath which includes Macbeth and the witches. Stretch -include language and grammar features drawn from reading-archaic.



Year 5/6 Writing Provision Map: Cycle B

Autumn Term

	Unit 1– 2 weeks	Unit 2	Unit 3	Unit 4-1 week	Unit 5	Unit 6
Writing Purpose	Transcription and Sentence Work	To entertain-setting description	To inform—newspaper article	To entertain-narrative poetry.	To inform-procedural text	To discuss-evacuees
Core Text/ Stimulus		The Wolves in the Wall	The Wolves in the Wall	World War II Poems What are we fighting for?	What to do in the event of evacuation.	Should children have been evacuated during WWII?
Y5 Sentence/ Language Focus	Place Value of punctuation and grammar –Year 5/6 	Use of relative clauses to extend sentence structures. Use of commas to indicate parenthesis	Use of fronted adverbials and conjunctions for cohesion. Use of direct speech for eye witness or expert testimony.	Use of a range of language to create imagery.	Use of modal verbs to express possibility or probability. Use of relative clauses to provide relevant, additional information.	Use of subordinating conjunctions to aid cohesion and express cause and effect. Use of modal verbs.
Y5 Writing Outcome	Sentence writing skills and practise through the PVP scheme.	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 of poetry in the style of the shared poem.	Procedural Text-What to do in the event of an air raid	Write a structured discussion text.
Y6 Sentence/ Language Focus	Place Value of punctuation and grammar –Year 5/6 scheme of work-Cycle B 	Use a range of sentence structures for effect. Use of semi-colons to mark the boundary between two main clauses.	Use of determiners to open sentences-newspaper style. Use of a range of formal writing features inc passive voice. Use of fragments of directed speech for effect.	Use a range of language, including emotive to create imagery and draw the reader in.	Use of modal verbs to express possibility or probability. Use of a range of determiners to quantify Use of passive voice to achieve formality.	Use of emotive language to emphasise points. Use passive and active voice. Use full range of possibility and probability language inc modals.
Y6 Writing Outcome	Sentence writing skills and practise through the PVP scheme.	Write the scene that follows-back in the house... to describe what the wolves were doing. Stretch -use the grammar and language techniques from the original text.	Write a newspaper article to report the incident Stretch -add own additional content linked to the context in newspaper style.	Write own verses of poetry in the style of the shared poem. Stretch -experiment with perspective writing verses from different viewpoints.	Procedural Text-What to do in the event of an air raid Stretch -add own additional content to provide further advice and guidance	Write a structured discussion text. Stretch -Create own evidence content to develop their balanced arguments.



Year 5/6 Writing Provision Map: Cycle B

Spring Term

	Unit 1-4 weeks	Unit 2	Unit 3-Y5 Only
Writing Purpose	To entertain-story writing	To inform-persuasive leaflet	To inform-instructional text
Core Text/Stimulus	The Miraculous Journey of Edward Tulane	Keeping Fit and Healthy	How to make a healthy dish.
Y5 Sentence/ Language Focus	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 .	Use of modal verbs to express possibility or probability. Use of exaggerated language. Use of speech for quoting experts.	Use of modal verbs to express possibility or probability. Use of relative clauses to provide relevant, additional information. Use a range of organisational devices .
Y5 Writing Outcome	Write their own chapter of the story based on Edward finding himself on a railway track as a starting point. Children decide what adventure he has and which characters he meets.	Write a persuasive leaflet or blog on the importance of keeping fit and healthy.	Write a detailed set of instructions on how to make a healthy dish linked to work in class.
Y6 Sentence/ Language Focus	Use a range of figurative language techniques in the style of the author. Use the right balance of dialogue to convey character or advance the plot. Use commas for clarity and to avoid ambiguity .	As Year 5 and in addition: Use of a range of determiners to quantify Use of direct addresses including question tags to achieve informal tone.	
Y6 Writing Outcome	Write their own chapter of the story based on Edward finding himself on a railway track as a starting point. Children decide what adventure he has and which characters he meets. Stretch -identify and draw upon language and grammar techniques, as well as other details included by the author to enhance their own story chapter.	Write a persuasive leaflet or blog on the importance of keeping fit and healthy. Stretch: Choose own audience and adapt language and grammar to suit.	



Year 5/6 Writing Provision Map: Cycle B Summer Term			
	Unit 1	Unit 2	Unit 3
Writing Purpose	To entertain-story writing	To inform-procedural text	To entertain-character profiles
Core Text/Stimulus	Charlie Changes into a Chicken	How to survive a natural disaster-DIY Manual. Looking after your mental health usbourne text.	Inside the Villains
Y5 Sentence/Language Focus	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 .	Use of modal verbs to express possibility or probability. Use of relative clauses to provide relevant, additional information.	Use of relative clauses to extend sentence structures. Use of prepositional phrases as well as adjectival and adverbials.
Y5 Writing Outcome	To write an extended story chapter linked to a known text and character. Choose own animal character for Charlie to turn into to. Stretch -make precise language choice for effect.	Write a procedural guide for Charlie helping him to survive a personal disaster.	Write a 'More About Me' character profile for a different Villain in the book.
Y6 Sentence/Language Focus	Use a range of figurative language techniques in the style of the author. Use the right balance of dialogue to convey character or advance the plot . Use commas for clarity and to avoid ambiguity .	Use of modal verbs to express possibility or probability. Use of a range of determiners to quantify Use of direct addresses including question tags to achieve informal tone.	Use a range of figurative language techniques . Use of a range of noun phrases to reference back . Use a range of cohesive devices including pronouns .
Y6 Writing Outcome	To write an extended story chapter linked to a known text or character. Choose own animal character for Charlie to turn into. Stretch - manipulate grammar and language for effect and to mirror the style of the author. Write the chapter from Charlie's viewpoint.	Write an article for a young person's magazine with top tips for coping with stress and promoting mental wellbeing. Stretch -Select formality for the piece. Informal or more formal? Mix of both?	Write a 'More About Me' character profile for a different Villain in the book. Stretch -Create their own villainous character to write a profile for.