

Great Hollands Primary School

**Writing
Curriculum**



Writing Curriculum

Writing Intent

Our writing curriculum is ambitious for all pupils, ensuring they make strong and sustained progress over time. Pupils will learn to write with accuracy, fluency, and confidence so that they can fully access all areas of the curriculum.

Pupils will develop the knowledge, skills, and resilience needed to succeed at the next stage of their education and to take advantage of future opportunities. The writing curriculum is carefully sequenced to enable pupils to build securely on prior learning and deepen their knowledge and skills.

We are committed to equity; our curriculum is intentionally designed to meet the needs of disadvantaged pupils and those with additional barriers, giving them the academic advantage they need to thrive. Our approach reflects our ethos that every child can achieve GREATness, regardless of background or starting point.

The writing curriculum equips pupils with the knowledge and cultural capital required to succeed in life, broadening their horizons and enriching their experiences. Pupils will develop a love of writing, becoming confident, articulate communicators with a wide and ambitious vocabulary, able to write with clarity, purpose, and an awareness of audience.

Exemplary and responsive teaching, underpinned by high-quality assessment, will drive progress for all learners.

GHPS Writing Content Overview

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Topic	<i>What makes me ... me?</i>	<i>How can I stay safe and healthy?</i>	<i>What makes my home and my school?</i>	<i>Are things the same everywhere?</i>	<i>How do things grow and change?</i>	<i>How can I take care of my world?</i>
		Settings and Exploring Senses Focus: Mark-making in role play; imitating adult writing Outcome: Begin to enjoy mark-making, use dominant hand	Body, health, people who help us Focus: Ascribe meaning to marks; lines/circles for name Outcome: Begin to make letter-like shapes, talk about writing	Homes & materials Focus: Use story maps to retell simple stories Outcome: Attempt to form circles and vertical/horizontal lines	Family & places Focus: Retell familiar stories with props Outcome: Begin to form some letters (esp. from name)	Life cycles Focus: Retell and innovate familiar stories Outcome: Write some letters of name correctly	Caring for world Focus: Retell stories; suggest alternative endings Outcome: Attempt name writing; letters more controlled
	Linked Text	<i>Brown Bear, Brown Bear</i>	<i>The Tiger Who Came to Tea / The Gingerbread Man</i>	<i>Three Little Pigs / Goldilocks and the Three Bears</i>	<i>Handa's Surprise / Walking Through the Jungle</i>	<i>The Very Hungry Caterpillar / Jack and the Beanstalk</i>	<i>Dear Zoo, Eco Baby: Oceans & Recycling</i>
	ELG	<p>Physical Development (Fine Motor Skills)</p> <ol style="list-style-type: none"> 1. Begin to use one-handed tools and equipment (e.g. mark-making tools, scissors). 2. Develop strength and coordination to control a pencil or crayon. <p>Literacy (Early Writing Behaviours)</p> <ol style="list-style-type: none"> 3. Enjoy drawing and making marks. 4. Begin to give meaning to the marks they make — e.g. “This says Mummy.” 5. Sometimes use some identifiable letters to communicate meaning (especially in their name). 6. Explore letter shapes through play — tracing, forming shapes in sand, paint, etc. <p>Communication and Language</p> <ol style="list-style-type: none"> 7. Developing spoken language supports writing — storytelling, describing pictures, and using vocabulary all build writing readiness 					
Year R	Topics	<i>What will my first Autumn at school be like?</i>	<i>Why are people, places, times and things special?</i>	<i>What changes in Winter and is it the same everywhere?</i>	<i>Who helps us to stay safe, healthy and well</i>	<i>How is life in the UK different to other places around the world?</i>	<i>Have things always been the same?</i>
		T4W focus: Retell and sequence familiar stories Use story maps and actions Writing Focus: Hold pencil correctly- Write initial sounds- Sequence story pictures Outcomes: Children form recognisable letters- Understand writing conveys meaning	T4W focus: Retell traditional tales and change characters Writing Focus: Write CVC words- Improve letter formation- Write name recognisably Outcomes: Write simple words independently- Retell a story verbally and with pictures	T4W focus: Retell using story map Change setting or weather Writing Focus: Write short phrases with finger spaces- Begin simple sentences Outcomes: Write short phrases that adults can read- Use spaces between words	T4W focus: Retell stories and add new ideas/details Writing Focus: Write labels, captions and short sentences- Use digraphs (sh, th, ch) Outcomes: Write simple sentences that can be read by others- Include some digraphs	T4W focus: Retell and innovate stories Add description and extra details Writing Focus: Write sentences using Set 2 sounds- Include capital letters and finger spaces Outcomes: Write short, phonetically plausible sentences- Use capital letters/finger spaces	T4W focus: Retell and innovate stories Add detail, dialogue, and conclusions Writing Focus: Write full sentences with punctuation- Read back writing independently Outcomes: Write full, readable sentences with correct formation and punctuation

	Linked Text	<i>Little Red Hen</i> <i>The Enormous Turnip</i>	<i>Three Little Pigs</i> <i>The Gingerbread Man</i>	<i>Mr Wolf's Week</i> <i>Elmer</i>	<i>The Very Hungry Caterpillar</i> <i>We're Going on a Bear Hunt</i>	<i>Jack and the Beanstalk</i> <i>How to Catch a Star</i>	<i>Billy Goats Gruff</i> <i>The Rainbow Princess</i>	
	Non Fiction	Harvest recounts Labelling farm animals	Festival writing (Diwali, Christmas cards) Describing toys and special objects	Weather diaries Winter fact writing	Posters and labels about people who help us Healthy eating	Simple fact writing about countries and people Comparing life around the world	Fact writing about dinosaurs, castles and pirates History comparison writing	
	<p>Children at the expected level of development will:</p> <ol style="list-style-type: none"> 1. Write recognisable letters, most of which are correctly formed. 2. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 3. Write simple phrases and sentences that can be read by others. 							
DM	3 and 4 years	<p>Children will typically:</p> <ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, giving meaning to them — e.g., “That says Mummy.” • Begin to ascribe meaning to marks they see in different places (e.g., signs, names, labels). • Sometimes give meaning to their own marks. • Start to form some recognisable letters, often from their name. • Begin to write some or all of their name. • Use some print and letter knowledge in their early writing — e.g., knowing that English print goes left to right, top to bottom. <p>Linked Physical Development (Fine Motor Skills)</p> <ul style="list-style-type: none"> • Use one-handed tools (e.g., scissors, tweezers, paintbrushes). • Begin to hold a pencil between thumb and two fingers (dynamic tripod grip). • Show increasing control and coordination in small movements. 			4 and 5 years	<p>Children will typically:</p> <ul style="list-style-type: none"> • Form lowercase and capital letters correctly. • Use a comfortable, efficient pencil grip. • Spell words by identifying sounds and representing them with letters (using their phonics knowledge). • Write short sentences with words with known sound-letter correspondences. • Re-read what they have written to check it makes sense. <p>These skills directly lead into the ELG: Writing.</p>		

	Grammar Focus	Sentence structure- rehearse and write it upper case/ lower case letters verbs adjectives	Sentence structure- rehearse and write it capital letters and full stops Personal pronouns Noun suffixes- s Prefix- un	Sentence structure- rehearse and write it adjectives Nouns Past and present verbs Suffix-ed Capital letters for days of the week capital letters and full stops	Sentence structure- rehearse and write it/read and check joining word “and” plural nouns/suffixes s/es capital letters for names of people/ places compound words capital letters and full stops	Sentence structure- rehearse and write it/read and check punctuation exclamation makes question marks “and” Noun suffix es capital letters and full stops	Sentence structure- rehearse and write it/read and check punctuating sentences capital letters and full stops suffixes er
	POS	S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 V1 V2 V3 V4	S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 V1 V2 V3 V4	S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 V1 V2 V3 V4	S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 V1 V2 V3 V4	S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 V1 V2 V3 V4	S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 V1 V2 V3 V4
	Year 1 POS	<p><u>Transcription:</u> <u>Spelling:</u></p> <ol style="list-style-type: none"> Children should be able to spell words containing each of the 40+phonemes already taught Spell common exception words Spell the days of the week Name the letters of the alphabet Use letter names to distinguish between alternative spellings of the same sound use the spelling rule for adding -s or -es as a plural marker for nouns Use the prefix un- Use -ing, -ed, -er and -est where no change is needed in the spelling of the root word Apply simple spelling rules taught Write from memory, simple sentences <p><u>Handwriting:</u></p> <ol style="list-style-type: none"> Sit at a table and hold the pencil comfortably and correctly Begin to form lower case letters in correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which ‘families’ and practise these Write from memory simple dictated sentences 			<p><u>Composition:</u></p> <ol style="list-style-type: none"> Write sentences by saying aloud what they are going to write about Compose sentences orally Sequence sentences to form short narratives Re-read what is written to check that it makes sense Discuss what is written with adults and peers Read aloud writing clearly enough to be heard by peers and adults <p><u>Vocabulary, grammar and punctuation:</u></p> <ol style="list-style-type: none"> Ensure spaces are left between words Join words and join clauses using ‘and’ Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark Using a capital letter for names of places, people, the days of the week and the personal pronoun ‘I’ 		

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Topics	<i>What happened in the Great Fire?</i>	<i>What makes a healthy lunchbox?</i>	<i>What is the best way for Mrs Armitage to travel?</i>	<i>What makes us like other animals?</i>	<i>What do plants need to grow?</i>	<i>How would my life be different if I lived in the Amazon?</i>
	Fiction		<p>Traditional Tales retell a traditional tale with descriptive detail. Sequencing longer stories, retelling with adventurous vocabulary Include past tense verbs; varied sentence openers;</p>	<p>Stories by the same author – Quentin Blake write a story in the style of a familiar author. Spotting authorial style, humour in writing, repetition of key patterns. Create a “Mrs Armitage”-style adventure with their own invention Include compound sentences with “and/but/so”; adverbs for manner (quickly, suddenly).</p>	<p>Portal stories write a short imaginative story with a magical opening. Poems with a structure Creating atmosphere, building imaginative settings Using adjectives for expanded noun phrases; commas in a list; varied sentence types</p> <p>Poems with a structure Animal riddles write and perform riddles using descriptive clues Oral performance, vocabulary choice, use of figurative language. Question marks; similes and descriptive noun phrases.</p>	<p>Character descriptions write a detailed description of a story character Using adjectives and adverbs; describing appearance, feelings, and actions. Include expanded noun phrases</p> <p>Diary entries write in role, expressing thoughts and feelings. Writing in first person, empathy with characters, reflective tone. Include past tense verbs; use of “I” and contractions with apostrophes (I’m, didn’t).</p>	<p>Poems on a theme write a poem using imagery linked to the rainforest. Using sensory vocabulary, experimenting with structure, performance. Include expanded noun phrases; adjectives and adverbs for effect; exclamation marks for emphasis.</p> <p>Animal adventure stories – Meerkat Mail Write a new adventure for Sunny the meerkat. Innovating on a familiar story, using humour, including postcards/letters in narrative. Using speech; conjunctions for cause/effect; present and past tense shifts.</p>

<p>Non-Fiction</p>	<p>Non-Chronological reports write a clear report about an invented creature. Grouping ideas into sections, using factual style, note-taking. Expanded noun phrases and add subordination (because, when) Draw and label a diagram</p> <p>Recounts Recount a historical event in order – The Great Fire of London Chronological sequencing, note-taking, writing in first person. Include Past tense verbs and time adverbials</p>	<p>Explanation texts – How can we stay healthy? Explain a process clearly using cause-and-effect reasoning, organising information logically. Subordination (because, so that); present tense; causal adverbs (therefore, because of this).</p> <p>Instruction writing write clear instructions for a practical task. Ordering steps logically, use of imperatives, Sequence steps using adverbs of time</p>	<p>Recounts Write a recount a personal or class event. Chronological sequencing, reflective writing. Use past tense with increasing accuracy, add time adverbials (after, later, finally); use the first or third person consistently.</p>		<p>Letter writing Write a letter for a real purpose. Structure of a letter, appropriate greeting/closing, writing to an audience. Commas in lists; capital letters for names and places; contractions.</p>	<p>Information texts write an information page about the rainforest. Gathering facts, organising paragraphs under headings, technical vocabulary. Produce an Information document on rainforest plants and animals. Include present tense; subordination for cause/effect; conjunctions for factual detail.</p>
<p>Linked text</p>	<p>Great Fire of London (Thomas Farriner) The Owl and the Pussy Cat (Edward Lear) Dinosaur on Tour</p>	<p>Beauty and the Beast How can we stay healthy</p>	<p>Mrs Armitage on Wheels Mrs Armitage and the big wave Mrs Armitage Queen of the road</p>	<p>Traction Man Meerkat Riddle</p>	<p>Jack and the Beanstalk</p>	<p>Meerkat mail A life in the rainforest Rainforest poems</p>
<p>POS</p>	<p>H1 H2 H3 H4 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10</p>	<p>H1 H2 H3 H4 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10</p>	<p>H1 H2 H3 H4 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10</p>	<p>H1 H2 H3 H4 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10</p>	<p>H1 H2 H3 H4 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10</p>	<p>H1 H2 H3 H4 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10</p>
<p>Grammar</p>	<p>Capital letters and full stops Capital letters for proper nouns Word classes – nouns, adjectives and verbs Noun phrases Pronouns Co-ordination Types of sentences- Questions and exclamations</p>	<p>Capital letters and full stops Adjectives Forming Nouns Using '-ness' Noun Phrases Subordination Question Marks Exclamation marks Commas in a list Types of sentences- Statements and Commands</p>	<p>Demarcating sentences Past Tense Adjectives with -er and -est Homophones Singular and Plural Compound Words Vowels and Consonants Word Classes Forming Adjectives using -ful and -less</p>	<p>Demarcating sentences Adverbs -with ly Past and Present Tense Commas to separate ideas in a sentence Expanded noun phrases Subordination</p>	<p>Demarcating sentences Apostrophes for Contractions Apostrophes for Possession Co-ordination Subordination Types of sentences- statements, commands, exclamations and questions</p>	<p>Demarcating sentences Forming Nouns Using -er Progressive Tense Changing Adjectives into Adverbs Past and present tense</p>
<p>POS</p>	<p>S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5</p>	<p>S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5</p>	<p>S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5</p>	<p>S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5</p>	<p>S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5</p>	<p>S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5</p>

Year 2 POS	<p>Transcription: Spelling:</p> <ol style="list-style-type: none"> Children should be able to segment spoken words into phonemes and represent these by graphemes, spelling many correctly Learn new ways to spell phonemes for which one or more spellings are already known, include a few homophones Spell common exception words Spell words with contracted forms Begin to spell with the possessive apostrophe Distinguish between homophones and near homophones Add suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly <p>Handwriting:</p> <ol style="list-style-type: none"> Form lower case letters of correct size relative one another Start using some 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 lowercase letters Use spacing between words that reflect the size of the letters 	<p>Composition:</p> <ol style="list-style-type: none"> Develop positive attitudes and stamina when writing narratives about personal experiences Write about real events Write poetry Write for different purposes Plan or say out loud what they are going to write about Write down ideas/key words including new vocabulary Encapsulate what they want to say, sentence by sentence Evaluate own writing with teacher and peers Re-read to check their writing makes sense and verbs used to indicate time are used correctly and consistently, including verbs in the continuous form Proofread to check for errors in spelling, grammar and punctuation <p>Vocabulary, grammar and punctuation:</p> <ol style="list-style-type: none"> Use familiar and new punctuation with accuracy including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions and possession. Write different sentence forms: statement, question, exclamation and command Use expanded noun phrases to describe and specify Use the present and past tenses correctly and consistently Use subordinating (when, if, that, or because) and co-ordinating (and or but) conjunctions

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topics	<i>How did Early man change Prehistoric Britain?</i>	<i>What is life in the UK like?</i>	<i>Who were the greatest builders?</i>	<i>What do plants need to stay healthy?</i>	<i>How is a region of Mexico & the UK the same/different?</i>	<i>What forces move mountains?</i>
	Fiction	<p>Descriptive poetry – aliens Write a descriptive alien poem to be performed aloud. Figurative language (simile, metaphor, personification), rhythm, imagery. Use powerful adjectives/adverbs; similes (<i>like a...</i>); question and exclamation marks for effect.</p>	<p>Traditional tales – Hansel and Gretel Write an adaptive version of a familiar tale Retell and innovate on a traditional tale. Story structure, descriptive language, atmosphere building. Past tense verbs; inverted commas for direct speech; expanded noun phrases.</p>	<p>Portal stories – Alice in Wonderland Write own portal story where a character travels to another land. Imaginative setting description, sequencing events, fantasy story language. Use expanded noun phrases for description; prepositions for setting (<i>beyond, beneath</i>); dialogue punctuation.</p>	<p>Mayan Folktales – the King of the Birds Write a folktale inspired by Mayan tradition. Identifying morals, story language, cultural storytelling patterns. Dialogue punctuation; adverbs to show time/place/manner; prepositions (<i>under, through, behind</i>).</p>	<p>Mystery narratives – Roads End write a suspense story with tension and atmosphere using a video stimulus Creating suspense through setting, sentence length variety, clues. Include fronted adverbials for time/place (<i>Suddenly, In the distance...</i>); short sentences for effect; commas after adverbials.</p>	<p>Fables – The Lion and the Mouse Write own fable with animals as characters. sing animal characters, moral endings, oral storytelling patterns. Include direct speech with correct punctuation; conjunctions (<i>when, because</i>); expanded noun phrases.</p>

Transcription:**Spelling:**

1. Spell prefixes
2. Spell further homophones
3. Spell words which are often misspelt
4. Place the possessive apostrophe accurately in words with regular plurals (girls', boys') and words with irregular plurals (children's)
5. Use the first two or three letters of a word to check its spelling in a dictionary
6. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught.

Handwriting

1. 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.
2. Increase in legibility, consistency and quality of their handwriting (for example, by ensuring the downstrokes of letters are parallel and equidistant)

Composition:

1. Children should plan their writing through discussion and record their ideas
2. Plan to write in order to understand and learn from its structure, vocabulary, and grammar
3. Compose and rehearse sentences orally (including dialogue), progressively building a rich vocabulary
4. Increase the range of sentence structures used in independent writing
5. Organise paragraphs around a theme
6. Create settings, plot and character (in narrative writing)
7. In non-narrative material use simple organisational devices (headings and sub-headings)
8. Assess the effectiveness of own and other's writing and suggesting improvements
9. Propose changes to grammar and vocabulary to improve consistency (include the accurate use of pronouns)
10. Proof-read for spellings and punctuation errors
11. Read writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume to make the meaning clear.

Vocabulary, grammar and punctuation:

1. Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if because)
2. Using the present perfect form of verbs in contrast to the past tense
3. Choose pronouns appropriately for clarity and cohesion and avoid repetition
4. Use conjunctions. Adverbs and prepositions to express time and cause
5. Use fronted adverbials
6. Use commas after a fronted adverbial
7. Indicate possession by using a possessive apostrophe with plural nouns
8. Use and punctuate direct speech (inverted commas)

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Topics	<i>What legacies did the Ancient Greeks leave on modern culture?</i>	<i>How was William Shakespeare influenced by the Ancient Greeks?</i>	<i>What did the Romans leave behind?</i>	<i>What makes Italy roar?</i>	<i>How did the loss of the cacao bean contribute to the collapse of the Mayan Empire?</i>	<i>How does chocolate move through our digestive system?</i>
	Fiction	<u>Greek Myths – Theseus and the Minotaur</u> retell and innovate on a myth - inspired story with a hero, problem and resolution Characterisation, creating tension, moral endings. Use powerful verbs/adjectives; direct speech punctuation; paragraphs for build-up/climax/resolution.	<u>Playscripts – Adapted Scene from Macbeth</u> Write a short script of a scene from <i>Macbeth</i> performed in groups. Using stage directions, writing dialogue, layout awareness. Inverted commas and punctuation for speech; colons in scripts; adverbs for stage direction.		<u>Portal stories</u> Write a portal story where a character travels into another world Descriptive language, structuring plot, creating atmosphere. Use Expanded noun phrases; prepositions for setting (<i>beyond, beneath, through</i>); commas after fronted adverbials.	<u>Classic poetry Tyger, Tyger</u> Explore and respond to classic poetry through imitation. Use figurative language (simile, metaphor), rhythm, imagery. Explore the use of expanded noun phrases; question marks for effect; powerful descriptive verbs	<u>Diary of a Diary of a fictional or historical figure</u> recount an event in role, showing personal viewpoint. Empathy writing, chronological recounting, reflective language. Include first-person pronouns; time adverbials (<i>later, afterwards</i>); consistent past tense.
	Non-Fiction	<u>Non chronological reports – Aliens</u> Write a non-chronological report on aliens "discovered" on Earth Organise information clearly into structured paragraphs. Note-taking, grouping related information, using headings/subheadings. Include paragraphing; conjunctions (<i>although, while, because</i>); present tense.	<u>Persuasive leaflets: Stratford Upon Avon</u> Write a travel brochure with persuasive descriptions and images to persuade readers to visit a destination. Include persuasive language, audience awareness, layout for impact. Add rhetorical questions; powerful adjectives/adverbs; exclamation marks for effect	<u>Instructional guide: How to be a Roman soldier</u> Write an instructional text with factual detail. Researching, writing in a factual/impersonal style, clear sequencing Use imperative verbs; adverbs of manner/time (<i>carefully, immediately</i>); technical vocabulary. <u>Persuasive Letter – as a Roman Soldier</u> Write a formal persuasive letter in role convincing family to enrol Structuring arguments, letter layout, persuasive devices Include formal sentence openers (<i>I believe, It is clear that</i>); modal verbs (<i>must, should, will</i>); commas in lists.	<u>Newspaper reports: A Roman or Historical event</u> Write a newspaper article with headline, subheadings, quotes. Writing in third person, using quotes, ordering information. Include direct and reported speech; fronted adverbials (<i>Earlier today, In the city...</i>); past tense.	<u>Mayan Folktales – The Chocolate tree</u> Retell a traditional folktale with cultural awareness. Adapting <i>The Chocolate Tree</i> using story structure, oral storytelling, moral endings. Include past tense; conjunctions for cause/effect (<i>so, because, therefore</i>); adverbs to show time/place.	<u>Discussion texts: should we buy fairtrade chocolate</u> Create a written discussion about Fairtrade. Present a balanced argument with reasons. Use conjunctions for contrast (<i>however, although</i>); modal verbs (<i>should, might</i>); paragraphs to group viewpoints.

	Linked text	Thesus and the Minotaur	Romeo and Juliet MacBeth	How to be a Roman Soldier	Survivor: Escape from Pompeii The Tunnel	Tyger Tyger The Rain maker The Chocolate Tree	Fairtrade
	POS	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11
	Grammar	Identifying sentences as past / present and future Identifying main and subordinate clause Forming abstract nouns from adjectives and verbs Punctuating direct speech Forming adjectives and abstract nouns by adding suffixes	Using adjectives and adverb phrases in sentences Completing sentences to show the noun – verb agreement Completing sentences with possessive pronouns Changing sentences from present to perfect tense Building sentences with adverb pairs	Completing sentences with objects Completing sentences with past perfect verbs Completing sentences with possessive adjectives Changing direct sentences to indirect speech and indirect speech to direct sentences Changing sentences from present to past perfect tense	Choosing conjunctions to complete adverb clauses Identifying noun phrases and writing expanded noun phrases Writing paragraph openings Ordering paragraph openings by location Forming contractions – writing sentences with the opposite meaning	Clear and ambiguous use of pronouns in context Synonyms for went and said Completing sentences with adverb clauses Rewrite sentences so that adverb clause comes first Using headings and subheadings for non-fiction writing	Shortening phrases with possessive nouns Plural words Punctuating split direct speech Identifying possessive and plural nouns in sentences Identifying adverb sentences and clauses in sentences Answer questions about structure of writing
	POS	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5
Year 3 & 4 POS	Transcription: Spelling: <ol style="list-style-type: none"> 1. Spell prefixes 3. Spell further homophones 4. Spell words which are often misspelt 5. Place the possessive apostrophe accurately in words with regular plurals (girls', boys') and words with irregular plurals (children's) 6. Use the first two or three letters of a word to check its spelling in a dictionary 7. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught. Handwriting <ol style="list-style-type: none"> 1. 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. 2. Increase in legibility, consistency and quality of their handwriting (for example, by ensuring the downstrokes of letters are parallel and equidistant) 				Composition: <ol style="list-style-type: none"> 2. Children should plan their writing through discussion and record their ideas 3. Plan to write in order to understand and learn from its structure, vocabulary, and grammar 4. Compose and rehearse sentences orally (including dialogue), progressively building a rich vocabulary 5. Increase the range of sentence structures used in independent writing 6. Organise paragraphs around a theme 7. Create settings, plot and character (in narrative writing) 8. In non-narrative material use simple organisational devices (headings and sub-headings) 9. Assess the effectiveness of own and other's writing and suggesting improvements 10. Propose changes to grammar and vocabulary to improve consistency (include the accurate use of pronouns) 11. Proof-read for spellings and punctuation errors 12. Read writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume to make the meaning clear. Vocabulary, grammar and punctuation: <ol style="list-style-type: none"> 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if because) 2. Using the present perfect form of verbs in contrast to the past tense 3. Choose pronouns appropriately for clarity and cohesion and avoid repetition 4. Use conjunctions. Adverbs and prepositions to express time and cause 5. Use fronted adverbials 6. Use commas after a fronted adverbial 7. Indicate possession by using a possessive apostrophe with plural nouns 8. Use and punctuate direct speech (inverted commas) 		

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 5	Topics	<i>Why did people invade and settle in Britain?</i>	<i>Where did they settle and why?</i>	<i>How did the Kingdom of England come to be?</i>	<i>What is globalisation?</i>	<i>What's around the river bend?</i>	<i>Where in the world is Bracknell?</i>
	Fiction	<p>Diary entries in role Write in the voice of a character, expressing thoughts and feelings. Diary entries from a story character or historical figure. Include first-person using empathy, first-person writing, sequencing events, reflective tone. pronouns; past tense; time adverbials (<i>later, meanwhile, afterwards</i>); commas after fronted adverbials.</p>	<p>Horror / Gothic fiction Write a suspenseful and atmospheric opening. Building tension, descriptive setting, pacing sentences for effect. Use first-person pronouns; past tense; time adverbials (<i>later, meanwhile, afterwards</i>); commas after fronted adverbials.</p>	<p>Myths and legends – Beowulf Retell a myth/legend story in own words with heroic characters. Characterisation, plot sequencing, use of formal/mythical language. Add Past tense verbs; dialogue punctuation; conjunctions for cause/effect (<i>because, so that</i>).</p>	<p>Portal stories Write a story with a character travelling into another world which includes a problem and resolution. Imaginative setting description, story structure, suspense building. Use prepositions for spatial description; expanded noun phrases; varied sentence types; commas for clarity.</p>	<p>Writing with dialogue – wind in the Willows Write a story incorporating dialogue between characters. Using dialogue to reveal character, pacing action, story sequencing. Include Inverted commas and punctuation; paragraphing for new speakers; adverbs to show manner (<i>whispered, shouted</i>).</p>	<p>Stories from different perspectives – The Highway Man Retell a story from an alternative viewpoint. Focus on perspective taking, creative writing, varied sentence structures. Use first/third person consistently; past tense verbs; adverbials for viewpoint (<i>from my vantage point, I watched...</i>)</p> <p>Poetry – Free verse poems write imaginative, structured poetry without strict rhyme Figurative language, imagery, expressive vocabulary, line breaks for effect. Add adjectives/adverbs for effect; figurative language (similes, metaphors, personification); punctuation for pacing.</p>
	Non-Fiction	<p>Non-chronological reports Write a non-chronological report on an invented alien species Present factual information in an organised way. structuring information, using subheadings, research skills. Use paragraphs for each section; present tense; expanded noun phrases; conjunctions to link ideas.</p>	<p>Formal letters Write a formal letter for a specific purpose. Formal tone, structuring arguments, appropriate salutations/closings. Use formal sentence openers (<i>I would like to..., It is important that...</i>); modal verbs (<i>should, must</i>); paragraphs to group points.</p>	<p>Biographies Write a biography of a Viking leader with headings /subheadings. Write a factual account of a person's life. Chronological sequencing, factual accuracy, summarising key events. Write in the past tense; third-person pronouns; adverbials for time (<i>in 793 AD, subsequently</i>); commas in lists.</p>	<p>Balanced arguments Write a discussion text weighing pros and con to present arguments for and against a topic fairly. Structuring debate text, persuasive techniques, neutral tone. Include conjunctions for contrast (<i>however, although</i>); modal verbs; paragraphing for different viewpoints.</p>	<p>Explanation texts Create a Step-by-step explanation with diagrams if required to explain a process clearly and logically. Sequencing, technical vocabulary, using cause and effect. Use Causal conjunctions (<i>because, therefore, as a result</i>); present tense; complex sentences for clarity.</p>	<p>Information text Create a Written or oral presentation summarising the journey or story events. Summarise and present information effectively to an audience. Planning, oral delivery, clear organisation of ideas. Include Bullet points/numbered lists; fronted adverbials; varied sentence openers.</p>

Transcription:

Spelling:

1. Use further prefixes and suffixes
2. Spell some words with silent letters (knight, psalm, lamb)
3. Continue to distinguish between homophones and other words which are often confused
4. Use the knowledge of morphology and etymology in spelling and understand that the spelling words need to be learnt specifically
5. Use dictionaries to check the spelling and meaning of words
6. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
7. Use a thesaurus

Handwriting and presentation:

8. Write legibly, fluently with increasing speed
9. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
10. Choose the writing implement best suited to the task.

Composition:

1. Plan writing by identifying the audience and the purpose for writing
2. Note and develop initial ideas, drawing on reading and research where necessary
3. When writing narratives, consider how authors have developed characters and settings, in what children have read, listened to or seen performed.
4. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
5. When writing narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and enhance the action
6. Precise longer passages
7. Use a wide range of devices to build cohesion within and across paragraphs
8. Use further organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining)
9. Evaluate and edit by assessing the effectiveness of their own and others' writing
10. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
11. Ensure consistent and correct use of tense throughout a piece of writing
12. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
13. Proof-read for spelling and punctuation errors

Vocabulary, Grammar and punctuation

14. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
15. Use passive verbs to affect the presentation of information in a sentence
16. Use the perfect form of verbs to mark relationships of time and cause
17. Use expanded noun phrases to convey complicated information concisely
18. Use relative clauses beginning with: who, which, where, when, whose, that or with an implied (omitted) relative pronoun
19. Use commas to clarify meaning and avoid ambiguity
20. Use hyphens to avoid ambiguity
21. Use brackets, dashes or commas to indicate parenthesis
22. Use semi colons, colons or dashes to mark boundaries between independent clauses
23. Use a colon to introduce a list
24. Punctuate bullet points consistently

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Topics	<i>What's around the River bend?</i>	<i>What is Bracknell like now?</i>	<i>What was the significance of the Battle of Britain?</i>	<i>Why do some creatures no longer exist?</i>		<i>How successful are we as entrepreneurs?</i>
	Fiction	<p><u>Fantasy Descriptions – Wind in the Willows</u> Create a rich and atmospheric setting description. Using sensory detail, figurative language, descriptive paragraphs. Setting description of a fantasy or woodland environment. Include expanded noun phrases; personification; semi-colons in longer descriptive sentences.</p>	<p><u>Stories from different perspectives – The Highway Man</u> Write a narrative account from Bess, Tim the ostler, or the Highwayman. Perspective writing, developing voice, narrative detail. Use First/third person consistently; flashback devices; dialogue punctuation.</p>	<p><u>Poetry – from the front line</u> Create free verse poetry inspired by historical events. Use Figurative language (metaphor, personification), rhythm, tone. A free verse poem reflecting the mood of D-Day. Include powerful verbs/adjectives; enjambment and punctuation for pace; emotive vocabulary.</p> <p><u>Flashback stories – the piano</u> Short story with a flashback or portal device. Structure a narrative using flashback techniques. Shifts in time, descriptive writing, atmosphere. Include past/present tense shifts; ellipses (...) for effect; adverbials of time (<i>years earlier, in that moment</i>).</p>	<p><u>The arrival – dialogue focus</u> Write a story with a focus on character interaction. Using dialogue to move plot forward, balancing action/description. Short narrative with meaningful dialogue. Include dialogue punctuation and new paragraphing; dashes/ellipses for interruptions; reporting clauses (<i>he muttered, she whispered</i>).</p> <p><u>Diary entries</u> Write a diary entry linked to a studied text. Empathy, showing thoughts/feelings, reflective style. Write in First person; emotive language; varied sentence lengths for impact.</p>	<p><u>Short Burst Writing – Slow Motion Clip</u> Write powerful short pieces inspired by visual stimulus. Precise vocabulary choice, pacing, sentence manipulation. Short descriptive narrative based on a slow-motion scene. Include figurative language (simile/metaphor); short/fragmented sentences; commas for effect</p> <p><u>Diary Entry in Role – Replay</u> Reflect on experiences and emotions in role. Voice, empathy, internal monologue. Diary entry linked to <i>Replay</i>. Use first person; emotive vocabulary; shifts between past and present for reflection.</p>	<p><u>Stories building tension and suspense – Alma</u> Build suspense using description, sentence structure, and atmosphere. Creating mood, foreshadowing, varying pace. Suspense story based on or inspired by <i>Alma</i>. Use short sentences for tension; fronted adverbials (<i>Without warning, In the darkness</i>); varied clause structures.</p> <p><u>Stories with Dialogue from Different Perspectives – Titanium</u> Tell a narrative from multiple characters' viewpoints. Shifting perspectives, managing multiple voices, using dialogue effectively. Narrative retelling <i>Titanium</i> from different viewpoints. Include first/third person; cohesive devices (<i>meanwhile, however</i>); accurate punctuation of dialogue.</p>

Non-Fiction	<p>Non-chronological reports write a formal information report on an invented species with subheadings and labelled diagram. Note-taking, organising into clear sections, scientific tone. Use cohesive devices (<i>in addition, furthermore</i>); passive voice (<i>It is believed that...</i>); technical vocabulary.</p>	<p>Formal letters Letters to and from Stanley and Mum To write a formal letter for persuasion or complaint. Formal style, structuring argument, adapting tone. Persuasive formal letter (linked to topic). Include modal verbs (<i>must, should, will</i>); formal conjunctions (<i>therefore, consequently</i>); colon/semi-colon for clarity.</p>	<p>Debates – <i>Should Britain have gone to war with Germany?</i> Present and justify opposing views in spoken/written form. Structuring arguments, persuasive techniques, oral debate skills. Written discussion or oral debate presentation. Include Conjunctions for contrast (<i>although, however, whereas</i>); balanced sentence structures; formal tone and modal verbs.</p>		<p>Newspaper reports Newspaper article with headline, quotes, and balanced reporting Chronological recounting, using quotes, formal tone. Use direct and reported speech; passive voice (<i>The protest was attended by...</i>); formal sentence openers.</p> <p>Information texts Create an engaging guide for younger pupils. Structuring guides, using humour/informality for audience. Use Second-person pronouns (<i>you, your</i>); modal verbs (<i>you should, you must</i>); bullet points/numbered lists.</p>	<p>Newspaper reports Write a fictional report on a mysterious event. Adapting newspaper style to suspense narrative, balanced tone. Use third person, past tense; varied sentence starters; modal verbs (<i>could, might</i>). Persuasive letters</p> <p>Information texts Write an information leaflet about a mythical creature. Blending imagination with factual style, descriptive detail. Include expanded noun phrases (<i>the fire-breathing, winged beast</i>); present tense; relative clauses.</p>
Linked text	Wind in the Willows	Holes The Highway man	Stubby			Alma
POS	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11	H1 H2 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11
Grammar	Nouns Pronouns Adjectives Verbs Adverbs, adverbials and fronted adverbials Noun phrases Conjunctions (subordinating and co-ordinating) Subject, verb and object Simple sentences Compound sentences Complex sentences	Relative pronouns Relative clauses Apostrophes for contractions Apostrophes for possession Adding parenthesis using commas, brackets and dashes Simple past, present and future Past and present progressive Past and present perfect There, they're and their Recap of all homophones	<u>Punctuation:</u> Semicolons Recap of capital letters and full stops Hyphens Colons Subjunctive form Revision of all word classes	Active and Passive Voice Double negatives Subject, verb agreement Revision of sentence types Revision of apostrophes Inverted commas Address misconceptions and gaps in learning Revision of identified grammar skills.	Revisions of all grammar skills Using a range of cohesive devices	Revisions of all grammar skills Using a range of cohesive devices
POS	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5	S1 S2 S3 S4 S5 S6 S7 V1 V2 V3 V4 V5

Transcription:**Spelling:**

1. Use further prefixes and suffixes
2. Spell some words with silent letters (knight, psalm, lamb)
3. Continue to distinguish between homophones and other words which are often confused
4. Use the knowledge of morphology and etymology in spelling and understand that the spelling words need to be learnt specifically
5. Use dictionaries to check the spelling and meaning of words
6. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
7. Use a thesaurus

Handwriting and presentation:

8. Write legibly, fluently with increasing speed
9. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
10. Choose the writing implement best suited to the task.

Composition:

1. Plan writing by identifying the audience and the purpose for writing
2. Note and develop initial ideas, drawing on reading and research where necessary
3. When writing narratives, consider how authors have developed characters and settings, in what children have read, listened to or seen performed.
4. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
5. When writing narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and enhance the action
6. Precise longer passages
7. Use a wide range of devices to build cohesion within and across paragraphs
8. Use further organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining)
9. Evaluate and edit by assessing the effectiveness of their own and others' writing
10. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
11. Ensure consistent and correct use of tense throughout a piece of writing
12. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
13. Proof-read for spelling and punctuation errors

Vocabulary, Grammar and punctuation

1. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
2. Use passive verbs to affect the presentation of information in a sentence
3. Use the perfect form of verbs to mark relationships of time and cause
4. Use expanded noun phrases to convey complicated information concisely
5. Use relative clauses beginning with: who, which, where, when, whose, that or with an implied (omitted) relative pronoun
6. Use commas to clarify meaning and avoid ambiguity
7. Use hyphens to avoid ambiguity
8. Use brackets, dashes or commas to indicate parenthesis
9. Use semi colons, colons or dashes to mark boundaries between independent clauses
10. Use a colon to introduce a list
11. Punctuate bullet points consistently