



# ENGLISH Writing Overview

YEAR 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Text</b>	Rose Blanche	A Story Like the Wind	The Origin of the Species	The Ways of the Wolf	Shackleton's Journey	Hansel and Gretel
<b>Writing Outcome (Fiction)</b>	Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate	Recount: Documentary Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss Narrative - Hunted	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
<b>Writing Outcome (Non-Fiction)</b>	Recount: Bravery Speech Award Purpose: To recount and inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain	Information Text: Wolves Purpose: To inform  Narrative: Suspense Narrative Purpose: To narrate	Recount: Biography Purpose: To recount	Persuasion: Letter Purpose: To persuade
<b>Poetry Form</b>	• Classics • Sonnets • Narrative poetry • Free verse • Performance poetry					
<b>Poetry Texts</b>						
<b>Poetry Performance</b>	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.					
<b>Writing composition</b>	<p><b>Plan Writing</b></p> <ul style="list-style-type: none"> <li>• identify audience and purpose and select the appropriate form.</li> <li>• note and develop initial ideas drawing on reading and research.</li> <li>• develop characters and settings in narratives.</li> </ul> <p><b>Draft and Write</b></p> <ul style="list-style-type: none"> <li>• select appropriate grammar and vocabulary</li> <li>• describe settings and characters, create atmosphere and integrate dialogue</li> <li>• precis longer passages</li> <li>• use a range of devices to build text cohesion</li> </ul>					

	<ul style="list-style-type: none"> <li>use organisational and presentational devices to structure the text</li> </ul> <p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>assess the effectiveness of their own and others' writing</li> <li>make changes to vocabulary, punctuation and grammar to enhance meaning</li> <li>ensure the consistent and correct use of tenses</li> <li>ensure correct subject and verb agreement when using singular and plural</li> <li>proofread for spelling and punctuation errors</li> </ul> <p><b>Perform Composition</b></p> <p>use appropriate intonation, volume and movement so that meaning is clear</p> <p><b>Terminology for pupils</b></p> <p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>					
<b>Grammar and Punctuation</b>	<p>In Year 6 children will, show consistent use of capital letters, full stops, question marks and exclamation marks. Look at word classes and how suffixes and pre-fixes change meaning. Use of adverbs, modal verbs, commas to mark clauses, inverted commas and associated punctuation. Apostrophes for omission and possession. Use verb tenses consistently and correctly throughout writing. Co-ordinating conjunctions. Subordinating conjunctions. Cohesive devices. Parenthesis (dashes/brackets/commas) Semi-colons in lists and to separate clauses. Varied clause structures. Subjunctive mood. Causal conjunctions. Active/passive voice. Consistent and correct use of tenses. Colon to introduce a list. Hyphens to avoid ambiguity. Understand that noun or adjectives can be changed into verbs by using suffixes. Cohesion. Inverted commas and associated punctuation. Clause structure. Use coordinating and subordinating conjunctions (WTS) Use passive and modal verbs mostly appropriately (EXS)</p>					
<b>Word</b>	<p>Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p>	<p>Understand how words are related by meaning as synonyms and antonyms</p> <p>Converting nouns into verbs using suffixes</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote</p>	<p>Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p>	<p>Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone</p>	<p>Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>

		contrasting with formality of vocabulary choices				
<b>Sentence</b>	The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence	The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal  Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal  Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on:  The difference between structures typical of informal speech and structures appropriate to formal speech in writing  Use of the subjunctive form in some very formal speech and writing
<b>Text</b>	Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns

				Accurate tense choices		
Punctuation	Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses	Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Use colons to introduce a list	Colon to introduce a list and semicolons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses	Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity
Spelling and Vocabulary	See separate overview					
Handwriting	Produce legible, joined handwriting and develop a personal style. Maintain legibility, fluency, and speed in handwriting through choosing whether to join specific letters. Adapt handwriting for a range of tasks and purposes and to create different effects.					
Oracy	<b>Physical: Voice</b> – Speaking clearly with expression. Adapting the tone, pace and volume of voice for different situations. <b>Body</b> – Matching body language and facial expressions to the message being conveyed. <b>Linguistic: Vocabulary</b> – Choosing vocabulary to use and tailoring it to the audience. <b>Language</b> – Matching language to the situation. <b>Rhetorical techniques</b> – Using a range of persuasive techniques. <b>Cognitive: Content</b> – Being clear about main points and building on the thoughts of others. <b>Structure</b> – Organising talk so that it presents a clear argument or narrative. <b>Making things clear</b> – Asking questions to clarify, probe and challenge. Summarise the main points in a succinct way. <b>Reasons</b> – responding to what is being said and providing evidence for the points being made. <b>Social and Emotional: Working with others</b> – Being aware of the group dynamics and inviting others to share opinions. <b>Listening</b> – actively listening and responding appropriately. <b>Confidence</b> – Showing confidence when talking as well as being respectful to others. <b>Audience</b> – Thinking about the audience and adapting speech accordingly.					
YEAR 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text	When we walked on the Moon	FARThER	The Hound of Baskervilles	The Promise	The Lost Book of Adventure	King Kong
Writing Outcome (Fiction)	Narrative: Exploration Narrative  Purpose: To narrate	Narrative: Setting Narrative	Narrative: Cliff hanger  Purpose: To narrate	Narrative: Character Narrative  Purpose: To narrate	Narrative: survival Narrative  Purpose: To narrate	Narrative: Dilemma Narrative  Purpose: To narrate

		Purpose: To narrative				
<b>Writing Outcome (Non-Fiction)</b>	Recount: Formal Mission Log  Purpose: To recount	Recount: Letter  Purpose: To recount	Recount: Formal Report  Purpose: To inform	Persuasion: Bargain letter  Purpose: To persuade	Explanation: Survival Guide  Purpose: To explain	Discussion: Balanced Argument  Purpose: To discuss
<b>Poetry Form</b>	• Narrative poetry • Figurative Poetry • Monologue • Free verse • Performance poetry					
<b>Poetry Texts</b>	Free-form poetry			Abstract noun poetry	kennings	
<b>Poetry Performance</b>	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience					
<b>Writing Composition</b>	<p><b>Plan Writing</b></p> <ul style="list-style-type: none"> <li>• identify audience and purpose and select the appropriate form</li> <li>• note and develop initial ideas drawing on reading and research</li> <li>• develop characters and settings in narratives.</li> </ul> <p><b>Draft and Write</b></p> <ul style="list-style-type: none"> <li>• select appropriate grammar and vocabulary</li> <li>• describe settings and characters, create atmosphere and integrate dialogue</li> <li>• precis longer passages</li> <li>• use a range of devices to build text cohesion</li> <li>• use organisational and presentational devices to structure the text</li> </ul> <p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing</li> <li>• make changes to vocabulary, punctuation and grammar to enhance meaning</li> <li>• ensure the consistent and correct use of tenses</li> <li>• ensure correct subject and verb agreement when using singular and plural</li> <li>• proof read for spelling and punctuation errors</li> </ul> <p><b>Perform Composition</b> use appropriate intonation, volume and movement so that meaning is clear</p> <p><b>Terminology for pupils</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>					
<b>Grammar and Punctuation</b>	In Year 5 pupils will, use figurative language - similes, metaphors, <b>alliteration, onomatopoeia, personification</b> . Formal writing. Expanded noun phrases. Relative clauses. Speech punctuation. Conveying character through dialogue. Fronted adverbials. Formal language. Apostrophes. Modal verbs. Determiners. Conveying character through dialogue. Identifying audience and using appropriate form and structure. Linking ideas across paragraphs using adverbial phrases. Causal conjunctions. Tenses. Devices to build cohesion within a paragraph					

	Relative pronouns. Expanded noun phrases. Fronted adverbials. Tenses. Suffixes.					
<b>Word</b>	Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build and focus on: The difference between vocabulary of informal speech and that appropriate for formal speech. – Writing – formal tone. Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes
<b>Sentence</b>	Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs
<b>Text</b>	Build on previous year & focus on:  Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph

Punctuation	Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
Spelling and Vocabulary	See separate overview					
Handwriting	Children will write consistently with neat, legible, joined and well-presented handwriting in all subjects. Children will be producing cursive handwriting automatically, enabling them to focus on content of their work rather than the process of writing					
Oracy	<b>Physical: Voice</b> – Speaking clearly with expression. Adapting the tone, pace and volume of voice for different situations. <b>Body</b> – Matching body language and facial expressions to the message being conveyed. <b>Linguistic: Vocabulary</b> – Choosing vocabulary to use and tailoring it to the audience. <b>Language</b> – Matching language to the situation. <b>Rhetorical techniques</b> – Using a range of persuasive techniques. <b>Cognitive: Content</b> – Being clear about main points and building on the thoughts of others. <b>Structure</b> – Organising talk so that it presents a clear argument or narrative. <b>Making things clear</b> – Asking questions to clarify, probe and challenge. Summarise the main points in a succinct way. <b>Reasons</b> – responding to what is being said and providing evidence for the points being made. <b>Social and Emotional: Working with others</b> – Being aware of the group dynamics and inviting others to share opinions. <b>Listening</b> – actively listening and responding appropriately. <b>Confidence</b> – Showing confidence when talking as well as being respectful to others. <b>Audience</b> – Thinking about the audience and adapting speech accordingly.					
YEAR 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle text	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
Writing Outcome (Fiction)	Narrative: Setting Narrative  Purpose: To narrate	Narrative: Outsider Narrative  Purpose: To narrate	Narrative: Myth Narrative  Purpose: To narrate	Narrative: Twisted Narrative  Purpose: To narrate	Narrative: Refugee Narrative  Purpose: To narrate	Narrative: Invention Narrative  Purpose: To narrate
Writing Outcome (Non-Fiction)	Recount: Newspaper Report  Purpose: To recount	Information: Polar Bears – information report  Purpose: To inform	Information: Defeating a Viking Monster  Purpose: To inform	Persuasion: Letter  Purpose: To persuade	Recount: Diary  Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount

<b>Poetry Form</b>	• Nonsense poetry • Tanka • Calligram • Haiku • Cinquain • Simile/metaphor • Free verse • Performance poetry					
<b>Poetry Texts</b>						
<b>Poetry Performance</b>	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. Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.					
<b>Writing Composition</b>	<p><b>Plan Writing</b></p> <ul style="list-style-type: none"> <li>• discuss writing that they have read in a particular genre to learn about its structure, vocabulary and grammar</li> <li>• discuss and record ideas</li> </ul> <p><b>Draft and Write</b></p> <ul style="list-style-type: none"> <li>• compose and rehearse sentences orally</li> <li>• progressively build varied and rich vocabulary</li> <li>• use an increasing range of sentence structures</li> <li>• organise paragraphs around a theme</li> <li>• in narratives, create settings, characters and plot</li> <li>• in non narrative material, use simple organisational devices</li> </ul> <p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• make changes to grammar and vocabulary where necessary</li> <li>• proof reading for spelling and punctuation errors</li> </ul> <p><b>Read their own writing aloud</b> use appropriate intonation – controlling the tone and volume</p> <p><b>Terminology for Pupils</b> Determiner, pronoun, possessive pronoun, adverbial</p>					
<b>Grammar and Punctuation</b>	<p>In Year 4 pupils will, use expanded noun phrases. Adverbs. Coordinating conjunctions. Paragraphs. Commas in lists. 5-part story. Headings and sub-headings, bullet points, topic sentences. Subordinating conjunctions and subordinate clauses. Speech punctuation 'inverted commas' Prepositions. Determiner a or an. Imperative verbs. Colons. Paragraphs. Speech verbs. Ellipsis. Introduction and personal response. Pattern of 3 for persuasion. Boastful language. Technical vocabulary, glossary. Speech punctuation. Tenses including the present perfect. Use of comma after a fronted adverbial.</p>					
<b>Word</b>	Verb inflections (we were instead of we was)	Grammatical difference between plural and possessive -s Develop understanding of standard English	Grammatical difference between plural and possessive -s	Grammatical difference between plural and possessive -s Develop understanding of standard English	Verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s	Verb inflections (we were instead of we was)



		forms for verb inflections (we were instead of we was)		forms for verb inflections (we were instead of we was)		
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, after, while, so	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Fronted adverbials	Fronted adverbials
<b>Text</b>	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and subheadings	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
<b>Punctuation</b>	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
<b>Spelling and Vocabulary</b>	See separate overview					
<b>Handwriting</b>	Children will use handwriting practice to support other subjects and build fluency and consistency and promote meaningful links. Build on producing fluent, consistent and legible handwriting through regular practice.					

	Be well prepared to write with speed and stamina in Upper Key Stage 2.					
Oracy	<b>Physical: Voice</b> – Speaking clearly with expression. Adapting the tone, pace and volume of voice for different situations. <b>Body</b> – Matching body language and facial expressions to the message being conveyed. <b>Linguistic: Vocabulary</b> – Choosing vocabulary to use and tailoring it to the audience. <b>Language</b> – Matching language to the situation. <b>Rhetorical techniques</b> – Using a range of persuasive techniques. <b>Cognitive: Content</b> – Being clear about main points and building on the thoughts of others. <b>Structure</b> – Organising talk so that it presents a clear argument or narrative. <b>Making things clear</b> – Asking questions to clarify, probe and challenge. Summarise the main points in a succinct way. <b>Reasons</b> – responding to what is being said and providing evidence for the points being made. <b>Social and Emotional: Working with others</b> – Being aware of the group dynamics and inviting others to share opinions. <b>Listening</b> – actively listening and responding appropriately. <b>Confidence</b> – Showing confidence when talking as well as being respectful to others. <b>Audience</b> – Thinking about the audience and adapting speech accordingly.					
YEAR 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle text	The Iron Man	Fox	Rhythm of the Rain	Jeremy Button	Egyptology	Into the Forest
Writing Outcome (Fiction)	Narrative: Approach Threat Narrative  Purpose: To narrate	Narrative: Fable Narrative  Purpose: To narrate	Narrative: setting narrative  Purpose: To narrate	Narrative: Return Narrative  Purpose: To narrate	Narrative: Egyptian Mystery  Purpose: To narrate	Narrative: Lost Narrative  Purpose: To narrate
Writing Outcome (Non-Fiction)	Explanation: How to capture the Iron Man - Trap  Purpose: To explain	Information: Foxes Information Report  Purpose: To inform	Recount: River Information Leaflet  Purpose: To inform	Information: Letters  Purpose: To recount	Instructions: Secret Diary  Purpose: To recount	Recount: Newspaper Report  Purpose: To recount
Poetry Form	• Limerick/Clerihew • Kennings and quatrains • Question and answer poetry • Free verse • Performance poetry					
Poetry			Kennings poem			
Performance Poetry	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. Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.					
Writing Composition	<b>Plan writing</b> <ul style="list-style-type: none"><li>• discuss writing that they have read in a particular genre to learn about its structure, vocabulary and grammar</li><li>• discuss and record ideas</li></ul> <b>Draft and Write</b> <ul style="list-style-type: none"><li>• compose and rehearse sentences orally</li><li>• progressively build varied and rich vocabulary</li><li>• use an increasing range of sentence structures</li></ul>					

	<ul style="list-style-type: none"> <li>organise paragraphs around a theme</li> <li>in narratives, create settings, characters and plot</li> <li>in non narrative material, use simple organisational devices</li> </ul> <p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>assess the effectiveness of their own and others' writing and suggest improvements</li> <li>make changes to grammar and vocabulary where necessary</li> <li>proof reading for spelling and punctuation errors</li> </ul> <p><b>Read their own writing aloud</b></p> <p>use appropriate intonation – controlling the tone and volume</p> <p><b>Terminology for Pupils</b></p> <p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.</p>					
<b>Grammar and Punctuation</b>	<p>Writing using expanded nouns and fronted adverbials.</p> <p>Improving use of adjectives, adverbs.</p> <p>speech punctuation</p> <p>Persuasive techniques</p> <p>Subordinating conjunctions and improving sentences</p> <p>Sentence structures and sentences starts including fronted adverbials</p> <p>Apostrophes – possessive plural and singular and for omission</p> <p>Use of adjectives and expanded noun phrases for effect.</p>					
<b>Word</b>	Formation of nouns using a range of prefixes e.g. auto- super- anti Use of the forms a or an when next word starts with a consonant or a vowel	Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-) Use of the forms a or an when next word starts with a consonant or a vowel	Use of the forms a or an when next word starts with a consonant or a vowel	Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis- , in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning

<b>Sentence</b>	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification	Build on previous units & focus on: Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on:  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials  Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	Build on previous units & focus on:  Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of  Expressing time, place and cause using adverbs e.g. then, next, soon, therefore  Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore  Expressing time, place and cause using prepositions e.g. before, after, during, in, because of
<b>Text</b>		Present perfect form of verbs Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material Present perfect form of verbs Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use comas to separate items in a list	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use comas to separate items in a list	Inverted commas to punctuate direct speech	Inverted commas to punctuate direct speech	Inverted commas to punctuate direct speech

		Introducing rules of speech punctuation				
Spelling and Vocabulary	See separate overview					
Handwriting	Children will write with consistency in size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins to improve legibility. Use joined handwriting throughout independent writing and increase fluency. Introduce writing with a pen when publishing work for displays. Use pen in handwriting practice from the Summer Term.					
Oracy	<b>Physical: Voice</b> – Speaking clearly with expression. Adapting the tone, pace and volume of voice for different situations. <b>Body</b> – Matching body language and facial expressions to the message being conveyed. <b>Linguistic: Vocabulary</b> – Choosing vocabulary to use and tailoring it to the audience. <b>Language</b> – Matching language to the situation. <b>Rhetorical techniques</b> – Using a range of persuasive techniques. <b>Cognitive: Content</b> – Being clear about main points and building on the thoughts of others. <b>Structure</b> – Organising talk so that it presents a clear argument or narrative. <b>Making things clear</b> – Asking questions to clarify, probe and challenge. Summarise the main points in a succinct way. <b>Reasons</b> – responding to what is being said and providing evidence for the points being made. <b>Social and Emotional: Working with others</b> – Being aware of the group dynamics and inviting others to share opinions. <b>Listening</b> – actively listening and responding appropriately. <b>Confidence</b> – Showing confidence when talking as well as being respectful to others. <b>Audience</b> – Thinking about the audience and adapting speech accordingly.					
YEAR 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle text	A River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned the Dark	Rosie Revere Engineer
Writing Outcome (Fiction)	Narrative: Circular Narrative	Narrative: Setting Narrative	Narrative: Finding Narrative	Narrative: Return Narrative	Narrative: Mistake Narrative	Narrative: Invention Narrative
	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Writing Outcome (Non-Fiction)	Recount: Letter	Recount: Diary	Instructions: How to build a habitat	Information: Jungle Animals	Information: How to be a Regal Leader	Explanation: How a machine works
	Purpose: To inform	Purpose: To recount	Purpose: To instruct	Purpose: To inform	Purpose: To inform	Purpose: To explain
Poetry Form	• Diamante • Free verse • Shape poems • Repeating patterns • Performance poetry					
Poetry	Scarecrow – Kristen Riley (performative) Alliteration poem	Simile poem	Descriptive poem	Descriptive poem	Conjunction poem	Descriptive poem

<b>Poetry Performance</b>	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.					
<b>Writing Composition</b>	<p><b>Develop positive attitudes towards and stamina for writing</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others</li> <li>• Write about real events</li> <li>• Write poetry</li> <li>• Write for different purposes</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Plan or say out loud what they are going to write about</li> <li>• Write down ideas and/or key words</li> <li>• Encapsulate what they want to say sentence by sentence</li> </ul> <p><b>Make simple additions, revisions and corrections</b></p> <ul style="list-style-type: none"> <li>• Evaluate their writing with their teacher and other pupils.</li> <li>• Re-read to check that their writing makes sense.</li> <li>• Ensure that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Read aloud what they have written using appropriate intonation to make meaning clear</b></p> <p><b>Terminology:</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, (past and present) apostrophe, comma</p>					
<b>Grammar and Punctuation</b>	<p>In Year 2, children are developing simple sentences into more complex ones. They use expanded noun phrases to extend their descriptions and begin to explore more imaginative vocabulary. They use an increasing range of punctuation including possessive apostrophes, commas in a list, exclamation, and question marks. As the year progresses, they begin to proof-read and edit their sentences to check that they make sense and are punctuated correctly as well as editing to improve their work. They expand on their writing by using conjunctions such as “but”, “so”, “if”, “when”, “because” and “and”. They read their writing aloud in a clear voice with appropriate intonation to make meaning clear. Imperative verbs Identifying and writing the four sentence types punctuating them correctly. Story sequencing. Using the four different sentence types effectively and correctly punctuated. Instructional writing using imperative verbs and sequencing.</p>					
<b>Word</b>	Use of the suffixes -er and -est in adjectives. Learn how to use -ly in Standard English to turn adjectives into adverbs. Develop understanding of regular plural noun suffixes -s or -es	Use of the suffix -ly to turn adjectives into adverbs. Form adjectives using suffixes -ful and -less	Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs	Use of the suffixes -er and -est in adjectives  Use of the suffix -ly to turn adjectives into adverbs	Formation of nouns using suffixes e.g. -ness, -er  Formation of adjectives using suffixes e.g. -ful, -less  Use of the suffix -ly to turn adjectives into adverbs	Formation of nouns by compounding using suffixes e.g. -er and -est in adjectives.  Use of the suffix -ly to turn adjectives into adverbs

<b>Sentence</b>	<p>Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and question. Expanded noun phrases for description and specification. Learn that the grammatical pattern in a sentence indicates its function as a question or command</p>	<p>Subordination (using when, if, that, because) Co-ordination (or, and, but, so) Sentence indicates its function as a statement and question. Expanded noun phrases for description and specification.</p>	<p>Subordination (using when, if, that, because) Co-ordination (or, and, but). Expanded noun phrases for description and specification.  How the grammatical pattern in a sentence indicates its function as a statement, question and command.</p>	<p>Learn that the grammatical pattern in a sentence indicates its function as a question and an exclamation.  Expanded noun phrases for description and specification.</p>	<p>Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical pattern in a sentence indicates its function as question, exclamation and statement</p>	<p>Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification</p> <p>Planning the sequence in a story.</p>
<b>Text</b>	<p>Build on previous units &amp; focus on: Correct choice and consistent use of past and present tense throughout writing</p>	<p>Build on previous units &amp; focus on: Correct choice and consistent use of past and present tense throughout writing</p>	<p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</p>	<p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops and question marks to demarcate sentences.  Use apostrophes to mark singular possession in nouns</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Apostrophes to mark where letters are missing in spelling (contractions)</p>	<p>Use of capital letters, full stops and question marks to demarcate sentences.  Commas to separate items in a list  Apostrophes to mark where letters are missing in spelling (contractions)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Apostrophes to mark singular possession in nouns.</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Apostrophes to mark singular possession in nouns.</p>	<p>Use of capital letters, full stops and question marks to demarcate sentences.  Apostrophes to mark singular possession in nouns.  Commas to separate items in a list</p>

		Commas to separate items in a list			Commas to separate items in a list	
Handwriting	Children will be taught how to form and use the four basic handwriting joins and will form letters correctly. They will write legibly, using upper and lower-case letters appropriately within words, and observing correct spacing in and between words. Have established good handwriting habits and can begin to write in a cursive style. Practise and develop this. They will increase fluency and speed of cursive handwriting through regular practice.					
Oracy	<b>Physical:</b> Thinking about the speed and volume of your voice. Using gestures for expression to help make a point. Facing who you are speaking or listening to. <b>Linguistic:</b> Using sentence stems to link other ideas. Using new and appropriate vocabulary. <b>Cognitive:</b> What you say is clear and organised. Asking relevant questions and responding to others. Giving reasons for what you are saying. <b>Social and Emotional:</b> taking turns to talk and listen and encouraging others to take part. Talking confidently and thinking about your audience.					
YEAR 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle text	Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Writing Outcome (Fiction)	Narrative: Discovery Narrative  Purpose: To narrate	Narrative: A Traditional Tale  Purpose: To narrate	Narrative: A Detective Story  Purpose: To narrate	Narrative: A Portal Story  Purpose: To narrate	Narrative: A Return Story  Purpose: To narrate Purpose:	Narrative: A Hunting Story  Purpose: To Narrate
Writing Outcome (Non-Fiction)	Recount: Messages  Purpose: To inform and explain events that have happened.	Instructions: How to catch a witch  Purpose: To instruct	Recount: Letters  Purpose: To recount	Information: Wild Things  Purpose: To inform	Recount: Postcards  Purpose: To recount	Instructions: Recipes  Purpose: To instruct
Poetry Form	Rhyming words • Nursery Rhyme • Acrostic • Free Verse • List poems • Riddles • Performance poetry					
Poetry						
Poetry Performance	Read aloud clearly enough to be heard by peers and teachers. Learn some simple poems and rhymes by heart. Continue a rhyming string. Begins to build a repertoire of songs and dances.					
Writing Composition	Planning					



	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul> <p><b>Writing sentences</b></p> <ul style="list-style-type: none"> <li>sequencing sentences to form short narratives.</li> </ul> <p><b>Make simple additions, revisions and corrections. -ing and -ed to verbs</b></p> <ul style="list-style-type: none"> <li>re-reading what they have written to check that it makes sense.</li> <li>discuss what they have written with the teacher or other pupils.</li> </ul> <p><b>Read their writing aloud, clearly enough to be heard by their peers and the teacher.</b></p> <p><b>Terminology:</b> letter, capital letter, word, sentence, plural, singular, full-stop, question mark, exclamation mark, punctuation</p>					
<b>Grammar and Punctuation</b>	In Year 1, children develop their understanding of sentence construction. They further develop understanding of capital letters, full stops, question marks and exclamation marks. They orally rehearse sentences then write them. As the year progresses, they learn to edit their sentences and check that they make sense and are punctuated correctly. They link clauses within sentences with the use of 'and' and 'but'. They use some adjectives to describe objects, people and settings. They read their writing aloud in a clear voice. Children will write questions with the use of a question mark. Children will begin to use exclamation marks, capital letters for names and the personal pronoun 'I'.					
<b>Word</b>	Plural noun suffix – s or -es	Reinforce plural noun suffix –s/ - es Suffix added to verbs - er	Reinforce plural noun suffix –s - es How prefix un changes the meaning of verbs and adjectives. Adding the suffixes -er and -est to adjectives.	Adding the suffixes -ing, -ed and -er to verbs. Adding the suffixes -er and -est to adjectives. How the prefix un-changes the meaning of verbs and adjectives.	Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives. Adding the suffixes and -ed to verbs. Reinforce how the prefix un-changes the meaning of verbs and adjectives.	Reinforce plural noun suffix -s – es -ing and -ed to verbs. Adding the suffixes -er and -est to adjectives.  Suffix added to verbs – ed
<b>Sentence</b>	Combining words to make sentences. Joining words and clauses using - and	Combining words to make sentences. Joining words and clauses using - and	Combining words to make sentences. Joining words and clauses using – and	Combining words to make sentences. Joining words and clauses using – and	Combining words to make sentences. Joining words and clauses using – and	Combining words to make sentences. Joining words and clauses using – and

<b>Text</b>	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.
<b>Punctuation</b>	Separation of words with spaces Capital letters and full-stops.	Separation of words with spaces Capital letters and full-stops.	Separation of words with spaces Capital letters and full-stops. Question mark Exclamation mark	Separation of words with spaces Capital letters and full-stops Question mark Exclamation mark Capital letters for names and personal pronoun - I	Separation of words with spaces Capital letters and full-stops Question mark Exclamation mark Capital letters for names and personal pronoun - I	Separation of words with spaces Capital letters and full-stops Question mark Exclamation mark
<b>Handwriting</b>	Sit correctly at a table holding a pencil comfortably. Correct posture and grip. Form lower-case letters in the correct direction, starting and finishing in the correct place. Forms capital letters, numbers and symbols correctly. Understands which letters belong to handwriting families i.e. letters that are formed in similar ways. Write most letters and numbers, correctly formed and oriented, using a comfortable and efficient pencil grip. Write with spaces between words accurately.					
<b>Oracy</b>	<b>Physical:</b> Thinking about the speed and volume of your voice. Using gestures for expression to help make a point. Facing who you are speaking or listening to. <b>Linguistic:</b> Using sentence stems to link other ideas. Using new and appropriate vocabulary. <b>Cognitive:</b> What you say is clear and organised. Asking relevant questions and responding to others. Giving reasons for what you are saying. <b>Social and Emotional:</b> taking turns to talk and listen and encouraging others to take part. Talking confidently and thinking about your audience.					
EYFS						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Communication and language</b>						
Whole class and small group discussions about our learning experiences and processes (developing Characteristics of Effective Learning)						

	Listening to and re-telling stories Listening to ideas and responding with questions Singing songs and rhymes Following two-part instructions Talk and vocab snack time – developing vocabulary in conversation and asking and answering questions. Story discussion – our views and opinions  Phonics sessions – distinguishing sounds Speaking more complex sentences to extend our ideas. Playing imaginatively Planned Continuous Provision opportunities across setting. Talking about experiences, wants and wishes using the correct tenses.					
<b>Writing Outcomes</b>						
<b>Quality Stimulus</b>	<b>Fiction</b>  <b>Non-fiction</b>	<b>Fiction</b> We're Going on a Leaf Hunt Pumpkin Soup Rama and Sita Stickman/Gruffalo A Dark Dark Tale Can't you sleep little Bear? Owl Babies  <b>Non-fiction</b> You can tell it's Autumn	<b>Fiction</b>  <b>Non-fiction</b>	<b>Fiction</b>  <b>Non-fiction</b> What can you see in Spring?  <b>Poetry</b>	<b>Fiction</b> Jasper's Beanstalk That's Not My Chick Once there Were Giants The Hungry Caterpillar  <b>Non-fiction</b> Egg to Chick My Bean Diary	<b>Fiction</b>  <b>Non-fiction</b> I See Summer  <b>Poetry</b>
<b>Poetry Form</b>	• Rhyming words • Nursery Rhyme • Acrostic • Free Verse • List poems • Riddles • Performance poetry					
<b>Poetry Texts</b>					Acrostic poem about plants 5 Shiny Eggs Mad about Mini-beasts	
<b>Poetry Performance</b>	Continue rhyming string. Begins to build a repertoire of songs and dances.					
<b>Writing Composition</b>	Children will use stem sentences and quality stimulus to compose and write short sentences.					

Grammar and Punctuation	Phonics and Literacy sessions - distinguishing sounds, rhyming, alliteration, grapheme/phoneme correspondence, segmenting and blending sounds orally and independently, letter formation, sitting letters on lines. reading and writing words/labels/captions/simple sentences, reading and writing everyday words  Name writing using correct letter formation.	Phonics and Literacy sessions - grapheme/phoneme correspondence, segmenting and blending sounds, reading and writing words/labels/captions/simple sentences, extended sentences, reading and writing irregular common words, reading words by sight, showing understanding of what has been read, reading and writing polysyllabic words, narrative writing, letter formation, sitting letters on lines.	Phonics and Literacy sessions - grapheme/phoneme correspondence, segmenting and blending sounds, reading and writing words/labels/captions/simple sentences, extended sentences, reading and writing irregular common words, reading words by sight, showing understanding of what has been read, reading and writing polysyllabic words, narrative writing, letter formation, sitting letters on lines.
Handwriting	<b>Physical Development:</b> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table. Develop the foundations of a handwriting style which is fast, accurate and efficient. <b>ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in most cases.</b> <b>Literacy:</b> Forms capital and lowercase letters most are correctly formed. <b>ELG: Writes recognisable letters, most of which are correctly formed.</b>		
Oracy	<b>Physical:</b> Are you speaking loud enough to be heard? <b>Linguistic:</b> Are you starting to join ideas together with words like and, because and but? <b>Cognitive:</b> Are you asking questions? <b>Social and Emotional:</b> Are you taking turns to talk and listen?		
PRIOR LEARNING – 3-4 year olds			
Physical Development	Use large muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.		
Literacy	Form the pre-writing shapes appropriate for their age.		
Expressive Art and Design	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail.		

