


English – Writing

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Purpose of Study

As one of the three modalities of English (along with speaking and reading), Writing is at the core of all aspects of learning at Asby Endowed School. We aim to equip children with the ability to write, and effectively communicate, for a range of purposes and in an array of contexts. Purpose and audience are central to this. Children will be given meaningful reasons to write through which they can communicate their ideas and emotions to others.

Equipped with the skills of language, we can be confident that our children can grow-up to become successful, fully-participating members of society. In each English sequence, we ensure that the components of writing, transcription (handwriting and spelling), grammar and punctuation, are targeted before children are asked to complete more complex tasks. To help reduce cognitive load, we often employ the strategy of oral composition, where a child first rehearses a sentence out loud (or using voice recording technology) before they are asked to write this. Crucially, we carefully consider the level of difficulty of writing; children are not asked to write a story with words that they have not been exposed to in phonics, spelling or the wider curriculum.

National Curriculum

EYFS - Reception	Year 1	Year 2
<p>Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed• Spell words by identifying sounds in the them & representing the sounds with a letter or letters• Write simple phrases & sentences that can be read by others	<p>Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense• discuss what they have written with the teacher or other pupils• read aloud their writing clearly enough to be heard by their peers and the teacher• develop their understanding of the concepts set out in English Appendix 2 by:<ul style="list-style-type: none">• leaving spaces between words• joining words and joining clauses using and• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'• learning the grammar for year 1 in English Appendix 2• use the grammatical terminology in English Appendix 2 in discussing their writing.	<p>Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• develop positive attitudes towards and stamina for writing by:• writing narratives about personal experiences and those of others (real and fictional)• writing about real events• writing poetry• writing for different purposes• consider what they are going to write before beginning by:• planning or saying out loud what they are going to write about• writing down ideas and/or key words, including new vocabulary• encapsulating what they want to say, sentence by sentence• make simple additions, revisions and corrections to their own writing by:• evaluating their writing with the teacher and other pupils• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

		<ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive for subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Years 3 and 4		Years 5 and 6
Pupils should be taught to: <ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: 		Pupils should be taught to: <ul style="list-style-type: none"> ▪ plan their writing by: ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: <ul style="list-style-type: none"> ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs

<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ using the present perfect form of verbs in contrast to the past tense ▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▪ using conjunctions, adverbs and prepositions to express time and cause ▪ using fronted adverbials ▪ learning the grammar for years 3 and 4 in English Appendix 2 ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas after fronted adverbials ▪ indicating possession by using the possessive apostrophe with plural nouns ▪ using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information concisely ▪ using modal verbs or adverbs to indicate degrees of possibility ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ▪ learning the grammar for years 5 and 6 in English Appendix 2 ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity ▪ using brackets, dashes or commas to indicate parenthesis ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses ▪ using a colon to introduce a list ▪ punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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Content

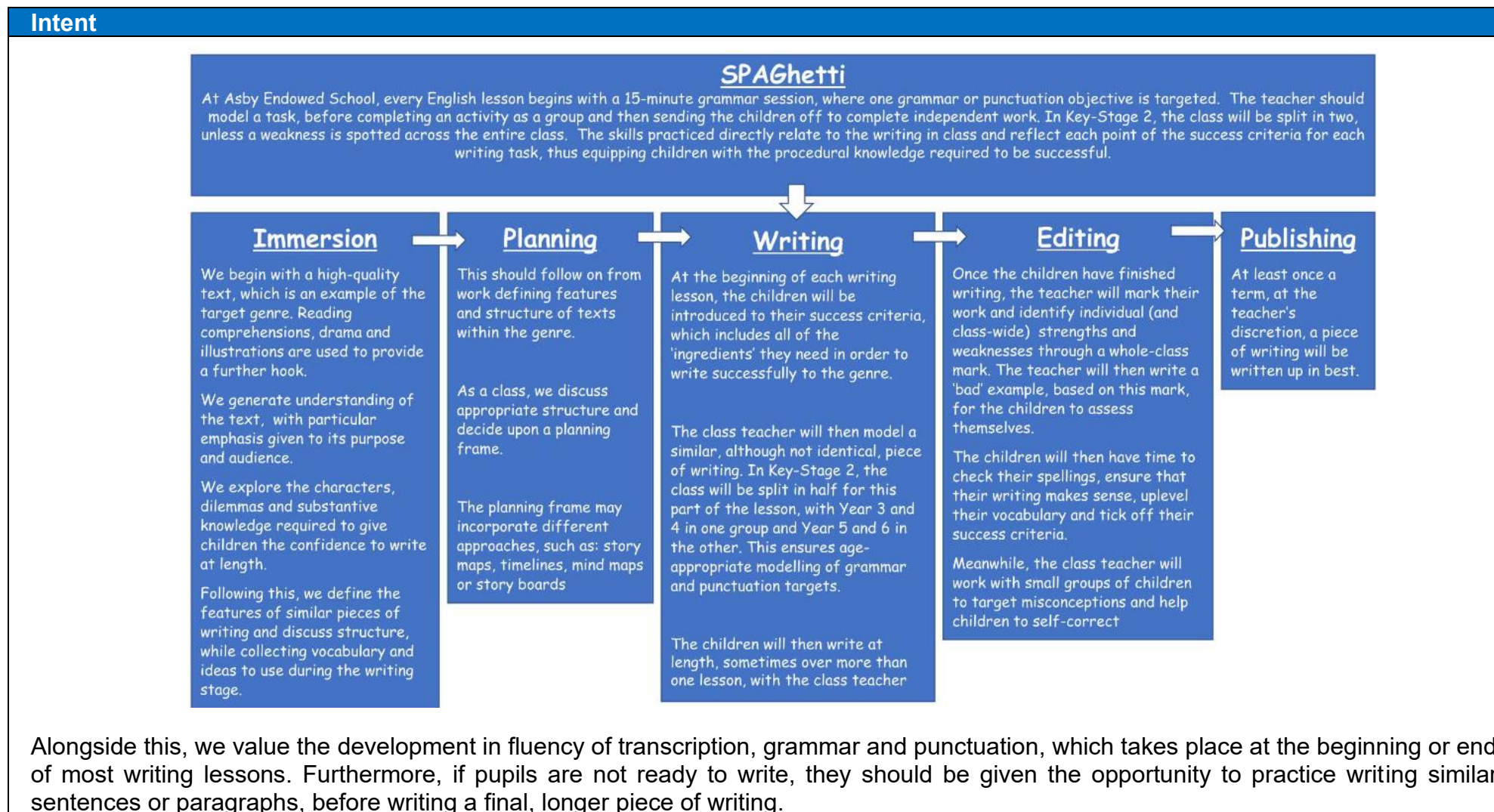
Details of the content of our writing curriculum can be found in the progression map and long-term plan at the end of this document.

The contribution of writing to teaching in other curriculum areas

In every subject, we ensure that high standards of writing are maintained; we should not only find outstanding written work in English books.

Learners are given opportunities to write in every subject. Therefore, knowledge and aptitude in this subject will help children access learning and achieve success across the curriculum.

Quality of Education



Implementation

Our teaching team are fully aware of the particular challenges we face of teaching multiple age groups in one class and therefore are skilled in meeting the needs of our different groups of learners, personalising the teaching of English to suit our **pupils' individual needs**. Asby children will often receive individual inputs during lessons which help them to achieve the right next steps for them. We provide our pupils with daily distinct English lessons which incorporate both reading and writing. We use **high quality texts** as a central focus for our English lessons so that our pupils are immersed in them and are aware of the link between their learning in reading and writing.

English is also the foundation of our other subjects and we offer our children experiences to read and write in all subjects across the curriculum. Our school reading spine ensures all pupils access a wide range of high-quality texts which not only helps our pupils to be literate but also develop a love of reading, writing and purposeful speaking and listening. We use **'books as hooks'** across EYFS, Key Stage 1 and Key Stage 2 for each topic/unit to engage pupils and enrich their learning experiences.

In English there is a clear progression of key skills which meet the requirements of the National Curriculum for both Reading and Writing. Furthermore, the Success criteria presented to children as **Red/Amber/Green** statements help to ensure that they are very clear about how they can show their achievements in this subject.

Impact

- Pupils will understand the different purposes of writing and have a clear understanding of different audiences
- Pupils will be able to effectively communicate through their writing
- Pupils will have a rich and varied vocabulary that they can use with impact both verbally and in writing
- Pupils will be able to spell accurately
- Pupils will be able to use grammar both accurately and for effect
- Pupils will be independent thinkers.

Progression of Knowledge

Disciplinary knowledge in writing refers to technical skills in writing, primarily relating to the correct usage of punctuation and grammar. Below, this disciplinary knowledge can be found for each year group.

Writing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling							
Phonics and Spelling Rules	<p>Know most letters of the alphabet</p> <p>Recognise some digraphs and the sounds they represent</p> <p>Spell words by identifying the sounds and write the corresponding letter/s</p> <p>Spell words some words in a phonically plausible way</p>	<p>Know all letters of the alphabet and the sounds which they most commonly represent</p> <p>Recognise consonant digraphs and the sounds which they represent</p> <p>Recognise vowel digraphs and the sounds which they represent.</p> <p>Recognise words with adjacent consonants</p> <p>Accurately spell most words containing the 40+ GPCs</p> <p>Spell words in a phonically plausible way, even if sometimes</p>	<p>Spell an increasing number of words correctly</p> <p>Make phonetically plausible attempts at more complex spellings</p> <p>Recognise new ways of spelling phonemes, including some common homophones e.g. <i>bare/bear, blue/blew, night/knight</i></p> <p>Apply further Y2 spelling rules</p>	<p>Spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' e.g. <i>vein, weigh, obey</i></p> <p>Spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words e.g. <i>mystery, gym</i></p> <p>Spell words with a /k/ sound spelt with 'ch' e.g. <i>scheme, chorus, chemist</i></p> <p>Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' e.g. <i>league, tongue, antique</i></p> <p>Spell words with a /sh/ sound spelt with 'ch' e.g. <i>chef, machine</i></p> <p>Spell words with a short /u/ sound spelt with 'ou' e.g. <i>young, touch, Double</i></p> <p>Spell words ending with the /zher/ sound spelt with 'sure' e.g. <i>measure, enclosure</i></p>	<p>Spell words with the /s/ sound spelt with 'sc' e.g. <i>science, scene</i></p> <p>Spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' 'd' e.g. <i>division, invasion, confusion</i></p> <p>Spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. <i>expression, discussion</i></p> <p>Spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root), e.g. <i>invention, completion</i></p> <p>Spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs') e.g. <i>musician, electrician</i></p>	<p>Spell words with 'silent' letters e.g. <i>doubt, island, lamb, solemn, thistle, knight</i></p> <p>Spell words containing the letter string 'ough' e.g. <i>ought, bought</i></p> <p>Spell words with endings that sound like /shuhs/ spelt with -cious e.g. <i>vicious</i></p> <p>Spell words with endings that sound like b/shuhs/ spelt with -tious or -ious e.g. <i>ambitious</i></p>	<p>Spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' e.g. <i>deceive, conceive</i></p> <p>Spell words ending in -able and -ably e.g. <i>adorable/adorably</i></p> <p>Spell words ending in -ible and -ibly e.g. <i>possible/possibly</i></p> <p>Spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' e.g. <i>official</i></p> <p>Spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' e.g. <i>partial</i></p>

		incorrect. Apply Y1 phonetic spelling rules		Spell words ending with the /cher/ sound spelt with 'ture' e.g. <i>creature,</i> <i>furniture, adventure</i>			
Common Excepted Words	Spell a few Common Exception Words correctly	Spell Year 1 Common Exception Words stated in the statutory NC list Spell days of the week	Spell Year 2 Common Exception Words stated in the statutory NC list	Spell many Year 3/4 Common Exception Words stated in the statutory NC lists	Spell many Year 3/4 Common Exception Words stated in the statutory NC lists	Spell many Year 5/6 Common Exception Words stated in the statutory NC lists	Spell many Year 5/6 Common Exception Words stated in the statutory NC lists
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf							
Prefixes and Suffixes		<p>Use -s and -es to form regular plurals correctly.</p> <p>Use the prefix 'un-' accurately</p> <p>Apply the suffixes -ing, - ed, -er and - est to root words where no change is needed in the spelling of the root words e.g. <i>helped,</i> <i>quickest</i></p>	<p>Apply suffixes - ment, -ness, -ful, -less, -ly correctly in writing</p>	<p>Spell most words with the prefixes <i>dis-</i>, <i>mis-</i>, <i>bi-</i>, <i>re-</i> and <i>de-</i> correctly e.g. <i>disobey,</i> <i>mistreat, defuse</i></p> <p>Spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules</p> <p>Spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable) e.g. <i>limiting</i> <i>offering</i></p> <p>Spell words with added suffixes beginning with a vowel (-er/-ed/-en/- ing) to words with more than one syllable</p>	<p>Correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- e.g. <i>incorrect, illegal,</i> <i>autograph,</i> <i>antisocial, intercity,</i> <i>nonsense</i></p> <p>Form nouns with the suffix -ation e.g. <i>information,</i> <i>preparation,</i> <i>admiration</i></p> <p>Spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule e.g. <i>joyous,</i> <i>rigorous, famous,</i> <i>advantageous</i></p>	<p>Convert nouns or adjectives into verbs using the suffixes -ate e.g. <i>activate, motivate</i> <i>communicate</i> -ise e.g. <i>criticise,</i> <i>advertise,</i> <i>capitalise</i> -ify e.g. <i>signify, falsify,</i> <i>glorify</i> -en e.g. <i>blacken,</i> <i>brighten, flatten</i></p>	<p>Use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy e.g. <i>observant,</i> <i>observance,</i> <i>tolerance, substance</i> -ent to spell nouns ending in -ence/-ency e.g. <i>innocent,</i> <i>innocence, decent,</i> <i>confidence, obedient,</i> <i>obedience,</i> <i>independent</i></p> <p>Spell words by adding suffixes beginning with vowel letters to words ending in -fer e.g. <i>referring,</i> <i>referred, referral,</i> <i>preferring, preferred,</i> <i>reference, referee,</i> <i>preference,</i> <i>transference</i></p>

<p>Further Spelling Conventions</p>	<p>Read some words that they have spelt.</p>	<p>Spell simple compound words e.g. <i>dustbin, football</i> .</p> <p>Read words and sentences that they have spelt.</p> <p>Spell some words with contracted forms, e.g. <i>can't, it's</i></p>	<p>Spell more words with contracted forms, e.g. <i>didn't, hasn't, couldn't, I'll</i>.</p> <p>Spell words using the possessive singular apostrophe e.g. <i>the girl's book</i>.</p> <p>Segment spoken words into phonemes for multi-syllabic words</p> <p>Write simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>Self-correct misspellings of previously taught words</p>	<p>Spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Spell words that use the possessive apostrophe with plural words, including irregular plurals e.g. <i>girls', boys', babies', children's, men's, mice's</i></p> <p>Use their spelling knowledge to use a dictionary efficiently</p>	<p>Spell complex homophones and near-homophones, including who's/whose and stationary/stationery</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy e.g. <i>practice/practise, advice/advise</i></p> <p>Spell words that contain hyphens e.g. <i>co-ordinate, re-enter, co-operate, co-own</i></p> <p>Use a knowledge of morphology and etymology in spelling</p> <p>Use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms</p>
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Composition							
Planning, Writing & Editing	With support, compose a sentence orally before writing	Compose a sentence orally before writing it	Plan and discuss the content of writing and record ideas	Discuss models of writing, noting structure, vocabulary and grammar to inform planning	Analyse a range of model writing, understanding the structure, grammar and vocabulary to inform planning	Discuss the audience and purpose of the Writing	Identify the audience and purpose of the writing
	Memorise a sentence by repeating it out loud	Say out loud what they are going to write about	Orally rehearse structured/ sequences of sentences	Orally rehearse sentences, progressively building rich vocabulary	Orally rehearse sentences, progressively building an increasing range of sentence structures]	Plan by selecting the appropriate form and using other similar writing as models for their own	Plan by developing initial ideas, drawing on independent reading and research
	Write short phrases and sentences	Sequence sentences in chronological order	Write narratives for different purpose including poetry and real-life events	Begin to organise their writing into paragraphs around a theme Write a narrative with a structure, setting, characters and plot	Consistently organise their writing into paragraphs around a theme to add cohesion and avoid repetition	Consider, when planning narratives, how authors have developed characters and settings	Use further organisational and presentational devices to structure all text types and to guide the reader e.g. <i>headings, bullet points, underlining, index</i>
	Begin to reread writing to check it makes sense	Reread their writing to check that it makes sense	Check for errors in spelling, grammar and punctuation	Write non-narrative using simple organisational devices such as headings and sub-headings	Write a narrative with a clear structure, setting, characters and plot	Secure a range of organisational devices appropriate to the text type e.g. <i>bold words, glossary, diagrams and captions</i>	Use a wide range of devices to build cohesion within and across paragraphs
		Clearly read their writing aloud	Clearly read writing aloud with appropriate intonation	Suggest improvements to their own writing and that of others	Write non-narrative with clear simple organisational devices such as headings and sub-headings	Consistently link ideas across paragraphs	Habitually proofread for spelling and punctuation errors
		Discuss what they have written with others		Make improvements to grammar, vocabulary and punctuation		Proofread work to Remove unnecessary repetition or irrelevant details	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
				Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements	Suggest increasingly accurate improvements to their own and others' writing	Proofread their work to assess the effectiveness of their own and others' writing and to make necessary	Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing
				Read aloud their own writing, using appropriate intonation so that the meaning is clear	Consistently correct errors in grammar, punctuation and spelling		Perform their own compositions confidently, editing according to feedback

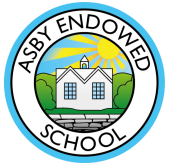
					Read aloud their own writing, using appropriate intonation and to control the tone and volume so that the meaning is clear	<p>corrections and improvements</p> <p>Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear</p>	
Purpose and Structure		<p>Make relevant choices about subject matter and appropriate vocabulary</p> <p>Start to engage readers by using adjectives for description</p>	<p>Write for different purposes using different fiction and non-fiction structures</p> <p>Use new vocabulary from their reading discussions and wider experiences</p>	<p>Demonstrate an Increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write</p> <p>Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)</p> <p>Make deliberate ambitious word choices to add detail</p> <p>Begin to create settings, characters and plot in narratives</p>	<p>Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</p> <p>Write a range of narratives that are well- structured and well- paced</p> <p>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere</p>	<p>Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes</p> <p>Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace</p> <p>Regularly use dialogue to convey a character and to advance the action</p>	<p>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</p> <p>Distinguish between the language of speech and writing and to choose the appropriate level of formality</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires <i>e.g. 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></p>

Grammar and Punctuation							
Sentence Structure	Orally connect one idea to another using	Join two written sentences using and'	Use subordination (when/if/that/because) and coordination (or/and/but)	Express time, place and cause by using conjunctions (including when, if, because, and although)	Use noun phrases which are expanded by adding modifying adjectives, nouns and prepositional phrases	Use relative clauses beginning with who, which, that, where, when, whose, or an omitted relative pronoun	Use passive verbs to create effect and to affect the presentation of information
	A range of connectives	<p>Begin to use subordination using because</p> <p>Begin to embellish simple sentences using adjectives</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Embellish sentences using adjectives</p> <p>Form sentences with different forms: statement, question, exclamation, command</p>	<p>Secure compound sentences using all coordinating conjunctions</p> <p>Use a list of three adjectives for description</p> <p>Embellish sentences using adverb and preposition starters Include dialogue: powerful speech verb e.g. <i>"Hello," she whispered</i></p>	<p>Use sentences of three for description and action</p> <p>Use subordinate Clauses extending the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Begin to vary sentence length for effect – Long to describe Short to build tension/move on action</p> <p>Use - ed clauses as starters e.g. <i>Frightened, Tom ran straight home.</i> Use -ing clauses as starters e.g. <i>Grinning menacingly,</i></p> <p>Include dialogue: verb and adverb e.g. <i>"Hello," she whispered, shyly</i></p>	<p>Use adverbs or modal verbs to indicate a degree of possibility e.g. <i>surely, perhaps, might</i></p> <p>Use a full range of subordinating conjunctions to develop a range of complex sentences</p> <p>Vary sentence length for effect - Long to describe Short to build tension/move on action</p> <p>Use drop in -ed clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i></p> <p>Use rhetorical questions where appropriate</p> <p>Include dialogue:</p>	<p>Use the subjunctive form in formal writing</p> <p>Vary sentence construction depending on the formality of the writing</p> <p>Use expanded noun phrases to convey complicate information concisely</p>

						speech and verb and action e.g. <i>"Stop!" he shouted, picking up the stick and running</i>	
Text Structure		Sequence sentences to form a short narrative	<p>Use the present tense and the past tense mostly correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense</p> <p>Begin to headings and subheadings</p>	<p>Begin to use paragraphs to organise ideas into a story structure</p> <p>Consistently use headings and subheadings</p> <p>Use the present perfect form of verbs instead of the simple past</p> <p>Maintain the correct tense throughout a piece of writing</p>	<p>Use paragraphs for each part of a story to indicate a change in place or jump in time</p> <p>Make an appropriate choice of pronoun and noun within and across sentences</p> <p>Always maintain an accurate tense throughout a piece of writing</p> <p>Always use Standard English verb inflections accurately, e.g. <i>'we were' rather than 'we was' and 'I did' rather than 'I done</i></p>	<p>Build cohesion within paragraphs e.g. time adverbials, place adverbials and action</p> <p>Vary connectives within paragraphs to build cohesion into a paragraph</p> <p>Ensure th consistent and correct use of tense throughout all pieces of writing</p>	<p>Write in paragraphs which can clearly signal a change in subject, time, place or event in a text</p> <p>Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural</p> <p>Use a variety of organisational and presentational devices correct to the text type</p>
Word Structure /Language	Orally describe an object using simple adjectives	<p>Introduce Verbs Imperative verbs e.g. <i>put, cut</i></p> <p>Introduce nouns</p> <p>Introduce prepositions e.g. <i>inside, outside, under</i></p> <p>Introduce</p>	<p>Use: Prepositions e.g. <i>behind, above, before, along, between</i></p> <p>Similes e.g. <i>like sizzling sausages</i></p> <p>One or two adjectives to describe a noun</p> <p>Adverbs for description e.g. <i>The snow fell</i></p>	<p>Use: Prepositions e.g. <i>by the side, in front of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Technical vocabulary to add detail</p> <p>A wider range of determiners e.g. <i>numbers, those, theirs</i></p>	<p>Use: Prepositions e.g. <i>underneath, beyond, since</i></p> <p>Comparative and superlative adjectives e.g. <i>small, smaller. Smallest</i></p> <p>Use accurate standard English forms for verb</p>	<p>Use: Metaphor – <i>something is something else</i></p> <p>Personification – <i>giving a non-living object human characteristics to Describe</i></p> <p>Onomatopoeia – <i>a word that sounds like what is being described</i></p>	<p>Use alliteration, onomatopoeia, similes and metaphors to create effect</p> <p>Know the difference between the vocabulary used in informal speech and the vocabulary use in formal speech</p>

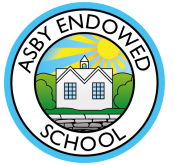
		<p>determiners e.g. <i>the, a</i> Introduce adjectives for description</p> <p>Introduce simple alliteration e.g. <i>slimy snake</i></p>	<p><i>gently.</i></p> <p>Adverbs for information e.g. <i>Carefully lift the lid</i></p>	<p>Know when to use determiners 'a' or 'an'</p>	<p>inflections e.g. <i>we/ were</i></p>		
Punctuation	<p>Begin to use capital letters at the start of a sentence</p> <p>Begin to use full stops at the end of a sentence</p> <p>Begin to use finger spaces to separate words</p>	<p>Use finger spaces to separate words</p> <p>Use capital letters to start a sentence</p> <p>Use capital letters for proper nouns</p> <p>Use the personal pronoun 'I'</p> <p>Use full stops to end sentences</p> <p>Begin to use question marks</p> <p>Begin to use exclamation marks</p>	<p>Correctly use capital letters for proper nouns and personal pronouns</p> <p>Use question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark singular possession and contractions</p>	<p>Consistently use full stops, question marks, exclamation marks, commas in list, and apostrophes for singular possession and contraction</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Use inverted commas and other necessary punctuation to indicate direct speech</p> <p>Consistently use apostrophes for singular and plural possession.</p> <p>Use commas after fronted adverbials</p>	<p>Use commas consistently to clarify meaning or to avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Begin to use ellipsis to show omission</p>	<p>Consistently use brackets, dashes, commas (for parenthesis), inverted commas and commas for clarity</p> <p>Securely use ellipsis to show omission</p> <p>Use semi- colons, colons, and dashes</p> <p>Use hyphens to avoid ambiguity</p>

Handwriting							
	<p>Hold a pencil Correctly</p> <p>Form most lower case letters correctly, starting in the correct place and in the right direction</p> <p>Form most capital letters correctly</p>	<p>Sit correctly at a table</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters correctly</p> <p>Form digits 0-9</p> <p>Know which letters belong to which handwriting family</p>	<p>Form upper and lower case letters of the correct size, relative to one another</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Form pre-cursive letters using a lead in and out</p> <p>Begin to use diagonal and horizontal strokes to join letters</p>	<p>Accurately use diagonal and horizontal strokes to join letters</p> <p>Accurately form ascenders and descenders on the lines</p> <p>Know which letters are best left un-joined</p>	<p>Increase legibility and consistency; down-strokes of letters are parallel and equidistant</p> <p>Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Choose the style of handwriting to use when given a choice</p> <p>Choose standard of handwriting that is best suited for a specific task</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>



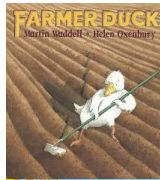
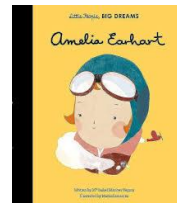


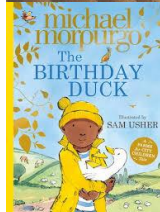
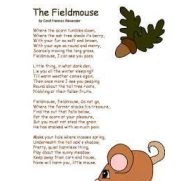
Vocabulary


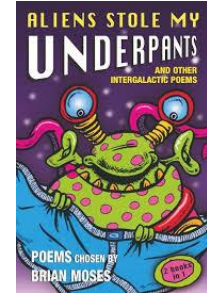

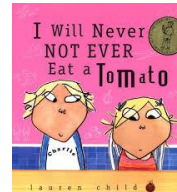
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letter word sound capital letter full stop finger space	sentence punctuation question punctuation question mark exclamation mark noun verb adjective suffix root word conjunction determiner simile alliterative	noun phrase statement exclamative - sentence command - sentence compound prefix adverb imperative verb past tense present tense apostrophe comma singular plural homophone	preposition word family subordinate clause direct speech inverted comma consonant letter vowel letter	determiner pronoun possessive pronoun adverbial subordinating coordinating generalisers superlative adjectives comparative adjectives	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity metaphor personification onomatopoeia rhetorical questions	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet point subjunctive


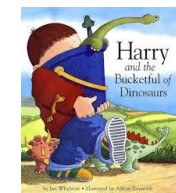

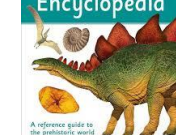
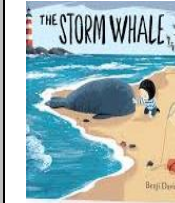
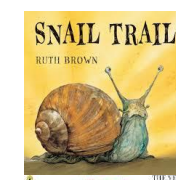



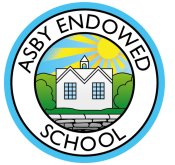
Writing Long Term Planning

2024 – 2025 (A)


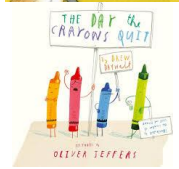
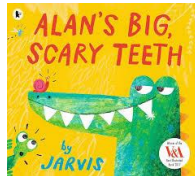
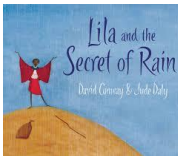


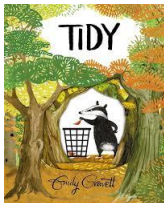
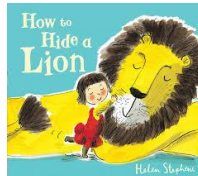
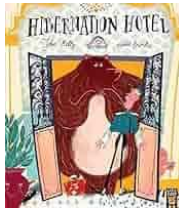
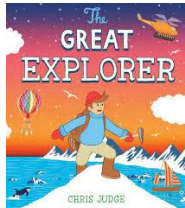
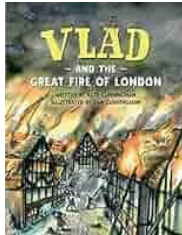
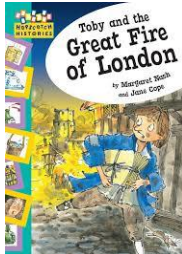
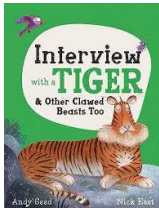
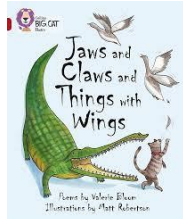
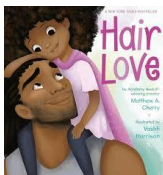
Autumn Term													
Autumn 1				Autumn 2									
Whole class reading book: selection of books chosen by children each ½ term	Stories on a Theme - Farm Stories <i>Setting & plot</i> <i>Descriptive</i> 	Ameila Earhart <i>Narrative</i> <i>Magazine writing</i> <i>Descriptive Writing</i> 		Instructions – Games <i>Non-fiction</i> <i>Instructions</i> 	The Snowman Raymond Briggs <i>Descriptive</i> 								
		Autumn Poetry – The Field Mouse Poem <i>Performance poetry</i> 				Christmas Play <i>Drama</i>							
	Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)									
	KS1: Adjectives Noun phrases Verb tenses	KS1: Noun Adjectives Adverbs Questions Expanded noun phrases Similes Metaphors		KS1: Imperative verbs Sentence types Suffix – full & less	KS1: Sentence structure Sentence types Punctuation - . ! ?		KS1: Verb tenses Punctuation - . ! ?	KS1: Noun phrases Adding suffixes					
Poem/rhyme of the week Each peach pear plum The big ship sails on the alley, alley O Drunken Sailor The Cave I wish I was a pirate Sitting in my bathtub				Poem/rhyme of the week Three blind mice Little Jack horner The north wind doth blow A sailor went to sea sea sea Alone in the Grange				Poem/rhyme of the week Hey diddle diddle The train ride Three, six, nine Who's Afraid The mermaid Rap					

Spring term													
Spring 1				Spring 2									
Whole class reading book: selection of books chosen by children each ½ term	Classic Fiction - Beatrix Potter <i>Narrative</i> <i>Sequencing</i> 	Humorous Poetry <i>Performance poetry</i> 		Stickman Julia Donaldson <i>Narrative</i> <i>Rhyming</i> <i>Postcard</i> 	Instructions: Food Stories <i>Non-fiction</i> <i>Instructions</i> <i>Book review</i> 								
	Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)									
	KS1: Rhyming words Adjectives Noun phrases	KS1: Sentence types Commas in lists Plurals		KS1: Noun phrases Prepositions Superlative adjectives Conjunctions	KS1: Adjectives & noun phrases Adverbs Sentence types		KS1: Sentence structure Sentence types Punctuation - . ! ? Suffix – ed Expanded noun phrases	KS1: Adjectives, Prepositions Adverbs Commas to separate items in a list Apostrophe to indicate possession					
	Poem/rhyme of the week Old mother Hubbard Old McDonald had a farm Ten in the Bed Spooky House Shimmer, Glimmer				Poem/rhyme of the week There was a crooked man Let's Get the Rhyme of the Street Five Currant Buns Who's Counting								

Summer term													
Summer 1				Summer 2									
Whole class reading book: selection of books chosen by children each ½ term	We're Going to Find the Monster Malorie Blackman <i>Narrative</i> <i>Sequencing</i> 	Information Text: Dinosaurs <i>Non-fiction</i> <i>Fact files</i>   		The Storm Whale Benji Davis <i>Narrative</i> <i>Sentence construction</i> <i>Vocabulary</i> 	Information Text: Mini beast <i>Non-fiction</i> <i>Blog</i>  								
	Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)									
	KS1: Noun phrases Prepositions Superlative adjectives Conjunctions	KS1: Adjectives & noun phrases Adverbs Sentence types		KS1: Sentence structure Sentence types Punctuation - . ! ? Suffix – ed Expanded noun phrases	KS1: Adjectives, Prepositions Adverbs Commas to separate items in a list Apostrophe to indicate possession		KS1: Sing a song of sixpence Ten fat sausages One, Two, Three, Four, Five Going Upstairs						
	Poem/rhyme of the week There was a crooked man Let's Get the Rhyme of the Street Five Currant Buns Who's Counting				Poem/rhyme of the week Sing a song of sixpence Ten fat sausages One, Two, Three, Four, Five Going Upstairs								

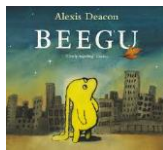
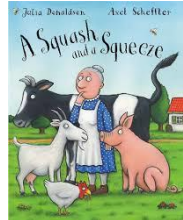
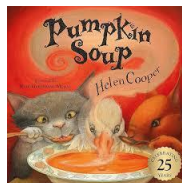
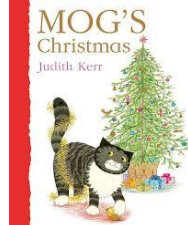

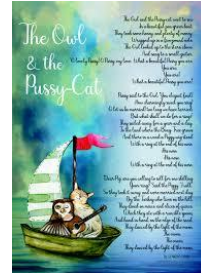
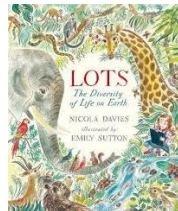
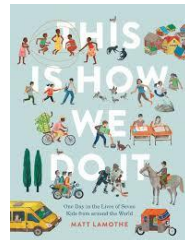

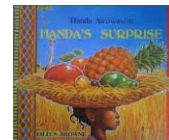
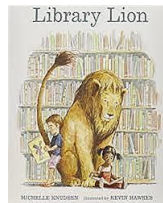
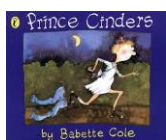


2025 – 2026 (B)

Autumn Term															
Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1		Summer term	
Whole class reading book: selection of books chosen by children each ½ term	Postcards & Letters <i>Non-fiction</i> <i>Letters</i> <i>Postcards</i> <i>Emails</i>	Alan's Big Scary Teeth Jarvis <i>Narrative</i> <i>Non-chronological reports</i> <i>Watend poster</i> <i>Retelling</i>	Lila and the Secret of Rain David Conway <i>Narrative</i> <i>Character Analysis</i>	The Polar Express Chris Van Allsberg <i>Narrative</i> <i>Retelling</i>	Instructions: Cleaner World <i>Instructions</i> <i>Explanations</i>	How to Hide a Lion Helen Stephens <i>Recount</i> <i>Newspaper Poetry</i>	Hibernation Hotel John Kelly <i>Narrative</i> <i>Joining sentences</i> <i>Suffixes</i>	The Great Explorer Chris Judge <i>Narrative</i> <i>Setting description</i> <i>Inference</i>	Vlad and the Great Fire of London Timeline <i>Diary</i> <i>Personification</i> <i>Poetry</i> <i>Performance</i>	Information Texts: interviews <i>Non-fiction</i> <i>Note taking</i> <i>Fact files</i>	Poetry: Animals <i>Reading & writing</i> <i>rhyming poems</i> <i>Kenning</i>	Hair Love Mathew A Cherry <i>Narrative</i> <i>List sentences</i> <i>Emotions</i> <i>Instructions</i>			
	 			 Winters Child Angela McAllister & Grahame Baker <i>Narrative</i> <i>Discussion</i>  Christmas Play <i>Drama</i>					 Toby and the Great Fire of London Margaret Nash & Jane Cope <i>Narrative</i> <i>Character</i> <i>Recount</i> <i>Information</i> 						
	Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS& KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)		
	KS1: Conjunctions Comparatives Superlatives Suffixes – er & est	KS1: Adjectives Conjunctions Punctuation - . ! ? Editing	KS1: Expended noun phrases Similes Time adverbials Conjunctions Editing	KS1: Sentence structure Sentence types Punctuation - . ! ?	KS1: Different forms of sentence Sentence punctuation Verb and tenses	KS1: Sentence types Past tense Expended noun phrases Suffixes – ment, ful, less, ly Conjunctions	KS1: Adjectives Conjunctions Suffixes – ing, ed Editing	KS1: Conjunctions Adjectives Commas in a list Expanded noun phrases	KS1: Questions Verbs Adverbs Adjectives Metaphors Personification Editing	KS1: Punctuation in different types of sentences Adjectives Adverbs	KS1: Adjectives, Adverbs Prepositions Punctuation - . ! ?	KS1: Adjectives Verbs Commas in a list Conjunctions Sentence types			
Poem/rhyme of the week Jack and Jill Ten Green Bottles Humpty-Dumpty The Cheer-up Song These are the hands			Poem/rhyme of the week The Mulberry Bush One, two buckle my shoe Four Riddles The Cupboard Buzz-Buzz			Poem/rhyme of the week Ring-a-ring o' roses Monday's Child The Ghost in the castle Pies Cat			Poem/rhyme of the week The farmers in his den Soloman Grundy Wizard Happy Poem The Owl and The Pussy-cat			Poem/rhyme of the week Pop goes the weasel Thirty Days Hath September Monster Shadow Collector Postcard Bears Don't Like Bananas		Poem/rhyme of the week Lou, lou, skip to me lou One, Two, Three Spaceship shop Lion The Tortoise and the hare	

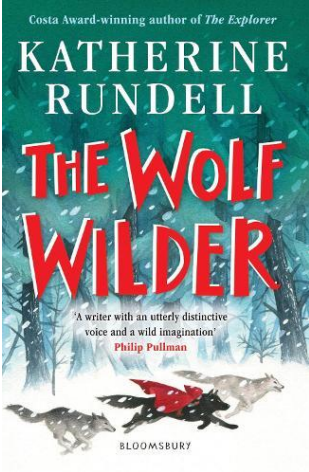
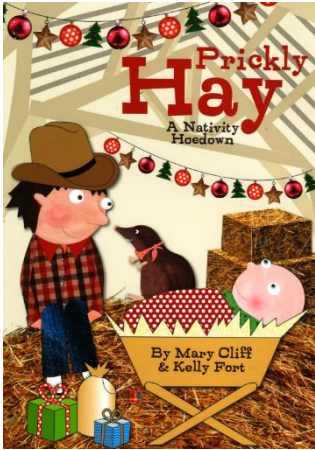
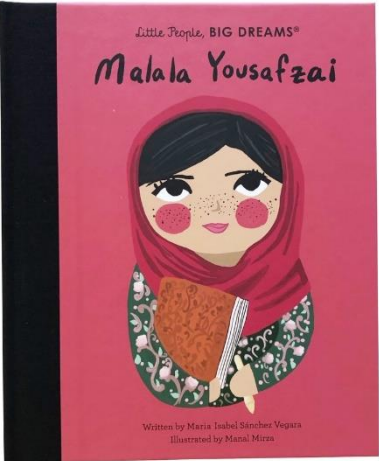
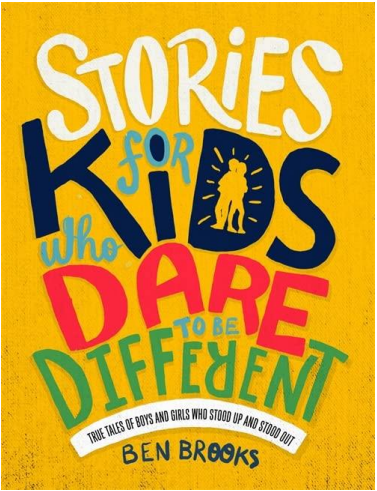


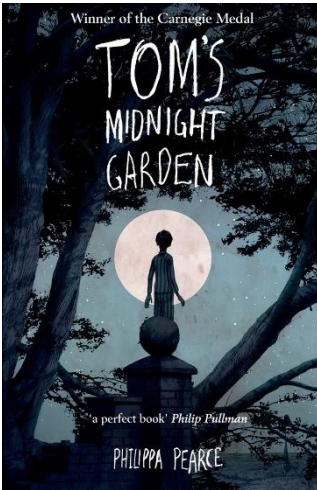
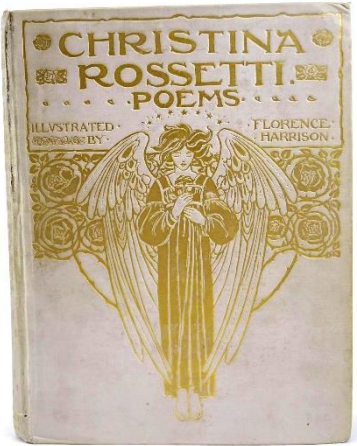
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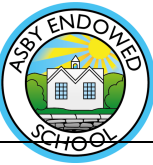
Autumn Term				Spring term				Summer term									
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2							
Whole class reading book: selection of books chosen by children each ½ term	Beegu Alexis Deacon <i>Narrative</i> <i>Speech</i> <i>Persuasion</i> <i>Letter</i>	A Squash and a Squeeze Julia Donaldson <i>Narrative</i> <i>Recount</i>	Whole class reading book: selection of books chosen by children each ½ term	Pumpkin Soup Helen Cooper <i>Narrative</i> <i>Retelling</i> <i>Advert</i> <i>Instructions</i>	Mog's Christmas Judith Kerr <i>Narrative</i> <i>Persuasion</i> <i>Film Strip</i> <i>Diary</i>	Whole class reading book: selection of books chosen by children each ½ term	Stories on a Theme – Wild <i>Narrative</i> <i>Comparisons</i>	Poems by the same poet: Edward Lear <i>Poetry</i> <i>Narrative</i> <i>Story sequel</i>	Whole class reading book: selection of books chosen by children each ½ term	Lots: The Diversity of Life on Earth Nicola Davies <i>Description</i> <i>Diary</i> <i>Poetry</i>	Recount: Children Around the World <i>Recount</i> <i>Diary</i>	Whole class reading book: selection of books chosen by children each ½ term	Where the poppies grow Hilary Robinson & Martin Impey <i>Sequencing</i> <i>Past-tense</i> <i>recount</i> <i>Poetry</i>	Handa's Surprise Eileen Browne <i>Narrative</i> <i>Retelling</i>	Whole class reading book: selection of books chosen by children each ½ term	Persuasive Writing: Re-writing the rules <i>Non-fiction</i> <i>Persuasive</i>	Prince Cinders <i>Narrative-character & retelling</i> <i>Vocabulary</i> <i>Editing</i>
																	
	Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)			Punctuation & Grammar focus EYFS & KS1: Full stops, capital letters, finger spaces, letter formation (through writing)	
	KS1: Punctuation - . ! ? Conjunctions Adjectives Editing	KS1: Speech punctuation Past tense Conjunctions		KS1: Commands Adjectives Punctuation - . ! ?	KS1: Homophones Punctuation - . ! ? Conjunctions Past tense Editing		KS1: Expanded noun phrases Conjunctions	KS1: Nouns Adjectives Expanded nouns phrases Prepositional phrases		KS1: Adjectives Verbs Editing	KS1: Verb tenses Capital letters Sentence type		KS1: Adjectives Verbs Past tense	KS1: Sentence structure Sentence types Punctuation - . ! ?		KS1: Sentence type Contractions	KS1: Adjectives Verbs Proper nouns Editing
Poem/rhyme of the week The grand old duke of York London Bridge is falling down Five Old Fishermen Rocket Boy The Dinosaurs Dinner		Poem/rhyme of the week The Bells of London The Bells of Northampton She sells sea shells The Really Rocking Rocket Trip The Key		Poem/rhyme of the week I'm a little teapot 5 Little Speckled Frogs Peter Piper The Alien's Sweetshop My Dad is Amazing		Poem/rhyme of the week Miss Polly had a Dolly I Had a Little Monkey The Swan Fairy names Love me mum		Poem/rhyme of the week This Old Man Blue Bells Cockle Shells Peter, Peter pumpkin eater A flutter of fairies Silly Boy Banjo		Poem/rhyme of the week The Wheels On the Bus Teddy Bear, Teddy Bear Bizzy Buzzy Bee What the Sleeping Beauty Dreamed Show and Tell							



Key Stage 2 – We use this sequence of texts and genres as a guide. Class teachers, at their discretion, may alter this as the year progresses, ensuring that there is clear purpose and a wide range of texts and writing types are targeted across each academic year.

Year 1 2022/2023		Year 1 2022/2023	
Autumn Term		Spring Term	
<p>Key Texts:</p> <div>   </div>		<p>Key Texts:</p> <div>   </div>	
<p>Narrative: Re-telling of story up to the point that Marina is taken away. Setting description (Siberia) and character description (Feo) as practice. Instructions: How to mummify a body (topic link) Persuasion: A letter to the Tsar Report: Newspaper report on King Tut’s death (topic link). Playscript: Prickly Hay</p>		<p>Recount: Christmas day Biography: i) Malala Yousafzai ii) Grandparents Explanation: Magnets (science link) Non-chronological report: Mayans (topic link) Discussion: Should we eat meat? (science link)</p>	

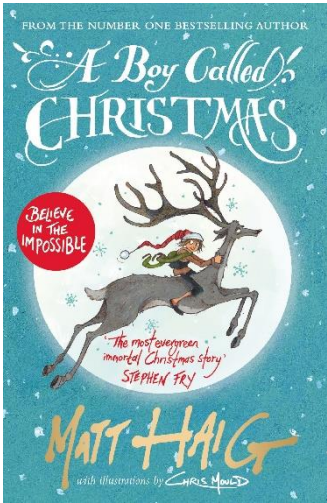
Year 1 2022/2023	
Summer Term	
<p>Key Text:</p> <div>   </div>	
<p>Narrative: Time-slip story linking the two main characters. Recount: Moon landing (science link) Diary: Sir Walter Raleigh South America: non-chronological report (topic link) Poetry: Christina Moretti (What are heavy?) - supplementation of abstract and concrete nouns to aid vocabulary.</p>	



Year 2 2023/2024

Autumn Term

Key Texts:

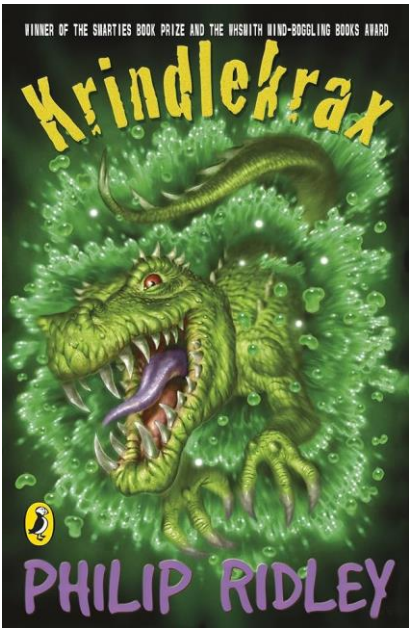


- Recount:** Summer holidays
Non-chronological report: Sheep (Westmorland Show link)
Character Description: Aunt Carlotta
Setting Description: Elfhelm
Poem: Blitz
Recount: Blitz
Dialogue: Nikolas and the Truth Pixie
Scientific report:
Playscript: TBC

Year 2 2023/2024

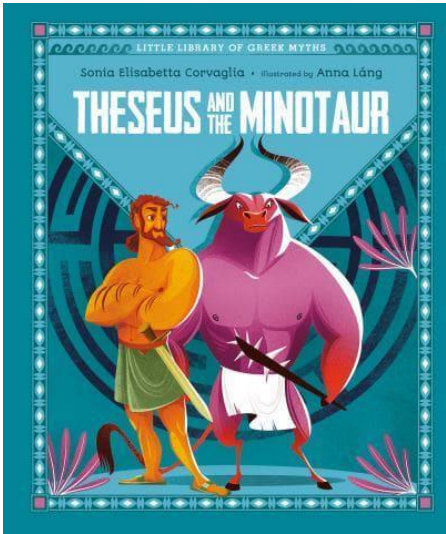
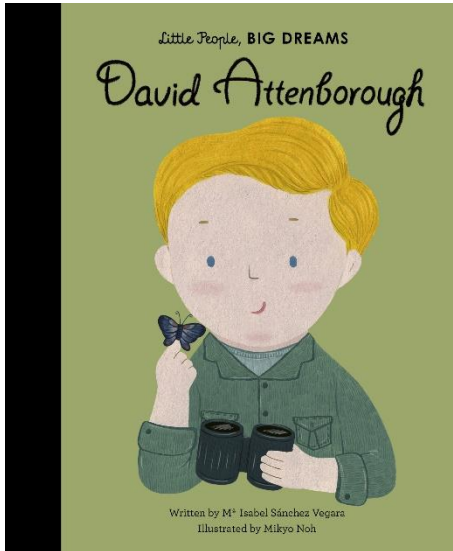
Spring Term

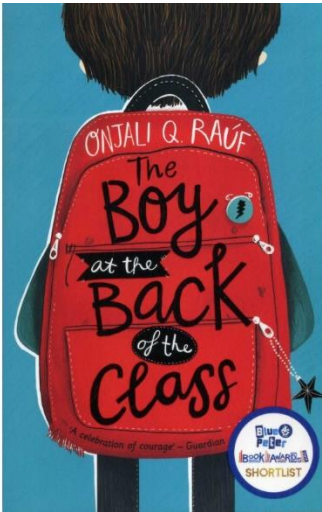
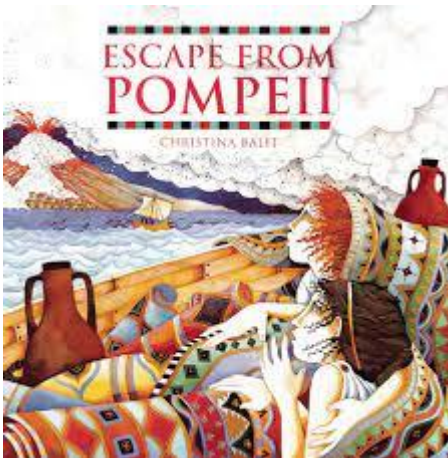
Key Text:

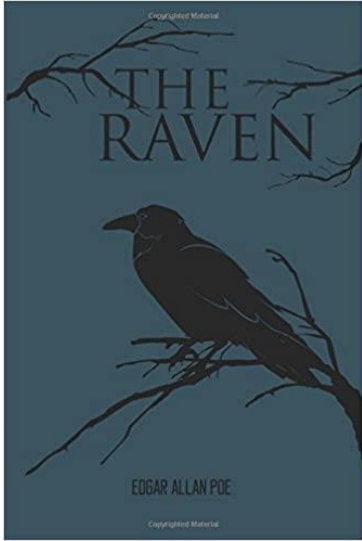
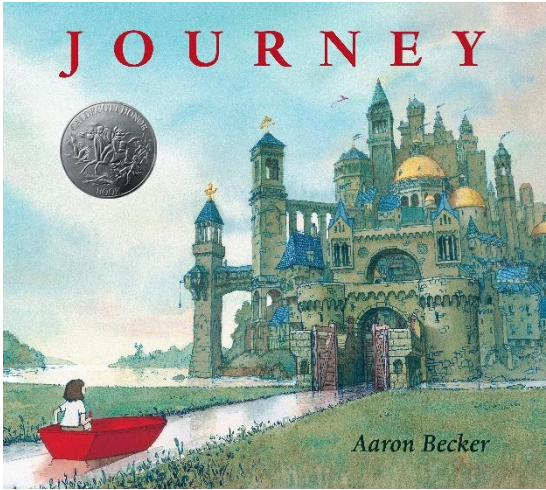


- Discussion:** Should we have a therapy dog in school?
Letter: Persuasive letter to the headteacher asking for therapapy dog.
Narrative: Independent writing (Rotary Club Competition)
Scientific report: What is the effect of different electrical components on a circuit?
Biography: Steve Jobs

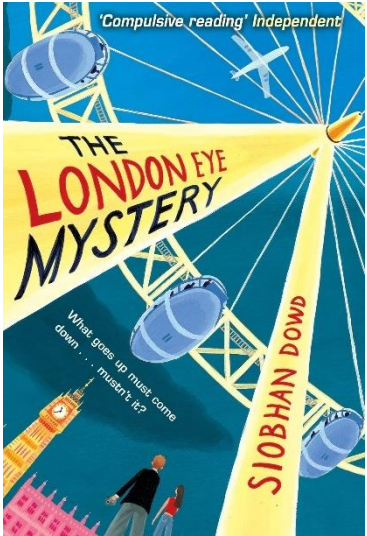
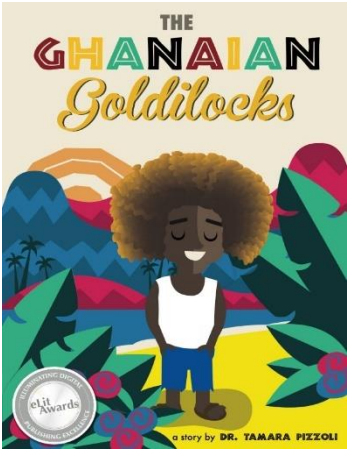
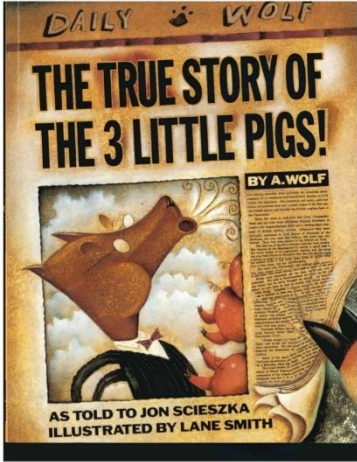


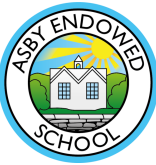
Year 2 2023/2024	
Summer Term	
Key Texts:	<div></div> <div></div>
<p>Narrative: Greek myths Instructions: How to escape from the minotaur Biography: David Attenborough Recount: Discovery of Ichthyosaur (science link) Persuasion: A school trip to Greece (topic link) Poetry: Reciting familiar poems</p>	

Year 3 2024/2025	Year 3 2024/2025
Autumn Term	Spring Term
Key Text:	Key Texts:
<div></div>	<div></div>
<p>Setting description: The market Narrative: Retelling of Boy in the Back of the Class Non-chronological report: Europe (topic link) Explanation: How materials change (science link) Diary: Charles Darwin (science link) Playscript: TBC</p>	<p>Recount: Chronological account of Pompeii eruption from perspective of Pompeian Non-chronological report: Romans Discussion: Were The Romans good for Britain? Instructions: How to make a catapult Persuasive letter: Letter to Emperor Claudius to ask them to stop the invasion of Britain</p>

Year 3 2024/2025	
Summer Term	
Key Texts:	<div></div>
<p>Fantasy: Writing to go with picture book, Journey</p> <p>Newspaper report: Invasion of Britain by Harald Hardrada from Anglo-Saxon perspective (topic link)</p> <p>Biography: Alfred the Great</p> <p>Explanation: Life cycles (science link)</p> <p>Poetry: The Raven by Edgar Allen Poe retold</p>	

Year 4 2025/2026	
Autumn Term	
<div></div>	Key:
<p>Narrative: Legend (re-telling of Saint George and the Dragon); Setting description and character description as practice (dragon's lair and a knight)</p> <p>Non-chornological report: The Monarchy (topic link)</p> <p>Speech (persuasive): Plastic pollution speech based on Greta Thunberg's Katowice speech</p> <p>Poetry: Free-verse poem about Saint Helen's Well (Great Asby)</p> <p>Playscript: Children of the World</p>	


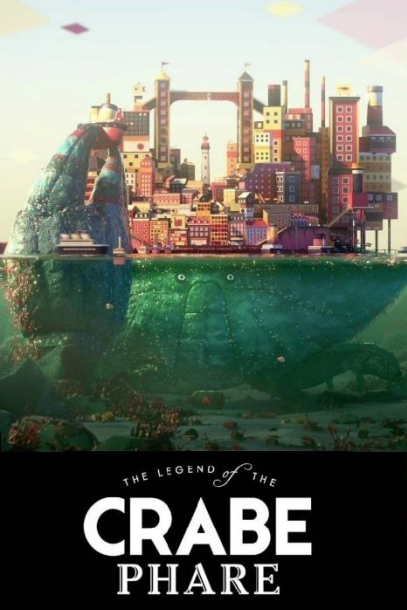
Year 4 2025/2026	
Spring Term	
Key Texts:	<div></div>
<p>Narrative: Twisted fairytale based on Goldilocks and the 3 Bears</p> <p>Newspaper report: based on London Eye Mystery (Salim's disappearance)</p> <p>Discussion: Are books better than television?</p> <p>Instructions: How to get to Great Asby from Penrith (topic link)</p> <p>Explanation: Rainforest layers (topic link)</p>	



Year 4 2025/2026

Summer Term

Key Media:



Biography: King Charles

Letter: Formal letter to MP

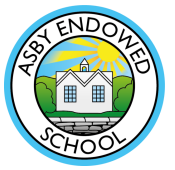
Instructions: How to build a circuit

Non-chronoligcal report: Ghana (topic link)

Recount: A school trip

Short story: Crab Phare

Objectives:	1 2022/2023	2 2023/2024	3 2024/2025	4 2025/2026
Narrative (to entertain)	/ /	//	/ /	/ / /
Instructions (to guide)	/		/	/
Biography (to inform)	/		/	/
Report (to inform)	/	/	/	/
Non-chronological report/ Leaflet (to inform)	/	/	//	//
Recount (to inform)	/ /	/	//	/
Explanation (to inform)	/		/	/
Discussion (to express)	/	/	/	/
Persuasion (to influence)	/	/	/	/
Letter (to express)	/		/	/
Poetry (to entertain)	/	/	/	/
Playscript (to entertain)			/	/



EYFS and Key Stage 1

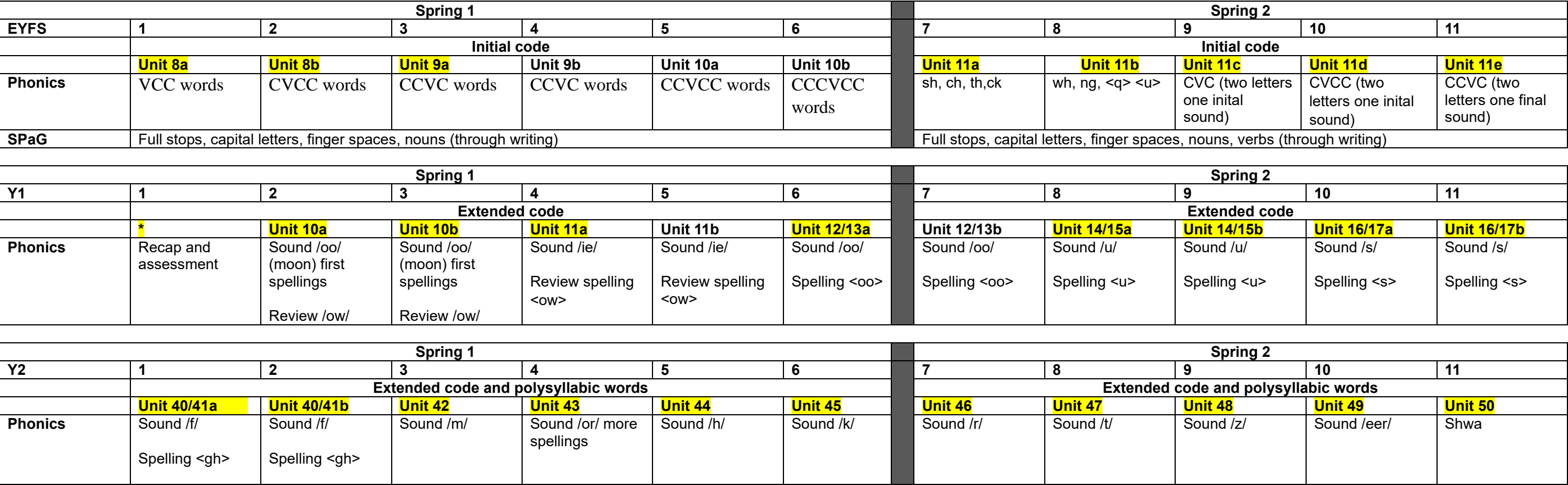
Sounds Write Phonics Long Term Planning

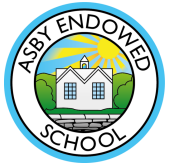
Autumn 1								Autumn 2							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	Initial code							Initial code							
	*	Unit 1a	Unit 1b	Unit 2	Unit 3a	Unit 3b	Unit 4a	Unit 4b	Unit 5a	Unit 5b	Unit 6	Unit 7a	Unit 7b	*	
Phonics	Assessment Settling in	a, i,	m, s, t,	n, o, p	b, c	g, h	d, e	f, v	k, l	r, u	j, w, z	ff, ll	ss, zz	Recap on sounds	
SPaG	Full stops, capital letters, finger spaces (through writing)							Full stops, capital letters, finger spaces (through writing)							

RTW: read tricky words STW: spell tricky words

Autumn 1								Autumn 2							
Y1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	Extended code							Extended code							
	*	*	Unit 1	Unit 2/3a	Unit 2/3b	Unit 2/3c	Unit 4/5a	Unit 4/5b	Unit 6a	Unit 6b	Unit 7a	Unit 7b	Unit 8/9a	Unit 8/9b	
Phonics	Assessment and settling in	Recap on initial code	/ae/ first spellings	/ae/ first spellings	/ee/ first spellings	/ee/ first spellings	/oe/ first spellings	/oe/ first spellings	/er/ first spellings	/er/ first spellings	Sound /e/	Sound /e/	Sound /ow/	Sound /ow/	
			Review /k/, /n/, /w/	Review /k/, /n/, /w/	Spelling <ea>	Spelling <ea>	Spelling <o>	Spelling <o>	Review /ae /ee/ /oe/	Review /ae /ee/ /oe/	Review /a/e /ee/ /oe/	Review /a/e /ee/ /oe/	Spelling <ow>	Spelling <ow>	
					Review /ae/	Review /ae/	Review /ee/ and /ae/	Review /ee/ and /ae/							

Autumn 1								Autumn 2							
Y2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	Extended code and polysyllabic words							Extended code and polysyllabic words							
	Unit 27	Unit 28	Unit 29	Unit 30/31a	Unit 30/31b	Unit 32a	Unit 32b	Unit 33	Unit 34/35a	Unit 34/35b	Unit 36/37a	Unit 36/37b	Unit 38/39a	Unit 38/39b	
Phonics	Sound /ae/ more spellings	Sound /d/	Sound /ee/ more spellings	Sound /i/ Spelling <y>	Sound /i/ Spelling <y>	Sounds /oe/ more spellings	Sounds /oe/ more spellings	Sound /n/	Sound /er/ more spellings Sound /v/	Sound /er/ more spellings Sound /v/	Sound /oo/ more spellings Sound /j/	Sound /oo/ more spellings Sound /j/	Sound /g/ Spelling <g>	Sound /g/ Spelling <g>	





Summer 1							Summer 2						
EYFS	1	2	3	4	5	6	7	8	9	10	11	12	13
	Consolidation: Bridging lessons						Consolidation: Bridging lessons						
Phonics	/k/ - <c>, <k>, <ck>	/k/ - <c>, <k>, <ck>	/ch/ - <ch>, <tch>	/ch/ - <ch>, <tch>	/l/ - <l>, <ll>, <le>	/l/ - <l>, <ll>, <le>	/w/ - <w>, <wh>	/w/ - <w>, <wh>	Consolidation of all sounds	Consolidation of all sounds	Consolidation of all sounds	Consolidation of all sounds	Consolidation of all sounds
SpaG	Full stops, capital letters, finger spaces, nouns, verbs, conjunctions (through writing)						Full stops, capital letters, finger spaces, nouns, verbs, conjunctions (through writing)						

Summer 1							Summer 2						
Y1	1	2	3	4	5	6	7	8	9	10	11	12	13
	Extended code and polysyllabic words						Extended code and polysyllabic words						
Phonics	*	Unit 18	Unit 19a	Unit 19b	Unit 20a	Unit 20b	Unit 21/22a	Unit 21/22b	Unit 23	Unit 24a	Unit 24b	Unit 25/26a	Unit 25/26b
	Recap and assessment	Sound /l/	Sound /or/ first spellings	Sound /or/ first spellings	Sound /air/	Sound /air/	Sound /ue/	Sound /ue/	Sound /oy/	Sound /ar/	Sound /ar/	Sound /o/	Sound /o/
							Spelling <ew>	Spelling <ew>				Spelling <a>	Spelling <a>

Summer 1							Summer 2						
Y2	1	2	3	4	5	6	7	8	9	10	11	12	13
Phonics	contraction spelling rule	ful suffix, ly suffix	ment and ness suffix	Adding suffix y to nouns, their/there, they/them	Changing y to ies	Adding ed er est to ending y with consonant before	Adding ing to a word ending in y with con	tion words	Months of the year	Day of the Week	Recap	Recap	



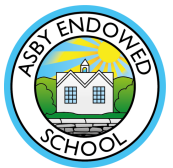
Lower Key Stage 2 Spelling

Cycle A (2024/2025)

Autumn 1								Autumn 2							
Y3/4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Spellings	ei sound spelt with ei	Long ei sound spelt ey	Long er sound spelt ai	Ur sound spelt ear	Homophones & near homophones	Homophones & near homophones	Year 3/4 word list	Adverbs ly no change to root word	Adverb ly root ends in y +1 syllable	Adverb ly root ends in le	Adverb ly root words ends in ic or al	Adverb ly – exception to rule	Day of the week	Year 3/4 word list	
Spring 1								Spring 2							
Y3/4	1	2	3	4	5	6		7	8	9		10		11	
Spellings	Short l sound spelt y	Adding suffix er, ed, ing to unstressed last syllable	Adding er, ed, ing to stressed last syllable	Prefix mis-	Prefix dis-	k sound spelt ch		Homophones & near homophones	Prefix bi & re	Words ending in g sound spelt gue & k sound spelt que		Sh sound spelt ch		Months of year	
Summer 1								Summer 2							
Y3/4	1	2	3	4	5	6		7	8	9	10	11	12	13	
Spellings	Words ending in -ary	Short u sound spelt o	Short u sound spelt ou	Word families of common words	Word families of common words	Word families of common words		Suffix -al	Words ending with zher sound spelt sure	Wording ending with cher sound spelt ture	Wording ending with cher sound spelt ture	Silent letter	Silent letters	Year 3/4 word list	

Cycle B (2025/2026)

Autumn 1								Autumn 2							
Y3/4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Spellings	Aw sound spelt augh & au	Prefix in-	Pefix im-	Prefix il- & ir-	Homophones & near homophones	shun sounds spelt sion	Year 3/4 word list	shuhn sound spelt sion	shuhn sound spelt ssion	shuhn sound spelt tion	shuhn sound spelt cian	o or oo sound spelt ough	Numbers	Year 3/4 word list	
Spring 1								Spring 2							
Y3/4	1	2	3	4	5	6	7	8	9	10	11				
Spellings	Homophones & near homophones	Homophones & near homophones	Suffix -ation	Suffix -ation	Prefix sub- & super-	Plural possessive apostrophes	s sound spelt sc	Soft c sound spelt ce	Soft c sound spelt ci	Word families	Word families				
Summer 1								Summer 2							
Y3/4	1	2	3	4	5	6	7	8	9	10	11	12	13		
Spellings	Prefix inter-	Prefix anti-	Prefix auto-	Prefix ex-	Prefix non-	Wording ending in ar & er	Suffix – ous (no change to root word)	Suffix – ous (no definitive root word)	Suffix –ous words ending y becoming l & our becoming or	Suffix –ous wording wending e drop e but not ge	Adverbials of frequency & possibility	Adverbials of manner	Year 3/4 word list		



Upper Key Stage 2 Spelling

Cycle A (2024/2025)

Autumn 1								Autumn 2							
Y5/6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Spellings	Synonyms: ambitious adjectives	Homophone & near homophones ending – nouns ending ce/cy & verbs ending se/cy	Adjectives ending –ant into nouns ending –ance & ancy	Adjective ent into nouns ency & ence	Hyphens	Hyphens	Year 5/6 word list	Words in -able	Words in -able	Wors ending ably	Word families	Word families	Prefix micro & mini	Year 3/4 word list	
Spring 1								Spring 2							
Y5/6	1	2	3	4	5	6		7	8	9	10	11			
Spellings	Suffix to words ending -fer	Long e sound spelt ie or ei	Long e sound spelt ie or ei	Word families	Word families	Year 5/6 word list		Shuhl sound spelt cial after a vowel	Shuhl sound spelt tial after a consonant	Soft c spelt ce	Word families	Word families			
Summer 1								Summer 2							
Y5/6	1	2	3	4	5	6		7	8	9	10	11	12	13	
Spellings	Word families	Words that can be nouns or verbs	Words that can be nouns or verbs	Long o sound spelt ou or ow	Words ending in ible	Words ending in ibly		Synonyms & Antonyms	Synonyms & Antonyms	Synonyms & Antonyms	Synonyms & Antonyms	Synonyms & Antonyms	Synonyms & Antonyms	Year 3/4 word list	

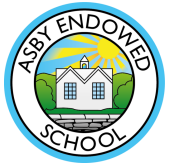
Cycle B (2025/2026)

Autumn 1								Autumn 2							
Y5/6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Spellings	Words ending shuhs spelt with cious	Words ending shuhs spelt with tious & ious	Short i sound spelt y	Long l sound spelt y	Homophone & near homophones	Homophone & near homophones	Year 5/6 word list	Silent letters	Silent letters	Modal verbs	Words ending in ment	Adverbs of possibility & frequency	Day of the week	Year 5/6 word list	
Spring 1								Spring 2							
Y5/6	1	2	3	4	5	6		7	8	9	10		11		
Spellings	Suffix -ity	Suffix -ness	Suffix –ship	Homophone & near homophones	Homophone & near homophones	Homophone & near homophones		or sound	Or sound spelt au	Suffix -ate		Suffix -ise		Suffix –ify & en	
Summer 1								Summer 2							
Y5/6	1	2	3	4	5	6		7	8	9	10	11	12	13	
Spellings	Letter string ough	Letter string ough	Adverbials of time	Adverbials of place	Ear sound spelt ere	Year 5/6 word list		Unstressed vowels in polysyllabic words	Verb prefix re- & de-	Verb prefix over -	Suffix –ful	Suffix –ive	Suffix - al	Year 3/4 word list	

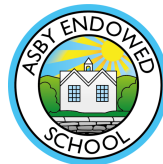


Lower Key Stage 2 Grammar and Punctuation

Autumn 1								Autumn 2							
Y3/4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Grammar and Punctuation	Capital letters	Consonants and vowels	Inverted commas	Determiners	Prepositions of place and direction	Causal conjunctions	Organising paragraphs around a theme	Commas in a list	Pronouns (including plural pronouns)	Apostrophes for possession	Contractions	Commas in a list	Coordinating conjunctions	Inverted commas	
	End punctuation	a/an	Identifying direct speech	Adjectives	Prepositions of time	Conjunctions of place	Adverbs – time cause and place	Past simple tense	Possessive pronouns	Suffixes	Fronted adverbials	Subordinating conjunctions	Synonyms of said		
	Commas in a list	Nouns	Punctuating direct speech	Nouns	Prepositions of cause	Coordinating conjunctions	Fronted Adverbials	Present perfect tense	Plural possessive apostrophes	Prefixes	Commas after fronted adverbials	Subordinate clauses	Direct speech		
	Standard English verb inflections	Pronouns – to avoid repetition	Synonyms of said	Expanded noun phrases	Expanded noun phrases with prepositional phrases	Subordinating conjunctions	Apostrophes for possession (singular)	Past perfect tense	Plural and possessive -s	Homophones	Organisation al devices	Word class (nouns, adjectives and verbs)	Direct speech (reporting clause first)		
Spring 1								Spring 2							
Y3/4	1	2	3	4	5	6	7	8	9	10	11				
Grammar and Punctuation	End punctuation	a/an	Verb inflections	Determiners	Prepositions of place and direction	Apostrophes for contraction and possession	Fronted adverbials (time)	Direct speech punctuation	Possessive pronouns	Contractions	Word class (adjectives, nouns and verbs)				
	Questions, statements, exclamations and commands	Organising paragraphs around a theme	Direct speech (punctuation)	Noun phrases (synonyms)	Prepositions of time	Coordinating conjunctions	Fronted adverbials (frequency)	Direct speech (reporting clause second)	Possessive apostrophes	Commas in a list					
	Identifying clauses	Commas in a list	Direct speech (speech bubble to written direct speech)	Expanded noun phrases (1 adjective)	Prepositions of cause	Subordinating conjunctions	Fronted adverbials (place)	Direct speech (reporting clause first)	Plural possessive apostrophes	Expanded noun phrases	Determiners				
	Organisational features	Adverbs	Editing (fixing) sentences with capital letters	Expanded noun phrases (2 adjectives)	Expanded noun phrases with prepositional phrases	Subordinate clauses (with comma)	Fronted adverbials (manner)	Reported speech	Organising paragraphs around a theme	Expanded noun phrases with prepositional phrases	Adverbs (-ly)	Adverbs (then, next and soon)			

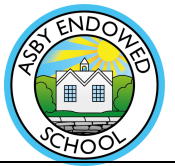


Summer 1							Summer 2							
Y3/4	1	2	3	4	5	6		7	8	9	10	11	12	13
Grammar and Punctuation	Standard English	Coordinating conjunctions	Punctuating direct speech	Determiners	Possessive pronouns	Determiners		Direct speech punctuation	Determiners	Contractions	Plural and possessive -s	Standard English verb inflections	Commas in a list	Subordinating conjunctions
	a/an	Identifying clauses	New speaker new line	Adjectives, nouns and verbs	Apostrophes for possession	Expanded noun phrases (2 adjectives)		Varying position of reporting clause	Expanded noun phrases with prepositional phrases	Adverbs to uplevel reporting clause in direct speech	Past tense	Questions, statements, exclamations and commands	Commas for Fronted adverbials and subordinate clauses	Subordinate clauses
	Commas in a list and after fronted adverbials	Subordinating conjunctions	Varying position of reporting clause	Adverbs	Apostrophes for plural possession	Expanded noun phrases with prepositional phrases		Punctuating a dialogue	Possessive pronouns	Fronted adverbials (time and place)	Past perfect tense	End punctuation	Prepositions	Adding prefix/suffix
	End punctuation (sentence type)	Subordinate clauses	Same speaker no reporting clause	Fronted adverbials (time, manner, place, frequency, degree)	Apostrophes for contraction	Editing (fixing) sentences with punctuation and conjunctions.		Synonyms of said	Apostrophes (possession)	Fronted adverbials (cohesion)	Past continuous tense	Commas in a list, after fronted adverbials and after subordinate clauses	Prepositional phrases	Word family (adverbs, nouns, adjectives and verbs)



Upper Key Stage 2 Grammar and Punctuation

Autumn 1							Autumn 2						
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Proper nouns	Coordinating conjunctions	Sentence types (command, statement, question or exclamation) and end punctuation	Cohesive devices (fronted adverbials)	Cohesive devices (pronouns)	Relative clauses (identify)	Direct speech (showing character and advancing the action)	Synonyms of said	Dashes to separate clauses	Formal informal	Relative clauses (review)	Hyphens to avoid ambiguity (introduce)	Colons to separate clauses	Modal verbs (review)
Dictionary work	Subordinating conjunctions						Direct speech (reporting clause second)	Brackets, dashes and commas for parenthesis (introduce)	Subjunctive form (introduce)	Active and passive voice/ form (introduce)	Hyphens (identify)	Dashes to separate clauses	Synonyms and antonyms
Apostrophes for contraction and possession	Adverbs (identify)		Cohesive devices (fronted adverbials)	Cohesive devices (repetition)	Relative clauses (apply)		Direct speech (reporting clause first)	Brackets, dashes and commas for parenthesis (identify)	Subjunctive form (identify)	Active and passive voice/ form (introduce)	Writing in paragraphs (TiPToP)	Semi-colons to separate clauses	Cohesive devices (adverbials)
Apostrophes (plural possessive)	Adverbs (apply)	Modal verbs (introduce)		Writing in paragraphs (TiPToP)	Direct speech (review punctuation)	Verb inflections	Reported speech		Subjunctive form (apply)	Active and passive voice/ form (identify)		Apostrophes (review)	Word class (verbs, nouns and adjectives)
		Modal verbs (identify)	Cohesive devices (ellipsis)	Relative clauses (introduce)	Direct speech (showing character and advancing the action)	Present/ past progressive tense				Dashes to separate clauses	Colons to introduce lists		
		Organisational devices	Cohesive devices (pronouns)			Present/ past perfect tense							
Spring 1							Spring 2						
1	2	3	4	5	6		7	8	9	10	11		
Tense – continuous	Commas for meaning	Colons to separate clauses and introduce lists	Subordinating conjunctions	Hyphens	Direct speech to advance the action		Semi-colons and Colons to separate clauses (review)	Hyphens to avoid ambiguity (review)	Direct speech (to show character)	Subjunctive form (review)	Modal verbs (review)		
Tense - perfect	Commas for clarity			Parenthesis (review)			Dashes to separate clauses	Synonyms and antonyms	Direct speech (to advance the action)	Subjunctive form (independent task)	Determiners (review)		
Expanded noun phrases	Synonyms and antonyms	Subjunctive form	Relative clauses (review)	Parenthesis (apply)	Direct speech to show character		Semi-colons to separate items in a detailed list	Parenthesis (review)	Cohesive devices (review)	Passive voice/ active voice (review)	Expanded noun phrases with prepositional phrases		
Organisational devices (bullet points)	Word Class – determiners, adjectives, nouns and verbs	Modal verbs (review)	Dashes and semi-colons to separate clauses	Apostrophes (review)	Direct speech (assessment task)		Sentence types (command, statement, question or exclamation) and end punctuation	Parenthesis (independent task)	Cohesive devices (independent task)	Passive voice/ active voice (independent task)	Adverbials for cohesion		
		Formality			Adverbs								



Summer 1						Summer 2							
1	2	3	4	5	6	7	8	9	10	11	12	13	
Sentence types (command, statement, question or exclamation) and end punctuation	Subjunctive form	Speech	Cohesive devices (review)	Modal verbs (review)	Prepositions (review)	Semi-colons, colons and dashes to separate clauses (assess)	Dictionary work (review)	Speech punctuation (assess)	Identify main clauses (asses)	Active and passive voice (review)	Parenthesis (review)	Dictionary work (assessment)	
	Synonyms and antonyms (review)	Organisational devices (review)	Cohesive devices (assess)	Suffix and prefix	Expanded noun phrases (review)	Colons to introduce lists (assess)	Cohesive devices (Assess)	Adverbs (assess)	Relative clauses (assess)	Active and passive voice (assessment)	Parenthesis (assessment)	Identifying main clauses and subordinate clauses (assessment)	
	Commas for meaning	Formality	Word class (determiners, adjectives, nouns, verbs and adverbs)	Hyphens to avoid ambiguity (review)	Parenthesis (review)	Colons to introduce detailed lists (with semi-colon) (review)	Word class (assess)	Fronted adverbials (assessment)	Modal verbs (assess)	Subjunctive form (review)	Synonyms and antonyms (review)	Prepositions (assessment)	
	Commas for clarity	Writing in paragraphs (TiPToP)	Colons, semi-colons and dashes to separate clauses	Verb inflections (review)	Colons to introduce detailed lists with semi-colon (assess)	Hyphens to avoid ambiguity (assess)	Tenses (assessment)	Using commas (assess)	Subjunctive form (assessment)	Synonyms and antonyms (assessment)	Formality (assessment)		
Active and passive voice (review)													
Subordinate and main clauses													
Relative clauses (review)													

