

**Writing
Curriculum Map**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p>Range 4</p> <p>Distinguishes between the different marks they make</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</p>	<p>Range 5</p> <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p>	<p>Range 5</p> <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p> <p>Begins to make letter-type shapes to represent the initial</p>	<p>Range 5</p> <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p>	<p>Range 5</p> <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p>	<p>Range 5</p> <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p>

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		Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.	sound of their name and other familiar words.	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.
	Range 5	Range 6	Range 6	Range 6	Range 6	Range 6
	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p> <p>Begins to make letter-type shapes to represent the initial</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Uses their developing phonic knowledge to write things</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Uses their developing phonic knowledge to write things</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Uses their developing phonic knowledge to write things</p>	<p>ELG</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by</p>

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	sound of their name and other familiar words.	such as labels and captions, later progressing to simple sentences	progressing to simple sentences	such as labels and captions, later progressing to simple sentences	such as labels and captions, later progressing to simple sentences	
YEAR 1 Composition	<p>Topic: Toys Fiction: Stories with repeating patterns Stories from other cultures</p> <p>Guidance: At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Topic: Into the Ark Non-Fiction: Invitations, Non-chron report, Instructions, Fiction: Traditional Tales & Poetry to recite</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>discuss what they have written with the teacher or other pupils</p>	<p>Topic: Kings and Queens Non-Fiction: Instructions, advert, letter Fiction: Poetry</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>re-reading what they have written to check that it makes sense</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>discuss what they have written with the teacher or other pupils</p>	<p>Topic: Jack and the Beanstalk Non-Fiction: Instructions Fiction: Traditional Tales Poetry</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>re-reading what they have written to check that it makes sense</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Topic: Beside the Seaside Fiction: Traditional nursery rhymes & poems Narrative (fantasy) Stories by a significant author</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Topic: Dinosaurs Non-Fiction: non-chron report Fiction: Narrative (fantasy) Stories with repeating patterns</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher</p>
Grammar, Vocabulary and Punctuation	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p>

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	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2
Spelling	<ul style="list-style-type: none"> Common exception words Common exception words ff/zz/ll/ss/ck Common exception words 	<ul style="list-style-type: none"> adding s for plural -tch ending common exception words adding -ing and -er 	<ul style="list-style-type: none"> Words ending in -ve Common exception words 'n' before 'k' 	<ul style="list-style-type: none"> Common exception words k for the /k/ sound Division of words into syllables 	<ul style="list-style-type: none"> Words ending in -y New consonant spelling -ph New consonant spelling - wh 	<ul style="list-style-type: none"> New consonant spelling - wh Common exception words Compound words prefix 'un'

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YEAR 2 Composition	<p>Topic: A walk in London Poetry unit Non Fiction: Recount letter Fiction: Narrative in a familiar setting,</p> <p>Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry <p>Planning or saying out loud what they are going to write about before beginning. Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Read aloud what they have written</p>	<p>Topic: Fire, Fire Non Fiction: explanation text, Instructions, recount letter, dairies Fiction: Extended Narrative</p> <p>Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry <p>Planning or saying out loud what they are going to write about before beginning. Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Read aloud what they have written</p>	<p>Topic: Around the World Poetry unit Non Fiction: Explanation text, Non Chronological report, Fiction: Fable</p> <p>Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes Planning or saying out loud what they are going to write about before beginning. Encapsulating what they want to say, sentence by sentence Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proofreading to check for errors in spelling, grammar and punctuation Make simple additions, revisions and corrections.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Topic: Around the World Non Fiction: Persuasive letter, Recount Fiction: fairy-tale with a twist, Adventure Narrative</p> <p>Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes Planning or saying out loud what they are going to write about before beginning. 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 Evaluating their writing with the teacher and other pupils and making simple additions, revisions and corrections. Proofreading to check for errors in spelling, grammar and punctuation Read aloud what they have written with</p>	<p>Topic: Up, up and away Non Fiction: Explanation, recount- diary, persuasive advert</p> <p>Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes Planning what they are going to write about before beginning. 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. Evaluating their writing with the teacher and other pupils and making simple additions, revisions and corrections. Proofreading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Topic: Into the Garden Classic Poetry unit Non Fiction: Non Chronological report Fiction: Stories by a significant author</p> <p>Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes</p> <p>Planning what they are going to write about before beginning. 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. Evaluating their writing with the teacher and other pupils and making simple additions, revisions and corrections. Proofreading to check for errors in spelling, grammar and punctuation Read aloud what they have written with</p>

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				appropriate intonation to make the meaning clear		appropriate intonation to make the meaning clear.
Grammar, Vocabulary and Punctuation	<p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters and question marks</p> <p>Learn how to write sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p> <p>The present and past tenses correctly</p> <p>Co-ordination (using or, and, or but)</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, question marks and commas for lists</p> <p>Learn how to write sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p> <p>The present and past tenses correctly</p>	<p>Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for possession</p> <p>Learn how to write sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p> <p>The present and past tenses correctly and</p>	<p>Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for possession</p> <p>Learn how to write sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p> <p>The present and past tenses</p>	<p>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 possession</p> <p>Learn how to write sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p>	<p>Learn 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 possession</p> <p>Learn how to write sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p>

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		<p>Co-ordination (using or, and, or but)</p> <p>Some features of written Standard English</p>	<p>consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Some features of written Standard English</p>	<p>correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Some features of written Standard English</p>	<p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Some features of written Standard English</p>	<p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Some features of written Standard English</p>
Spelling	<ul style="list-style-type: none"> Common exception words (Y1) le or igh ew or ue ow (different sounds) ear (different sounds) a-e / o-e i-e / u-e 	<ul style="list-style-type: none"> e-e / . au Homophones /s/ spelt c before e, i and y Common exception words /n/ spelt kn and less often gn at the start of words Wr at the beginning of words le and -el at the end of words 	<ul style="list-style-type: none"> al at the end of words Words ending in -il y at the end of verbs Common exception words 3rd person verbs y to ies -y to i before adding ed or est -y at the end of nouns 	<ul style="list-style-type: none"> or' sound before l using 'a' before l or ll Common exception words CVC word and CCVC words one syllable words with a double consonant when -ing -er -est and -y are added Possessive apostrophe 	<ul style="list-style-type: none"> Words that include -tion Contractions The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w The /o/ sound spelt with 'a' after w and qu The sound /ee/ spelt with -ey 	<ul style="list-style-type: none"> Suffix starting with a consonant added on to a root word when the root word ends in -y with a consonant before it The sound /zh/ spelt 's' dge and ge Homophones /Near homophones

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<p>YEAR 3</p> <p>Composition</p>	<p>Topic: Prehistoric Non Fiction: explanation text Fiction: Mystery Narrative</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally (including dialogue) and organising paragraphs around a theme Creating settings, characters and plot Using simple organisation devices such as headings and subheadings</p>	<p>Topic: On Dangerous Grounds Classic poetry Non Fiction: recount and biographies Fiction: Narrative letter, narrative recount</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally (including dialogue). Creating settings, characters and plot Organising paragraphs around a theme</p>	<p>Topic: It's a Wonderful World Non-fiction: Monologue and instructions Fiction: Adventure story</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures. Creating settings, characters and plot Assess the effectiveness of other's writing and suggest improvement Proofreading for spelling and punctuation errors</p>	<p>Topic: Plant World Poetry unit Non- Fiction: Discussion text and persuasive letters</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures.</p> <p>Organising paragraphs around a theme Assess the effectiveness of other's writing and suggest improvement Proofreading for spelling and punctuation errors</p>	<p>Topic: Ancient Civilizations Non-fiction: Recounts-news reports and diaries Fiction: Fairy tales</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Progressively building a varied and rich vocabulary and an increase range of sentence structures.</p> <p>Organising paragraphs around a theme Assess the effectiveness of other's writing and suggest improvement and propose changes to grammar and vocabulary to improve consistency. Proofreading for spelling and punctuation errors</p>	<p>Topic: Ancient Civilizations Poetry unit Non-fiction: non chronological report Fiction: fables, play-scripts</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Progressively building a varied and rich vocabulary and an increase range of sentence structures. Organising paragraphs around a theme and using simple organisation devices such as headings and subheadings Creating settings, characters and plot Assess the effectiveness of other's writing and suggest improvement and propose changes to grammar and vocabulary to improve consistency. Proofreading for spelling and punctuation errors</p>

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<p>Grammar, Vocabulary and Punctuation</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but</p> <p>Using adverbs and prepositions to express time and cause</p> <p>Using direct speech</p> <p>Word families based on common words.</p>	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Using adverbs and prepositions to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using expanded nouns for description</p> <p>Using fronted adverbials</p>	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Using adverbs and prepositions to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using expanded nouns for description</p> <p>Using fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Using conjunctions and adverbs to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using expanded nouns for description</p> <p>Using commas after fronted adverbials</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Using conjunctions adverbs and prepositions to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using expanded nouns for description</p> <p>Using commas after fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Using conjunctions and adverbs to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using expanded nouns for description</p> <p>Using commas after fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>

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<p>Spelling</p>	<ul style="list-style-type: none"> • Common exception words (Y2) • Homophones (Y2) • e-e / . Au (Y2) • -le and -el at the end of words (Y2) • /n/ spelt kn and less often gn at the start of words (Y2) • y to i before adding ed or est (Y2) • The sound /zh/ spelt 's' (Y2) 	<ul style="list-style-type: none"> • Homophones • Common exception words • The 'u' sound for ou • Prefixes that have a negative meaning • Contractions, 	<ul style="list-style-type: none"> • The prefix -re • The prefix inter- • Common exception words • The prefix sub- • The prefix 'super' • The prefix- auto • Homophones • The prefix anti- 	<ul style="list-style-type: none"> • The suffix -ation • The suffix -ly fo • Homophones • suffixes -ed -ing -est and -y • Words ending in 'sure' • Words that end in 'ture' • Common exception words 	<ul style="list-style-type: none"> • Common exception words • Words ending in – sion • The suffix – ous • suffix words- cian, sion, tion 	<ul style="list-style-type: none"> • Common exception words • CVC word and CCVC words one syllable words with a double consonant when -ing -er -est and – y are added (Y2) • ch' with the hard sound • 'ch' with the 'sh' sound • Common exception words
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<p>YEAR 4</p> <p>Composition</p>	<p>Topic: Drop in the ocean Non Fiction: Explanation text Fiction: Adventure narrative</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally (including dialogue) and organising paragraphs around a theme Creating settings, characters and plot Using simple organisation devices such as headings and subheadings Proofreading for spelling and punctuation errors Assess the effectiveness of other’s writing and suggest improvement Proofreading for spelling and punctuation errors</p>	<p>Topic: The Greeks Poetry Non Fiction: Discussion text and persuasive letter Fiction: Myths , play-script</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures. Organising paragraphs around a theme Creating settings, characters and plot Assess the effectiveness of other’s writing and suggest improvement Proofreading for spelling and punctuation errors</p>	<p>Topic: Rise of the Robots Poetry: Non Fiction: persuasive letter, monologue Fiction: Fantasy story,</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures. Creating settings, characters and plot Assess the effectiveness of other’s writing and suggest improvement Proofreading for spelling and punctuation errors</p>	<p>Topic: Where in the World Non Fiction: persuasive letter, recount- news report Fiction: Fairy-tale with a twist</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures. Organising paragraphs around a theme Creating settings, characters and plot Assess the effectiveness of other’s writing and suggest improvement and propose changes to grammar and vocabulary to improve consistency. Proofreading for spelling and punctuation errors</p>	<p>Topic: The Romans Non Fiction: Non chronological report recount letter Fiction: and diary writing and monologue</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures. Organising paragraphs around a theme and using simple organisation devices such as headings and subheadings Assess the effectiveness of other’s writing and suggest improvement and propose changes to grammar and vocabulary to improve consistency.</p>	<p>Topic: Food Glorious Food Non Fiction: Newspaper report, persuasive pitch Fiction: Novel by a significant author, fantasy story</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures. Organising paragraphs around a theme Creating settings, characters and plot Assess the effectiveness of other’s writing and suggest improvement and propose changes to grammar and vocabulary to improve consistency. Proofreading for spelling and punctuation errors</p>

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					Proofreading for spelling and punctuation errors	
Grammar, Vocabulary and Punctuation	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Adverbs and prepositions to express time and cause</p> <p>Using adverbs and prepositions to express time and cause</p> <p>Using and punctuating direct speech</p> <p>Expanded nouns phrases for description</p>	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Adverbs and prepositions to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Expanded nouns phrases for description</p> <p>Using fronted adverbials and commas after fronted adverbials</p> <p>Using and punctuating direct speech</p>	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Adverbs and prepositions to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Expanded nouns phrases for description</p> <p>Using fronted adverbials and commas after fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Conjunctions and adverbs to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Expanded nouns phrases for description</p> <p>Using fronted adverbials and commas after fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Conjunctions adverbs and prepositions to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Expanded nouns phrases for description</p> <p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.</p> <p>Conjunctions and adverbs to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Expanded nouns phrases for description</p> <p>Using commas after fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p>
	<ul style="list-style-type: none"> • Homophones – • Common exception words • Prefixes with negative meaning 	<ul style="list-style-type: none"> • Homophones • Common exception words • Words with the /s/ sound spelt sc 	<ul style="list-style-type: none"> • Common exception words • Suffix –tion 	<ul style="list-style-type: none"> • The suffix -ation is added to verbs to form nouns (Y3) • Words ending in ‘sure’ 	<ul style="list-style-type: none"> • Prefixes ‘ir’ ‘il’ ‘im’ • The suffix – ous • Homophones • Common exception words 	<ul style="list-style-type: none"> • Word families • CVC word and CCVC words one syllable words with a double consonant when -ing

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	<ul style="list-style-type: none"> • Suffix –ation • Suffix -ous 	<ul style="list-style-type: none"> • The suffix –ous • Possessive apostrophes with plural words • Ch with hard sound • Ch with the ‘sh’ sound • Contractions 	<ul style="list-style-type: none"> • Words with the /ei/ sound spelt ei, eigh, or ey • Suffixes –cian –sion and –tion • ‘ch’ with the ‘sh’ sound’ 	<ul style="list-style-type: none"> • Suffix to form an adverb –ly • Suffix –ally to create an adverb • Homophones 	<ul style="list-style-type: none"> • -er -est and – y are added • Homophones • Common exception words(Y2)
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<p>YEAR 5 Composition</p>	<p>Topic: Ancient Benin Fiction: Narrative Non Fiction: Report Writing</p> <p>Narrative: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>proof-read for spelling and punctuation errors</p>	<p>Topic: Space Playscript Fiction: Narrative Non-Fiction: Magazine article & Persuasion</p> <p>Narrative: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others' writing</p>	<p>Topic: Power in the Tower Fiction: Historical Narrative Poetry</p> <p>Narrative: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>assessing the effectiveness of their own and others' writing</p> <p>ensuring correct subject and verb agreement when</p>	<p>Topic: The Circle of Life Tower Hamlets Unit: Information Booklet (Non-chron and persuasive writing)</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>precising longer passages</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>ensuring correct subject and verb agreement when using singular and plural,</p>	<p>Topic: Invaders: Anglo-Saxons Fiction: Legends (Narrative) Poetry</p> <p>Poetry identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Topic: The Vikings Non-Fiction: Discussion Text, Newspaper report, information booklet Fiction: Poetry</p> <p>Non-Fiction: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>
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	<p>Report Writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>proof-read for spelling and punctuation errors</p>	<p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p> <p>Playscript: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using further organisational and presentational devices to structure text and to</p>	<p>using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p> <p>Poetry: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Narrative: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>proof-read for spelling and punctuation errors</p> <p>Poetry identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p>
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		<p>guide the reader [for example, headings, bullet points, underlining]</p> <p>assessing the effectiveness of their own and others' writing</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Magazine article and persuasion: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>		<p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p>	<p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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		<p>within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>				
<p>Grammar, Vocabulary and Punctuation</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey</p>	<p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>using passive verbs to affect the presentation of information in a sentence</p> <p>using expanded noun phrases to convey complicated information concisely</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>

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	<p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using brackets, dashes or commas to indicate parenthesis</p>	<p>complicated information concisely</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>	<p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using hyphens to avoid ambiguity</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using a colon to introduce a list punctuating bullet points consistently</p>	<p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>using passive verbs to affect the presentation of information in a sentence</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>
Spelling	<ul style="list-style-type: none"> Common exception words Possessive apostrophes Homophones 	<ul style="list-style-type: none"> -cial and -tial endings -ance ending (link to ation) -ence or -ent endings -able or ably endings Homophones 	<ul style="list-style-type: none"> -able on a root verb Homophones -ible endings Homophones -cian, -sion and -tion endings 	<ul style="list-style-type: none"> the suffix -ation words ending in 'sure' Homophones Roots words ending in '-ic' then ally 	<ul style="list-style-type: none"> i before e except after c (and exceptions) Common exception words The suffix -ous 	<ul style="list-style-type: none"> Common exception words word families (non-statutory) Common exception words

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	<ul style="list-style-type: none"> Root words ending in -le and changed to -ly to create adverbs suffix -ly added to adjective to create adverb /ei/ sound spelt ei, eigh or ey Contractions 	<ul style="list-style-type: none"> Common exception words 'ch' with the hard sound (Greek origin) 'ch' with the 'sh' sound (French origin) Common exception words 	<ul style="list-style-type: none"> Root words ending in -fer - double the r 	<p>added to create adverb</p> <ul style="list-style-type: none"> Common exception words Common exception words 	<ul style="list-style-type: none"> Words containing the letter string -ough (different sounds) Words containing the letter string -ough (different sounds) 	<ul style="list-style-type: none"> Words with silent letters Gap-filling based on AFL
YEAR 6 Composition	<p>Topic: Blitzed Non-Fiction: Persuasion Fiction: Narrative Diary Entries</p> <p>Persuasion: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>	<p>Topic: Blitzed Fiction: Narrative Non-Fiction: Newspaper Report Fiction: Poetry</p> <p>Narrative: in writing narratives, considering how authors have developed characters and settings in what pupils have read,</p>	<p>Topic: Might Mountaincs Poetry, Narrative & Explanation</p> <p>Poetry: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>Topic: Survival Persuasion & Non-Chronological Report Persuasion:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Topic: The London Project Fiction: Detective Fiction Non-Fiction: Newspaper Report & Biography</p> <p>Detective Fiction: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Topic: The London Project Fiction: Narrative Non-Fiction: Newspaper Report Persuasion Discussion Text (Novel by a significant author)</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and</p>

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	<p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Diary Entries: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Selecting appropriate grammar and vocabulary, understanding how such</p>	<p>listened to or seen performed</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others' writing</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>proof-read for spelling and punctuation errors</p> <p>Newspaper Reports: identifying the audience for and purpose of the</p>	<p>learning a wider range of poetry by heart</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>Narrative: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>proof-read for spelling and punctuation errors</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>assessing the effectiveness of their own and others' writing</p>	<p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p>
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	<p>choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>proof-read for spelling and punctuation errors précising longer passages</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Poetry identifying the audience for and purpose of the</p>	<p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>proof-read for spelling and punctuation errors</p> <p>proof-read for spelling and punctuation errors</p> <p>Explanation: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>proof-read for spelling and punctuation errors</p> <p>selecting appropriate grammar and vocabulary, understanding how such</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Non-Chron Report: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>proof-read for spelling and punctuation errors</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>ensuring correct subject and verb agreement when</p>	<p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p> <p>Newspaper Report: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
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		<p>writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>choices can change and enhance meaning</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>assessing the effectiveness of their own and others' writing</p>	<p>using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Biography: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>précising longer passages</p>	
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					<p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	
Grammar, Vocabulary and Punctuation	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p>	<p>using passive verbs to affect the presentation of information in a sentence</p> <p>using expanded noun phrases to convey complicated information concisely</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using expanded noun phrases to convey complicated information concisely using modal</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using the perfect form of verbs to mark relationships of time and cause</p>	<p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p>

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	<p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using brackets, dashes or commas to indicate parenthesis</p>	<p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p>	<p>verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>	<p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>	<p>complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using hyphens to avoid ambiguity</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>punctuating bullet points consistently</p>	<p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>
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<p>Spelling</p>	<ul style="list-style-type: none"> • Homophones • Possessive apostrophes • Common exception words • Contractions • CVC/CCVC double consonant when adding suffix • Homophones • Suffix -ation 	<ul style="list-style-type: none"> • Silent Letters/Homophones • Suffix ous • Homophones • Suffix ous • Homophone • ance/ation ending • ence/ent ending • Common exception words 	<ul style="list-style-type: none"> • cian, sion and tion endings • Homophones • ible endings • Common exception words • cian, sion and tion endings • Root words ending in fer (then adding ing, ed, al) 	<ul style="list-style-type: none"> • suffix ation • word ending: sure • Homophones • Root words ending in ic (and added ally to create adverb) • Common exception words • Common exception words 	<ul style="list-style-type: none"> • 'ch' with the 'sh' and /k/ sound • Common exception words • The suffix 'ous' • Letter string ough (different sounds) • Homophones 	<ul style="list-style-type: none"> • /e/ sound spelt ei, eigh or ey • word families • Common exception words • Common exceptions words • Gapfilling based on AFL
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