



Ravensthorpe Primary School Writing Progression 2023/24

| | Term Topic | Genre | Linked Texts | Development matters links | Outcome |
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| Reception | Autumn 1 My family, my friends | Oral re-telling of familiar stories Composing sentences orally | Owl Babies - Martin Waddell Colour Monster – Anna Llenas What I like about me What makes me a me All about families | Talk about stories to build familiarity and understanding. Re-tell a familiar story. Articulate ideas and thoughts in well-formed sentences. | <ul style="list-style-type: none"> Act out the story of Owl Babies in the outside area. Say a message to a friend that an adult can scribe. Re-tell Peace at Last using a class story map. |
| | Autumn 2 My heroes | Narrative – oral composition Composing sentences orally | People who help us series by Rebecca Hunter Vet, Dentist, nurse/paramedic, police, fire, postman Juniper Jupiter | Describe events in detail. Use talk to organise thinking. | <ul style="list-style-type: none"> Story map of <i>Juniper Jupiter</i> with adult scribed labels/captions. Orally retell the story of Juniper Jupiter Oral composition of own sentences linked to people who help us |
| | Spring 1 Castles, knights and dragons | Descriptive writing | Nursery rhymes e.g. Grand old duke of York, Old king Cole George and the dragon – Christopher Wormell The Very last castle –Travis Jonker | Spell words by identifying the sounds and then writing the sound with letter/s. | <ul style="list-style-type: none"> Role learn and perform nursery rhymes Story map of The Very Last Castle with words to label. Write an invitation Sequence the story of George and the Dragon Dragon pictures with words to label. |
| | Spring 2 Spring in our steps | Narrative – sequencing events Instructions - sequencing | | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | <ul style="list-style-type: none"> Sequencing Handa’s Surprise. Write a sentence about the story. Sequencing Supertato. Write a sentence about the story. Instructions of how to make a smoothie. |
| | Summer 1 | Writing an innovated story Recount of trip | | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | <ul style="list-style-type: none"> Sequence photos from the trip to the farm and write corresponding sentences. Innovated story of <i>The Little Red Hen</i>. |
| | Summer 2 | Writing an innovated story Non fiction writing | | Re-read what they have written to check that it makes sense. | <ul style="list-style-type: none"> Worm Factfile Innovated story of <i>The Very Hungry Caterpillar</i> |

| Year 1 (key terms, which need to be understood are in bold) | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Genre | My family history (History unit) Here I am (Geography unit) | My family history (History unit) Here I am (Geography unit) | Where we are (Geography unit) | The History of Transport (History unit) | Homes through time (History unit) | There you are (Geography unit) |
| | <p>Narrative- To entertain another class in the year group.</p> <p>-Description of setting or character (2 weeks) – Family and me</p> <p>Labels, captions, simple sentences (2 weeks) – Monkey Puzzle</p> | <p>Narrative (retell) (4 weeks)- Lost in the toy museum</p> <p>Recount of a first-hand experience - To inform their parents (Publish online/in newsletter/have parents in) (4 weeks) – Terrific Toys in the past</p> | <p>Narrative- To entertain a different year group.</p> <p>-An alternative opening/ending (Not writing the complete story) (4 weeks) – Naughty Bus</p> <p>Instructions (2 weeks) – Lost and Found</p> | <p>Instructions (2 weeks) – Lost and Found</p> <p>Non-chronological report- To inform the current/next year group about a topic. (4 weeks) – Little People big dreams Amelia Earhart</p> | <p>Narrative- To entertain a year group in another PKAT school.</p> <p>-Innovate a traditional tale (4 weeks) – Jack and the beanstalk/ Jack and the jellybean stalk</p> <p>Poetry (list poems) (3 weeks) – Mad about minibeasts</p> | <p>Instructions- To inform a friend/peer (3 weeks) – How to grow a seed.</p> <p>Letter writing (3 weeks) – The Secret sky garden</p> |
| punctuation | To know all words contain letters & to learn that all sentences start with capital letters and end with a full stop . To know & understand the word ' punctuation ' | To learn that all names start with a capital letter and so does 'I' | To learn that all places start with a capital letter | To learn that all days of the week start with a capital letter | Start to use question marks | Start to use exclamation mark |
| Word and sentence | Word classes To recognise a noun To recognise a verb To write simple sentences e.g. The dog barks (The dog – noun phrase è <i>determiner with the noun</i>) | To sequence sentences to communicate meaning | Reinforce and embed previous learning | To join 2 simple sentences (2 main clauses) with 'and' e.g. I went to the park and played on the swings. | To begin to use expanded noun phrases e.g. a red apple To recognise & name adjectives as words to describe nouns | Reinforce and embed previous learning |
| Composition, planning, editing | <p>Model/guided planning as a whole class & small group orally composing sentences before writing</p> <p>Sequencing <i>simple sentences</i> to form short stories</p> <p>Discussing what has been written with an adult or peers</p> <p>To reread what I've written to check it makes sense to a reader and that it meets the purpose of writing (to persuade to inform, to instruct to entertain, PIIE)</p> <p>Towards the end of the year, children are able to identify full stops and capital letters & correct in pen</p> | | | | | |

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| spellings | <p>Can spell MOST words containing the 40+ phonemes already taught, including the 'n' sound spelt n before k; -tch; v sound at the end of words Can apply simple spellings rules to the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. In addition – teach and secure common exception words for Y1 see appendix 1</p> | | | | | |
| | | <p>To introduce past and present tense (links to regular suffixes –ing –ed (no changes to the root word)</p> | <p>To be familiar with compound words e.g. bedroom, farmyard</p> | <p>To consolidate past and present tense suffixes – ing –ed, And introduce -er -est</p> | <p>To introduce prefix –un e.g. unhappy (words that stay the same) I can understand singular and plural form and use them (regular plurals –s –es)</p> | <p>To spell the days of the week</p> |
| Handwriting | <p>Sit correctly at a table, holding a pencil comfortably and correctly Form lower case letters correctly – using the correct start and end points Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Leave adequate spaces between words Form capital letters correctly – using the correct start and end points To write sentences dictated by the teacher that include words taught so far using capital letter and personal pronoun I Children begin to move to cursive writing, with the lead in stroke</p> | | | | | |

| Year 2 (key terms, which need to be understood are in bold) | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Genre | Mini mappers (Geography unit) | Local History (History unit) Needs of animals (Science unit) | Great Fire of London (History unit) | Hot and Cold deserts (Geography unit) | Rivers, seas and oceans (Geography unit) | Explorers (History unit) |
| | Narrative- To entertain another class in the year group. -Description of setting or character (2 weeks) – The Lost Property Office Narrative (retell) (4 weeks) – The Last Wolf | Recount of a first-hand experience - To inform their parents (Publish online/in newsletter/have parents in) (3 weeks) – Diary recount visit to Nene Railway Chronological report (3 weeks) The surprising lives of animals | Narrative- To entertain a different year group. -An alternative opening/ending (Not writing the complete story) (4 weeks) – Katie in London Poetry (shape poems) (2 weeks) – Flames | Non-chronological report- To inform the current/next year group about a topic (4weeks) – Toby and the great fire of London,/ Great fire of London Instructions (2 weeks) – Making bread/ Tudor houses | Letters (2 week) – The Great Explorer Narrative- To entertain a year group in another PKAT school. -Innovate a story (4 weeks) – The Storm Whale | Explanation- To inform the next year group (3 weeks) – The lighthouse keepers lunch Biography (3 weeks) – Little People big dreams Ernest Shackleton |
| Punctuation | To be secure in full stops, capital letters, question marks, exclamation marks | To introduce commas for list | Apostrophes for omission, showing contraction e.g. don't | Apostrophes for singular possession the girl's chair | | |
| Word & sentence | Secure past and present tense (simple past e.g. ran è He ran.) To introduce, recognise and use the term statement To develop use of other coordinating conjunctions to join 2 simple sentences to make a compound sentence (2 main clauses) and, but, or, so Recap nouns & verbs Expanded noun phrases with 1 adjective e.g. a red apple | To introduce, recognise and use the term question To introduce, recognise and use the term command To develop use of 2 adjectives with a comma e.g. a delicious, red apple (experiment with order of adjectives) To introduce a dependent clause (subordinate clause) using subordinating conjunctions 'because' and make sure these are dependent on the main clause (they don't make sense on their own) | To introduce, recognise and use the term exclamation e.g. What a lovely day! What a delicious smell! What an awful noise? To develop a dependent clause, adding (subordinate clause) using subordinating conjunctions 'when, if, that' and make sure these are dependent on the main clause (they don't make sense on their own) | To introduce present and past progressive (as a way of an action continuing & not being over) e.g. he is sitting, he was sitting | Reinforce and embed previous learning | |

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| Composition, planning, editing | <p>To model planning writing using the planning strip (see appendix – below) thinking about purpose (PIIE – persuade, inform, instruct, entertain) and effect on the reader</p> <p>To plan and say out loud what we’re going to write about (sentence by sentence)</p> <p>To use adjectives to describe settings and characters</p> | To plan writing together (shared planning) | <p>To plan a piece of writing (working towards independence)</p> <p>Introduce the idea of word choice and choosing a better word to match the audience / purpose (to have an impact on the reader)</p> | To plan a piece of writing independently. | Reinforce and embed previous learning |
| Editing | <p>Teacher to model & support editing of writing, rereading to: see if it makes sense; see if it fits with the audience & purpose; to check whether verbs indicate correct time è editing as necessary</p> <p>Teacher models how to use ‘toolkit’ (boxes), modelling how to check if vocabulary and authorial techniques have been included (by ticking them off)</p> <p>Teacher to model editing linked to grammar taught by introducing CUPS as an acronym to help them understand editing (see appendix at end) Capitals, Understanding, Punctuation, Spelling, è children begin to edit own writing and peer edit</p> | | | | |
| | <p>Go over previous sounds and plug gaps</p> <p>The /dʒ/ sound spelt as g, ge and dge at the end of word;</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and gn</p> <p>The /r/ sound spelt wr The /l/ or /əl/ sound spelt –le or –al</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>the /ɔ:/ sound spelt a before l and ll</p> <p>he /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu</p> <p>Can segment words and represent phonemes with graphemes,</p> | | | | |

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| spellings | <p>Words ending in -tion spelling any correctly.</p> <p>In addition – teach and secure common exception words for Y2 see appendix 2</p> <p>Can learn new ways of spelling phonemes where one or more spellings are already known and learn some words with each spelling</p> <p>Drop e when adding suffixes –ing –ed –er –est –y with a consonant before it</p> <p>Double the consonant for short vowel sound when adding –ing –est –er –y</p> <p>teach homophones e.g. the ir, they're, there; to/two/too; be/bee; see/sea; here/hear</p> <p>Contractions including it is è it's (<i>make sure this is a clear distinction before teaching the possessive its</i>)</p> <p>Introduce new suffixes –meant – ness – ful –less – ly</p> <p>Change y è i for plurals & when adding –es, –ed, -er, -est</p> |
| Handwriting | <p>form 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>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined.</p> |

Year 3 (key terms, which need to be understood are in bold)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Autumn 1 Prehistoric Britain (Stone Age – History Unit) | Autumn 2 Prehistoric Britain (Stone Age – History Unit) | Spring 1 Ancient Egypt (History unit) | Spring 2 Ancient Egypt (History unit) | Summer 1 Ancient Greece (History unit) | Summer 2 Ancient Greece (History unit) |
| Genre | <p>Narrative- To entertain another class in the year group.</p> <p>Descriptive writing (3 weeks) – Stone Age Boy</p> <p>Non-chronological report (3 weeks) – DK find out/ other texts linked to the Stone Age</p> | <p>Non-chronological report (3 weeks) – DK find out/ other texts linked to the Stone Age</p> <p>Recount of a first-hand experience - To inform their parents (Publish online/in newsletter/have parents in Dairy (4 weeks) – The Stolen Spear</p> | <p>Narrative- To entertain a different year group.</p> <p>-An alternative opening/ending (Not writing the complete story) (alternative ending) (4 weeks) – Marcy and the riddle of the Sphinx</p> <p>Non-chronological report- To inform the current/ next year group about a topic (2 weeks) – So you think you’ve got it bad Ancient Egypt</p> | <p>Non-chronological report- To inform the current/ next year group about a topic (2 weeks) – So you think you’ve got it bad Ancient Egypt</p> <p>Newspapers (4 weeks) – The Story of Tutanjhamum</p> | <p>Narrative- To entertain a year group in another PKAT school.</p> <p>-Innovate a story containing dialogue (4 weeks) – Greek Myths</p> <p>Poetry (rhyming poem) (2 weeks) – The Armpit of doom</p> | <p>Explanation- To inform the next year group (4 weeks) – Linked to geography all about visiting Greece</p> <p>Biography – (3 weeks) – mini biographies of Gods/Goddess’</p> |
| Punctuation | <p>Consolidate and continue to monitor: use of full stops, capital letters (including for I) exclamation marks, question marks commas for lists (including when there are 2 adjectives together to add extra detail to a noun phrase e.g. the large, hairy dog</p> | <p><u>Revise</u> apostrophes</p> <ul style="list-style-type: none"> • for contractions, • for singular possession. | <p>Reinforce and embed previous learning</p> | <p>Punctuate direct speech with inverted commas (or speech marks)</p> | <p>Reinforce and embed previous learning</p> | |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word & sentence level</p> | <p>Recap nouns, adjectives, verbs, expect children to be writing expanded noun phrases</p> <p>Revisit 4 sentence types: statement, question, exclamation, command.</p> <p>Introduce and name a main clause (a part of a sentence that has its own subject and verb and makes sense on its own)</p> <p>Recap simple sentences & know they can be used. Recap coordinating conjunctions</p> <p>Consolidate subordinating conjunctions (when, if, because, although)</p> <p>Teach the term main clause & subordinate clause</p> <p>Teach adverbs to describe action (model starting sentence using an adverb e.g. Hungrily, she tore open the packaging.</p> | <p>Introduce prepositions</p> <p>Recap past and present tense & make sure children can use the correct tense</p> <p>to use root words to understand and clarify new words</p> <p>Adverbs of time (then, next, soon, later, yesterday)</p> | <p>Continue to develop use of subordinating conjunctions: when, before, after, while and continue to write complex sentences</p> <p>Introduce pronouns for clarity & cohesion</p> | <p>present perfect e.g. he has gone out to play (in contrast to the past tense)</p> | <p>Reinforce and embed previous learning</p> |
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| Composition | <p>Explore WAGOLLS of appropriate texts, spend time identifying features & use these to plan similar pieces of writing (look at structure, vocabulary, grammar)</p> <p>Collaborative planning with teacher modelling composing and rehearsing sentences orally building varied rich vocabulary linked to audience and purpose Start adding to the toolkit (boxes) on Working Wall</p> <p>use planning strip (below) to help organise paragraphs around a theme</p> <p>Use synonyms for 'said', 'happy', 'sad'</p> <p>Once planning is in place, demonstrate & teach moving from plan to writing so plan is translated into a paragraphs</p> <p>Creating characters in narrative</p> | <p>Begin to use paragraphs to group ideas</p> <p>Link to use of headings & subheadings</p> | <p>Discuss better choice of words e.g. intensity of adjective and the impact it will have on the reader e.g. angry / ferocious & choice of verbs e.g. went (tiptoed, raced)</p> <p>Creating setting and plot in narrative Compose and rehearse sentences orally (including dialogue) in order to write a piece of text.</p> <p>to add extra detail to a noun phrase e.g. the large, hairy dog with the red collar chased the ball (still a simple sentence) across the park (adds a prepositional phrase) Play about with the order – which sounds better?</p> |
| Editing | <p>Teacher to model editing linked to grammar taught Using 'Tool kit' boxes focus on audience and purpose – what effect do we want to have on the writer? Which techniques can we use? → Read their own writing aloud, checking it makes sense & meets the purpose for writing</p> <p>Evaluate for effectiveness own & others' writing</p> | | |

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| spellings | <p>Homophones - Spell a range of simple homophones and explain how the spelling is different e.g Where/ wear</p> <p>Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Teach how to use the first two or three letters of a word to check spelling in a dictionary.</p> <p>Use further prefixes and suffixes and understand how to add them –un, -inter, -dis, -super, -mis, -anti, -in, -auto, -il, -ation, -im, -ly, -ir, -le, -re, -ally, -sub</p> <p>Spell words that are often misspelt using learnt spelling strategies and rules (e.g skip - skipping)</p> <p>Explore & discuss word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Write from memory sentences dictated by teacher that includes words and punctuation taught so far (to include range from the following: prefixes, conjunctions, adverbs, prepositions, direct speech)</p> |
| Handwriting | <p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left un-joined. (a f, a z, g, j, q, s, x, y)</p> <p>Increase the legibility, consistency and quality of handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>Increase the legibility, consistency and quality of handwriting; ensuring that the down strokes of letters are parallel and equidistant.</p> |

Year 4 (key terms, which need to be understood are in bold)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Genre | Ancient Maya (History unit) Brazil (Geography unit) | Ancient Maya (History unit) Brazil (Geography unit) | Tropical rainforests (Geography unit) | Tropical rainforests (Geography unit) | Romans in Britain (History unit) | Romans in Britain (History unit) |
| | <p>Narrative- To entertain another class in the year group.</p> <p>-Description of setting or character (3 weeks) – Oh Maya Gods</p> <p>Non-chronological reports (3 weeks) – Brazil</p> | <p>Non-chronological reports (2 weeks) – Brazil</p> <p>Recount of a first-hand experience - To inform their parents (Publish online/in newsletter/have parents in) Diary (3 weeks) – Oh Maya Gods</p> | <p>Narrative- To entertain a different year group.</p> <p>-An alternative opening/ending (Not writing the complete story) (4 weeks) – What the macaw saw</p> <p>Persuasive letter – linked to deforestation (2 weeks) What the macaw saw and the vanishing rainforest</p> | <p>Persuasive letter – linked to deforestation (2 weeks) What the macaw saw and the vanishing rainforest</p> <p>Non-chronological report- To inform the current/ next year group about a topic (4 weeks) – Animals of the rainforest</p> | <p>Narrative- To entertain a year group in another PKAT school.</p> <p>-Innovate a story containing dialogue (4 weeks) – My family and other Romans</p> <p>Biography – (2 weeks) Boudicca</p> | <p>Biography – (2 weeks) Boudicca</p> <p>Explanation- To inform the next year group (3 weeks) – So you think you’ve got it bad Ancient Rome</p> <p>Poetry (2 weeks) – The Magic Box</p> |
| Punctuation | <p>Consolidate and continue to monitor/reinforce: use of full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contractions, apostrophes for singular possession and for plurals, inverted speech marks,</p> <p>Determiners To introduce and use correct determiners for ‘a’ and ‘an’, for example, a rock, an open box.</p> | <p>Introduce use of a comma after fronted adverbials. e.g Later that day, the hairy dog chased the cat.</p> <p>Revisit areas of difficulty e.g. apostrophes for possession singular and continue to provide opportunities to practise)</p> | <p>Introduce apostrophes for possession of plural nouns (possessive)</p> <p>Use and punctuate direct speech in sentences with more than one piece of dialogue for the speaker (using new speaker, new line)</p> <p>To introduce other speech punctuation - mainly the commas before inverted commas e.g. The conductor shouted, “Sit down!” “Hello,” whispered Mr Smith.</p> | Reinforce and embed previous learning | | |

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| Word & sentence level | <p>Identify & use the terms: noun, adjective, verb, adverb, preposition, conjunction – make sure children understand and write in the correct tense</p> <p>Consolidate extending sentences with more than one clause by using a wider range of conjunctions, including: whereas, since, after, as, until, even though</p> <p>Expect use of expanded noun phrases and develop to include prepositional phrase e.g. the strict teacher in front of the class</p> | <p>Ensure use of standard English – correct noun/pronoun & verb agreement e.g I was, we were</p> <p>Introduce fronted adverbials (of time, place, manner) e.g Later that day, I heard the bad news. Silently, the boy swam across the river</p> <p>Use of prepositional phrases alongside expanded noun phrases in simple sentences e.g. On the right of the room, stood a tall man in a red, football shirt.</p> | <p>Consolidate the terminology: main and subordinate clauses and link to sentences with conjunctions</p> <p>Linked to this introduce terminology causal conjunction – because, since, so that</p> <p>Revisit the present perfect form of a wide range of verbs in contrast to the past tense, with suggestions for alternatives, e.g. I haven't yet visited the capital city. I've lived in this small village all my life.</p> | <p>Direct & indirect speech</p> <p>Introduce possessive pronouns (ours, yours)</p> |
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| Composition | <p>Plan writing by discussing examples of texts appropriate to Y4 & similar to that which they are planning to write. Identify features of its: structure vocabulary grammar</p> <p>Use planning strip to plan, draft and write, composing and rehearsing sentences orally which include: dialogue.</p> <p>Progressively improve by building a varied and rich vocabulary. Include a range of sentence structures (simple, compound, complex, questions, exclamations)</p> <p>Plan, draft and write paragraphs around a theme, developing an idea or concept throughout</p> <p>Draft and write narratives, creating more detailed: settings; characters; a detailed plot in chronological order of main events</p> | <p>Draft and write non-narrative material, using a range of organisational devices: bullet points, tables, captions, headings and sub-headings</p> | <p>Reinforce and embed previous learning</p> |
| Editing | <p>Evaluate and edit by assessing the effectiveness of own writing; suggest improvements</p> <p>Evaluate and edit by assessing the effectiveness of others' writing; suggest improvements.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> | | |

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| Spellings | <p>Spell further homophones, identifying the different spellings: They, their, they're Here, hear</p> <p>Place the possessive apostrophe accurately and in words with: regular plurals (for example, girls', boys') irregular plurals (for example, children's)</p> <p>Use a widening range of prefixes and suffixes for the same sound and understand how to add them 'sion' 'tion' our' 'or' 'ous' 'sure' 'ture' 'cher' 'ion' 'ian'</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell words that are often misspelt and explain the reasons why this happens e.g. happy, happier (rule, drop y, replace with 'i', add 'er')</p> <p>Use the knowledge of alphabetical order to check the spelling of a word in a dictionary.</p> <p>Spell words that are often misspelt and explain the reasons why this happens (See the 3/4 common exception words)</p> |
| Handwritin 8 | <p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left un- joined: e.g. af, y (at end of word) az</p> <p>Increase the legibility, consistency and quality of handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Increase the legibility, consistency and quality of handwriting - ensuring that the down strokes of letters are parallel and equidistant</p> |

Year 5 (key terms, which need to be understood are in bold)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Genre | Anglo – Saxons (History unit) | Investigating World Trade | Earth and Space (Science unit) | Earth and Space (Science unit) | Climate across the world (Geography unit) | Local History (History unit) |
| | <p>Narrative- To entertain another class in the year group.</p> <p>-Description of setting or character(3 weeks) – King Arthur and the Knights of the Round Table</p> <p>Non-chronological reports (3 weeks) – Fair trade</p> | <p>Non-chronological reports (3 weeks) – Fair trade</p> <p>Recount of a first-hand experience - To inform their parents (Publish online/in newsletter/have parents in) (3 weeks) – The Lion, the witch and the wardrobe</p> | <p>Narrative- To entertain a different year group.</p> <p>-An alternative opening/ending (Not writing the complete story) (4 weeks) – The Barnabus Project</p> <p>Biography (2 weeks) – Neil Armstrong/Tim Peake</p> | <p>Biography (2 weeks) – Neil Armstrong/Tim Peake</p> <p>Non-chronological report- To inform the current/ next year group about a topic (3 weeks) – A day in the life of an astronaut</p> <p>Poetry (narrative poem)(2 weeks) – Star/ planets</p> | <p>Narrative- To entertain a year group in another PKAT school.</p> <p>-Innovate a story containing dialogue (4 weeks) –</p> <p>Newspaper (2 weeks) – Anne Boleyn’s beheading/ Henry VIII six wives</p> | <p>Newspaper (2 weeks) – Anne Boleyn’s beheading/ Henry VIII six wives</p> <p>Persuasive writing- To persuade an audience of your choosing. (4 weeks) –</p> |
| Punctuation | <p>Consolidate and continue to monitor/reinforce: use of full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contractions, apostrophes for singular possession and for plurals, inverted speech marks.</p> <p>(Limit ch’n to using speech to 3-4 exchanges of dialogue which must be purposeful to move the action along e.g. “Come on! Let’s go!”)</p> <p>Teach commas within sentences to mark subordinate clauses; to clarify meaning and avoid ambiguity</p> | <p>Reinforce and embed previous learning</p> | <p>Use punctuation to indicate parenthesis brackets, commas, dashes</p> | <p>Reinforce and embed previous learning</p> | | |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word & sentence level</p> | <p>Consolidate noun, adjective, verb, adverb, preposition, conjunction – make sure children understand and write in the correct tense</p> <p>Consolidate extending sentences using a range of conjunctions</p> <p>Expect use of expanded noun phrases to convey complicated information precisely</p> <p>Recap nouns & pronouns to aid cohesion</p> | <p>Introduce relative clauses beginning with relative pronouns: who, which, where, when, whose, that, with (or an omitted relative pronoun)</p> <p>Introduce modal verbs e.g. might, should, will, must]</p> | <p>Indicating degrees of possibility using adverbs e.g. perhaps, surely</p> | <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Present Perfect: I have finished my homework already.</p> <p>Past Perfect: He had watched TV for an hour before dinner.</p> <p>Future Perfect: Nancy will have finished by the time her parents return</p> | <p>Reinforce and embed previous learning</p> |
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| Composition, planning & drafting | <p>Identify the audience for and purpose of a piece of writing</p> <p>Use other similar writing as models; plan writing accordingly.</p> <p>Consider how authors have developed characters in texts read, listened to/seen performed</p> <p>Consider how authors have developed settings in texts read.</p> <p>Use knowledge gained to write narrative plots – such as next chapters.</p> <p>Select appropriate grammar when drafting and writing; understand how such choices can change meaning</p> <p>Select appropriate vocabulary when drafting and writing; understand how such choices can change meaning</p> <p>Describe settings Describe characters. Integrate dialogue when drafting and writing narrative</p> | <p>Note and develop initial ideas, drawing on reading and research where necessary plan writing accordingly</p> <p>Create simple précis of longer passages of text when drafting and writing.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs when drafting and writing. adverbials of time, place, number tense choices using connectives to join sentences (secondly, furthermore, then, after that, this, firstly etc)</p> <p>Use further organisational and presentational devices to structure text when drafting and writing</p> | <p>Use a wide range of devices to build cohesion within and across paragraphs, making links between different paragraphs (e.g. as previously mentioned), when drafting and writing. Cohesive devices include: determiners, pronouns, conjunctions, adverbials</p> | <p>Reinforce and embed previous learning</p> |
| Editing | <p>Evaluate and edit by assessing the effectiveness of own and others' writing – does it meet the purpose? Will the audience be interested?</p> <p>Evaluate and edit by proposing changes to vocabulary, (use a thesaurus to suggest suitable synonyms for commonly used words) Propose changes to grammar and punctuation to enhance effects.</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.</p> <p>Proof read for spelling and punctuation errors</p> | | | |

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| spellings | <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Y5/6</p> <p>Use dictionaries to check the spelling and meaning of words and identify word class in context (nouns, verbs, adjectives).</p> <p>Use the first three or four letters of a word to check spelling and meaning, or both of these, in a dictionary</p> <p>Use further prefixes and suffixes and understand the guidance for adding them .E.g. words ending in -ant, -ably, -able -ation, -ance, -ancy</p> <p>Spell some words with 'silent' letters. E.G ph (as is telephone), l (as in talk) w (as in wreck), k (as in knight) h (as in white),</p> <p>Continue to distinguish between homophones and other words which are often confused. Aloud/ allowed Heard/herd Affect/effect Draft/draught Altar/alter Principal/principle Bridal/ bridle Stationary/stationery Cereal/ serial Steal/steel Farther/father who's/whose Guessed/guest</p> <p>Ongoing prefixes & suffixes è use further prefixes & suffixes and understand the guidance for adding them .E.g. words ending in -cious, -tious, -tient, -tiant, -cial, -tial,</p> |
| Handwritin ∞ | <p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and decide whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task (purple pen for editing purposes, coloured pencils/ highlighters for identifying different features)</p> |

Year 6 (key terms, which need to be understood are in bold)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Genre | World War II (History unit) | World War II (History unit) | On the move (Geography unit) Quest for Knowledge (History unit) | On the move (Geography unit) Quest for Knowledge (History unit) | I am geography (Geography unit) | Power, Empire and Democracy (History unit) |
| | <p>Narrative- To entertain another class in the year group.</p> <p>-Description of setting or character(2 weeks) – The Lion and the unicorn</p> <p>Narrative (4 weeks) – Rose Blanche</p> | <p>Recount of a first-hand experience - To inform their parents (Publish online/in newsletter/have parents in) (4 weeks) – Goodnight Mr Tom</p> <p>Poetry (2 weeks) - The Lion and the unicorn</p> | <p>Narrative- To entertain a different year group.</p> <p>-An alternative opening/ending (Not writing the complete story) (4 weeks) – The Arrival</p> <p>Persuasive writing (2 weeks) – Origin of species</p> | <p>Persuasive writing (2 weeks) – Origin of species</p> <p>Non-chronological report- To inform the current/ next year group about a topic (4 weeks) – Moth an evolution story</p> | <p>Narrative- To entertain a year group in another PKAT school.</p> <p>-Innovate a story containing dialogue (4 weeks) – Black Dog</p> <p>Biography (2 weeks) – Nelson Mandela a long walk to freedom</p> | <p>Biography (2 weeks) – Nelson Mandela a long walk to freedom</p> <p>Persuasive writing- To persuade an audience of your choosing. (4 weeks) – Journey to Jo’burg</p> |
| Punctuation | <p>Consolidate use capitals, full stops, question marks, commas for lists, apostrophes for contraction & possession</p> <p>Recap use of inverted commas, use of commas to mark clauses to avoid ambiguity, use of brackets, commas and dashes for parenthesis</p> <p>To introduce and teach ellipsis</p> | <p>use colons to introduce a list</p> <p>use semi-colons within lists, use bullet points to list information</p> <p>use semi-colons to mark boundaries between independent clauses e.g. It’s raining; I’m fed up.</p> | <p>Use hyphens to avoid ambiguity e.g. man eating shark vs man-eating shark or recover vs re-cover</p> <p>Consolidate use of semi-colons, & introduce colons or dashes to mark boundaries between independent clauses (Some; others)</p> | Reinforce and embed previous learning | | |

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| Word and sentence | <p>Expect use expanded noun phrases to convey complicated information concisely, Use of adverbial phrase at the beginning along with adjectives and a prepositional phrase (e.g. almost all healthy, adult foxes in this area) Expect children to drop in relative clause (e.g. The lady, who was surely going to spend a fortune, ...)</p> <p>Expect children to be able to use modal verbs or adverbs to indicate degrees of possibility including: can, should, could, may, will, might, would, must, shall, ought</p> | <p>Introduce subject & object and teach active and passive verbs è Use passive verbs to affect the presentation of information in a sentence. The subject is having the action done to it, e.g. waves were created by the wind, the cake was eaten by Aneesah, Animals are hunted by predators.</p> <p>Usually used the verb form had been or was, e.g. was stolen, was captured</p> | <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. E.g. Had I known...If we had...I wish...He ran as though.</p> <p>Propose, recommend, suggest, required improvements e.g. If I were the prime minister...</p> <p>Using the rules of 'me' and 'I' for formal writing</p> <p>Use the perfect form of verbs to mark relationships of time and cause. (The perfect form is the verb tense used to indicate a completed, or "perfected," action or condition) Verbs can appear in any one of three perfect tenses: present perfect, past perfect, and future perfect. Verbs in the perfect form use a form of "have" or "had" + the past participle. (It is the form of the helping verb that indicates the tense.) Present Perfect: I have finished my homework already. Past Perfect: He had watched TV for an hour before dinner. Future Perfect: Nancy will have finished by the time her parents return.</p> | Reinforce and embed previous learning |
| Composition | <p>Identify the audience for and purpose of a piece of writing è Select the appropriate form for a piece of writing; Use other similar writing as models when planning a piece of writing. Note and develop a range of ideas, drawing on reading and research from a variety of different sources where necessary, when planning a piece of writing. Plan writing narratives, using WAGOLLS, considering how authors have: developed characters; have developed settings in texts; suggest related alternative narrative plots, such as chapters/sequels/flashbacks. Draft and write by selecting appropriate: Grammar; Vocabulary; Use Toolkit and/or planning strip to: Describe settings, describe characters, describe atmosphere integrate dialogue to convey character & Integrate dialogue to advance the action when drafting and writing narratives. Create simple précising of longer passages of text into more concise passages when drafting and writing Use a wide range of devices to build cohesion within and across paragraphs, making links between different paragraphs (e.g. as previously mentioned), when drafting and writing. Cohesive devices include: determiners, pronouns, conjunctions, adverbials Use further organisational and presentational devices to structure text and guide the reader when drafting and writing.</p> | | | Reinforce and embed previous learning |
| Evaluating | <p>Does writing meet the requirements for purpose and audience? (Ensure children know audience & purpose) Writing toolkit (boxes) Revise, edit and assess the effectiveness of own and others' writing; compare and contrast between them when evaluating and editing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning when evaluating and editing. Distinguish between the language of speech and writing, choosing the appropriate register, when evaluating and editing Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> | | | |

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| Spelling | <p>Use a full range of further prefixes and suffixes and understand the guidance for adding them E.g. words ending in cian, ciate, cial, cient ance ibly, ible ery, ory, ary sure, sion, sion, sSION le, el, al ent, ence, ency er, or, ar</p> <p>Spell words with a wide range of 'silent' letters. E.g b (doubt) n (solemn) s (island) t (thistle) m (lamb</p> <p>Continue to distinguish between homophones and other words which are often confused, giving examples of the words used in different contexts. (nouns end –ce and verbs end –se). advice/advise lead/ lead device/devise morning/mourning licence/license past/past/passed practice/practise precede/proceed aisle/isle: descent/dissent ascent/assent desert/desert/dessert compliment/complement profit/prophet prophecy/prophesy</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed for Year 6 in English (Appendix 1 – also found in learning logs). E.g Foreign, yacht, neighbour</p> <p>Use dictionaries to check the spelling and meaning of words, identifying derivative forms and explaining etymology of words.</p> <p>Use the knowledge of alphabetical order to check spelling and meaning, or both, of words in a dictionary.</p> <p>Use a thesaurus to find alternative synonyms and antonyms for common words which change the mood of sentences.</p> |
| Handwriting | <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task (purple pen for editing purposes, coloured pencils/ highlighters for identifying different features) |

Vocabulary

Success Criteria:

Effect on the reader

Text type:

Purpose:

Audience: