

Key Principles:**Intent:**

At Kingsthorne, we believe that our children should have rich and varied learning opportunities that help them to become confident and enthusiastic learners. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their spoken words and in their writing. We believe that phonics is at the heart of reading and writing and develop these skills from the beginning of their school journey. These form the foundation stones for their writing on which they build as their journey progresses.

We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Through our English Curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world, which is why the twelve speaking and listening objectives are interweaved into everything that we do. By giving this context to their learning, the children understand the value of English to them now, and in their futures.




Our writing curriculum is built around quality texts, which are reviewed annually. Through these texts, immersing children in vocabulary rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at Kingsthorne will be exposed to a language heavy, creative and continuous English curriculum, which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

We want children to leave us ready for the next stage of their education engaged with learning and possessing the life skills to seize future opportunities.

Nursery	What we teach
<p><u>Communication and Language</u></p> <p>Birth to three:</p> <ul style="list-style-type: none"> • Watch someone's face as they talk. • Enjoy singing, music and toys that make sounds. • Listen and respond to a simple instruction. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). <p>3-4 Years</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. 	<p><u>Literacy- Writing:</u></p> <p>Birth to three:</p> <ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." <p>3-4 Years</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. <p><u>Handwriting (Physical development):</u></p> <p>Birth to three:</p> <ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Develop manipulation and control. • Explore different materials and tools. <p>3-4 Years</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

<ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 			
Phonetic Transcription/ Spelling: Respond to sounds heard; Say sounds heard; Use sounds to support their learning; (Phonics phase 1)	Prior English Skills: I can show that I am interested in books and rhymes and may have favourites I can distinguish between the different marks I make.	Evidence of Early Grammar: (Not ELGs) G1. Can combine marks to represent letters / words; G2. Can demonstrate spaces between words; G3. Can demonstrate a full stop	New Terminology: letter, word
Nursery non negotiables: WHAT CAN CHILDREN NOT LEAVE NURSERY WITHOUT LEARNING: H - hold a pencil and know which is their preferred hand; can trace over patterns and shapes; S - can write the first letter of their name. P - can share spoken sentences about what they are doing, stories they are reading / have heard.			
Autumn		Spring	Summer
			
S&L opportunities planned for: Welcomm (baseline & grouped – 2 groups – 15 mins 3 times a week) Small and large group activities; Use of key vocabulary; Understanding words within a story; Discussions about stories; Likes and dislikes			
Skills to develop fine motor control: Mark making; painting; chalk writing; water writing; glitter trays; threading; playdough; colouring; dot-to-dot; using scissors.			
By the end of Autumn Term, most children will be able to: <ul style="list-style-type: none"> randomly mark make on the page, sometimes with both hands or with one dominant hand begin to balance when sitting - access to outdoor play and soft play area which develops gross motor skills make connections between their actions and the marks being made - through painting at the easel, writing table, whiteboard areas, paper on floor, painting with water outside. hold mark making equipment using the palmer grip. control the marks on the page - by accessing fine motor activities including playdoh to develop muscles in hands by manipulating the playdoh, also using scissors. distinguish between the different marks made. 	By Easter, most children will be able to: <ul style="list-style-type: none"> control equipment like a jug and show increasing control over tools like pencils and crayons. Jugs etc used in sand and water trays in free flow sessions hold mark making equipment using the static tripod or quadruped grasp; at writing table and with support from staff during free flow. use a range of tools to make marks - paints, chalks, crayons, pens/pencils, available during free flow at writing table, art easel, outdoors – chalking on floor, 	By Summer, most children will be able to: Composition <ul style="list-style-type: none"> tell an adult what they have drawn or painted. Grammar, Punctuation <ul style="list-style-type: none"> recognise a capital letter at the start of their name. Through self registration, recognising their own name on a card. Practise writing their name with support from staff – modelling will help their recognition of capital letter Spelling <ul style="list-style-type: none"> identify sounds from their own name in other words. Phase 1 phonic activities listening to sounds and distinguishing between them- for HA group this would lead into recognising sounds in their names and initial letter sounds in words <ul style="list-style-type: none"> ascribe meaning to other marks, like on signage. start to write identifiable shapes and letters - through practising writing their names and 	




<p>In the Autumn the children explore a variety of media for mark making. Children are encouraged to explain what their independent mark making means. Children have name cards that they recognise with support of their photograph in self registration at the start of the morning. Children have daily adult-led Write Dance activities to develop gross motor skills, and has a fine motor element to practice lines and curves. Children are encouraged to use correct grip when holding writing tools for their mark making. Children have opportunities to practice fine motor skills such as using tools, tweezers, and scissors.</p> <p>Writing opportunities are modelled with the children in child-led learning and children can also try the writing tasks.</p> <p><u>Your Body, My Body:</u> Drawing yourself <u>Kipper:</u> Draw a picture of a pet <u>So Much:</u> Draw a picture of who is in your family <u>Incredible Me:</u> Draw a picture of yourself. What makes you special? <u>All about Me:</u> Make a paper plate portrait <u>Dinosaur Roar:</u> Dinosaur footprint painting <u>Nursery Rhymes:</u> Drawing Humpty Dumpty on the wall using chalk <u>Shark in the Park:</u> Drawing our day at the park <u>Duck in the Truck:</u> Driving the duck in the truck in paint (using cars/trucks to make) <u>Ten in the Bed:</u> Painting characters from the story <u>Lighting a Lamp:</u> Colouring Rangoli patterns <u>The Nativity Story:</u> Making stars <u>Ten Christmas Wishes:</u> Draw your Christmas Wish <u>Santa's Busy Night:</u> Letter to Santa</p> <p>Children are encouraged to write their name on their work.</p>	<p>In the Spring the children continue explore a variety of media for mark making. Children are encouraged to explain what their independent mark making means in greater detail, and should be doing this independently. Mark making should be showing greater focus on the features of objects such as enclosed spaces, wheels for a car, more detailed features of a head such as eyes, nose, mouth and hair. Children have name cards that they recognise no longer with their photograph for support in self registration at the start of the morning, and will practice tracing the letters of their name with support. Children have daily adult-led Write Dance activities to develop gross motor skills, and has a fine motor element to practice lines and curves. Children are encouraged to use correct grip when holding writing tools for their mark making, and should be showing preference for a dominant hand. Children have opportunities to practice fine motor skills such as using tools, tweezers, and scissors with increasing independence.</p> <p>Writing opportunities are modelled with the children in freeflow and children can try the writing tasks in child led learning.</p> <p><u>Police:</u> making fingerprints <u>Doctors:</u> Write out a prescription <u>Firefighter:</u> Drawing a fire engine <u>Vet:</u> Draw your pet <u>Bus Driver:</u> Giant bus and children draw themselves to add to the bus <u>Builder:</u> Brick patterns for a house, shape house</p>	<p>through some maths activities such as shape hunts and finding shapes in the environment</p> <p>Handwriting</p> <ul style="list-style-type: none"> • draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. Used in Write dance throughout the year Balance outside in playground on balance beams in free play • use tools for mark making with control. Playdoh area, painting, writing table and using scissors - mostly through free flow activities but some focus children identified to work on these skills with staff • grip using five fingers or preferably two fingers and thumb for control. • use pincers, tweezers and threading equipment with increasing control and confidence. In free flow, fine motor activities • copy shapes, letters and pictures. Enhanced activities on writing table or during a focused maths activity in groups <p>In the Summer the children continue explore a variety of media for mark making. Children are encouraged to explain what their independent mark making means in greater detail, and should be doing this independently. Mark making is purposeful and shows more detailed features. Children have name cards that they recognise no longer with their photograph for support in self registration at the start of the morning, and will practice tracing the letters of their name with support. Children should be able to write their name or initial letter of their name correctly. Children can use letters they know and recognise to make simple labels or ideas for lists etc. Children have daily adult-led Write Dance activities to develop gross motor skills, and has a fine motor element to practice lines and curves. Children are encouraged to use correct grip when holding writing tools for their mark making, and should be showing preference for a dominant hand. Children have opportunities to practice fine motor skills such as using tools, tweezers, and scissors with increasing independence.</p> <p>Writing opportunities are modelled with the children in freeflow and children can try the writing tasks in child led learning.</p> <p><u>Brown Bear Brown Bear What do you See?:</u> Draw a bear face <u>We're Going on a Bear Hunt:</u> Make your own map <u>Bears:</u> Draw and label a bear of your choice <u>Goldilocks and the Three Bears:</u> Draw and label the family of the three bears <u>Peace at Last:</u> Draw yourself sleeping in your bed at home and write your name <u>Goose at The Beach:</u> Draw items from the seaside and label them</p>
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Reception	What we teach
<p>Communication and Language</p> <p>3 – 4 years:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” <p>Children in Reception</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. 	<p>Literacy- Writing</p> <p>3-4 years:</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. Write some letters accurately. <p>Children in Reception</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>Early Learning Goal:</p> <p>Writing-</p> <p><i>*Write recognisable letters, most of which are correctly formed.</i></p> <p><i>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>*Write simple phrases and sentences that can be read by others.</i></p> <p>Handwriting (Physical Development):</p> <p>3-4 years:</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. <p>Children in Reception</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Early Learning Goal: <u>Listening, Attention and Understanding-</u> <i>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>* Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p> <p><u>Speaking-</u> <i>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> <i>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>		<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination and agility. • Develop the foundations of a handwriting style which is fast, accurate and efficient <p>Early Learning Goal: <u>Physical Development- Fine Motor Skills-</u> <i>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> <i>*Use a range of small tools, including scissors, paintbrushes and cutlery.</i> <i>*Begin to show accuracy and care when drawing.</i></p>	
<u>Phonetic Transcription/ Spelling:</u> Write from memory simple words using GPC's taught through phonics; Use sounds to support their writing;	<u>Prior Writing Skills and Vocabulary:</u> EYFS: be able to trace over patterns and shapes; Be able to verbalise a sentence	<u>Evidence of Early Grammar: (Not ELGs)</u> <ul style="list-style-type: none"> • to combine words to make sentences • leaving spaces between words • Capital letters for names and pronoun 'I' • Beginning to punctuate sentences using a capital letter and a full stop. • Join two sentences using 'and'. • Sequencing sentences to form short narratives 	<u>New Terminology:</u> letter, capital letter, word, full stop, sentence
<u>Reception non negotiables: WHAT CAN CHILDREN NOT LEAVE RECEPTION WITHOUT LEARNING</u> <u>H</u> - hold a pencil appropriately and be able to form most letters correctly; <u>S</u> - can write their own name and some tricky words;			

P - can discuss a sentence, have a verbal understanding of a capital letter at the start, spaces between words and a full stop at the end.

Autumn	Spring	Summer
		
<p>Talk 4 Writing – Little Red Riding Hood; Three Little Pigs; Three Billy Goats Gruff;</p>	<p>Talk 4 Writing – Gingerbread Man; Golilocks and the Three Bears Guided/modelled write for HA and MA children. LA children- letter formation.</p>	<p>Guided/modelled write with CT (MA children). LA children with TA focusing on letter formation. HA children with TA focusing on writing at length/story writing.</p>
<p>Ongoing throughout this term: Dough Disco; Finger Gym; Mark making; Name writing & correct letter formation; Letter formation; Phonics based writing tasks; Sound mats to support free choice writing; Independence – child led learning;</p>	<p>Ongoing throughout this term: Dough Disco; Finger Gym; Fine Motor Box – homework; Phonics based writing tasks; Name writing & correct letter formation; Letter formation; Sound mats to support free choice writing;</p>	<p>Ongoing throughout this term: Dough Disco; Finger Gym; Handwriting – letter formation; key words; name;</p>
<p>By the end of Autumn Term, most children will be able to: Handwriting • draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. • use tools for mark making with control. • grip using five fingers or preferably two fingers and thumb for control. • use pincers, tweezers and threading equipment with increasing control and confidence. • copy shapes, letter and pictures. Composition • I can tell an adult what I have drawn or painted. • give meaning to my marks as I write. • create representations of people, events and objects. Spelling • identify sounds from my own name in other words. • ascribe meaning to other marks like on signage. Grammar, Punctuation • recognise a capital letter at the start of my name</p> <p>Each morning when the children come in, they practise writing their name on a laminated name card and then on a whiteboard. They then practise writing a letter of the alphabet (2x a week) following writing repeater on the board. The LA children work with the TA in a writing intervention. We model writing to the children during adult led sessions and support them in their independent writing during child-led learning.</p> <p>The children have access to a wide variety of mark making tools throughout child-led learning. They have access to- pens, pencils, felt tips, wax crayons, pencil crayons, chalk, paint. There is a finger gym area where the activity is changed daily to develop their fine motor control. There is a wide variety of activities using tweezers, threading equipment, etc. The children have a daily 15/20 minute phonics session where they practice writing the sound they have learnt. They are taught the correct letter formation and corrected when needed.</p>	<p>By Easter, most children will be able to: Handwriting • sit on a chair with a straight back and my feet on the floor. • control finer tools when playing with dough. • form recognisable letters, some of them correctly formed. • use a tripod grasp. Composition • use some identifiable letters to communicate meaning and uses them to write captions and labels. • read back my writing. • begin to rehearse what I write orally before writing. Spelling • start to write identifiable shapes and letters. • segment and blend the sounds in simple words and name sounds. Grammar, Punctuation • talk about sentences and start to write short sentences. • start to use full stops and capital letters in the correct places.</p> <p>Key Vocabulary: Word; sentence; space; full stop; capital letter;</p> <p>Each morning when the children come in, they practise writing their full name on a laminated name card and then on a whiteboard. They then practise writing a digraph or trigraph (2 a week) following writing repeater on the board. The target children work with the TA on letter formation. The children have a daily 20 minute phonics session where they practice writing the sound they have learnt. They are taught the correct letter formation and corrected when needed. They begin to apply the sounds to writing CVC/phase 3 words and learn how to spell tricky words. We begin a weekly writing activity that is based around applying their phonics- e.g. writing labels for CVC pictures, writing lists of foods, beginning to write simple sentences. We model this to the children whole class then work with a small group each day. The children continue to be encouraged to write during child-led learning and apply skills. This is mainly supported by the TAs as teachers begin to have more focused groups. During group reading sessions (LA still do Welcomm/NELI) the children learn to recognise punctuation and what it means.</p> <p>Elmer Prior Skills needed: Story sequence; verbalise a sentence & repeat it again, using sounds to spell phonetically Key Vocabulary: letters; words; spaces; full stop; sounds (graphemes/phonemes). Writing Outcome: Writing to inform – recount;</p> <p>Supertato Prior Skills needed: Using sounds to spell phonetically Key Vocabulary:</p>	<p>By Summer, most children will be able to: Handwriting • form most letters correctly. Composition • use identifiable words to communicate meaning • write simple sentences which can be read by themselves and others. • read back my writing. • rehearse what I write orally before writing. Spelling • write identifiable letters and words. • segment and blend the sounds in simple words and name sounds. • use their phonic knowledge to write words • spell some words correctly and others are phonetically plausible. • write some irregular common words. Grammar, Punctuation • talk about sentences and start to write short sentences. • use full stops and capital letters in the correct places.</p> <p>Key Vocabulary: Word; sentence; space; full stop; capital letter;</p> <p>Each morning when the children come in, they practise writing a capital letter (2 a week) following writing repeater on the board. The LA children work with the TA on letter formation/word writing. The children have a daily 25 minute phonics session where they practice writing the sound they have learnt. They are taught the correct letter formation and corrected when needed. They begin to apply the sounds to writing phase 3 words and learn how to spell tricky words.</p> <p>There is a weekly writing activity that is based around the book of the week and the children practise writing for different purposes. They also have a daily modelled writing session (LA- with TA on letter formation, MA with CT on sentence writing, HA- with TA on story writing/writing at length).</p> <p>Commotion in the Ocean Prior Skills needed: Knowledge of poems, rhyming words, verbalise a sentence & repeat it again, using sounds to spell phonetically Key Vocabulary: Rhyme, letters; words; spaces; full stop; sounds (graphemes/phonemes). Writing Outcome: Writing to entertain – poetry;</p> <p>The Night Pirates Prior Skills needed: Story sequence; verbalise a sentence & repeat it again, using sounds to spell phonetically Key Vocabulary: letters; words; spaces; full stop; sounds (graphemes/phonemes). Writing Outcome: Writing to entertain – story;</p> <p>Tiddler</p>

<p>The children have access to- mark making areas (one in each room), playdough area, painting area, finger gym, whiteboards (individual ones and large wall mounted ones), chalk pens for mark making on the windows and mirrors, pegs and washing lines (to develop fine motor control).</p>	<p>Description, letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to inform – Wanted poster <u>Daddy Lion's Tea Party</u> <u>Prior Skills needed:</u> How instructions are laid out, verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> Instructions, first, next, then, finally, letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to inform – instructions</p> <p><u>Chocolate Mousse for Greedy Goose</u> <u>Prior Skills needed:</u> Description, verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> Animal names, letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to entertain – character / role;</p> <p><u>The Tiger Who Came to Tea</u> <u>Prior Skills needed:</u> Story sequence; verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to inform – recount;</p> <p><u>Part of the Party</u> <u>Prior Skills needed:</u> What an invitation looks like; verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> Invitation, invite, letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to inform – Party invitation</p> <p><u>Alien Tea on Planet Zumzee</u> <u>Prior Skills needed:</u> Discussions on how the characters look, verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> Body part names e.g. eyes, head, legs, etc, letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to entertain – descriptions;</p>	<p><u>Prior Skills needed:</u> Description, verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> Sea creature names, letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to entertain –character / role;</p> <p><u>The Rainbow Fish</u> <u>Prior Skills needed:</u> Discussions on how the characters look, verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> Colour, shape size, type, letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to entertain – descriptions;</p> <p><u>Billy's Bucket</u> <u>Prior Skills needed:</u> What an list looks like; using sounds to spell phonetically <u>Key Vocabulary:</u> List, letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to inform – list</p> <p><u>Eddie's Garden</u> <u>Prior Skills needed:</u> Description, verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> Names of the characters- Eddie, Mum, Lily, letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to entertain –character / role;</p> <p><u>Mabel's Magical Garden</u> <u>Prior Skills needed:</u> Story sequence; verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to inform – recount;</p> <p><u>Handa's Surprise</u> <u>Prior Skills needed:</u> Letter format, verbalise a sentence & repeat it again, using sounds to spell phonetically, what a question mark looks like. <u>Key Vocabulary:</u> Letter, questions, letters; words; spaces; full stop; sounds (graphemes/phonemes), question mark. <u>Writing Outcome:</u> Writing to inform – letter;</p> <p><u>Oliver's Fruit Salad</u> <u>Prior Skills needed:</u> Story sequence; verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to inform – recount;</p> <p><u>Jasper's Beanstalk</u> <u>Prior Skills needed:</u> Days of the week sequence; verbalise a sentence & repeat it again, using sounds to spell phonetically <u>Key Vocabulary:</u> letters; words; spaces; full stop; sounds (graphemes/phonemes). <u>Writing Outcome:</u> Writing to entertain – recount/days of the week recall.</p>
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Speaking and Listening Objectives for Ks1 and KS2 –embedded across the curriculum

Pupils should be taught to:

- ☑ listen and respond appropriately to adults and their peers
- ☑ ask relevant questions to extend their understanding and knowledge
- ☑ use relevant strategies to build their vocabulary
- ☑ articulate and justify answers, arguments and opinions
- ☑ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ☑ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ☑ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ☑ speak audibly and fluently with an increasing command of Standard English
- ☑ participate in discussions, presentations, performances, role play, improvisations and debates
- ☑ gain, maintain and monitor the interest of the listener(s)
- ☑ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ☑ select and use appropriate registers for effective communication.

Year 1

What we teach

Phonetic Transcription/ Spelling:

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Composition: Planning Writing

P1. saying out loud what they are going to write about
P2. composing a sentence orally before writing it

Composition: Drafting Writing

D1. sequencing sentences to form short narratives
D2. re-reading what they have written to check that it makes sense

(Development of editing across the year is separated in to terms.)
editing

E1. discuss what they have written with the teacher or other pupils

Vocabulary, Grammar and Punctuation

G1. leaving spaces between words
G2. joining words and joining clauses using "and"
G3. regular plural noun suffixes (-s, -es)
G4. verb suffixes where root word is unchanged (-ing, -ed, -er)
G5. un- prefix to change meaning of adjectives/adverbs
G6. to combine words to make sentences, including using and
G7. Sequencing sentences to form short narratives
G8. capital letters for names and pronoun 'I'
G9. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
G10. using a capital letter for names of places, people, the days of the week

New Terminology:

letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

Transcription: Handwriting (Ongoing across the year)

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9

understand which letters belong to which handwriting 'families' and to practise these

Prior Writing Skills : EYFS – Early Learning Goals

Communication & Language –

Listening, Attention and Understanding– Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

Word Reading – Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Writing – Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Physical Development

Gross Motor Skills – Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills – Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Vocabulary: finger space, full stop, capital letter, writing, letters, words, sentences, sounds, labels, lower case letters, phonics

Year 1 non negotiables WHAT CAN CHILDREN NOT LEAVE YEAR 1 WITHOUT LEARNING

H – form all upper and lower case letters correctly, sitting on the line.

S – can spell most of 100 high frequency words with most Y1 common exception words.

P – Can use a capital letter, spaces between words and a full stop in most sentences.

Autumn

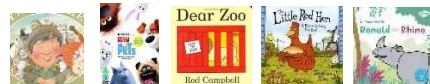
Spring

Summer

Topic: All About Me / Traditional

Tales

Book focus:



Topic: Seaside and Holidays / Plants

Book / film focus:






		
<p><u>Goldilocks and the Three Bears</u> NC Objectives: Introduce: P1, P2, D1, D2, E1, G1, G7, G8, G9. Prior Skills needed: Story sequence; verbalise a sentence & repeat it again, the same; capital letter at start of a sentence; full stop at the end; using sounds to spell phonetically Key Vocabulary: Capital letter; letters; words; spaces; full stop; sounds (graphemes/phonemes), story openers (Once upon a time, A long time ago, One day long ago) Writing Outcome: Writing to entertain –story retell; Writing to inform – letter;</p> <p><u>The Troll</u> NC Objectives: Introduce: G1 Consolidate: P1, P2, D1, D2, E1, G1, G9 Prior Skills needed: Verbalise a sentence & repeat it again, the same; capital letter at start of a sentence; full stop at the end; using sounds to spell phonetically Key Vocabulary: Adjectives (green, spiky, fluffy, yellow, pointy, furry, thin); sentence; words; capital letters; spaces in between words; full stops; sounds (graphemes/phonemes) Writing Outcome: Writing to entertain – description; Non-narrative writing – list, label</p> <p><u>Hansel and Gretel</u> NC Objectives: Introduce: G10 Consolidate: P1, P2, D1, D2, E1, G1, G7, G8, G9 Prior Skills needed: Story sequence; verbalise a sentence & repeat it again, the same; capital letter at start of a sentence; full stop at the end; using sounds to spell phonetically; adjectives to describe Key Vocabulary: Adjectives (evil, sweet, horrid, scary, blonde, angry, naughty, jealous, mad, beautiful); sentence; words; capital letters; spaces in between words; full stops; sounds (graphemes/phonemes), past tense, present tense, story openers (Once upon a time, A long time ago, One day long ago) Writing Outcome: Writing to entertain – story retell; descriptions; Writing to inform – wanted poster;</p> <p><u>The Gingerbread Man</u> NC Objectives: Consolidate: P1, P2, D1, D2, E1, G1, G7, G9, G10 Prior Skills needed: sentence; capital letters; spaces in between words; full stops; adjectives;</p>	<p><u>Percy the Park Keeper</u> NC Objectives: Consolidate: P1, P2, D2, E1, G1, G2, G6, G7, G9 Prior Skills needed: Verbalise a sentence & repeat it again, the same; capital letter at start of a sentence; full stop at the end; using sounds to spell phonetically/accurately; adjectives to describe Key Vocabulary: Adjectives – white, pretty, tall, green, dirty, sandy, fluffy, airy; nouns – trees, cloud, flowers, path, sky, grass, trunk; capital letter; letters; words; spaces; full stop; sounds (graphemes/phonemes) Writing Outcome: Writing to entertain – setting description; Writing to inform – labels; letter;</p> <p><u>Animal Fact File</u> NC Objectives: Introduce: G9 (?) G9 (!) Consolidate: P1, P2, D2. E1, G1, G2, G10 Prior Skills needed: Verbalise a sentence & repeat it again, the same; capital letter at start of a sentence; full stop at the end; using sounds to spell phonetically/accurately; adjectives to describe Key Vocabulary: Capital letters for names/places, question marks, question words – what, when, where; capital letter; letters; words; spaces; full stop; sounds (graphemes/phonemes); facts; adjectives; exclamation mark; Writing Outcome: Writing to entertain – descriptions; Writing to inform – report;</p> <p><u>Secret Life of Pets</u> NC Objectives: Introduce: G9 (commas for expanded noun phrases – higher ability writers) Consolidate: P1, P2, D1, D2, E1, G1, G2, G6, G7, G8, G9, G10 Prior Skills needed: Adjectives for describing; adding extra detail; verbalise a sentence & repeat it again, the same; capital letter at start of a sentence; full stop at the end; using sounds to spell phonetically/accurately; Key Vocabulary: Adjectives – friendly, wiry, long, short, fluffy, furry, colours, furry, commas; sentence; words; key writing skills (CL, FS, Spaces); sounds (graphemes/phonemes), present tense Writing Outcome: Writing to entertain – descriptions; character/role; Writing to inform – diary entry;</p> <p><u>Animal Lady visit</u> NC Objectives: Consolidate: D1, G1, G2, G4, G7, G8, G9 (including question marks) Embed: D2, E1 Prior Skills needed: Features of a recount – time adverbials; chronological order; sequencing; adjectives; detail; past tense; key writing skills (CL, FS, Spaces); questions Key Vocabulary: Days of the week, time adverbials – first, next, after, then, finally; key writing skills (CL, FS, Spaces); question marks Writing Outcome:</p>	<p><u>Jack and the Beanstalk</u> NC Objectives: Embed: P1, P2, D2, E1, G1, G2, G3, G4, G6, G7, G9 Prior Skills needed: Repeat from Autumn & Spring Key Vocabulary: Adjectives – slimy, green, smooth, wet, fluffy, golden, grey, pointy, delicate, rough, bumpy, sharp; nouns – beanstalk, clouds, castle, turrets, windows, door; capital letter; letters; words; spaces; full stop; sounds (graphemes/phonemes) Writing Outcome: Writing to entertain – descriptions; Writing to inform – instructions;</p> <p><u>Trust Me, Jack’s Beanstalk Stinks</u> NC Objectives: Embed: P1, P2, D1, D2, E1, G1, G2, G4, G5, G6, G7, G8, G9, G10 Prior Skills needed: Repeat from Autumn & Spring; features of a letter; features of a wanted poster; key writing skills (CL, FS, Spaces); Key Vocabulary: Writing Outcome: Writing to entertain – story retell; Writing to inform – letter; wanted poster</p> <p><u>The Very Hungry Caterpillar</u> NC Objectives: Embed: P1, P2, D1, D2, E1, G1, G2, G3, G4, G5, G6, G7, G9 Prior Skills needed: Repeat from Autumn & Spring Key Vocabulary: Commas, adjectives – crunchy, juicy, sweet, tasty, orange, delicious, scrumptious, sour; time adverbials; story openers; conjunctions – and, so, but, because; days of the week; paragraph, word, sentence; Writing Outcome: Writing to entertain – story retell; Writing to inform – list;</p> <p><u>Katie Morag The New Pier</u> NC Objectives: Embed: P1, P2, D1, D2, E1, G1, G2, G4, G6, G7, G8, G9, G10 Prior Skills needed: Repeat from Autumn & Spring; features of a post card; address writing; first person; key writing skills (CL, FS, Spaces); past/present tense; sequencing Key Vocabulary: First person (I); address; recipient; sender; adjectives; detail; sequence of events; Writing Outcome: Writing to inform – post card;</p> <p><u>Katie Morag Delivers the Mail</u> NC Objectives: Embed: P1, P2, D2, E1, G1, G9 Prior Skills needed: Repeat from Autumn & Spring Key Vocabulary: Adjectives; bullet points; plural/singular; sounds (graphemes/phonemes); key writing skills (CL, FS, Spaces); Writing Outcome: Writing to inform – list writing</p> <p><u>Poetry – Acrostic Poems</u> NC Objectives: Embed: P1, P2, D2, E1, G1, G3, G9 Prior Skills needed: Repeat from Autumn & Spring Key Vocabulary:</p>




<p>story sequence; verbalise a sentence & repeat it again, the same; using sounds to spell phonetically</p> <p><u>Key Vocabulary:</u> Bossy words (imperative verbs) – get, put, grab, stir, mix, pour, roll; time adverbials – first, next, then, after, finally; sounds (graphemes/phonemes), numbers, sentence, word, capital letters, finger spaces, full stops, adjectives; oven, bake, chase, run, gobble, snap, sly;</p> <p><u>Writing Outcome:</u> Writing to entertain – descriptions; character/role; Writing to inform – instructions;</p> <p><u>Harry and the Dinosaurs</u> <u>NC Objectives:</u> Consolidate: P1, P2, D1, D2, E1, G8, G1, G9 <u>Prior Skills needed:</u> Sentence, word, capital letters, full stops, finger spaces, adjectives, sequencing, verbalise a sentence & repeat it again; the same; using sounds to spell phonetically; <u>Key Vocabulary:</u> Bullet points, sounds (graphemes/phonemes), list, sentence, word, capital letters, finger spaces, full stops, adjectives; bucket, dinosaurs – stegosaurus, T-rex, bronchiasaurus; <u>Writing Outcome:</u> Writing to inform – recount; List, Label</p> <p><u>Dinosaur Dive</u> <u>NC Objectives:</u> Consolidate: P1, P2, D2, E1, G1, G9, <u>Prior Skills needed:</u> Rhyming words, capital letter, full stop, finger spaces, spelling number words to 10, verbalise a sentence & repeat it again; the same; using sounds to spell phonetically <u>Key Vocabulary:</u> Rhyming words, sounds (graphemes/phonemes), sentence, word, capital letters, finger spaces, full stops, adjectives, rhyming sentences (couplets), word endings, dive, splash, crash, swamp; <u>Writing Outcome:</u> Writing to entertain – poetry;</p> <p><u>Jobs Day Writing</u> <u>NC Objectives:</u> Introduce: G6, G4 Consolidate: P1, P2, D1, D2, E1, G1, G2, G7, G8, G9, G10 <u>Prior Skills needed:</u> Time adverbials; sentence, word, capital letters, full stops, finger spaces, sequencing, verbalise a sentence & repeat it again; the same; using sounds to spell phonetically, past tense <u>Key Vocabulary:</u> Time adverbials – first, next, after, then, finally; writing in the past tense (add ed); adjectives, capital letters, full stops, finger spaces, sounds (graphemes/phonemes), jobs – policemen, firemen, nurse, air ambulance <u>Writing Outcome:</u> Writing to inform – recount;</p> <p><u>The Three Little Pigs</u> <u>NC Objectives:</u></p>	<p>Writing to inform – recount; questions;</p> <p><u>Dear Zoo</u> <u>NC Objectives:</u> Consolidate: G2, G4, G6, G9 (including exclamation mark), G10 Embed: P1, P2, D1, D2, E1, G1, G7, G8 <u>Prior Skills needed:</u> Features of a diary entry – date, dear, first person, past tense, time adverbials; key writing skills (CL, FS, Spaces); exclamation sentence; sequencing; story openers; <u>Key Vocabulary:</u> Time adverbials – first, next, after, then, finally; past tense; key writing skills (CL, FS, Spaces); adjectives; commas <u>Writing Outcome:</u> Writing to entertain – story retell; Writing to inform – diary entry;</p> <p><u>Little Red Hen</u> <u>NC Objectives:</u> Introduce: G5 Consolidate: G2, G4, G6, G9, G10 Embed: P1, P2, D1, D2, E1, G1, G7, G8 <u>Prior Skills needed:</u> Features of instruction writing; story openers; key writing skills (CL, FS, Spaces); adjectives; co-ordination (and, but, so) <u>Key Vocabulary:</u> Prefix – un (unhappy, unhelpful, unsure, unlucky, unkind); adjectives; exclamation marks; co-ordination (and, but, so); key writing skills (CL, FS, Spaces); time adverbials; bossy words; bullet points; <u>Writing Outcome:</u> Writing to entertain – story retell; Writing to inform – instructions;</p> <p><u>Ronald the Rhino (animal poems/riddles)</u> <u>NC Objectives:</u> Introduce: G3 Consolidate: G9 (question marks), Embed: P1, P2, D2, E1, G1 <u>Prior Skills needed:</u> Rhyming words; features of rhyming poems; features of riddle writing; key writing skills (CL, FS, Spaces); using sounds to spell phonetically/accurately; adjectives; questions <u>Key Vocabulary:</u> Rhyming words, sounds (graphemes/phonemes), sentence, word, capital letters, finger spaces, full stops, adjectives, rhyming sentences (couplets), word endings; question marks; plural/singular <u>Writing Outcome:</u> Writing to entertain – poetry; riddles</p> <p><u>Madagascar</u> <u>NC Objectives:</u> Embed: P1, P2, D1, D2, E1, G1, G2, G3, G4, G6, G7, G9 <u>Prior Skills needed:</u> Adjectives; nouns; verbalise a sentence & repeat it again, the same; capital letter at start of a sentence; full stop at the end; using sounds to spell phonetically/accurately; <u>Key Vocabulary:</u> Adjectives – tickly, tall, calm, colours; hot, golden, smooth, shiny, soft, bushy; nouns – trees, cloud, sand, sea, water, sky; capital letter; letters; words; spaces; full stop; sounds (graphemes/phonemes); plural/singular <u>Writing Outcome:</u> Writing to entertain – descriptions; character/role; Writing to inform – labels;</p> <p><u>The Smartest Giant in Town</u> <u>NC Objectives:</u> Consolidate: G4 Embed: G9, P1, P2, D1, D2, E1, G1, G2, G4, G6, G7, G8, G9, G10 <u>Prior Skills needed:</u> Features of letter writing; features of recount writing; list writing; adjectives; questions; verbalise a sentence & repeat it again; the same; using sounds to spell</p>	<p>Nouns – beach, themed; alliteration; adjectives for describing (beach themed); exclamation mark; question mark; key writing skills (CL, FS, Spaces);</p> <p><u>Writing Outcome:</u> Writing to entertain – story; descriptions; poetry; character / role; Writing to inform – recount; letter; instructions;</p> <p><u>Beach Day Writing</u> <u>NC Objectives:</u> Embed: P1, P2, D1, D2, E1, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10 <u>Prior Skills needed:</u> Repeat from Autumn & Spring; features of a recount; first person; <u>Key Vocabulary:</u> Time adverbials – first, next, after, then, finally; adjectives; detail; capital letters for names; key writing skills (CL, FS, spaces); chronological order; <u>Writing Outcome:</u> Writing to inform – recount;</p> <p><u>Lost & Found</u> <u>NC Objectives:</u> Embed: P1, P2, D1, D2, E1, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10 <u>Prior Skills needed:</u> Repeat from Autumn & Spring; features of a letter; features of a story retell; <u>Key Vocabulary:</u> Date; dear; first person (I); sequence; adjectives; capital letter, full stop, finger space; word; sentence; paragraph <u>Writing Outcome:</u> Writing to entertain – story retell; Writing to inform – letter;</p>
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<p>Consolidate: P1, P2, D1, D2, E1, G1, G2, G4, G6, G7, G8, G9</p> <p><u>Prior Skills needed:</u> Sentence; capital letters; spaces in between words; full stops; adjectives; story sequence; verbalise a sentence & repeat it again, the same; using sounds to spell phonetically, past and present tense, story openers (Once upon a time, A long time ago, One day long ago)</p> <p><u>Key Vocabulary:</u> Time adverbials – first, next, after, then, finally; writing in the past tense (add ed); adjectives, capital letters, full stops, finger spaces, sounds (graphemes/phonemes); huff, puff, speech, straw, bricks, sticks;</p> <p><u>Writing Outcome:</u> Writing to entertain – story retell; Writing to inform – wanted poster;</p> <p><u>Oliver’s Milkshake / Oliver’s Fruit Salad</u></p> <p><u>NC Objectives:</u> Consolidate:</p> <p><u>Prior Skills needed:</u> Time adverbials; sentence, word, capital letters, full stops, finger spaces, sequencing, verbalise a sentence & repeat it again; the same; using sounds to spell phonetically, past tense, present tense</p> <p><u>Key Vocabulary:</u> Adjectives – hard, juicy, orange, squishy, crunchy, sweet, sour; colours – blue, brown, red, white, yellow, green; body parts – skin, hands, mouth, hair; capital letters, full stops, finger spaces, sounds (graphemes/phonemes); Bossy words (imperative verbs) – get, put, grab, stir, mix, pour, roll; time adverbials – first, next, then, after, finally</p> <p><u>Writing Outcome:</u> Writing to entertain – descriptions; Writing to inform – instructions; list</p> <p><u>The Christmas Story</u></p> <p><u>NC Objectives:</u> Consolidate: P1, P2, D1, D2, E1, G1, G2, G4, G6, G7, G8, G9</p> <p><u>Prior Skills needed:</u> Sentence; capital letters; spaces in between words; full stops; adjectives; story sequence; verbalise a sentence & repeat it again, the same; using sounds to spell phonetically, past and present tense, story openers (Once upon a time, A long time ago, One day long ago)</p> <p><u>Key Vocabulary:</u> Writing in the past tense (add ed); adjectives, capital letters, full stops, finger spaces, sounds (graphemes/phonemes); Angel, Bethlehem, Nazareth, Wise Men, stable, God, Jesus, donkey, travelled;</p> <p><u>Writing Outcome:</u> Writing to entertain – story retell;</p>	<p>phonetically/accurately, using correct tense; chronological order</p> <p><u>Key Vocabulary:</u> Time adverbials; word endings – s/es, ing, ed; sounds (graphemes/phonemes), sentence, word, capital letters, finger spaces, full stops, adjectives, bullet points;</p> <p><u>Writing Outcome:</u> Writing to inform – recount; letter; lists</p>	
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Year 2	What we teach		
<u>Phonetic Transcription/ Spelling:</u> Write from memory simple sentences dictated by the teacher	<u>Composition: Planning Writing</u> P1. planning or saying out loud what they are going to write about P2. writing narratives about personal experiences and those of others (real and fictional)	<u>Composition: Drafting Writing</u> D1. Writing down ideas and/or key words, including new vocabulary. D2. Encapsulating what they want to say, sentence by sentence.	<u>Vocabulary, Grammar and Punctuation</u> G1. expanded noun phrases to describe and specify G2. sentences with different forms: statement, question, exclamation, command

that include words using the GPCs, common exception words and punctuation taught so far. Children to use their phonic and spelling knowledge to apply to their writing or dictated sentences.	P3 writing about real events P4 writing poetry P5. writing for different purposes	(Development of editing across the year is separated in to terms below for KS2.) <u>editing</u> E1. Evaluating their writing with the teacher and other pupil E2. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form E3. Proofreading to check for errors in spelling, grammar and punctuation	G3. the present and past tenses correctly and consistently including the progressive form G4. subordination (using when, if, that, or because) and co-ordination (using or, and, or but) G5. some features of written Standard English G6. suffixes to form new words (-ful, -er, -ness) G7. sentence demarcation G8. commas in lists G9. apostrophes for omission & singular possession G10. learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) New Terminology: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma.
Transcription: Handwriting (Ongoing across the year) <ul style="list-style-type: none">form lower-case letters of the correct size relative to one anotherstart using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedwrite capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters.			
Prior Writing Skills and Vocabulary: Y1: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark			
Year 2 non negotiables WHAT CAN CHILDREN NOT LEAVE KS1 WITHOUT LEARNING H - form letters correctly, sitting on the line, using some basic joins with spaces between words of an appropriate size. S - Spell all Y1 and most Y2 Common Exception words; P - Can punctuate a sentence with a capital letter and full stop, question mark or exclamation mark.			
Autumn	Spring	Summer	
			
Mr Gumpy's Outing; Mr Gumpy's Motor Car NC Objectives: Introduce: P1, P2, D1, D2, D3, E1, E2, E3, G1, G2, G3, G7, Prior Skills needed: Retell a familiar story; adjectives; capital letters for names; use a or an correctly; use conjunctions; Key Vocabulary: Nouns, adjectives, coordination; Writing Outcome: Writing to entertain – story sequence ,character description; story retell;	Text Focus: Instructions NC Objectives: Introduce: Consolidate: P1, P5, D1, D2, E1, E2, E3, G1, G2, G3, G4, G5, G7, G8, G10. Prior Skills needed: Sequence; title; sub-heading; diagram; sequence; order; Key Vocabulary: Sequence; order; Time words - first, next, then, after that, finally; exclamation sentence; commas to separate items in a list; Writing Outcome: Writing to inform – instructions;	Text Focus: George and the Dragon NC Objectives: Embed: P1, P2, D1, D2, E1, E2, E3, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10. Prior Skills needed: Apostrophe for possession; Key Vocabulary: Writing Outcome: Writing to entertain – diary entry; Writing to inform – invitation;	
Taking Flight Literacy Shed NC Objectives: Consolidate: P1, P2, D1, D2, E1, E2, E3, G1, Introduce: P3, Prior Skills needed: Retell a familiar story; adjectives, capital letters; time adverbials – first, then, next, after that, finally; conjunctions – and, but, because; Key Vocabulary: Soar, sail, fly, trudge, noun, adjective, verb, exclamation; Writing Outcome: Writing to entertain – story sequence; use of adventurous vocabulary; Writing to Inform – diary entry;	Stimulus Focus: Non-chronological report (see Twinkl resources linked to Y2 science) NC Objectives: Consolidate:P1, P5, D1, D2, E1, E2, E3, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10. Prior Skills needed: Identify the features of a report; Key Vocabulary: title; heading; subheading; paragraph; introduction; bullet points; pictures; questions; commas to separate in a list; coordinating conjunctions; Writing Outcome: Writing to inform – report;	Text Focus: The Paper Bag Princess NC Objectives: Embed: P1, P2, D1, D2, E1, E2, E3, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10. Prior Skills needed: Apostrophe for possession; Key Vocabulary: Writing Outcome: Writing to entertain – character description; setting description; Writing to inform – compare stories – similarities and differences;	
Stimulus: Harvest – drama / poetry NC Objectives: Introduce: P4, P5, G8, Consolidate: P1, P2, P3, P5, D1, D2, E1, E2, E3, G1, G5, G7,	Text Focus: Where the Wild Things Are (Legacy book) NC Objectives: Introduce: G4 subordination; Consolidate: P1, P2, P5, D1, D2, E1, E2, E3, G1, G2, G3, G5, G6, G7, G8, G9, G10. Prior Skills needed: Adjectives; commas to separate items in a list; subordination; Key Vocabulary:	Text Focus: The Great Fire of London Animated story – Youtube https://www.youtube.com/watch?v=NG-wA9U9dwQ NC Objectives: Embed: P1, P2, P3, P5, D1, D2, E1, E2, E3, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10. Prior Skills needed: Apostrophe for possession; Key Vocabulary: Writing Outcome: Writing to inform – diary entry; newspaper report;	
Stimulus Focus: Trip to Avoncroft Museum NC Objectives: Embed: P1, P3, P5, D1, D2, E1, E2, E3, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10.			


<p><u>Prior Skills needed:</u> Past tense ed; <u>Key Vocabulary:</u> Poetry, rhyme, rhythm, syllables, <u>Writing Outcome:</u> Writing to entertain – seasons poetry</p> <p><u>Stimulus Focus: Trip to Millennium Point</u> <u>NC Objectives:</u> Consolidate: P1, P2, D1, D2, E1, E2, G1, Introduce: G4, G5, <u>Prior Skills needed:</u> Have experienced the event; be able to sequence; capital letters for names; time adverbials; past tense <u>Key Vocabulary:</u> Title; time adverbials; past tense; title; paragraphs; <u>Writing Outcome:</u> Writing to Inform – recount;</p> <p><u>Text Focus: Little Red Riding Hood</u> (Little Red Riding Hood, The Wolf, Grandma and The Wood Cutter) By John Fidler <u>Jolly Postman-</u> Traditional Tales <u>NC Objectives:</u> Consolidate: P1, P5, D1, D2, E1, E2, E3, G2, G3, G4, G5, G7, G8, G10. <u>Prior Skills needed:</u> Letter layout; Sequence a letter; <u>Key Vocabulary:</u> Address, who to; why; Dear; thanks for... / sorry I...; tense; exclamation; question; question mark; <u>Writing Outcome:</u> Writing to Entertain – story sequence; story re-tell (from different perspective) Writing to Inform – letter in response to Mr Meeny (Jolly Postman).</p> <p><u>Focus: Non-chronological report</u> (linked to Transport) Man on The Moon.</p> <p><u>NC Objectives:</u> Introduce: G4; Consolidate:P1, P5, D1, D2, E1, E2, E3, G1, G2, G3, G5, G6, G7, G8, G9, G10. <u>Prior Skills needed:</u> Identify the features of a report; <u>Key Vocabulary:</u> title; heading; subheading; paragraph; introduction; bullet points; pictures; questions; commas to separate in a list; coordinating conjunctions; <u>Writing Outcome:</u> Writing to inform – report;</p>	<p>Commas; nouns; adjectives; verbs; adverbs; statement; exclamation; command; question; suffix; subordination; coordination; <u>Writing Outcome:</u> Writing to entertain –setting description; Writing to inform – postcard;</p> <p><u>Stimulus: Water Aid/ Rights Respecting School</u> <u>NC Objectives:</u> Consolidate: P1, P5, D1, D2, E1, E2, E3, G2, G3, G4, G5, G7, G8, G10. <u>Prior Skills needed:</u> Letter layout; Sequence a letter; <u>Key Vocabulary:</u> Address, who to; why; Dear; thanks for... / sorry I...; tense; exclamation; question; question mark; <u>Writing Outcome:</u> Writing to Inform – formal letter;</p> <p><u>Text Focus: On The Way Home</u> <u>NC Objectives:</u> Consolidate: P5, G2, G3, G4, G5, G6, G9, G10. Embed: P1, P2, D1, D2, E1, E2, E3, G1, G7, G8, <u>Prior Skills needed:</u> Contractions; speech bubbles; apostrophe for possession; four sentence types; capital letters for names; noun phrases; <u>Key Vocabulary:</u> Exclamations; commands; statements; questions; speech; repeated pattern of story; noun phrases; commas in a list; <u>Writing Outcome:</u> Writing to entertain – story retell; change story – make up own version;</p> <p><u>Text Focus: Traditional Story of George and the Dragon</u> (CURRICULUM BOOK - depending on the date – maybe summer term) <u>NC Objectives:</u> Consolidate: G2, G3, G4, G6, G7, G8, G9, G10. Embed: P1, P2, D1, D2, E1, E2, E3, G1, G7, G8, <u>Prior Skills needed:</u> Past tense; adjectives; noun phrases; <u>Key Vocabulary:</u> Noun phrases; command sentences; statements; commas; apostrophe; exclamation mark; <u>Writing Outcome:</u> Writing to entertain – story retell;</p> <p><u>Stimulus Focus: Information Booklet</u> (linking to topic – Around the World – All About London) <u>NC Objectives:</u> Embed:P1, P5, D1, D2, E1, E2, E3, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10. <u>Prior Skills needed:</u> Identify the features of a report; <u>Key Vocabulary:</u> title; heading; subheading; paragraph; introduction; bullet points; pictures; questions; commas to separate in a list; coordinating conjunctions; <u>Writing Outcome:</u> Writing to inform – report; information booklet;</p>	<p><u>Prior Skills needed:</u> Sequence an event; write about a real event; past tense; <u>Key Vocabulary:</u> Title; time adverbials; past tense; title; paragraphs; <u>Writing Outcome:</u> Writing to inform – recount;</p> <p><u>Stimulus Focus: Riddles</u> (link to science/curriculum topics) <u>NC Objectives:</u> Embed: P1, P4, P5, D1, D2, E1, E2, E3, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10. <u>Prior Skills needed:</u> Apostrophe for possession; pronoun I, using connectives and, but, because, so <u>Key Vocabulary:</u> Past tense; question mark; similes; adjective, clues; connectives <u>Writing Outcome:</u> Writing to entertain – riddles;</p>
<p><u>Grammar this term:</u> Capital letters and full stops; a or an; nouns, adjectives; verbs; past tense; singular and plural; commas in list; is / are; was / were/ conjunctions; there / their / they're</p>	<p><u>Grammar this term:</u> Suffixes – er; est; ly; ful; ness; adverbs; apostrophe for contraction; subordination; four sentence types;</p>	<p><u>Grammar this term:</u> Similes; apostrophe for possession; prefixes – un / pre / dis;</p>

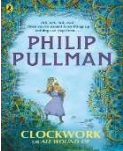
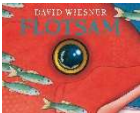

Year 3		What we teach	
Composition: Planning Writing P1: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar P2: Discussing and recording ideas		Composition: Drafting Writing D1: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures D2: Organising paragraphs around a theme D3: In narratives, creating settings, characters and plot D4: In non-narrative material, using simple organisational devices (headings & subheadings)	
Composition: Evaluate and edit E1: Assessing the effectiveness of their own and others' writing and suggesting improvements E2: Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences E3: Proof-read for spelling and punctuation errors E4: 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. <i>Use the language 'The part I like best/ least' and 'The thing I would change.'</i>		Vocabulary, Grammar and Punctuation G1: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although G2: Using the present perfect form of verbs in contrast to the past tense G3: Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition G4: Using conjunctions, adverbs and prepositions to express time and cause (and place) G5: Use the correct form of 'a' or 'an' G6: Using and punctuating direct speech (i.e. Inverted commas) New Key Vocabulary: <i>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)</i>	
Prior Writing Skills and Vocabulary: Y1: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark Y2: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma		Transcription: Handwriting (Ongoing across the year) Use the diagonal and horizontal strokes that are needed to join letters Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	
Year 3 non negotiables H - Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters with clear spacing between words joining some letters S - Spell all common exception words from Year 1 and 2 correctly P - Demarcate most sentences in their writing with capital letters and full stops.			
Autumn	Spring	Summer	
Book focus: The Iron Man  Y3 NC Objectives: Introduce: P1, P2, D1, D2, D3, D4, G1, E1, E2, E3, E4 Prior skills needed: (grammar) coordinating conjunctions, noun phrases, progressive form for verbs, exclamation sentences, adverbials, conjunctions, CL/FS, finger spaces, capital letter for first person I, apostrophes to mark contractions, exclamation marks. Key Vocabulary: <i>adverb</i> , preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)	Book focus: The Hodgeheg  Y3 NC Objectives: Consolidate: G2, G3, G4, G5, G6 Embed: P1, P2, D1, D2, D3, D4, G1, E1, E2, E3, E4 Prior skills needed: (grammar) capital letter, full stop, adjective, noun, noun phrases, coordinating conjunction, apostrophes to mark contractions. Key Vocabulary: <i>adverb</i> , preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)	Book focus: Oliver and the Seawigs  Y3 NC Objectives: Embed: P1, P2, D1, D2, D3, D4, G1, G2, G3, G4, G5, G6, E1, E2, E3, E4 Prior skills needed: (grammar) capital letter, full stop, adjective, noun, coordinating conjunction, subordinating conjunction, apostrophes to mark contractions. Key Vocabulary: <i>adverb</i> , preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks) fronted adverbials, expanded noun phrases, subordinate clauses, conjunctions, nouns and pronouns, inverted commas, apostrophes for possession (including plural nouns) Subordinating conjunctions Subordinate clauses /clauses Commas in a list, commas to replace Apostrophes –plural, possession, contractions	GRAMMAR SUGGESTED FOR THIS TEXT TYPE: Biography – writing to inform Pronouns (3 rd person), past tense, proper noun, apostrophe for possession, inverted commas, question mark Setting description (busy road) - writing to entertain adjectives, expanded noun phrases, prepositions, similes, metaphors, adverbs, commas for lists, capital letters, full stops Non-chronological report - writing to inform: capital letter, full stop, expanded noun phrases, commas for lists, present tense, 3 rd person, adverbs, question mark, exclamation mark. Setting description (park) - writing to entertain adjectives, expanded noun phrases, prepositions, similes, metaphors, adverbs, commas for lists, capital letters, full stops Newspaper report - writing to inform:

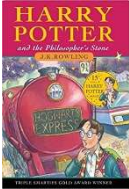


<p>Instructions – writing to inform – coordinating conjunctions, subordinating conjunctions, noun phrases, commas to separate items in a list, adverbials, conjunctions, apostrophes to mark possession</p> <p>Writing outcomes: Writing to entertain - character description, recount/diary Writing to inform – instructions, press release</p> <p>Book focus: The Lost Happy Endings</p>  <p>Y3 NC Objectives: Introduce: G2, G3, G4, G5, G6 E1, E2, E3, E4: P1, P2, D1, D2, D3, D4, G1, E1, E2, E3, E4</p> <p>Prior skills needed: (grammar) coordinating conjunctions, noun phrases, progressive form for verbs, exclamation sentences, adverbials, conjunctions, CL/FS, finger spaces, capital letter for first person I, apostrophes to mark contractions, exclamation marks.</p> <p>Key Vocabulary: adverbs of time, past tense verbs, first person, pronouns, subordinating conjunctions. adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)</p> <p>GRAMMAR SUGGESTED FOR THIS TEXT TYPE: Setting description – writing to entertain adjectives, prepositions, paragraphs, expanded noun phrases, adverbs, sentences, capital letters and full stops.</p> <p>Character description – writing to entertain Adjectives, expanded noun phrases, adverbs, sentences, capital letters and full stops</p> <p>Alternate ending – writing to entertain - conjunctions of time, paragraphs, direct speech, adjectives, expanded noun phrases, adverbs, sentences, capital letters and full stops</p> <p>Poetry – Haiku – writing to entertain Syllable, rhythm, beat, word, adjectives, adverbs, similes, expanded noun phrases Writing outcomes: Writing to entertain - setting description, character description, alternate ending</p>	<p>capital letter, full stop, expanded noun phrases, commas for lists, apostrophe for possession, inverted commas, past tense, 3rd person, adverbs, question mark, exclamation mark.</p> <p>Writing outcomes: Writing to entertain – setting description Writing to inform – biography, non-chronological report and newspaper report</p> <p>Book focus: The Butterfly Lion</p>  <p>Y3 NC Objectives: Embed: P1, P2, D1, D2, D3, D4, G1, G2, G3, G4, G5, G6, E1, E2, E3, E4</p> <p>Prior skills needed: (grammar) coordinating conjunctions, noun phrases, progressive form for verbs, exclamation sentences, adverbials, conjunctions, CL/FS, finger spaces, capital letter for first person I, apostrophes to mark contractions, exclamation marks.</p> <p>Key Vocabulary: adverbs of time, past tense verbs, first person, pronouns, subordinating conjunctions. adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)</p> <p>GRAMMAR SUGGESTED FOR THIS TEXT TYPE: Informal letter – writing to inform - adverbs of time, past tense verbs, first person pronouns, subordinating conjunctions</p> <p>Setting Description – writing to entertain adjectives, prepositions, expanded noun phrases, adverbs, sentences, capital letters and full stops.</p> <p>Poetry – writing to entertain verbs, adjectives, adverbs, similes, prepositions, expanded noun phrases, sentences, capital letters and full stops.</p> <p>Non-chronological report – writing to inform capital letter, full stop, expanded noun phrases, commas for lists, present tense, 3rd person, adverbs, question mark, exclamation mark.</p> <p>Informal letter – writing to inform adverbs of time, past tense verbs, first person pronouns, subordinating conjunctions</p> <p>Advert – writing to inform Persuasive language, imperative verbs, superlatives, rhetorical questions. Writing outcomes: Writing to entertain - setting description, poetry Writing to inform - informal letter, non-chronological report, informal letter, advert</p>	<p>conjunctions of time, direct speech, adjectives, expanded noun phrases, adverbs, sentences, capital letters and full stops, paragraphs, direct speech, inverted commas</p> <p>Writing outcomes: Writing to entertain – setting, character description Writing to inform – missing poster</p> <p>Book focus: Spud Murphy</p>  <p>Y3 NC Objectives: Embed: P1, P2, D1, D2, D3, D4, G1 G2, G3, G4, G5, G6, E1, E2, E3, E4</p> <p>Prior skills needed: (grammar) capital letter, full stop, adjective, noun, noun phrase, adverb, coordinating conjunction, apostrophes to mark contractions, exclamation mark, question mark, adverb</p> <p>Key Vocabulary: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks), fronted adverbials, expanded noun phrases, subordinate clauses, conjunctions, nouns and pronouns, inverted commas, apostrophes for possession (including plural nouns), subordinating conjunctions, simile, metaphor</p> <p>GRAMMAR SUGGESTED FOR THIS TEXT TYPE: Character description – writing to entertain adjectives, expanded noun phrases, adverbs, prepositions, commas for lists, similes, metaphors, coordinating and subordinating conjunctions, capital letters and full stops</p> <p>Formal letter of complaint – writing to inform First person, past tense, coordinating and subordinating conjunctions, adverbs, commas for lists, expanded noun phrases, address, formal sign on and sign off, concluding paragraph, introductory paragraph,</p> <p>Diary entry – writing to entertain First person, past tense, conjunctions of time, expanded noun phrases, paragraphs</p> <p>Poetry – free verse Mood, topic, relevant vocabulary, verses, simile, metaphor, alliteration, onomatopoeia, repetition, rhyme, rhythm, syllable</p> <p>Writing outcomes: Writing to entertain – character description, diary entry Writing to inform – formal letter of complaint</p>
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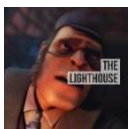

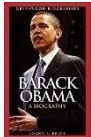
Year 4	What we teach	
<u>Composition: Planning Writing</u> P1: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar P2: Discussing and recording ideas	<u>Composition: Drafting Writing</u> D1: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures D2: Organising paragraphs around a theme (cohesion) D3: In narratives, creating settings, characters and plot D4: In non-narrative material, using simple organisational devices e.g. headings and subheadings	<u>Vocabulary, Grammar and Punctuation</u> G1: Using fronted adverbials G2: Using commas after fronted adverbials G3: Difference between plural and possessive –s G4: Standard English verb inflections (I did vs I done) G5: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases G6: Indicating possession by using the possessive apostrophe with singular and plural nouns G7: Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (cohesion) G8: Using and punctuating direct speech (including punctuation within and surrounding inverted commas) <u>G9: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</u> <u>New Key Vocabulary: determiner, pronoun, possessive pronoun, adverbial</u>
<u>Composition: Evaluate and edit</u> E1: Assessing the effectiveness of their own and others' writing and suggesting improvements E2: Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences E3: Proof-read for spelling and punctuation errors E4: 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. <i>Use the language 'The part I like best/ least' and 'The thing I would change.'</i>		
<u>Prior Writing Skills and Vocabulary:</u> Y1: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark Y2: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma Y3: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)		<u>Transcription: Handwriting (Ongoing across the year)</u> Ensure the down strokes to letters are parallel and equidistant. Space lines of writing so ascenders and descenders of letters do not touch. Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to each other, are best left un-joined. Increase the legibility and consistency and quality of their handwriting.
<u>Year 4 non negotiables</u> H - Can use the diagonal and horizontal strokes and knows which letters to leave unjoined S - Spell all common exception words from Year 3 correctly Spell prefixes, suffixes and some homophones from the Year 3 list P - Demarcate all sentences in their writing with capital letters and full stops. Can use commas in lists and inverted commas for speech		

Autumn	Spring	Summer
<p>Book focus: The Jungle Book</p>  <p>Y4 NC Objectives: (numbers) Introduce: P1, P2, D1, D2, D3, D4, G1, G2, G5, G9.</p> <p>Prior skills needed: noun, noun phrase, adjective, verb, adverb, comma, preposition, conjunction. Key Vocabulary: Narrative fronted adverbials, expanded noun phrases, conjunctions, nouns and pronouns, commas after fronted adverbials Commas Adjectives Expanded noun phrases Paragraphs Fronted adverbials – commas Non narrative Persuade – imperative verbs, rhetorical questions, noun phrases, conjunctions, adverbials, commas to mark fronted adverbials, use of ?! for rhetorical and exclamatory sentences, capital letters for proper nouns Inform - subordinating conjunctions, expanded noun phrases, commas to separate adjectives in a list, to mark subordinate clauses and to mark fronted adverbials, present perfect tense Commas Adjectives Expanded noun phrases Paragraphs Fronted adverbials – commas Past/ present Determiners</p> <p>Writing outcomes: (narrative) Writing to entertain - setting description, character description Writing outcomes: (non - fiction) Writing to persuade – Persuasive leaflet Writing to inform - Non chronological report</p>	<p>Book focus: Theseus and the Minotaur (and other myths)</p>  <p>Y4 NC Objectives: (numbers) Introduce: G3, G6 Consolidate: G4, G7, G8. Embed: P1, P2, D1, D2, D3, D4, G1, G2, G5, G9.</p> <p>Prior skills needed: noun, noun phrase, adjective, verb, adverb, tense, apostrophe, comma, preposition, conjunction, subordinate clause, direct speech, inverted commas. Key Vocabulary: Narrative fronted adverbials, expanded noun phrases, subordinate clauses, conjunctions, nouns and pronouns, inverted commas, apostrophes for possession (including plural nouns) commas after fronted adverbials Sentence openers – verbs, prepositions Adverbials Synonyms Personal and impersonal style Causal conjunctions Present tense/past tense</p> <p>Writing outcomes: (narrative) Writing to entertain Narrative Descriptive – character and setting Script</p> <p>Book focus: Cracking Contraptions (and other non-fiction texts)</p>  <p>Y4 NC Objectives: (numbers) Consolidate: G3, G6. Embed: P1, P2, D1, D2, D3, D4, G1, G2, G4, G5, G7, G8, G9</p> <p>Prior skills needed: noun, noun phrase, adjective, verb, adverb, tense, apostrophe, comma, preposition, conjunction, subordinate clause. Key Vocabulary: Key Vocabulary: Narrative Inform - subordinating conjunctions, expanded noun phrases, commas to separate adjectives in a list, to mark subordinate clauses and to mark fronted adverbials, present perfect tense,</p>	<p>Book focus: The Lost Thing</p>  <p>Y4 NC Objectives: (numbers) Embed: P1, P2, D1, D2, D3, D4, G1, G2, G3, G4, G5, G6, G7, G8, G9.</p> <p>Prior skills needed: noun, noun phrase, adjective, verb, adverb, tense, apostrophe, comma, preposition, conjunction, subordinate clause, direct speech, inverted commas. Key Vocabulary Narrative fronted adverbials, expanded noun phrases, subordinate clauses, conjunctions, nouns and pronouns, inverted commas, apostrophes for possession (including plural nouns) commas after fronted adverbials Adverbs Adverbial phrases Adjectives Figurative language Expanded noun phrases Punctuating speech correctly Plurals and apostrophes</p> <p>Writing outcomes: (narrative) Writing to entertain Narrative Descriptive – character and setting</p> <p>Book focus: The True Story of the 3 Little Pigs</p>  <p>Y4 NC Objectives: (numbers) Embed: P1, P2, D1, D2, D3, D4, G1, G2, G3, G4, G5, G6, G7, G8, G9.</p> <p>Prior skills needed: noun, noun phrase, adjective, verb, adverb, tense, apostrophe, comma, preposition, conjunction, subordinate clause. Key Vocabulary: Non-Narrative fronted adverbials, expanded noun phrases, subordinate clauses, conjunctions, nouns and pronouns, inverted commas, apostrophes for possession (including plural nouns) commas after fronted adverbials Adverbs Adverbial phrases Adjectives Figurative language Expanded noun phrases Plurals and apostrophes</p> <p>Writing outcomes: (narrative) Writing to entertain Narrative Descriptive – character and setting</p>

<p>Book focus: Charlie and the Chocolate Factory Y4 NC</p>  <p>Objectives: (numbers) Introduce: G4, G7, G8 Consolidate: P1, P2, D1, D2, D3, D4, G1, G2, G5, G9.</p> <p>Prior skills needed: noun, noun phrase, adjective, verb, adverb, tense, comma, preposition, conjunction, subordinate clause, direct speech, inverted commas. Key Vocabulary: Narrative fronted adverbials, expanded noun phrases, subordinate clauses, conjunctions, nouns and pronouns, inverted commas, commas after fronted adverbials Commas Adjectives Expanded noun phrases Paragraphs Fronted adverbials – commas Inverted commas Past/ present Verb inflections Determiners Non-Narrative Inform - subordinating conjunctions, expanded noun phrases, commas to separate adjectives in a list, to mark subordinate clauses and to mark fronted adverbials, present perfect tense, Commas Adjectives Expanded noun phrases Paragraphs Fronted adverbials – commas Inverted commas Past/ present Verb inflections Noun/pronoun – cohesion Determiners</p> <p>Writing outcomes: (narrative) Writing to entertain - character description, summary of story, diary entry Writing outcomes: (non - fiction) Writing to inform – Formal and informal letter</p> <p>Poetry – free verse</p>	<p>Sentence openers – verbs, prepositions Adverbials Synonyms Personal and impersonal style Causal conjunctions Present tense/past tense</p> <p>Writing outcomes: (non - fiction) Writing to inform Explanation</p> <p>Poetry – Poetry – Kennings – based upon Greek mythical creatures</p>	<p>Writing outcomes: (non - fiction) Balanced argument</p> <p>Poetry – Performance Poetry – Narrative poetry – recite by heart – Michael Rosen</p>
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Year 5		What we teach
Composition: Planning Writing P1: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own P2: Noting and developing initial ideas, drawing on reading and research where necessary P3: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Composition: Drafting Writing D1: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning D2: In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action D3: Précising longer passages D4: Using a wide range of devices to build cohesion within and across paragraphs D5: Using further organisational and presentational devices to structure text and to guide the reader	Vocabulary, Grammar and Punctuation G1: Using the perfect form of verbs to mark relationships of time and cause G2: Using expanded noun phrases to convey complicated information concisely G3: Using modal verbs or adverbs to indicate degrees of possibility G4: Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun G5: Using commas to clarify meaning or avoid ambiguity in writing G6: Using brackets, dashes or commas to indicate parenthesis G7: Devices to build cohesion, including adverbials of time, place and number G8: Use a thesaurus New Vocabulary: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Composition: Editing Writing E1: Assessing the effectiveness of their own and others' writing E2: Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning E3: Ensuring the consistent and correct use of tense throughout a piece of writing E4: Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register E5: Proof-read for spelling and punctuation errors <i>Use the language of, 'It would have been better if, it could be improved by</i>		
Prior Writing Skills and Vocabulary: Y1: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark Y2: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma Y3: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks) Y4: determiner, pronoun, possessive pronoun, adverbial		Transcription: Handwriting (Ongoing across the year) To write legibly, fluently and with increasing speed. To choose which shape of letter when given choices. To decide whether or not to join specific letters. To choose the writing implement that is best suited for a task.
Year 5 non negotiables H - I can join most of my letters consistently in all pieces of writing S - Spell all common exception words from Year 4 correctly Spell prefixes, suffixes and some homophones from the Year 4 list P - Demarcate all sentences in their writing with capital letters, full stops including question marks Can use commas in lists and clauses Can use inverted commas for speech and use appropriate punctuate mostly accurately		
Autumn	Spring	Summer
Book focus: The Way Back Home Y5 NC Objectives: (numbers) Introduce: P1, P2, P3, D1, D2, D3, D4, D5, G2, G4, G5, G6, G7, G8 Prior skills needed: Secure KS1 punctuation. Understanding of key terminology – noun, noun phrase, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma preposition, conjunction, prefix, clause, subordinate clause, direct speech, inverted commas (speech marks) determiner, pronoun, adverbial, expanded noun phrase, fronted adverbial, possessive, figurative language Key Vocabulary: Subordinate clauses, subordinating conjunctions,	Book focus:  Clockwork Y5 NC Objectives: (numbers) Introduce: G1 Consolidate: P2, P3, D3, G3 Embed: P1, D1, D2, D4, G2, G4, G5, G6, G7, G8 Prior skills needed: Secure KS1 punctuation. Understanding of key terminology – noun, noun phrase, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma preposition, conjunction, prefix, clause, subordinate clause, direct speech, inverted commas (speech marks) determiner, pronoun, adverbial, expanded noun phrase, fronted adverbial, figurative language Key Vocabulary: Subordinate clauses, relative clauses, adverbials, conjunctions, parenthesis- brackets, dashes, suspense, tension, atmosphere, character and setting description, figurative language, reported/ direct speech, expanded noun phrases, prepositional noun phrases, varied openers, cohesive devices, paragraphing Writing outcomes:	Book focus:   Flotsam Blue Planet Y5 NC Objectives: (numbers) Embed: P1, P2, P3, D1, D2, D4, D5, G2, G3, G4, G5, G6, G7, G8 Prior skills needed: (grammar) Secure KS1 punctuation. Understanding of key terminology – noun, noun phrase, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma preposition, conjunction, prefix, clause, subordinate clause, direct speech, inverted commas (speech marks) determiner, pronoun, adverbial, expanded noun phrase, fronted adverbial, formal language Key Vocabulary: Narrative - Subordinate clauses, relative clauses, adverbials, conjunctions, parenthesis- brackets, dashes, atmosphere, character and setting description, figurative language, expanded noun phrases, prepositional noun phrases, varied openers Report - modal verbs, varied openers, relative clauses, adverbials, expanded noun phrases, conjunctions, parenthesis - brackets/dashes, commas to mark relative clauses, formal language, bullet points, sub-headings,

<p>relative clauses, adverbials, conjunctions, parenthesis, brackets, dashes, expanded noun phrases, prepositional phrases, varied openers, commas to mark clauses, commas in lists, commas for openers, adjectives, formal language, cohesive devices, quotes, inverted commas, introduction, conclusion, sub-headings, bullet points</p> <p><u>Writing outcomes:</u> Narrative – setting description, diary entry Non-narrative – biography (Neil Armstrong)</p> <p><u>Book focus:</u> Harry Potter</p> <p><u>Y5 NC Objectives:</u></p>  <p>Introduce: G3 Consolidate: P1, D1, D2, D4, D5, G2, G4, G5, G6, G7, G8</p> <p>Prior skills needed: Secure KS1 punctuation. Understanding of key terminology – noun, noun phrase, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma preposition, conjunction, prefix, clause, subordinate clause, direct speech, inverted commas (speech marks) determiner, pronoun, expanded noun phrase, fronted adverbial, preposition, formal / informal</p> <p>Key Vocabulary: Persuasion – imperative and modal verbs, adverbials, emphasis, conjunctions, hyperbole, rhetorical/exclamatory sentences, parenthesis-brackets/dashes, emotive language, direct address of reader, cohesion, quotes, direct/ reported speech, commas for relative clauses, expanded noun phrases, prepositional noun phrases. Letter - modal verbs, relative clauses, adverbials, expanded noun phrases, conjunctions, parenthesis- brackets/dashes, commas to mark relative clauses, expanded noun phrases, figurative language, informal language.</p> <p><u>Writing outcomes:</u> Non-narrative Persuasion Informal letter/Setting description</p> <p>Poetry – free verse Optional text</p>	<p>Narrative including setting/character description/ dialogue</p> <p><u>Book focus:</u> Macbeth</p> <p><u>Y5 NC Objectives: (numbers)</u> Consolidate: G1 Embed: P1, P2, P3, D1, D2, D3, D4. D5, G2, G3, G4, G5, G6, G7, G8</p>  <p>Prior skills needed: Secure KS1 punctuation. Understanding of key terminology – noun, noun phrase, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma preposition, conjunction, prefix, clause, subordinate clause, direct speech, inverted commas (speech marks) determiner, pronoun, possessive pronoun, adverbial, expanded noun phrase, fronted adverbial, possessive, plural, Formal language</p> <p>Key Vocabulary: News report - modal verbs, relative clauses, adverbials, expanded noun phrases, conjunctions, brackets/dashes, commas to mark relative clauses, sentence order, formal and informal language, relative clause, preposition, adverb, expanded noun phrase, cohesive devices</p> <p><u>Writing outcomes:</u> Newspaper report Interview</p> <p>Poetry – riddle</p> <p>Discussion text – e.g. Should footballers get paid the amount they do?</p> <p>Discussion – modal verbs, relative clauses, adverbials, expanded noun phrases, conjunctions, brackets/dashes, commas to mark relative clauses.</p>	<p>introduction, conclusion, paragraphing, cohesive devices, reported speech</p> <p><u>Writing outcomes:</u> Narrative – setting description Non- narrative – non chronological report (underwater creature)</p> <p><u>Book focus:</u> The Whisperer Gnomeo and Juliet</p>  <p><u>Y5 NC Objectives: (numbers)</u> Embed: P1, P2, P3, D1, D2, D3, D4, G1, G2, G3, G4, G5, G6, G7, G8</p> <p>Prior skills needed: Secure KS1 punctuation. Understanding of key terminology – noun, noun phrase, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma preposition, conjunction, prefix, clause, subordinate clause, direct speech, inverted commas (speech marks) determiner, pronoun, possessive pronoun, adverbial, expanded noun phrase, fronted adverbial, possessive, plural.</p> <p>Key Vocabulary: Narrative - Subordinate clauses, relative clauses, adverbials, conjunctions, parenthesis- brackets, dashes, suspense, tension, atmosphere, character and setting description, figurative language, reported/ direct speech, expanded noun phrases, prepositional noun phrases, varied openers, cohesive devices, paragraphing</p> <p><u>Writing outcomes:</u> Narrative – retell with an informal focus</p> <p><i>Whilst still linked to the text taught, opportunity to repeat a genre of choice - already taught – with greater independence but a different focus. E.g. discussion text, persuasion.</i></p> <p>Poetry - rap</p>
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Letter of complaint		
Year 6	What we teach	
Composition: Planning Writing P1: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own P2: Noting and developing initial ideas, drawing on reading and research where necessary P3: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Composition: Drafting Writing D1: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning D2: In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action D3: Précising longer passages D4: Using a wide range of devices to build cohesion within and across paragraphs D5: Using further organisational and presentational devices to structure text and to guide the reader	Vocabulary, Grammar and Punctuation G1: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms G2: Using passive verbs to affect the presentation of information in a sentence G3: Using the perfect form of verbs to mark relationships of time and cause G4: Using expanded noun phrases to convey complicated information concisely G5: Using modal verbs or adverbs to indicate degrees of possibility G6: Differences in informal and formal language G7: How words are related by meaning as synonyms and antonyms G8: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, adverbials and ellipsis] G9: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] G10: Using semicolons, colons or dashes to mark boundaries between independent clauses G11: Using a colon to introduce a list punctuating bullet points consistently G12: Punctuation of bullet points to list information G13: Using hyphens to avoid ambiguity G14: Use a thesaurus New Vocabulary: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Composition: Editing Writing E1: Assessing the effectiveness of their own and others' writing E2: Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning E3: Ensuring the consistent and correct use of tense throughout a piece of writing E4: Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register E5: Proof-read for spelling and punctuation errors <i>Use the language of, 'It would have been better if, it could be improved by</i>	Prior Terminology: Y1: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark Y2: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma Y3: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks) Y4: determiner, pronoun, possessive pronoun, adverbial Y5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Year 6 non negotiables H - I can join most of my letters consistently in all pieces of writing S - Spell all common exception words from Year 3/4/5/6 correctly Spell prefixes, suffixes and some homophones from the Year 6 list P - Demarcate all sentences in their writing with capital letters, full stops including question marks Can use commas in lists and clauses Can use inverted commas for speech and use appropriate punctuation mostly accurately	
		Transcription: Handwriting (Ongoing across the year) 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
Autumn	Spring	Summer
<p><i>The first term in Year 6 mainly focuses on narrative and the revision of previous teaching.</i></p> <p>Text focus: The Lighthouse</p>  <p>Y6 NC Objectives: Introduce: P1, P2, P3, D1, D2, D4, E1, E3, E5, G14 Grammar – revision of previous grammar taught.</p> <p>Prior skills needed: (grammar) Basic KS1 punctuation: A . ! ? Previous KS2 punctuation: “ ” , () - , , , Accuracy in grammar skills: singular, plural, tense, apostrophe Secure knowledge of prior terminology: noun, adjective, verb, adverb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, compound sentence, coordinating conjunction, adverb, adverbial, modal verb</p>	<p><i>The second term in Year 6 focuses on a mixture of fiction and non-fiction texts as a stimulus for writing. It is vital that ALL pupils are able to use prior skills in order to succeed at the end of key stage expected standard in writing.</i></p> <p>Text focus: Biography</p>   <p>Y6 NC Objectives: Introduce: D5, G1, G2, G6, G9, G12 Consolidate: D3, G3, G11 Embed: P1, P2, P3, D1, D4, E1, E2, E3, E4, E5, G4, G8, G10, G13, G14 Key Vocabulary Parenthesis, cohesion, main clause, relative clause, subordinate clause, expanded noun phrase, synonym, antonym, subject, object, passive voice, atmosphere, tension, suspense, audience, ellipsis, hyphen, colon, bullet point</p> <p>Writing outcomes: writing to inform Biography</p> <p>Grammar required for this text type:</p>	<p><i>The final term in Year 6 involves revision for their end of KS2 tests. Revision is vital in order for our pupils to succeed. Following the SATs, the rest of the term focuses on a mixture of fiction texts linked to the topic of WW2. This is another opportunity to engage ALL skills taught across the whole of KS2 and the basic writing stepping stones from KS1 into coherent and engaging texts. Again, it is vital that ALL pupils are able to use prior skills in order to succeed at the end of key stage expected standard in writing.</i></p> <p><i>All objectives have been taught and consolidated. This term is for further embedding and developing their own 'voice' as a writer.</i></p> <p><i>This term is also used to revisit previous writing and redraft it with the embedded skills they now have.</i></p> <p>SATS REVISION Focus – Grammar skills</p>

****These skills are required for all of Y6 writing and so are referred to throughout.***

Key Vocabulary

Parenthesis, cohesion, main clause, relative clause, subordinate clause, noun phrase, atmosphere

Writing outcomes: writing to entertain

Narrative

Text focus:

Beowulf

Y6 NC Objectives:

Introduce: E3, E4, G4, G7, G8, G13

Consolidate: P1 P2, P3, D1, D2, D4, E1, E3, E5, G14



Key Vocabulary

Parenthesis, cohesion, main clause, relative clause, subordinate clause, expanded noun phrase, synonym, antonym, atmosphere, tension, suspense, audience, ellipsis, hyphen

Writing outcomes: writing to entertain

Narrative



Text focus: atmosphere – scary/fearful

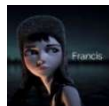
The Asrai/ Francis

Y6 NC Objectives:

Introduce: E2, G10

Consolidate: E3, E4, G4, G8, G13

Embed: P1 P2, P3, D1, D2, D4, E1, E3, E5, G7, G14



Key Vocabulary

Parenthesis, cohesion, main clause, relative clause, subordinate clause, expanded noun phrase, synonym, antonym, atmosphere, tension, suspense, audience, ellipsis, hyphen

Book focus:

atmosphere – sadness/joy
A Christmas Carol
The Man on the Moon



Y6 NC Objectives:

Introduce: D3, G3, G11



Consolidate: E2, G10

Embed: P1, P2, P3, D1, D2, D4, E1, E3, E4, E5, G4, G8, G13, G14

Text features: paragraphs for related ideas, headings/subheadings, technical vocabulary, subordinating conjunctions, expanded noun phrases, relative clauses, passive voice, colons to introduce lists, semi-colons for complex lists, adverbials, conjunctions, dashes, brackets, semi-colons, commas to mark clauses, colons/semi-colons to mark clauses

Book focus:

A range of non-fiction - mountains



Y6 NC Objectives:

Introduce: G5

Consolidate: D5, G1, G2, G6, G9, G12

Embed: P1, P2, P3, D1, D3, D4, E1, E2, E3, E4, E5, G3, G4, G8, G10, G11, G13, G14

Key Vocabulary

Parenthesis, cohesion, main clause, relative clause, subordinate clause, expanded noun phrase, synonym, antonym, subject, object, passive voice, atmosphere, tension, suspense, audience, ellipsis, hyphen

Writing outcomes:

Mountain report



Grammar required for this text type:

paragraphs for related ideas, headings/subheadings, technical vocabulary, subordinating conjunctions, expanded noun phrases, relative clauses, passive voice, colons to introduce lists, semi-colons for complex lists, adverbials, conjunctions, dashes, brackets, semi-colons, commas to mark clauses, colons/semi-colons to mark clauses

Book focus: writing to discuss

Voices in the Park

Y6 NC Objectives:

Consolidate: G5

Embed: P1, P2, P3, D1, D2, D3, D4, D5, E1, E2, E3, E4, E5, G1, G2, G3, G4, G6, G7, G8, G9, G10, G12, G13, G14
argument

Key Vocabulary

Parenthesis, cohesion, main clause, relative clause, subordinate clause, expanded noun phrase, synonym, antonym, subject, object, passive voice, atmosphere, tension, suspense, audience, ellipsis, hyphen

Writing outcomes: writing to entertain

Narrative – diary entry

Narrative – dialogue

Grammar required for this text type:

Detailed description, paragraphs to organize time sequence, subordinate clauses. Relative clauses, adverbials, conjunctions, brackets, dashes, colons, semi-colons

Writing outcomes: writing to discuss

Balanced argument

Grammar required for this text type:

Cohesive devices, subjunctive form, paragraphs, formal/impersonal tone, modal verbs, relative

Text focus: links to WW2

Narnia/ Carries War



D5 E1, G6, G7,



Y6 NC Objectives:

Embed: P1, P2, P3, D1, D2, D3, D4, E2, E3, E4, E5, G1, G2, G3, G4, G5, G8, G9, G10, G11, G12, G13, G14

Key Vocabulary

Parenthesis, cohesion, main clause, relative clause, subordinate clause, expanded noun phrase, subject, object, passive voice, synonym, antonym, atmosphere, tension, suspense, audience, ellipsis, hyphen

Writing outcomes:

writing to entertain: narrative

Writing to inform: WW2 report/ Evacuee letter

Narrative

Grammar required for this text type:

Detailed description, paragraphs to organize time sequence, subordinate clauses. Relative clauses, adverbials, conjunctions, brackets, dashes, colons, semi-colons

Writing to inform

Grammar required for this text type:

Text features: paragraphs for related ideas, headings/subheadings, technical vocabulary, subordinating conjunctions, expanded noun phrases, relative clauses, passive voice, colons to introduce lists, semi-colons for complex lists, adverbials, conjunctions, dashes, brackets, semi-colons, commas to mark clauses, colons/semi-colons to mark clauses

<p><u>Key Vocabulary</u> Parenthesis, cohesion, main clause, relative clause, subordinate clause, expanded noun phrase, synonym, antonym, atmosphere, tension, suspense, audience, ellipsis, hyphen, colon, bullet point</p> <p><u>Writing outcomes: writing to entertain</u> <u>(Whole term)</u> <u>Grammar required for this text type:</u> Detailed description, paragraphs to organize time sequence, subordinate clauses. Relative clauses, adverbials, conjunctions, brackets, dashes, colons, semi-colons</p>	<p>clauses, adverbials, expanded noun phrases, passive voice, conjunctions, brackets/dashes for parenthesis, semi colons for related clauses, commas to mark relative clauses, colons and semi colons for complex lists.</p>	
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