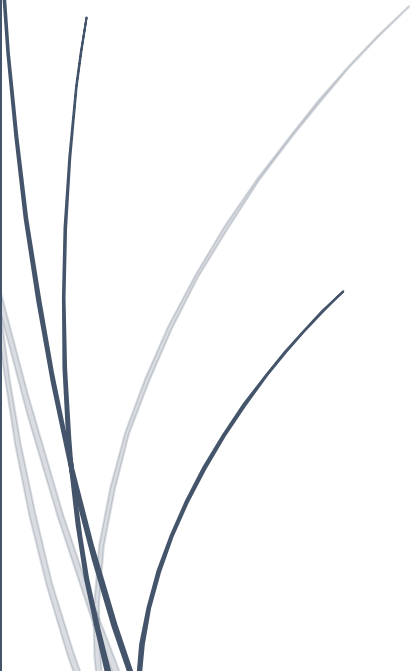


# Writing Curriculum



## Haveley Hey Curriculum Statement for Writing

### Intent

At Haveley Hey, we deliver a dynamic, sequenced and ambitious writing curriculum which teaches pupils to speak and write fluently so that they can communicate their ideas, thoughts and emotions effectively to others. In turn, this provides them with the skills to succeed in their life beyond primary school. With quality literature at the core, our curriculum encourages children's enthusiasm for writing and teaches them to write coherently, creatively and effectively, for a range of audiences and purposes.

### Implementation

#### Curriculum

Ready Steady Write ensures that criteria from the National Curriculum is embedded securely and progressively across units, year groups and key stages. Vehicle texts and example texts are carefully selected to be both ambitious and engaging. The scheme progression document ensures that all learning is sequential and allows children to make links with and build upon previous learning.

#### Key Concepts

High level **vocabulary** is embedded in the example text, which children then frequently revisit throughout the unit. Pupils explore and strengthen their vocabulary knowledge through daily sentence accuracy work. **Spelling** is taught discreetly using the Twinkl phonics and the Spelling Shed schemes whilst children are encouraged to respond to spelling feedback daily in literacy books. **Grammar and punctuation** is taught explicitly through daily shared writing when modelling incidental writes. **Handwriting** is taught multiple times weekly to develop confidence, pace and a consistent style. **Editing** is a focus every lesson, modelled by the teacher and encouraged with the use of 'sentence checkers'.

#### Subject Specific Approach

Each writing unit is divided into four key parts: Immerse, Analyse, Plan and Write. These work together to produce excellent writing outcomes.

Each unit is based around quality literature known as the 'Vehicle Text'. The 'Object reveal' lesson that commences each unit stimulates wonder, imagination and engagement. Daily sentence accuracy is applied in every lesson while incidental writes build progressively throughout each unit toward the children's final writing outcome. Children explore 'Writer's knowledge' and are taught to understand the effect of literary devices on the reader while drama and oracy are central to the day to day teaching of writing.

### Impact

#### Pupil Voice

Pupils are able to talk enthusiastically about the Vehicle Texts which they have explored and the writer's knowledge in each text type. The consistency of the Immerse, Analyse, Plan and Write cycle structure reduces cognitive load for pupils and enables them to learn more effectively in writing lessons. Children are aware of which part of the cycle they are currently in. They talk proudly about what they have achieved and 'published' in writing lessons.

#### Evidence of Knowledge and Skills

Children's learning is monitored through book looks, formative teacher assessments, moderation and discussions with the children. Working walls clearly demonstrate the learning journey and each stage of the Immerse, Analyse, Plan and Write cycle.

### **Resilience**

Children thrive on constructive verbal feedback and use this to edit and improve their writing. They are taught to spot mistakes in their own and others writing and edit and up level writing using pink pen. They understand that writing can be hard but strive to be independent nonetheless.

### **Ambition**

Children are encouraged to appreciate the value of and purpose in their writing. They understand the importance of writing in order to access future opportunities. Pupils are taught about audience and purpose and staff make links to careers in writing through whole school writing and poetry weeks.

### **Respect**

Children respect their own and each other's writing abilities and work towards improving and supporting one another. Themes of respect and diversity are explored through books shared with the children and through the models for writing.



**Writing  
Long Term Plan**

Subject content Nursery

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; write 'm' for mummy.

Beginning to hold a pencil correctly using tripod grip

Can overwrite or trace their name correctly

Writes 1st letter from their name correctly\*\*

Beginning to hold a pencil correctly using tripod grip and gaining control

Writing some letters from their name correctly and independently (may be copying)



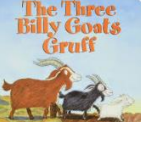





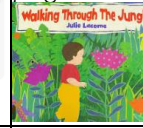
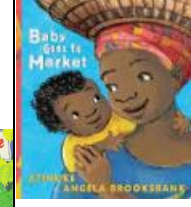


Forming some letters correctly\*\* Write some letters accurately.

Holding a pencil correctly using the tripod grip

Writing their first name independently Write some or all of their name

Forming most known\* letters correctly\*\*

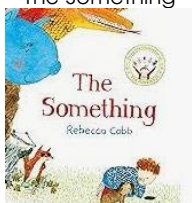
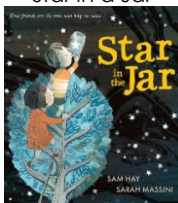
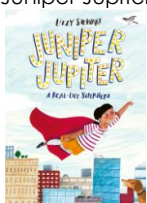


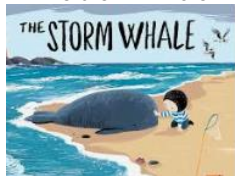
**Nursery**

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Me and my Family		Traditional Tales		People who help us		Animals		Places to visit		Fantasy worlds	
Vehicle Text	Owl babies/ Happy to be me 	The Colour Monster 	Billy Goats Gruff 	The Gingerbread man 	People who help us 	Superhero like me 	We're going on a bear hunt 	Caterpillar looks for a shoe/ The very hungry caterpillar 	We all go travelling by song  Walking through the jungle 	Baby Goes to Market 	You Choose: Space 	The Gruffalo 
Final outcome	Self portraits	Labelling emotions	Story sequencing	Recipe	Occupation writing/label	People who help us day - who we are	Maps	Life cycle of a butterfly		Write a shopping list	Creating an alien	Character writing
Hook	All about me box	Colourful monsters	Broken bridge/letter	Making gingerbread men	What's in the box?	Special visitors	Bear hunt Bear paw prints and letter	Caterpillar eggs		Shopping basket	Spaceship crash	Mystery clues hidden in the classroom
Level of innovation	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution
Poetry	Nursery rhymes											

Subject content Reception  
Statutory requirements end of EYFS

Form lower-case and capital letters correctly.  
 Write VC words using Phase 2 graphemes  
 Write CVC words using Phase 2 graphemes  
 Write some Phase 2 tricky words  
 Labelling pictures  
 Secure knowledge of Phase 2 phonics -- (around 20/23 Phase 2 graphemes)  
 Spell words by identifying the sounds and then writing the sound with letter/s.  
 Write CVC words using Phase 3 graphemes  
 Write some Phase 3 tricky words  
 Write captions that make sense  
 Knowledge of Phase 3 phonics – (23 Phase 2 graphemes + 6 Phase 2 graphemes + some Phase 3 digraphs)  
 Re-read what they have written to check that it makes sense.  
 Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write simple phrases and sentences that can be read by others (ELG).  
 Make sound attempts using phonic knowledge to write unknown words  
 Most letters are recognisable and most are correctly formed. Write recognisable letters, most of which are correctly formed (ELG).

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Text</b>					
The Something 	Star in a Jar 	Juniper Jupiter 	Little Red 	The Extraordinary Gardener 	The Storm Whale 
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: A Friendship & Animal Theme  Purpose: To tell and write sentences around the theme	Narrative: A Star Theme  Purpose: To tell and write sentences around the theme	Narrative: A Superhero Theme  Purpose: To tell and write sentences around the theme	Narrative: A Traditional Tale Theme  Purpose: To tell and write sentences around the theme	Narrative: A Plant Growing Theme  Purpose: To tell and write sentences around the theme	Narrative: A Seaside Theme  Purpose: To tell and write sentences around the theme
Recount: Animal Information  Purpose: To inform	Information: Poster to find a lost star  Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal  Purpose: To instruct	Instructions: How to grow a garden plant / vegetable  Purpose: To instruct	Poems: Sea creature poems  Purpose: To describe
Explicitly teach of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.					
<b>Grammar: Word</b>					

Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication.

Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.

\*Words shown below need to be in line with phonics scheme being followed by your school.

Focus on: •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, l, the, to, into, no, go, so	Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, l, the, to, into, no, go, so, he, me, we, be, she, was	Build on previous unit & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, l, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, l, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, l, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, l, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come
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#### Grammar: Sentence

Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
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#### Grammar: Text

Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative -
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<p>new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition.</p>	<p>understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.</p>	<p>understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.</p>	<p>vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives.</p>	<p>simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.</p>	<p>opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.</p>
<b>Grammar: Punctuation</b>					
<p>Focus on: Letter formation Separation of words and spaces</p>	<p>Build on previous units &amp; focus on: Letter formation Separation of words with spaces Personal pronoun - I, he</p>	<p>Build on previous units &amp; focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops</p>	<p>Build on previous units &amp; focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops</p>	<p>Build on previous units &amp; focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names</p>	<p>Build on previous units &amp; focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names</p>
<b>Terminology for Pupils</b>					
letter, capital letter, word, sentence, full stop, question mark					

**Subject content Year 1**

**Spelling**

Pupils should be taught to:

spell by:

- Spell words containing each of the 40+ phonemes already taught/ common exception words/ the days of the week/
- name the letters of the alphabet: naming the letters of the alphabet in order/ using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs/ using the prefix un–/ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English programme of study appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

[English Programme of Study – appendix 1 Spelling](#)

**Handwriting**

Pupils should be taught to:

- 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’ (ie letters that are formed in similar ways) and to practise these
- Writing – composition
- write sentences by: saying out loud what they are going to write about/ composing a sentence orally before writing it/ sequencing sentences to form short narratives/ re-reading what they have written to check that it makes sense/ discuss what they have written with the teacher or other pupils/ read their writing aloud, clearly enough to be heard by their peers and the teacher

**Writing – composition**

Pupils should be taught to:

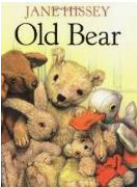




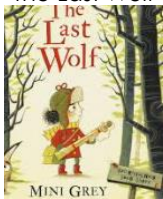
- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

**Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

- develop their understanding of the concepts set out in English programme of study Appendix 2 by:
- leaving spaces between words/ joining words and joining clauses using ‘and’/beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark/ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’/ learning the grammar for year 1 in English programme of study Appendix 2
- use the grammatical terminology in English programme of study appendix 2 in discussing their writing

**Year 1**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Text</b>					
<p>Old Bear JANETISSEY Old Bear</p> 	<p>Rapunzel Balkan WoolZoo Rapunzel</p> 	<p>Hermelin HERMELIN A STORY ABOUT A WHITE MINK</p> 	<p>Where the Wild Things Are WHERE THE WILD THINGS ARE A STORY AND PICTURES BY MAURICE SENDAK</p> 	<p>The Secret of Black Rock THE SECRET OF BLACK ROCK</p> 	<p>The Last Wolf The Last Wolf MINI GREY</p> 



**Writing Outcome & Writing Purpose**

Narrative: Finding Narrative Purpose: To retell a story	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate
Recount: Messages Purpose: To inform and explain events that have happened	Instructions: How to catch a witch Purpose: To instruct	Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Recount: Postcards Purpose: To recount	Instructions: Recipes Purpose: To instruct

**Grammar: Word**

Build on previous year & focus on: Regular plural noun suffix -s or -es	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs	Build on previous units & focus on: Reinforce plural noun suffix -s/-es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives
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**Grammar: Sentence**

Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'
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**Grammar: Text**

Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives
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**Grammar: Punctuation**

Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
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**Terminology for Pupils**

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

## Subject Content Year 2

### Spelling

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by
- graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

[English Programme of Study – appendix 1 Spelling](#)

### Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write 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.

### Writing – composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

### Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English programme of study Appendix 2 by:
- learning how to use both familiar and new punctuation correctly (see English programme of study Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form

- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English programme of study Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English programme of study Appendix 2 in discussing their writing

**Year 2**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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**Vehicle Texts**

<p>A River</p> 	<p>The Night Gardener</p> 	<p>The Bog Baby</p> 	<p>Grandad's Island</p> 	<p>The King Who Banned the Dark</p> 	<p>Rosie Revere, Engineer</p> 
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**Writing Outcome & Writing Purpose**

Narrative: Circular Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Finding Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Non-Fiction: Persuasive Letter Purpose: To persuade	Narrative: Invention Narrative Purpose: To narrate
Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Narrative: Banning Narrative Purpose: To narrate	Explanation: How a machine works Purpose: To explain

**Grammar: Word**

Build on previous units & focus on: Use of the Suffixes -er & -est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: Use of the suffix -ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Build on previous units & focus on: Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. -ness, -er Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs
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**Grammar: Sentence**

Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command	Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
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**Grammar: Text**

Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
<b>Grammar: Punctuation</b>					
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
<b>Terminology for Pupils</b>					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

Subject Content Year 3 and 4  
Statutory requirements

Spelling (see English programme of study Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English programme of study Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

[English Programme of Study – appendix 1 Spelling](#)

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and
- 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].

Writing – composition

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English programme of study Appendix 2)
- organising paragraphs around a theme in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

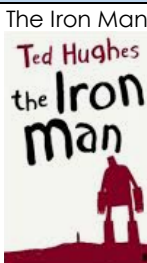


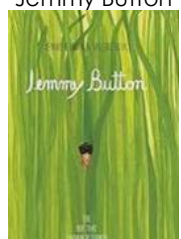

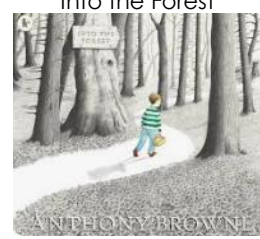
develop their understanding of the concepts set out in English programme of study Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English programme of study Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English programme of study Appendix 2 accurately and appropriately when discussing their writing and reading

**Year 3**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Texts</b>					
The Iron Man 	Fox 	Rhythm of the Rain 	Jemmy Button 	Egyptology 	Into the Forest 
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Egyptian Mystery Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate
Explanation: Trap Explanation Purpose: To explain	Information: Foxes Information Report Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Information: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
<b>Grammar: Word</b>					
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning
<b>Grammar: Sentence</b>					
Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification	Build on previous units & focus on: Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of
<b>Grammar: Text</b>					

Build on previous year & focus on:	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Headings and sub-headings to aid presentation	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
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**Grammar: Punctuation**

Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list	Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech	Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
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**Terminology for Pupils**

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

**Year 4**

Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
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**Vehicle Texts**

<p>The Whale</p> 	<p>Leaf</p> 	<p>Arthur and the Golden Rope</p> 	<p>The Lost Happy Endings</p> 	<p>The Journey</p> 	<p>Manfish</p> 
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**Writing Outcome & Writing Purpose**

Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
Recount: Newspaper Report Purpose: To recount	Information: Information Report Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount

**Grammar: Word**

Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous year & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms	Build on previous units & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Grammatical	Build on previous units & focus on: Verb inflections (we were instead of we was)
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	for verb inflections (we were instead of we was)		for verb inflections (we were instead of we was)	difference between plural and possessive -s	
<b>Grammar: Sentence</b>					
Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Fronted adverbials
<b>Grammar: Text</b>					
Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and sub headings	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
<b>Grammar: Punctuation</b>					
Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
<b>Terminology for Pupils</b>					
determiner, pronoun, possessive pronoun, adverbial					



Subject Content Year 5 and 6  
Statutory requirements

Spelling (see English programme of study Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

[English Programme of Study – appendix 1 Spelling](#)

Handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- 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

Writing – composition

Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural,
- distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English programme of study Appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English programme of study Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English programme of study Appendix 2 accurately and appropriately in discussing their writing and reading.

**Year 5**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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**Vehicle Texts**

<p>When we Walked on the Moon</p> 	<p>FARTHER</p> 	<p>The Hound of the Baskervilles</p> 	<p>The Promise</p> 	<p>The Lost Book of Adventure</p> 	<p>King Kong</p> 
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**Writing Outcome & Writing Purpose**

Narrative: Exploration Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Cliff hanger Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate
Recount: Formal Mission Log Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Formal Report Purpose: To inform	Persuasion: Bargain Letter Purpose: To persuade	Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss

**Grammar: Word**

Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes
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**Grammar: Sentence**

Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs
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**Grammar: Text**

Build on previous year & focus on: Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
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**Grammar: Punctuation**

Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
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**Terminology for Pupils**

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

**Year 6**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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**Vehicle Texts**

<p>Rose Blanche</p> 	<p>A Story Like the Wind</p> 	<p>The Origin of the Species</p> 	<p>The Ways of the Wolf</p> 	<p>Shackleton's Journey</p> 	<p>Hansel and Gretel</p> 
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**Writing Outcome & Writing Purpose**

Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate	Recount: Documentary Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss Narrative: Hunted Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain		Recount: Biography Purpose: To recount	Persuasion: Letter Purpose: To persuade

**Grammar: Word**

Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
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**Grammar: Sentence**

Build on previous year & focus on: The difference between structures typical of informal speech and	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between	Build on previous units & focus on: The difference between structures typical of informal speech and
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structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence	noun phrases to convey complicated information concisely	noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech	structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech	structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing
<b>Grammar: Text</b>					
Build on previous year & focus on: using a wider range of cohesive devices - adverbials	Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Use headings and sub-headings to structure information	Build on previous units & focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
<b>Grammar: Punctuation</b>					
Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
<b>Terminology for Pupils</b>					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					

### Nursery Writing Objectives

Early writing	Name writing
<ul style="list-style-type: none"> <li>✓ I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can overwrite or trace my name correctly</li> <li>✓ I can write 1st letter from my name correctly</li> <li>✓ I can write some letters from my name correctly and independently (may be copying)</li> <li>✓ I can write my first name independently</li> <li>✓ I can write some or all of my name</li> </ul>
Pencil grip	Letter formation
<ul style="list-style-type: none"> <li>✓ I can hold a pencil correctly using the tripod grip</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can form most known letters correctly</li> <li>✓ I can write some letters accurately</li> </ul>

### Reception Writing Objectives

Early writing	Segmenting and blending
<ul style="list-style-type: none"> <li>✓ I can label pictures</li> <li>✓ I can write captions that make sense</li> <li>✓ I can re-read my writing to check that it makes sense.</li> <li>✓ I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop</li> <li>✓ I can write simple phrases and sentences that can be read by others (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can write VC words using Phase 2 graphemes</li> <li>✓ I can write CVC words using Phase 2 graphemes</li> <li>✓ I can write CVC words using Phase 3 graphemes</li> <li>✓ I can make sound attempts using phonic knowledge to write unknown words</li> <li>✓ I can spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>
Spelling	Letter formation
<ul style="list-style-type: none"> <li>✓ I can spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</li> <li>✓ I can write some Phase 2 tricky words</li> <li>✓ I can write some Phase 3 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can form lower-case and capital letters correctly</li> <li>✓ I can write recognisable letters, most of which are correctly formed (ELG).</li> </ul>
Phonic knowledge	
<ul style="list-style-type: none"> <li>✓ I have secure knowledge of Phase 2 phonics -- (around 20/23 Phase 2 graphemes)</li> <li>✓ I have secure knowledge of Phase 3 phonics ----- 14 Digraphs</li> </ul>	

**Phase 3:**

Consonant digraphs: ch, sh, th, ng.

Vowel digraphs/trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure,  
er.