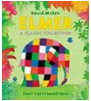

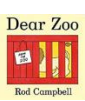




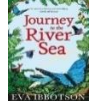


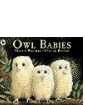










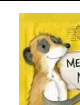
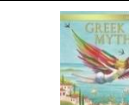












Whole School Overview - Texts

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	  	  	 	 			
	Elmer Rainbow Fish Dear Zoo	Shh! We have a Plan Barry the fish with fingers The Three Little Pigs	Vlad and the GFOL The Story of the GFOL	A River The Rythmn of the Rain	Flood	Beowulf	Journey to the River Sea
Autumn 2	  	  	 	 			
	Peace at Last Can't you sleep little bear? Owl Babies	The Tiger who came to Tea Never Tickle a Tiger Puffin Book of Fantastic Poems	The Papya that Spoke The Giraffe the Pelly and Me	The Abominables Mountains of the World	Escape from Pompeii	Viking Boy	Stay where you are then leave
Spring 1	  	  	 	 			
	Traditional Stories	The Magic Porridge Pot TBC	Kassim and the Greedy Bear How to trap a dragon	Ug: Boy Genius The Secrets of Stonehenge	The thieves of Ostia	Wreck of the Zanzibar	Treason
Spring 2	  	  	 	 			
	Oliver's Vegetables Oliver's Fruit Salad The Enormous Turnip	The Enormous Turnip Don't spill the milk	The Magic Paintbrush	Stone Age Boy The Stone Age Sentital	Tiger, Tiger	The Nowhere Emporium	Street Child
Summer 1	  	  	 	 			
	Minibeast Stories – Eric Carle	Tiddler TBC	Meerkat Mail	Greek myths	The Egyptian Cinderella	The London eye Mystery	Holes
Summer 2	  	  	 	 			
	We're going on a bear hunt We're going on a lion hunt What the ladybird heard	Hey Little bug - Poetry The Light house Keepers Lunch	Mama Panya's Pancakes	Who let the God's out	Secrets of the Sun King	The Giant's Necklace	Varmits

Whole School Curriculum Map - Text Types

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Familiar Stories Only One Me Elmer Stories The Rainbow Fish Dear Zoo The Colour Monster Ruby's Worrry	Narrative - Traditional Beating the monster story Non-Fiction - Information Lists, Captions and Sentences	Narrative Writing a diary entry Non-Fiction - Information Writing a fact sheet about GFOL	Narrative Writing a fantasy story Non-Fiction - Explanation The Water Cycle Poetry Limericks	Narrative Writing a losing story Non-Fiction - Information Geographical features of volcanoes	Narrative Beating the monster story Non-Fiction - Information Fact File	Narrative Writing a journey story Non-Fiction - Recount Diary
Autumn 2	Stories with a theme Owl Babies Can't You Sleep Little Bear? Whatever Next? Peace at Last Dear Santa	Narrative - Fantasy Writing a journey story Non-Fiction - Information Writing a fact sheet Poetry List Poems	Narrative Writing a journey story Non-Fiction - Persuasion Writing an advert Poetry Onomatopoeia/Alliteration	Narrative Writing a suspense story Non-Fiction - Information Geographical - mountains Poetry Question/Answer poems	Narrative Writing a suspense story Non-Fiction - Recount Newspaper Pompeii	Narrative Writing an invasion story Non-Fiction - Persuasion Leaflet	Narrative Writing a finding story Non-Fiction - Discussion Balance Argument Poetry Imagery - War Poems
Spring 1	Traditional Stories The Three Little Pigs The Three Billy Goats Gruff The Gingerbread Man Goldilocks and the Three Bears The Little Red Hen	Narrative - Traditional Writing a wishing story Non-Fiction - Instructions Writing a recipe	Narrative Writing a warning story Non-Fiction - Instructions How to catch a dragon	Narrative Writing a wishing story Non-Fiction - Persuasion Letters	Narrative Beating the monster story Non-Fiction - Discussion Balanced argument	Narrative Writing a losing story Non-Fiction - Explanation Environmental - Coasts	Narrative Writing a warning story Non-Fiction - Information Non-Chronological Report
Spring 2	Stories with a theme Oliver's Vegetables Oliver's Fruit Salad The Enormous Turnip Jack and the Beanstalk	Narrative - Cultural Writing a journey story Non-Fiction - Persuasion Writing an advert	Narrative Writing a wishing story Non-Fiction - Recount Report Scutari Hospital Poetry Acrostic Poems	Narrative Writing a portal story Non-Fiction - Recount Newspaper report	Narrative Writing a portal story Non-Fiction - Persuasion Promotional leaflet	Narrative Writing a portal story Non-Fiction - Instructions Instruction manual or recipe TBC	Narrative Writing a portal story Non-Fiction - Persuasion Letter
Summer 1	Non-Fiction Texts about mini-beasts The Very Hungry Caterpillar and other Eric Carle books	Narrative - Popular Writing a journey story Non-Fiction - Recount Writing recount of trip	Narrative Writing a Portal story Non-Fiction - Persuasion Writing to a character	Narrative Beating the monster story Non-Fiction - Instructions How to clean a monster's teeth	Narrative Writing a Cinderella story Non-Fiction - Instructions How to mummify	Narrative Writing a warning story Non-Fiction - Discussion Balanced argument in a newspaper	Narrative Writing a wishing story Non-Fiction - Instructions How to look after...
Summer 2	Repeating Patterns Handa's Surprise We're Going on a Bear Hunt We're Going on a Lion Hunt What the Ladybird Heard series.	Narrative - Popular Writing a losing story Non-Fiction - Information Writing an information text Poetry Shape Poems	Narrative Writing a journey Story Non-Fiction - Information Geographical focus	Narrative Writing a warning story Non-Fiction - Discussion Historical focus	Narrative Writing a fantasy story Non-Fiction - Explanation Historical focus Egyptians	Narrative Writing a suspense story Non-Fiction - Recount Geographical focus	Narrative Beating the monster story Non-Fiction - Explanation Scientific Focus

Grammar, Punctuation, Phonics/Spelling Progression - EYFS

EYFS	T1	T2	T3	T4	T5	T6
Premise	<p>In Early Years, it is important to begin to lay the ground for teaching the terminology and punctuation which will come later. Areas of focus:</p> <ul style="list-style-type: none"> building experiences during and about which the child can express himself; building confidence to speak in sentences; building new vocabulary; learning the names of things and beginning to describe them; beginning to understand what the terms <i>letter</i>, <i>word</i> and <i>sentence</i> mean. 					
G1 / word classes	know the names of members of the class; read and write lower case and upper case letters for proper nouns; label objects in the learning environment	use describing words for objects in the environment; shells, stones, plants, mini-beasts; use describing words for characters in stories	know that names begin with a capital letter; know that the personal pronoun 'I' has a CL	talk about actions; know some 'doing' words which describe actions e.g. I am <i>jumping</i> ; begin to read and write simple sentences which include 'being' words e.g. He <i>is</i> in the car.	reinforce oral use of describing words during outings and in the environment; expand range of known verbs during P.E. and other play activities e.g. <i>hopping, skipping, curling, weaving</i>	orally use adverbs such as carefully, quickly, gently; learn to identify wider groups of common nouns e.g. <i>types of tree, leaf, flower, shell, mini-beast, stationery item, cooking utensil, clothing</i>
G2 Sentence functions	listen to a variety of sentence models which include statement, question, command and explanation – in stories and information texts and in class talk; point to the question mark when reading big books together; model the word <i>question</i> e.g. <i>I'm going to ask you a question; Who can answer this question?</i>					
G3 Combining words, phrases and clauses	model simple oral sentences as examples of clear units of meaning	encourage children to speak in meaningful sentences; expand responses with some detail	use the word <i>and</i> to join ideas together; model oral use of <i>but, or</i> and <i>because</i> as useful joining words	read and write sentences together in shared reading and shared writing; count the words in a sentence	make oral sentence chains, child after child, each making a contribution; read early conjunctions on word cards	with the adult, orally compose meaningful sentences which explain or describe an experience or class activity; shared writing of simple sentences
G4 Verb tenses	orally respond to child's error with correct verb form	read stories to model past tense verb form; talk together about pictures to model present tense verb form	also model verbs in progressive form e.g. <i>Jack is running; Samir was singing.</i>	when writing a shared sentence, ask child to check verb tense e.g. <i>Should we say Kitty dranked her milk?</i> ; make deliberate errors and edit together	continue to respond to child's error with correct verb form; respond to incorrect subject/verb agreement, e.g. 'We was' - 'Were you?'	make corrections of pupil's oral and written errors, with a focus on oral correction e.g. <i>We come</i> out to play; You <i>came</i> out to play did you?
G5 Punctuation	model CL and FS in classroom environment; read texts to children as often as possible, to reinforce familiarity with <i>hearing</i> the unit of a sentence		during shared sentence writing, emphasise use of CL for names, personal pronoun 'I' and sentence beginnings; model FS	use big books or shared texts which include an exclamation mark to show surprise	continue to ask children to help you write sentences together: <i>What do we need to put at the end?</i> <i>What have I left out?</i>	encourage and praise children for remembering to use a CL and FS when they write their own sentences
G6 Vocabulary	learn appropriate vocabulary which label nouns in the learning environment; build appropriate vocabulary related to school activities; times of day; actions in P.E.; colours; days of week; months of the year; read rhymes and poems to hear rhyming words		expand vocabulary to also describe mathematical activities; shapes; size words; number words; prepositions e.g. <i>under, next to, behind</i>	expand vocabulary by offering a wide range of rich texts; read aloud to children; read more rhymes and poems to enjoy new words; clarify misconceptions of word meanings continue to refine word meanings		build vocabulary about the wider world through outings and outdoor walks, talks by visitors; expand vocabulary about nature
Phonics/Spellings Detailed week by week plans – see Little Wandle scheme	<p>Phase 2 - Graphemes s a t p i n m d g o c k i s c k e u r l h b f</p> <p>Tricky Words is, I, the</p>	<p>Phase 2 - Graphemes f l l s s j v w x y z z z qu words with s /s/ (hats sits) ch sh th ng nk words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Tricky Words put, pull, full, as, and, has. Jis, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p>Phase 3 – Graphemes ai ee igh oa oo oo ar or ur ow oi ear words with double letters: dd mm tt bb rr gg pp ff</p> <p>Tricky Words was, you, they, my, by, all, are, sure, pure</p>	<p>Phase 3 – Review ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters words with two or more digraphs words ending in –ing compound words words with s in the middle /z/ s words ending –s words with –es at end /z/</p> <p>Tricky Words Revise all so far</p>	<p>Phase 4 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words compound words root words ending in: –ing, –ed /t/, –ed /d/ /ed/ –est</p> <p>Tricky Words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Phase 4 long vowel sounds CVCC CCVC Review all taught so far long vowel sounds CCVC CCCVC CCV CCVCC words ending –s /s/ words ending –s /z/ words ending –es root word ending in: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/ root word ending in: –er, –est longer words</p> <p>Tricky Words Revise all taught so far</p>

Grammar, Punctuation, Phonics/Spelling Progression – Year 1

Year 1	T1		T2		T3		T4		T5		T6			
Premise	In Year 1, it is appropriate to prepare for teaching the grammatical terminology which will come later, by building the child’s general confidence to understand and use language, and by building his understanding of the concepts behind that terminology. He needs to be familiar with the sound and concept of a sentence before he can be expected to punctuate it. Areas of focus: • building further experiences during and about which the child can express himself; building confidence to speak in sentences, beginning to demarcate them; expanding new vocabulary and refining meanings of familiar words; finding ways to describe actions, present and past; reinforcing the unit of a sentence, both through hearing it spoken and composing it for himself.													
G1 / word classes	know that names of people begin with a CL; know words that are things or objects; know some words that are places e.g. <i>forest, garden, kitchen, England</i> use the word - noun		use describing words for objects in the environment, both in and out of the classroom; understand the terms <i>describe</i> and <i>describing words</i> use the word- adjective		know that names of places begin with a CL e.g. town, county, country; know that the personal pronoun ‘I’ has a CL, and use in own writing talk about actions; identify action/doing words in stories and rhymes; include doing and being words when composing sentences, orally and in writing use the word - verb			reinforce words which describe things during outings and in the environment; sometimes say and write describing words to describe things, places or people		orally use adverbs such as kindly, fast, carefully, crossly, which describe how an action is done; listen to stories which include adverbs to describe characters’ actions				
G2 Sentence functions	listen to a variety of sentence types; model CL and FS routinely during shared writing; point to the question/exclamation mark when reading texts together				model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !				recognise and name a sentence which is a question or an exclamation; know when a sentence gives information or instruction; write simple instructions					
G3 Combining words, phrases and clauses	model simple oral and written sentences as examples of clear units of meaning; write simple dictated sentences from memory		speak in meaningful sentences; expand oral responses with some detail, using the words <i>and, or, but, when</i> or <i>because</i> from memory		orally tell a short story sequence using conjunctions which are familiar; write joining words in short sentences e.g.by sequence of pictures		read and write sentences together in shared reading and shared writing; sometimes include conjunctions to join two ideas		make oral sentence chains, each child making a contribution; read known conjunctions on word cards with confidence		compose meaningful oral and written sentences which explain or describe an experience or class activity, or which tell a short story sequence			
G4 Verb tenses	orally respond to child’s error with correct verb form; read and write verbs in progressive form e.g. <i>I am playing; She was looking.</i>		draw child’s attention to the <i>past</i> when talking about texts together, or when teaching spelling of words ending in <i>ed</i> ; model re-reading to check sense		find verbs ending with <i>ed</i> when reading texts together; reinforce understanding of the words <i>in the past</i> , showing that the event has already happened			during shared writing, model simple sentences using both present, progressive and past tense verb forms e.g. <i>The dog looks; The dog is looking; The dog looked;</i> re-read sense of sentences		respond to incorrect subject/verb agreement, with a focus on oral correction e.g. ‘ <i>I done</i> ’ - ‘ <i>You did that, did you?</i> ’ Read and write common irregular past tense verbs e.g. <i>came, was, took</i>		continue to identify past tense verb forms during shared reading and writing; build bank of past tense words child can write e.g. <i>looked, gave, ate, was, came, found, hid, made</i>		
G5 Punctuation	know that sentences begin with CL; recognise and sometimes use ? and ! in writing; sometimes use CL to begin a sentence and FS to end a sentence in writing; shared writing to model punctuation				remember also to use CL for names of people and personal pronoun ‘I’; model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !								ask children to help you write sentences together: <i>What do we write at the end of this question?</i> ; edit sentences: <i>What have I left out? What mistake have I made?</i> ; encourage and praise children for remembering to use a CL and FS when they write their own sentences	
G6 Vocabulary	name people and their jobs, both in and out of school; people in our family; relevant places, town/county/country; wider range of colours e.g. <i>purple, turquoise, brown</i> days of the week; months of the year; read rhymes and poems to hear rhyming words				expand vocabulary to also describe mathematical activities; words associated with measure; shapes; size words; first/second/third...			expand vocabulary by offering a wide range of rich texts which children hear read aloud; read and sometimes recite more rhymes and poems to enjoy and discuss new words; clarify child’s misconceptions of word meanings			build vocabulary about the wider world through outings and outdoor walks, talks by visitors; expand vocabulary related to cross-curricular topics			
Phonics/Spellings	Phase 3/4 review-Phase 5 GPC Phase 3 Review- ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –es words with two or more digraphs e.g. queen thicker Phase 4 Review-CVCC CCVC CCVCC CCCVC Phase 5 – GPC /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Tricky Words Phases 2–4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today		Phase 5 – GPC /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue Tricky Words their, people, oh, your, Mr, Mrs Ms, ask, could, would, should, our, house, mouse, water, want		Phase 5 – GPC /ee/ y funny /el/ ea head /wi/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui oo oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa Tricky Words any, many, again, who, whole, where, two, school, call, different, some, mother, young, thought, through, friend, work,			Phase 5 – GPC /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure ar/ al half* /ar/ a father* /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze Tricky Words Once, laugh, because, eye			Review Phase 5 – Preparation for Screening ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant		Phase 5 – GPC /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /ur/ augh our oar ore daughter pour oar more Tricky Words busy, beautiful, pretty, hour, move, improve, parents, shoe	

Grammar, Punctuation, Phonics/Spelling Progression – Year 2

Year 2	T1	T2	T3	T4	T5	T6
Premise	In Year 2 the child will begin to learn and use the terminology associated with the grammar and punctuation which is now more familiar to him. Areas of focus: • applying what he knows about how sentences work, by demarcating their beginning and end; using a small range of punctuation to show different types of sentences; recognising four sentence functions; growing in confidence to name and identify a set of four word classes; joining ideas together using conjunctions.					
G1 / word classes	introduce the term <i>noun</i> which refers to things, people and places; know that most nouns do not begin with a capital letter, but that the names of people and places do; make successful choices about when to use a CL	use adjectives to describe nouns e.g. <i>a rough stone</i> ; find adjectives in shared reading; which noun do they describe? write noun phrases to add interest to written expressions	continue to use and apply the terms noun and adjective; identify verbs in texts, both 'doing' and 'being' words; children model actions to reinforce cross curricular learning e.g. <i>crawling, jumping, skipping</i> in P.E.	identify adverbs ending in 'ly' to describe how verbs are done; find noun phrases and verbs in stories and rhymes; evaluate which you like and why; include doing and being words, orally and in writing	cloze procedure sentences – select a suitable adjective / verb / noun; sentence – identify the noun / adjective / verb / adverb; increase complexity by including a higher level of challenge or abstraction	during shared reading and discussion of class story and poems, apply terminology learned, in order to express opinions or talk about events; expand range of adverbs to include those with different endings e.g. <i>fast</i>
G2 Sentence functions	identify question/exclamation mark when reading texts together; know why they are used; write questions, exclamations and commands using relevant mark		during shared reading of non-fiction texts, identify statements which give facts or information; make choices about whether sentences are statements or not		play games to reinforce understanding of the four sentence functions; identify given sentences from a bag or box; compose different sentence types	
G3 Combining words, phrases and clauses	model oral and written sentences as examples of clear units of meaning; coordinate some sentences using <i>and</i> , <i>or</i> , <i>but</i> ; write simple dictated sentences from memory	introduce modelling of oral and written sentences using early subordination, with conjunctions <i>when</i> , <i>if</i> and <i>because</i> ; write about real events	compose sentences which are usually grammatically accurate; join sentences together to write narrative sequences; write simple dictated sentences from memory	write sentences to accompany storyboards or story maps; independently use conjunctions to join ideas together within a sentence; play games to reinforce conjunctions	make human sentence chains with word cards, finding the best conjunction to join two ideas; use mini-whiteboards to write, edit and improve sentences	revise and consolidate previous learning; identify the conjunction in a sentence; select an appropriate conjunction in a cloze procedure activity; reinforce use of subordinate conjunctions
G4 Verb tenses	be familiar with the idea of present tense and past tense verb forms; locate and identify in shared texts; find verbs ending with <i>ed</i> when reading texts together; spell words ending with <i>ed</i>	during shared writing, model sentences using both present, progressive and past tense verb forms e.g. <i>The cat sits on a high wall</i> ; <i>The cat is/was sitting on a high wall</i> ; <i>The cat sat on a high wall</i> .	respond to incorrect subject/verb agreement, with a focus on oral correction e.g. <i>'We was' - 'Were you?' or 'I done' - 'You did, did you?'</i> ; continue to practise adding the suffix <i>ed</i> e.g. <i>hummed</i>	expand range of common irregular past tense verbs which can be spoken, read and written e.g. <i>gave, shook, broke, sang, drove, swam</i>	change selected words from present tense to past tense within a given sentence, and vice versa; locate all verbs in a sentence and change to the new tense	continue to identify present and past tense verb forms during shared reading and writing; build bank of past tense words child can write
G5 Punctuation	establish routines to check and apply sentence demarcation e.g. re-read sentence aloud and discuss where the FS should go; proof read to identify errors; model CL and FS / ? / ! during shared writing and when reading texts together; model apostrophe for omission		use a comma to separate items in a list; continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. <i>can't, didn't</i> ; use KS1 punc' fans to practise making selections; identify some commands which do not need !		write about real events / narratives, and apply known punctuation marks to a range of sentence types, including some use of ? and !; demarcate most sentences with CL and FS; identify and use apostrophe to mark singular possession; revise commas in a list	
G6 Vocabulary	revise key vocabulary including numbers, days of week, months of year; expand vocabulary of colours e.g. <i>silver, mauve, navy</i> ; read rhymes and poems to hear rhyming words, descriptive words and varied verbs; know that people and places begin with a CL, and apply mostly independently in writing		expand vocabulary to also describe mathematical activities; words associated with measure of length and weight; shapes; fractions; prepositions	expand vocabulary by offering a wide range of rich texts which children hear read aloud; apply some of these words in oral and written compositions; read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary; clarify child's misconceptions of word meanings	build vocabulary about the wider world through outings and outdoor walks, talks by visitors; refine vocabulary related to cross-curricular topics	
Spelling Detailed week by week plans – see Twinkl scheme *Phonics Revision Term 1 – see Little Wandle Scheme	* Phonics Revision The sound /n/ spelt 'kn' and (less often) 'gn' at the beginning of words The sound /r/ spelt 'wr' at the beginning of words. The sound /s/ spelt 'c' before e, i and y The sound /j/ spelt with '-dge' and '-ge' at the end of words The sound /j/ often spelt with 'g' before e, i and y The sound /j/ always spelt with 'j' before a, o and u	The sound /l/ spelt with '-le' at the end of words The sound /l/ spelt with '-el' at the end of words The sound /l/ spelt with '-il' and '-al' at the end of words The sound /igh/ spelt with '-y' at the end of words Adding -ies to nouns and verbs ending in -y	Adding -ed, -er and -est to a word ending in -y with a consonant before it Adding -ing to a word ending in -y with a consonant before it Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel The sound /or/ spelt 'a' before l or ll	The sound /u/ spelt with 'o' The sound /ee/ spelt with '-ey' The /o/ sound spelt with 'a' after w and qu The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w The sound /zh/ spelt 's'	The suffixes -ment, -ness and -ful The suffixes -less and -ly Words ending in -tion Contractions The possessive apostrophe	Homophones and near homophones Conjunctions Months of the year/time SPaG terms

Grammar, Punctuation and Spelling Progression – Year 3

Year 3	T1	T2	T3	T4	T5	T6
Premise	In Year 3, the terminology introduced in Year 2 will need further application and consolidation, particularly word classes and their use within spoken and written contexts. Children will expand their repertoire of familiar punctuation as they begin to explore more complex sentence structures.					
G1 / word classes	review nouns, common and proper; learn to recognise a vowel and a consonant; select the determiner 'a' or 'an' appropriately; revise CL for proper nouns of people and places	introduce term 'pronoun'; create noun phrases using nouns and adjectives; identify effective verbs and explain why they work well / collect in journal; consolidate meaning of vowel and consonant	identify and distinguish between different noun types (common, proper, pronoun); model choosing pronouns to avoid repetition; introduce prepositions and model in sentences	find adverbials in texts; discuss their relationship with the verb; sometimes change position of the adverbial in a sentence; identify prepositions in context; pair up noun / adjective cards	confidently select words of a given word class in cloze procedure activity; identify word class of words in sentences; identify word class in 'human sentences' with word cards, including prepositions	also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are needed e.g. <i>Do they make the sentence stronger? How?</i>
G2 Functions of Sentences	model and revise the function of statement, question, command and exclamation; play games to reinforce understanding e.g. Sentence bag		write a range of sentence types, punctuating appropriately; comment on sentence types when evaluating; compose a question for a given statement		make suitable choices of sentence type according to chosen genre; know when an exclamation requires a !; write sentences with increasing grammatical accuracy	
G3 Combining words, phrases and clauses	during shared writing, model a range of sentence structures, some which include subordination; play 'Is it a sentence or not?' regularly	collect a bank of coordinating and subordinating conjunctions; identify the main clause	express time, place and cause using a range of conjunctions e.g. <i>when, before, after, while, so, because</i> ; become more confident to identify the main clause and subordinate clause during shared reading, shared writing and independent activities; play games to select conjunctions in given contexts e.g. using cards		practise using adverbials to open some sentences; know how to use the comma accordingly; discuss and evaluate chosen conjunctions	use a growing range of conjunctions to confidently join ideas within sentences; identify conjunctions in texts and own writing
G4 Verb forms, tense and consistency	revise words in the past tense with regular <i>ed</i> suffix; revise words ending in <i>ing</i> – progressive form	collect a bank of irregular past tense verb forms; change these from present to past e.g. <i>catch/caught</i> ; match word cards	identify the tense of a given extract; convert sentences from one tense to another; continue to build irregular verb bank	sometime use the present /past perfect e.g. <i>He has/had gone out to play</i> , with a focus on spoken accuracy first	maintain consistency of tense in narrative / report writing; practise further contexts for present and past perfect verb forms	increasingly control a variety of verb forms in spoken and written contexts; spot quickly during reading
G5 Punctuation	identify and highlight direct speech in written texts; model use of inverted commas to indicate direct speech; play with punctuation fans	revise use of comma to separate items in a list; revise ? and ! and use reliably; revise use of apostrophe for singular nouns	learn to use the apostrophe for regular plural nouns; edit deliberate punctuation errors; add punctuation to simple dictated sentences	know how to use the comma before closing inverted commas, in direct speech; continue to use apostrophes in a range of contexts	demarcate sentences with increasing security, including CL, ? ! and commas in lists; use an apostrophe for omission and possession	begin to use a comma to separate main clause from subordinate clause; match words in contracted form to their equivalent e.g. <i>could've = could have</i>
G6 Vocabulary	revise and expand repertoire of plural nouns, adding suffix correctly s/es/ies; collect a bank of nouns using the suffixes <i>ness, er</i> and <i>tion</i> ; discuss effective vocabulary in class text and poems; display cross-curricular vocabulary		learn to read and spell some words with a prefix, discussing what that prefix means e.g. <i>super-, anti-, dis-, mis-, in-</i> ; collect banks of effective noun phrases and strong verbs in a writing journal; apply to own writing		refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; sometimes use a dictionary and thesaurus to build these skills; define relevant topic vocabulary	
G7 Standard English and formality	revise correct use of adverbs, to conform to Standard English e.g. <i>She ran quickly; they did well</i> ; role-play the voice of a king / mayor / duchess, using formal language		identify the subject of a sentence; make sure verb matches the subject e.g. <i>We were going; Where were you? They did their homework.</i>		in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally	
Spelling Detailed week by week plans – see Twinkl scheme	Words with the long /eɪ/ sound spelt with 'ei' Words with the long / ei/ sound spelt with 'ey' Words with the long /eɪ/ sound spelt with 'ai' Words with /ur / sound spelt with 'ear' Homophones and near homophones	Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in '-y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in '-le') Creating adverbs using the suffix -ly (root word ends in '-ic' or '-al') Creating adverbs using the suffix -ly (exceptions to the rules)	Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (not doubling the final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (double the final syllable consonant) Creating negative meanings using prefix mis- dis- Words with a /k/ sound spelt with 'ch'	Homophones and near homophones Adding the prefix bi- (meaning 'two' or 'twice') Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' Words with a /sh/ sound spelt with 'ch' Statutory spellings challenge words	Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning	Words ending in the suffix -al Words ending with an /zhuh/ sound spelt with 'sure' Words ending with a /chuh/ sound spelt with 'ture' Silent letters revision

Grammar, Punctuation and Spelling Progression – Year 4

Year 4	T1	T2	T3	T4	T5	T6
Premise	In Year 4, the terminology introduced in Years 2 and 3 will need further application and consolidation. Children will explore more complex sentence structures, learning to further control subordination and to use commas appropriately for clarity. They will develop their ability to give cohesion and structure to their writing. They will also expand their knowledge of a range of word classes and develop their understanding of different verb forms.					
G1 / word classes	review common and proper nouns; revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately; check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums	introduce full set of well-known collective nouns; create new ones; identify and use pronouns to avoid repetition; discuss noun phrases in texts; compose expanded noun phrases and apply to writing	ensure correct use of determiners 'these' and 'those'; find determiners which are quantifiers e.g. <i>some, every</i> ; identify prepositions in sentences; vary sentence openers, changing the pronoun e.g. <i>They / The villagers</i>	vary position of the adverbial in a sentence, ensuring correct use of comma; discuss the effect of making changes; explore sets of words which can be either of two or three word classes, depending on the context	identify word class of words in 'human sentences' using word cards, including prepositions and determiners; identify possessive determiners e.g. <i>my, your, her, their</i>	also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?</i> ; play games to consolidate four key word classes
G2 Functions of Sentences	compose a range of sentence types, punctuating appropriately; comment on sentence types during shared and guided reading; compose a question for a given statement or a response to a given exclamation		play games to secure understanding of different sentence functions; vary sentence types to interest the reader; experiment with short statements or exclamations, rhetorical questions, and dialogue including commands		independently make suitable choices of sentence type according to chosen genre; write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing	
G3 Combining words, phrases and clauses	during shared writing, model and identify a range of sentence structures, including some which include subordination; revise role of conjunctions	readily identify the main clause and subordinate clause; sometimes swap their position within the sentence; collect a bank of further 'time connectives'	during shared reading and shared writing, discuss and evaluate how the author uses a range of cohesive devices, and then experiment in own writing e.g. <i>however, secondly, when, before, after, while, because of, due to, as a result of</i> , or the use of fronted adverbials; play games to select conjunctions in given contexts		discuss and evaluate chosen conjunctions in own and others' work - are they effective? Could other words fulfil the same purpose?	make successful choices when composing sentences, according to the genre; read own writing aloud to an audience, as part of evaluation process
G4 Verb forms, tense and consistency	revise the present perfect / past perfect e.g. <i>He has/had gone to find his puppy</i> , with a focus on spoken accuracy; sort sentence cards between simple / perfect tense	revise spelling of regular and irregular past tense verb forms; change these from present to past; edit sentences which mix tenses; dictate sentences to reinforce tenses learned	identify the tense of a challenging extract; convert from one tense to another; identify 1 st or 3 rd person in shared or guided reading	write a diary extract or journal / log in 1 st person, consistently using past tense verb forms as appropriate; secure spelling of verbs in progressive form	maintain consistency of tense in narrative / report writing, explanation / instructions; practise further contexts for present and past perfect verb forms	increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; practise changing extract from one tense to another
G5 Punctuation	revise use of inverted commas (and commas) to indicate direct speech; clarify the difference when writing a playscript; identify direct and indirect speech when reading texts	revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. <i>children's</i>	revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences	model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ? ; use punctuation fans during class game, to make best choice	demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation	during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense
G6 Vocabulary	collect nouns made from verbs using the suffixes -ation and -sion e.g. <i>admiration, decision</i> ; discuss effective vocabulary in class text and poems, including alliteration and simile; define words associated with current topics		define meaning of a range of homophones; revise and expand understanding of further words with a prefix e.g. <i>improper, illegal</i> ; discuss adverbials in own and others' writing; collect conjunctions in a journal		refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings	
G7 Standard English and formality	revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. <i>Where were / was you?</i>		identify, discuss and correct sentences which contain a double negative e.g. <i>Don't nobody get on the bus</i> ; model accurate use of Standard English in dictated sentences		in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language	
Spelling Detailed week by week plans – see Twinkl scheme	Words with /aw/ spelt with 'augh' and 'au' Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im- (before a root word starting with 'm' or 'p') Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') Homophones/near homophones Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') Words with 'ough' to make a long /o/, /oo/ or /or/ sound Statutory spellings challenge words	Homophones and near homophones Nouns ending in the suffix -ation Nouns ending in the suffix -ation Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural possessive apostrophes with plural words	Words with the /s/ sound spelt with 'sc' Words with a 'soft c' spelt with 'ce' Words with a 'soft c' spelt with 'ci' Word families based on common words, showing how words are related in form and meaning Statutory spellings challenge words	Adding the prefix inter- (meaning 'between' or 'among') Adding the prefix anti- (meaning 'against') Adding the prefix auto- (meaning 'self' or 'own') Adding the prefix ex- (meaning 'out') Adding the prefix non- (meaning 'not') Words ending in -ar/-er	Adding the suffix -ous (No change to root word) Adding the suffix -ous (No definitive root word) Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') Adverbials of frequency and possibility Adverbials of manner

Grammar, Punctuation and Spelling Progression – Year 5

Year 5	T1	T2	T3	T4	T5	T6
Premise	In Year 5, children will expand the range of more complex sentence structures to include relative clauses and embedded clauses. This necessitates the punctuation and control of parenthesis. With guidance, they will identify the use of the active and passive voice, and choose the grammar and vocabulary to suit formal and informal writing. They will consolidate their knowledge of further word classes introduced in Years 3 and 4, and their understanding of different verb forms.					
G1 / word classes	review common, proper and collective nouns; discuss abstract nouns e.g. <i>sadness, love</i> ; revise use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks; play games to reinforce four key word classes	identify and use pronouns to avoid repetition; discuss whether or not noun phrases in texts are effective; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases	find all the determiners in a given sentence; discuss different types of determiners; identify preposition phrases in sentences, including prepositions of place and time e.g. <i>He was in bed / I met them after the party.</i>	model use of fronted adverbial, ensuring correct use of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; apply fronted adverbials to own writing; dictate sentences	use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught	also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?; How?;</i> play games to consolidate word classes
G2 Functions of Sentences	play games to secure understanding of four sentence functions; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts		identify statements when reading cross curricular texts e.g. in Science or History; raise questions about a topic or for an interview, and punctuate appropriately; choose whether or not a command needs an exclamation mark		identify commands and questions from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation	
G3 Combining words, phrases and clauses	during shared writing, model relative clauses in which the relative pronoun refers back to the noun e.g. <i>That's the boy who lives next door.</i>	collect a bank of relative pronouns (/conjunctions) in writing journal e.g. <i>which, who, that</i> ; dictate sentences which include relative clauses modal verbs – should, could, would	identify adverbials both within and at the front of sentences; discuss how these add cohesion to texts; discuss the effect of moving the position of a fronted adverbial; collect sets of time connectives from texts e.g. <i>the day after, eventually, all of a sudden</i> ; highlight cohesive devices in non-fiction and fiction texts		provide sentences which require most appropriate choice of conjunction; include and revise relative clauses; set out non-fiction texts appropriately	write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences
G4 Verb forms, tense and consistency	identify modal verbs in sentences e.g. <i>could, may</i> , (also adverbs e.g. <i>perhaps, surely</i>); discuss their degree of possibility or certainty; revise spellings of regular and irregular past tense verbs	edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect e.g. <i>He has taken the dog for a walk / She had enjoyed gardening.</i>	identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses; ; identify 1 st or 3 rd person in shared or guided reading, and discuss tenses used	experiment with writing from 1 st person point of view in the present tense e.g. in the middle of a tense situation; convert short extract from present to past tense; revise verbs in progressive tense	maintain consistency of tense when writing fiction and non-fiction texts; identify and revise present perfect and past perfect verb forms; dictate sentences which include modal verbs	increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; spell correctly a wide range of verb forms useful and relevant to own writing
G5 Punctuation	model, discuss and use commas to separate clauses effectively; insert comma accurately when writing a relative clause; discuss idea of 'ambiguity', when meaning is not clear	revise use of comma to separate items in a list; revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. <i>the woman's hat, the women's hats</i>	edit deliberate punctuation errors; add punctuation to dictated sentences; model and practise punctuating parenthesis using pairs of commas, dashes or brackets; use punc' fans	use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash; use punc' fans	use bullet points where appropriate; revise use of apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation	read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity
G6 Vocabulary	discuss and collect set of nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. <i>tolerance (tolerant)</i> ; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus		define and spell adjectives with the suffix 'ious' e.g. <i>vicious, cautious</i> ; define meaning of a range of further homophones; discuss adverbials in own and others' writing; collect new vocabulary in a journal		refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings	
G7 Standard English and formality	revise correct use of subject/verb agreement to conform to Standard English e.g. <i>I done/did it carefully.</i>		identify, discuss and correct sentences which contain a double negative e.g. <i>I'm not doing nothing.</i>		in spoken and written contexts, apply known rules of Standard English to practise formal language	
Spelling Detailed week by week plans – see Twinkl scheme	Words with endings that sound like /shuhs/ spelt with '-cious' Words with endings that sound like /shuhs/ spelt with '-tious' or '-ious' Words with the short vowel sound /i/ spelt with 'y' Words with the long vowel sound/i/ spelt with 'y' Homophones and near homophones	Words with 'silent' letters Modal verbs Words ending in 'ment' Adverbs of possibility and frequency Statutory spelling challenge words	Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones and near homophones	Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en	Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory spelling challenge words	Unstressed vowels in polysyllabic words Adding verb prefixes de and re- Adding verb prefix over- Convert nouns or verbs into adjectives using the suffix -ful Convert nouns or verbs into adjectives using the suffix -ive Convert nouns or verbs into adjectives using the suffix -al

Grammar, Punctuation and Spelling Progression – Year 6

Year 6	T1	T2	T3	T4	T5	T6
Premise	In Year 6, children will consolidate and apply the wide range of grammatical terminology gained thus far, and learn some new terms. They will demonstrate more control to write a wide range of sentence structures, and will improve their punctuation of parenthesis. They will identify the use of the active and passive voice, and choose the grammar and vocabulary to suit formal and informal writing. They will be able to recognise and understand different verb forms. Children will gain further precision in their vocabulary.					
G1 / word classes	sort banks of nouns to identify common, proper, collective and abstract e.g. <i>strength, horror</i> ; play games to reinforce four key word classes, to include challenging words which can be used in different ways e.g. <i>hollow</i>	identify synonyms and antonyms; identify the possessive pronoun e.g. <i>her, our, my</i> ; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases to consider their effect	find all the determiners in a given sentence; collect a bank of further synonyms using thesaurus, referring to this when writing; identify preposition phrases in sentences, including prepositions of place and time	practise use of fronted adverbial, ensuring correct placement of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; identify other adverbials in shared reading and writing	use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught; play games to consolidate word classes; also identify word classes in contexts which are challenging; independently find the antonyms to a set of given words; revise possessive pronoun; strengthen and improve verbs in writing	
G2 Functions of Sentences	play games to secure understanding of four sentence types; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts		identify statements when reading cross curricular texts e.g. in Geography; raise questions and punctuate appropriately; choose whether a question is reported or whether it needs a ? e.g. <i>He asked her to sit down.</i>		identify commands, questions and exclamations from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action	
G3 Combining words, phrases and clauses	during shared writing, identify relative clauses in which the relative pronoun refers back to the noun e.g. <i>I'm eating pasta, which is my favourite food.</i>	identify parenthesis in texts; discuss the extra information provided; model variety of punc' to indicate parenthesis; dictate sentences	identify adverbials in texts during shared and guided reading, and discuss how these add cohesion; discuss the effect of moving the position of a fronted adverbial; highlight cohesive devices in non-fiction and fiction texts; collect and display connectives which provide cohesion across texts, particularly when introducing a paragraph		write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose; write different types of poems	
G4 Verb forms, tense and consistency	identify modal verbs in sentences e.g. <i>should, may</i> , (also adverbs e.g. <i>possibly</i>); discuss their degree of certainty; revise spellings of a wide set of regular and irregular past tense verbs e.g. <i>bought, brought</i>	edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect tenses e.g. <i>He's left the room / She had loved having a pet.</i>	identify the verb forms of a challenging extract which may mix forms; identify 1 st or 3 rd person in shared or guided reading; discuss the effect of the tense used; dictate sentences which model different verb forms	convert short extract from present to past tense, and vice versa; revise modal verbs and verbs in progressive tense, both present and past e.g. <i>she was considering</i> ; edit and improve given examples	compare sentences in simple past with perfect past verb form; dictate sentences which include variety of tense forms; maintain consistency of tense when writing fiction and non-fiction texts	employ and control a variety of verb forms in spoken and written contexts; spell correctly a wide range of verb forms useful and relevant to own writing; identify 1 st or 3 rd person when reading texts
G5 Punctuation	use a colon to introduce a list; discuss and use commas, semi-colons and colons to separate clauses effectively; discuss idea of ambiguity, when meaning is not clear	model and practise punctuating parenthesis, using pairs of commas, dashes or brackets; identify ellipsis in texts; edit deliberate punctuation errors; dictate sentences	identify and model use of hyphen e.g. <i>man-eating shark</i> ; revise use of possessive apostrophe for singular plural nouns e.g. <i>Tom's pen, factories' chimneys, children's pet</i>	use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; use a single dash; use punctuation fans	use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon; read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity	
G6 Vocabulary	discuss and collect further nouns made from adjectives, with the suffixes <i>-ance / -ence</i> e.g. <i>innocence (innocent)</i> ; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus		define and spell adjectives made from verbs e.g. <i>noticeable (notice), reliable (rely)</i> ; define and spell further homophones; in shared or guided reading, discuss precise meaning of vocabulary, sometimes using a dictionary		refine definitions of challenging words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; edit and improve words; match homophone word cards to their meanings	
G7 Standard English and formality	confidently identify the subject and object/s of a sentence; revise correct use of subject/verb agreement		identify, discuss and correct sentences which contain a double negative e.g. <i>You can't have no sweets.</i>		apply Standard English to practise formal language, including the subjunctive form e.g. <i>Were they to get lost...</i>	
Spelling Detailed week by week plans – see Twinkl scheme	Ambitious Synonyms:Adjectives Homophones and near homophones Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/-ancy Adjectives ending in -ent into nouns ending in -ence/-ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel Hyphens: To join compound adjectives to avoid ambiguity	Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes micro- or mini-	Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning	Words with endings which sound like /shuhl/ after a vowel letter, commonly spelt '-cial' Words with endings which sound like /shuhl/ after a consonant letter, commonly spelt '-tial' Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly	Synonyms and antonyms

Writing Curriculum Map - EYFS

Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
<u>Termly Theme</u> Who am I?	<u>Termly Theme</u> Sparkle and Shine	<u>Termly Theme</u> Once upon a time	<u>Termly Theme</u> Where do chips come from?	<u>Termly Theme</u> How many legs?	<u>Termly Theme</u> WWW...When, Where, Who?
<u>Engaging Experiences/Events</u> Settling in; orientation	<u>Engaging Experiences/Events</u> Diwali; Bonfire night; Remembrance; Christmas Nursery Panto; Nativity performance;	<u>Engaging Experiences/Events</u> Baking; bread and ginger biscuits; Making porridge; Parent Reading Mornings	<u>Engaging Experiences/Events</u> Planting; gardening;	<u>Engaging Experiences/Events</u> Caterpillar/Butterfly Garden; Parent Stay and Play Sessions	<u>Engaging Experiences/Events</u> Trip to Godstone; Sports Day; Graduation picnic
<u>Writing focus</u> Oral storytelling and use of 'Helicopter Stories' . Drawing/writing on paper, screen and different textures, such as in sand or playdough and through using touch-screen technology. Distinguish between the different marks they make. Sometimes gives meaning to marks as they draw and paint Ascribe meaning to marks that they see in different places	<u>Writing focus</u> Oral storytelling and use of 'Helicopter Stories' . Explore marking/writing with the letter and sounds taught so far Begins to write initial sounds they can hear in words	<u>Writing focus</u> Oral storytelling and use of 'Helicopter Stories' . Explore writing with the letters and sounds taught so far. Write sounds they can hear in simple words and writes CVC words with increasing accuracy. Write some of the 100 HFW	<u>Writing focus</u> Use phonic knowledge to write CVC words accurately and write more complex words in ways which match their spoken sounds Write a simple sentence and/or caption Re-read what they have written to check that it makes sense.	<u>Writing focus</u> Know the GPC's for all 40+ phonemes Use phonic knowledge to write CVC and CCVC words accurately and write more complex words and sentences in ways which match their spoken sounds. Write some of the 45 HFW words Show a preference for a dominant hand Hold a pencil near point between first two fingers and thumb, and use it with good control Write for an increasingly wide range of purposes e.g. books, recipes, lists etc. Compose a sentence orally before writing it. Re-read what they have written to check that it makes sense.	

Writing Curriculum Map - Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1 Text: Class Name Text Focus: Assessing writing pencil grip, finger spaces, using a line	Week 1-3 Text: The Tiger who came to tea Modelled Text: Teacher Made Story Pattern: Fantasy Focus: Characterisation SPAG Focus: Capital letters for names, full stops, finger spaces, adjectives, and Short Burst Writing: nouns, character description, adjectives, add thought bubbles to characters, drama	Weeks 1-3 Text: The Magic Porridge Pot Modelled Text: Pie Corbett Story Pattern: Wishing Tale Focus: Setting SPAG Focus: Capital letters, full stops, finger spaces, adjectives Short Burst Writing: adjectives/nouns, change setting	Weeks 1-3 Text: The Enormous Turnip Modelled Text (written by): teacher Story Pattern: Traditional Tale Focus: Description SPAG Focus: Capital letters, full stops, finger spaces, past tense 'ed', adjectives, 'and', 'but' Short Burst Writing: alternative words for big, adjectives for vegetables, but, past tense of verbs, drama	Week 1-3 Text: Tiddler Modelled Text: Teacher made Story Pattern: Journey Tale Focus: Setting SPAG Focus: Capital letters, full stops, finger spaces, past tense 'ed' Short Burst Writing: excuses for being late, because, verbs in the past, describe a setting	Week 1 Poetry Text: Hey Little Bug Poems to be used: Little Boat, Shell, What Am I? Poetry type: Shape poem Poetry techniques studied: describing a noun Unit outcome: Shape poem
Weeks 2-3 Text: Shh! We have a plan! Focus: Retelling a story SPAG Focus: Finger Spaces Writing opportunities: Lists, Captions, Ordering		Weeks 4-6 Text: How to make magic porridge Modelled Text: Teacher made Text Type: Instructions Context: Recipe SPAG Focus: Plurals 's', adjectives, question marks, 'un' Short Burst Writing: plurals, imperative verbs, nouns and adjectives	Weeks 4-6 Text: Romanesco Modelled Text: Teacher made Text Type: Persuasion Context: Advert SPAG Focus: Capital letters, full stops, finger spaces, adjectives, question marks, exclamation marks Short Burst Writing: persuasive language/adjectives, question/exclamation marks, because and imperative verbs	Weeks 4-6 Text: TBC Modelled Text: Teacher Made Text Type: Recount Context: Trip Recount SPAG Focus: Capital letters, full stops, finger spaces, past tense 'ed', adjectives, time connectives Short Burst Writing: time connectives, captions, past tense	Weeks 2-4 Text: The Lighthouse Keeper's Lunch Modelled Text: Teacher made Story Pattern: Losing Story Focus: Diary SPAG Focus: Capital letters, full stops, finger spaces, plurals 's' and 'es'
Weeks 4-5 Text: Barry the Fish with Fingers Focus: Retelling a story SPAG Focus: Capital letters, full stops and finger spaces Writing opportunities: List, Captions, Short sentences, Invitations	Weeks 4-5 Text: Never tickle a tiger Modelled Text: Teacher made Text Type: Information Text Context: Fact File SPAG Focus: Capital letters, full stops, finger spaces, Titles Short Burst Writing:				Week 5-6 Text: About Lighthouses Modelled Text (written by): teacher Text Type: Information Context: Information Text SPAG Focus: Capital letters, full stops, finger spaces, question marks Short Burst Writing: question marks, adjectives, non-fiction/fiction
Weeks 6-7 Text: The Three Little Pigs Modelled Text: Teacher made Story Pattern: Beating the Monster Focus: Openings/Endings SPAG Focus: Capital letters, full stops, finger spaces, time connectives/ordering Short Burst Writing: hot seating, lists, captions, drama	Week 6 Poetry Text: The Puffin Book of Fantastic First Poems Poems to be used: Honey Bear, The Dinosaur Dinner Poetry type: List poem Poetry techniques studied: describing an animal Unit outcome: List poem				

Writing Curriculum Map - Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks 1-3: Text: Vlad and the Great fire of London Modelled Text: A Day in the GFOL (teacher made) Story Pattern: Diary Entry Focus: Description SPAG Focus: CL, FS, nouns, adjectives, verbs, adverbs Short Burst Writing: <ul style="list-style-type: none"> • create word banks of nouns, adjectives, verbs, adverbs using picture stimulus • short descriptions from picture stimulus • drama to explore text, hot seating to explore feelings 	Weeks 1-3: Text: The Papaya that Spoke Modelled Text: The Papaya that Spoke – Pie Corbett Story Pattern: Journey Story Focus: Openings/Endings SPAG Focus: CL, FS, adjectives, verbs, adverbs, superlatives using suffix -est/-er, pattern of 3 in description Short Burst Writing: <ul style="list-style-type: none"> • write simple adjective riddles • write simple adjective, verb poems – superlative supermarket poem • extend simple sentences with verbs/adverbs • fruit and veg speech bubble 	Weeks 1-3: Text: Kassim and the Greedy Bear Modelled Text: Kasim and the Greedy Dragon – Pie Corbett (edited by teachers) Story Pattern: Warning Story Focus: Settings SPAG Focus: CL, FS, I, adjectives, adverbs, similes, simple co-ordination and subordination, pattern of 3 Short Burst Writing: <ul style="list-style-type: none"> • Monsters Inc – bedtime scene – build a suspense word bank • CBeebies – The Snow Dragon – write simple dragon descriptions • Write suspense sentences using pattern of 3 	Weeks 1-3: Text: The Magic Paintbrush Modelled Text: The Magic Paintbrush – Pie Corbett (edited by teachers) Story Pattern: Wishing Tale Focus: Characterisation SPAG Focus: I, ?, commas in a list, adjectives, adverbs, prepositions, similes, power of three Short Burst Writing: <ul style="list-style-type: none"> • Describe a 'baddy' • Describe a setting – use clip from Wizard of Oz (Dorothy landing in Munchkin Land) 	Weeks 1-3: Text: Leon and the Place Between Modelled Text: TBC Story Pattern: Fantasy/Portal Story Focus: SPAG Focus: Short Burst Writing:	Weeks 1-3: Text: Mama Panya's Pancakes Modelled Text: TBC Story Pattern: TBC Focus: TBC SPAG Focus: noun phrases Short Burst Writing: <ul style="list-style-type: none"> • Build/write noun phrases
Weeks 4-6: Text: The Story of the GFOL Modelled Text: The Great Fire of London Text Type: Information Context: Fact sheet - GFOL SPAG Focus: CL, FS, titles, headings/subheadings, factual sentences, co-ordinating connectives Short Burst Writing: <ul style="list-style-type: none"> • write simple factual sentences • Expend a sentence with co-ordination - and, so, but 	Weeks 4-6: Text: The Giraffe the Pelly and Me Modelled Text: Woggle Berries (teacher made) Text Type: Persuasion Context: Advert for new magical sweet SPAG Focus: CL, FS, I, ?, emotive language, imperative verbs, facts and opinions, exaggeration Short Burst Writing: <ul style="list-style-type: none"> • Invent and describe a new magical sweet • Close activities to insert and use emotive language 	Weeks 4-6: Text: Kassim and the Greedy Bear Modelled Text: How to catch a dragon - Pie Corbett Text Type: Instructions Context: How to... SPAG Focus: imperative verbs, commas in a list, rhetorical questions Short Burst Writing: <ul style="list-style-type: none"> • Write simple rhetorical questions 	Weeks 4-6: Text: Florence Nightingale Modelled Text: Text Type: Recount Context: Report from Scutari Hospital SPAG Focus: CL, FS, titles, headings/subheadings, factual sentences, co-ordinating connectives Short Burst Writing: <ul style="list-style-type: none"> • Drama to explore Scutari Hospital • Short pieces of description 	Weeks 4-6: Text: Meerkat Mail Modelled Text: Letter Home (teacher made) Text Type: Postcards/Letters Context: Persuade Character to come home SPAG Focus: features of letters, writing an address, using subordinating connectives, emotive language Short Burst Writing: <ul style="list-style-type: none"> • Write postcards • Extend sentences with subordinating connectives when, if, but 	Weeks 4-6: Text: Mama Panya's Pancakes Modelled Text: TBC Text Type: Information Text Context: Geographical - Information about Kenya SPAG Focus: CL, FS, ?, I, titles, headings/subheadings, factual sentences, co-ordinating and subordinating connectives Short Burst Writing:

Writing Curriculum Map - Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks 1-3 Text: A River by Marc Martin Modelled Text: The Journey (teacher made) Story Pattern: Fantasy Story Focus: Description SPAG Focus: Powerful adjectives, Expanded noun phrases, adverbs Short Burst Writing: Water based photos choose an interesting name; select a time of day and weather and create an effect.	Weeks 1-3 Text: Abominables by Eva Ibbotson Modelled Text: Danger on the mountain! (teacher made) Story Pattern: Suspense story Focus: Setting SAPG Focus: Speech (direct), Expanded noun phrases, fronted adverbials Short Burst Writing: Sentences showing characters personal reaction to different settings; sentences explaining what characters see/hear/smell/touch	Weeks 1-3 Text: Ug boy genius by Raymond Briggs Modelled Text: Kings of the Fishes (Pie Corbett adapted) Story Pattern: Wishing Story Focus: Opening/Endings SAPG Focus: Dramatic speech; questions; exclamations Short Burst Writing: Describe how the character feels – write Q's for it – who, what, where, when; dramatic speech – speech bubbles	Weeks 1-3 Text: Stone Age Boy Modelled Text: Armstrong's Surprise (teacher made) Story Pattern: Portal Story Focus: Characterisation SAPG Focus: Powerful adjectives; exclamations; prepositions Short Burst Writing: Give character name – hobbies/interests/special talents; Write about the characters desire/wish (show not tell), Character's emotions using senses	Weeks 1-3 Text: Greek Myths Modelled Text: The cobbler and the dragon (Pie Corbett) Story Pattern: Beating the monster story Focus: Dialogue SAPG Focus: Chronological order; time connectives; tenses; expanded noun phrases; fronted adverbials; speech Short Burst Writing: Sequence events; vary sentence openers; recognise correct tense in sentences; conversation – using alternatives for said; 3 things a dragon could do	Weeks 1-3 Text: Who let the Gods out by Maz Evans Modelled Text: Eliot and his eventful day (teacher made) Story Pattern: Warning Story Focus: Suspense/Atmosphere SAPG Focus: Powerful verbs, rhetorical questions, fronted adverbials Short Burst Writing: Short sentences for effect; picture based rhetorical questions; picture stimulus – 5 dramatic connectives e.g. In an instant, without warning, out of the blue
Weeks 4-6 Text: Rhythm of the rain by Graeme Baker-Smith Modelled Text: Blue Planet (teacher made) Text Type: Explanation Context: Describing a process SPAG Focus: Time connectives, question marks, exclamation marks and generalisers Short Burst Writing: Give statements into chronological order; write questions they'd like to have answered; link sentences to add interest with generalisers	Weeks 5-6 Text: Mountains of the world by Dieter Braun Modelled Text: Mountains of the world (teacher made) Text Type: Information Context: Geographical features of mountains SPAG Focus: Generalisers to add info; cause and effect; headings and sub-headings Short Burst Writing: headings and sub-headings; topic sentences; write interesting facts about parts of mountains	Weeks 5-7 Text: The secrets of Stonehenge by Mick Manning and Brita Granstrom Modelled Text (Written by): Hawk Ridge Farm – Pie Corbett Text Type: Persuasion Context: Persuasive letter SPAG Focus: Commas, rhetorical questions, Speech Short Burst Writing: To use emotive language to describe a fair attraction; To use quotes to describe a place someone wants to visit	Weeks 4-6 Text: Stone Age Sentinel Modelled Text: UFO sighting in Swanscombe (teacher made) Text Type: Recount Context: Newspaper SPAG Focus: Headings; sub-headings; direct speech; quotes; paragraphs Short Burst Writing: Write 5 headlines and 3 subheadings; Witness statements	Weeks 4-6 Text: Greek Myths Modelled Text: How to wash a Woolly Mammoth Text Type: Instructions Context: How to clean a monster's teeth SPAG Focus: Time connectives; subordinating conjunctions; imperative verbs; expanded noun phrases; rhetorical questions; exclamations Short Burst Writing: Rhetorical questions – tell me questions; Causal conjunction – complete the sentence with a reason	Weeks 4-6 Text: Who let the Gods out by Maz Evans Modelled Text: Cronos Fact File (to be adapted) Text Type: Discussion Context: Historical SPAG Focus: Apostrophes; headings and sub-headings; types of conjunctions Short Burst Writing: Opening sentences to persuade reader; to depersonalise – some/most/everyone; sequence events – furthermore; more over, also, first reason; 5 discussion questions – do giants exist?
Week 7 Poetry Text: Puffin book of utterly brilliant poetry by Brian Patten Poem to be used: You must never bath in an Irish stew – p13 Said the general p.17 ; Fair play p.83 Poetry type: Limericks Poetry techniques studied: Specific rhyming patterns, length of poem Unit outcome: Write a limerick	Week 7 Poetry Text: Puffin book of utterly brilliant poetry by Brian Patten Poem(s) to be used: Please Mrs Butler p. 132 Poetry type: Question and answer Poetry techniques studies: Rhyming couplets (2 + 4) Unit outcome: Poem to perform - assembly				

Writing Curriculum Map - Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks 2- 4 Text: The Flood Modelled Text: The Flood by Mrs Bishop Story Pattern: Losing Story Focus: Description SAPG Focus: Basic sentence demarcation, word classes, powerful verbs, expanded noun phrases, fronted adverbials with the comma. Short Burst Writing: • Watch a clip of a flood. Pause on a scene, observe what is happening. Create a list of phrases to describe the scene. • Give children a picture from the book of the flood. Create expanded noun phrases to describe. Could put these into a paragraph. • Video clip of a flood. Write a paragraph describing it using fronted adverbials.	Weeks 1-3 Text: Escape from Pompeii. Modelled Text: The Nightmare man by Pie Corbett Story Pattern: Suspense Story Focus: Suspense/atmosphere SAPG Focus: Rhetorical questions, exclamations, conjunctions (subordinating and coordinating), past tense Short Burst Writing: • Scary scene image. Model writing a paragraph using short sentences and empty words to hide the threat. • Drama a scene from the model text. Freeze frame, then unfreeze and explain thoughts using rhetorical questions. • Collect phrases and examples of powerful verbs and dramatic conjunctions from exemplar pieces of suspense writing. Practise using some of these.	Weeks 1-3 Text: Thieves of Ostia Modelled Text: The Manor house by Jo Pearce Story Pattern: Defeating the monster story Focus: Characterisation SAPG Focus: Clauses, commas, noun phrases, paragraphs, Short Burst Writing: • Character images. Explain the feelings of the characters without saying the word. Show not tell. • Character images. Show the emotion through a model then children have a go. • Look at an image come up with some feelings or description. Model the power of three. Children have a go.	Weeks 1-3 Text: Tiger Tiger Modelled Text: Clock Close by Pie Corbett Story Pattern: Portal Story Focus: Setting SAPG Focus: Pronouns and possessive pronouns, perfect/progressive tenses. Short Burst Writing: • Brainstorm ideas about the time of day in scenes and the weather. Create similar phrases. • Drama to enter a setting and how the character reacts to this. Then write this in their books. • Give the children an image, which has items in. They describe the items and how they are related to each other using prepositions.	Weeks 1-3 Text: The Egyptian Cinderella Modelled Text: Cinderella by (Pinterest) Story Pattern: Cinderella Story Focus: Opening/Endings SAPG Focus: Clauses, dialogue, relative clauses. Short Burst Writing: • Use drama to develop show not tell to deepen opening and endings. Act out a scene, then have a go at writing it using show not tell. • Role-play a conversation between two characters. Model how to set this out correctly then children have a go. • Go through some examples of openings from books. Collect different examples. Have a go at replicating one. • Use dramatic speech. Show the children an image. Try warnings, worries, dares, secrets.	Weeks 1-3 Text: Secrets of a Sun King. Modelled Text: Reilly by Pie Corbett Story Pattern: Fantasy Story Focus: Dialogue SAPG Focus: Prepositions, modal verbs fronted adverbials, clauses, inverted commas. Short Burst Writing: • Look at some examples of speech and discuss how there are only a few exchanges between characters. Discuss what they say and how this moves the story on or teaches us something about them. Create a list of things which are worth a character saying and things which are not. • Show the children an image of two characters talking. Model adding in what the character is doing while they are talking. Children have a go. • Image of characters or a video clip. Model a speech sandwich. Children have a go.
Weeks 5-7 Text: The Flood Modelled Text (Written by): Ogres by Dean Thompson Text Type: Information Context: Geographical features of volcanoes (hot write will be information page on volcanoes.) SPAG Focus: Title, subheadings, determiners, generalisers and sentence signposts, Modal verbs.	Weeks 4-6 Text: Escape from Pompeii Modelled Text: Tornadoes destroy local houses by Pie Corbett Text Type: Recount Context: Newspapers (hot task on the discovery of Pompeii) SPAG Focus: verb inflections, first and third person, time connectives.	Weeks 4-6 Text: Thieves of Ostia. Modelled Text: Should children do household jobs? Text Type: Discussion Context: Balanced argument (hot task on whether Romans should have been forced to be gladiators) SPAG Focus: apostrophes for singular and plural possession, generalisers, collective nouns.	Weeks 4-6 Text: Tiger Tiger Modelled Text: Hogwarts: Invitation by owl only By Mrs Bishop Text Type: Persuasion Context: Promotional leaflets (Hot task persuade people to visit colosseum) SPAG Focus: Emotive language, imperative verbs, alliteration.	Weeks 4-6 Text: TBC Modelled Text: How to keep a teacher happy (by Pie Corbett) Text Type: Instructions Context: How to... (Hot task 'How to Mummify') SPAG Focus: Time connectives, bullet points, imperative verbs, commas for lists. Short Burst Writing:	Weeks 4-6 Text: Secrets of the Sun King Modelled Text: How a giant spider traps its prey (by Pie Corbett) Text Type: Explanation Context: Historical (Ancient Egyptians) (Hot task How the Egyptians built the pyramids) SPAG Focus: present tense, brackets.

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<p>Short Burst Writing:</p> <ul style="list-style-type: none"> • Topic sentence work. Look at the different types. Have a go at writing a topic sentence for each type. • Generalisers. Read through an example and find some. Give children a mythical creature image, they write a paragraph using generalisers. • Subordinating conjunctions, sentences about mythical creatures, which use these. • Similes to describe the creature. • Comparative language to show how creature is similar or different from something more well known. 	<p>Short Burst Writing:</p> <ul style="list-style-type: none"> • Interesting and varied language to keep the reader engaged. Show an image of Pompeii, how can we use interesting language to describe what is going on. Create a word bank. • Look at time connectives. Create a word bank. Show children a paragraph which does not have these in, they write it out with time connectives and discuss how it has improved the writing. • Practise sentences with drop in clauses. Show an image or a clip and come up with some examples. • Create a third person recount for a specific audience. Perhaps a police report on the movements or destruction of a mythical creature. 	<p>Short Burst Writing:</p> <ul style="list-style-type: none"> • Practise writing an opening paragraph for the hot task, which interests the reader. • Practise using sentence signposts verbally to persuade people to do something. Then write this down. • Discuss the technical language which would be used. 	<p>Short Burst Writing:</p> <ul style="list-style-type: none"> • Use emotive language to persuade someone to do something. • Use imperative verbs and compare these to sentences, which do not use them. • Complete a close procedure to practise boastful language. • Role-play children persuading each other to do something. Children then write their speech. 	<ul style="list-style-type: none"> • Use time connectives to sequence doing something. • Create a simple game to be played at break time. Write the instructions using imperative verbs and present to the class. Can they play the game? • Role play giving instructions to an alien – 'How to eat an orange.' Then write these using bullet points. 	<p>Short Burst Writing:</p> <ul style="list-style-type: none"> • Role play explaining different things, such as: why a banana is curly, why trees have bark etc. All explanations can be made up. Then children have a go at writing what they said in their books using causal conjunctions and brackets. • Role play an explanation between a teacher and a student explaining why they are late for school or why the dog ate their homework etc. Write this down with a focus on present tense.
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Writing Curriculum Map - Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Weeks 1-3 Text: Beowulf by Michael Morpurgo</p> <p>Modelled Text: Beowulf (Pie Corbett)</p> <p>Story Pattern: Beating the monster</p> <p>Focus: Characterisation</p> <p>SPAG Focus: Verbs, Adjectives, Expanded noun phrases, Fronted Adverbials, Personification, Complex Sentences, commas to mark pause.</p> <p>Short Burst Writing: Lull the reader with cosy setting . Banquet Hall – List Poem – progressive verbs and noun.</p> <p>Reveal character's faults (hero and villain boasts and puts others at risk). Write a description of the character including faults, verb-adverb phrases and comparative and superlative adjectives. Use of 5 sense with character.</p> <p>Slow the action by using sentences of 3 and drop-in clauses.</p>	<p>Weeks 1-3 Text: Viking Boy by Tony Bradman</p> <p>Modelled Text: St Cuthbert's Cross (John Meyer)</p> <p>Story Pattern: Invasion Story</p> <p>Focus: Dialogue</p> <p>SPAG Focus: • Punctuate dialogue correctly: Inverted commas, question marks, exclamation marks and commas and semi-colons. • Reporting clauses New line used for each speaker • Use of commas to clarify meaning or avoid ambiguity • Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Short Burst Writing: • Short poem about spotting Viking invader – using the same nouns/verbs and adjectives and repetition. Expanding noun phrase Dialogue to convey action. • Create a SPEECH SANDWICH Based upon Pie Corbett T for writing. Write own version in books. Dialogue to convey character. • Model how to write a dialogue scene linked to build up-preparations that reveal character. First person sees Vikings are coming. The other replies in a way that shows their character (timid, confident, serious, hysterical) • Relative clauses- linked to the Viking invasion.</p>	<p>Weeks 1-3 Text: Wreck of the Zanzibar by Michael Morpurgo</p> <p>Modelled Text: Lighthouse Shipwreck (teacher made)</p> <p>Story Pattern: Losing Story</p> <p>Focus: Description</p> <p>SPAG Focus: Use of commas to clarify meaning or avoid ambiguity Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions Personification, metaphors, alliteration, consonance and similes</p> <p>Short Burst Writing: task 1: expanded noun phrases to describe parts of lighthouse Task2 Personification to describe nature Task 3 Introduce a character by combining information about their life, character and setting (Reflect a character's feelings in a setting)</p>	<p>Weeks 1-3 Text: 'The Nowhere Emporium' by Ross Mackenzie</p> <p>Modelled Text: Fantasy Story (teacher made)</p> <p>Story Pattern: Fantasy Portal Story</p> <p>Focus: Description</p> <p>SPAG Focus: Semi-colon and colon, Simile, Metaphor, ellipsis, Onomatopoeia, precise and concise word choices,</p> <p>Short Burst Writing: • Describe a curiosity cabinet • Create a description of a wonder that combines action with descriptive devices.</p>	<p>Weeks 1-3 Text: The London Eye Mystery by Siobhan Dowd</p> <p>Modelled Text: Missing on a Train (teacher made)</p> <p>Story Pattern: Warning Story</p> <p>Focus: Opening/endings</p> <p>SPAG Focus: Adverbials. Expanded noun phrases personal pronouns Commas to clarify meaning Devices to build cohesion</p> <p>Short Burst Writing: Description of crowded inside place contrast with being alone in an outside space Flashback of a memory of loved one Create a mood – happy, sad or cliff hanger.</p>	<p>Weeks 1-3 Text: The Giant's Necklace by Michael Morpurgo</p> <p>Modelled Text: A Ghostly Tale (teacher made) - TBC</p> <p>Story Pattern: Suspense Story</p> <p>Focus: Suspense/Atmosphere</p> <p>SPAG Focus: Expanded noun phrases, personification of setting to create atmosphere, drop in clauses. Short simple sentences.</p> <p>Short Burst Writing: Senses poem of haunted house to create atmosphere.</p> <p>Watch a clip of a suspense movie and children write descriptive paragraph (include short, snappy sentences, drop-in clauses to slow action)</p> <p>Use personification to describe a setting (e.g. dark woods).</p>

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<p>Weeks 4-6 Text: Beowulf by Michael Morpurgo</p> <p>Modelled Text: The Frost Dragon (Pie Corbett)</p> <p>Text Type: Information</p> <p>Context: Fact File</p> <p>SPAG Focus: Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. • Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.</p> <p>Short Burst Writing: • Use of relative clauses to describe features of a dragon. • Use of generalisers to write as an expert to about a mythical creature.</p>	<p>Weeks 4-6 Text: Viking Boy by Tony Bradman</p> <p>Modelled Text: Roman Villa for sale (teacher made)</p> <p>Text Type: Persuasion</p> <p>Context: Persuasive pamphlet aimed selling Vikings a longhouse.</p> <p>SPAG Focus: Modal Verbs Relative Clause with relative pronoun Rhetorical Question Personal pronouns Superlatives Degrees of possibility using adverbs</p> <p>Short Burst Writing: Use A Forest for tasks. ACCRONYM A F O R E S T Use of emotive language Rhetorical questions Repetition used for effect Exaggeration Use of personal pronouns (you, me) List of three adjectives/visuals Alliteration Facts and Figures</p> <p>Task1 Write using A Forest to sell a rundown property Task 2 Write using A Forest to sell a modern house Task 3 Write to get product into Room 101 (persuasion) add degrees of possibility Task 4 Persuade people to visit a Roman garden</p>	<p>Weeks 4-6 Text: Wreck of the Zanzibar by Michael Morpurgo</p> <p>Modelled Text: TBC</p> <p>Text Type: Explanation</p> <p>Context: Environmental Impact on the coastline</p> <p>SPAG Focus: Present tense. Use of commas for complex sentences. Use of parentheses. Use of colon and semi-colon. Cohesive devices within a paragraph – use of adverbials and sentence signpost.</p> <p>Short Burst Writing: Casual Conjunctions – use linked to everyday phenomena Sentence signpost and adverbials linked to environmental issues.</p>	<p>Weeks 4-6 Text: 'The Nowhere Emporium' by Ross Mackenzie</p> <p>Modelled Text: TBC</p> <p>Text Type: Instructions</p> <p>Context: Instruction manual OR RECIPE (could link to DT healthy lunch)</p> <p>SPAG Focus: Technical language, prefixes, Imperative verbs, preposition, subordinate clauses, colon, semi-colon, determiners, parenthesis adverbial starters and commands</p> <p>Short Burst Writing: Fronted adverbials how to use TT Rock Stars. Create an instructive list poem with adverbs and imperative verbs Write to a person from overseas about how to play specific UK based playground game. Add in subordinate and embedded clauses to explain some of the technical language.</p>	<p>Weeks 4-6 Text: The London Eye Mystery by Siobhan Dowd</p> <p>Modelled Text: Child Mysteriously Disappears! (teacher made)</p> <p>Text Type: Discussion</p> <p>Context: Newspaper</p> <p>SPAG Focus: Parenthesis, Direct and reported speech, adverbials, commas, dashes, brackets</p> <p>Short Burst Writing: Guess Who - Create a description of pupil using parenthesis. Create a police report of a witness which includes direct and indirect speech. Practise writing an orientation for a ready made article using the 5w's.</p>	<p>Weeks 4-6 Text: The Giant's Necklace by Michael Morpurgo</p> <p>Modelled Text: TBC</p> <p>Text Type: Recount</p> <p>Context: Recount a Recent Geographical European Event</p> <p>SPAG Focus: Adverbials of time, place, frequency. Complex sentences (subordination, relative clauses, parenthesis). Precise choice of adverbs and verbs.</p> <p>Short Burst Writing: Use a range of sophisticated adverbials to describe a memorable event in their life.</p> <p>Describe a European tourist attraction using complex sentences.</p> <p>Describe a journey using precise adverbs and verbs</p>
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Writing Curriculum Map - Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks 1-4 Text: Journey to the River Sea by Eva Ibbotson Modelled Text: TBC Story Pattern: Journey Story Focus: Opening/endings SPAG Focus: adverbials, short sentences, expanded noun phrases, figurative language. Short Burst Writing: <ul style="list-style-type: none"> • using contrast to describe • create a mood using figurative language • use a trigger to catch the reader's interest • end by showing what the main character has learned or how they have changed. 	Weeks 1-3 Text: Stay where you are then leave Modelled Text: Adventures at Sandy Cove (Pie Corbett) Story Pattern: Finding Tale Focus: Suspense/atmosphere SPAG Focus: word classes, past/present tense, subjunctive form, clauses, semicolons and prepositions Short Burst Writing: <ul style="list-style-type: none"> • describing an abandoned setting • personifying a setting to make it sound dangerous • surprise the reader with the unexpected • reveal characters thoughts through actions • show action by creating sentences of three and drop in clauses. 	Weeks 1-3 Text: Treason Modelled Text: The Canal Pie Corbett Story Pattern: Warning Tale Focus: description – including action! SPAG Focus: figurative language, multi-clause sentences, adverbial openers, short sentences, action verbs, dialogue Short Burst Writing: <ul style="list-style-type: none"> • 'I am...' poem • Writing a 5 sentence story • Build suspense – show action using sentences of three, which are gathered from drama • Use a character's reaction or the author's comments to show effect of a description. • Use onomatopoeia to reflect meaning • Use precise detail when describing to bring a scene to life • Select detail and describe for a purpose 	Weeks 1-3 Text: Street Child Modelled Text: The Door (teacher made) Story Pattern: Portal Story Focus: Settings SPAG Focus: figurative language, punctuation, prepositions, active/passive Short Burst Writing: <ul style="list-style-type: none"> • poetry – 'A door is...' • poetry – 'I opened the door...' • bringing the setting alive – improve a bland setting description • pattern of three to describe a setting and inject a sense of pace (Narnia for inspiration) • pick out unusual details to bring the setting alive • through the eyes of the character descriptive writing • introduce something unusual 	Weeks 1-3 Text: Holes Modelled Text: Madam Zeroni tale from Holes – wishes to marry Myra nki? Story Pattern: Wishing Tale Focus: Dialogue SPAG Focus: inverted commas, punctuation, tenses, flashback style writing Short Burst Writing: <ul style="list-style-type: none"> • speech sandwich – adding in the listener's reaction • add something extra in to keep action moving • complete with what the listener says • put the speaker before/after what is being said or between 	Weeks 1-3 Text: Varmints Modelled Text: Double Dare (Pie Corbett) or Varmints by Teacher Story Pattern: Defeating the monster story Focus: Characterisation SAPG Focus: clauses, parenthesis Short Burst Writing: <ul style="list-style-type: none"> • Drop in a few details to suggest character • Show (not tell) how characters feel by what they do, think or say • Reveal character's thoughts • Use other character's (or the narrator's) comments or reactions • Show character development
Weeks 5-6 Text: Journey to the River Sea by Eva Ibbotson Modelled Text: teacher made Text Type: Recount Context: Diary SPAG Focus: relative clauses, past tense, conjunctions, 1st person, active/passive Short Burst Writing: <ul style="list-style-type: none"> • character description 	Weeks 5-6 Text: Stay where you are then leave Modelled Text: teacher made Text Type: Discussion Context: Historical balance argument – Should men be forced to fight in the war? SPAG Focus: adverbials, active/passive, modal verbs, parenthesis, progressive/perfect tenses	Weeks 4-6 Text: Treason Modelled Text: Swamp monsters – Pie Corbett (edited by teacher) Text Type: Information Context: Non-Chronological Report SPAG Focus: relative clauses, bullet points, formal language Short Burst Writing:	Weeks 4-6 Text: Street Child Modelled Text: Spies – Pie Corbett (edited by teacher) Text Type: Persuasion Context: History - Letter SPAG Focus: imperative verbs, quotes, weasel words, 2nd person, rhetorical questions Short Burst Writing: <ul style="list-style-type: none"> • describing inventions 	Weeks 4-6 Text: Holes Modelled Text: How to catch a house goblin (Pie Corbett) Text Type: Instructions Context: Scientific – How to look after... SPAG Focus: authoritarian with uncompromising imperatives, bullet points/numbered points Short Burst Writing:	Weeks 4-6 Text: Varmints Modelled Text: dragons by Pie Corbett – edited by teacher Text Type: Explanation Context: Scientific – Explain how the heart works or a topic of their choice SPAG Focus: <ul style="list-style-type: none"> • Topic sentences • Formal language • Present tense

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<ul style="list-style-type: none"> • complex sentences to combine information • conditional and hypothetical sentences and recalling • writing anecdotes. 	<p>Short Burst Writing:</p> <ul style="list-style-type: none"> • create sentences that provide reasons to support/ not support a viewpoint • provide a topic for discussion, children to write add more information, using signposts, to back up their point • improve a poorly written example • write two different paragraphs supporting an idea – one like yours is the only opinion; the other written tentatively 	<ul style="list-style-type: none"> • turning into sentences – topic sentences • sentences of three for creatures ensuring they are using formal language • bullet point information inferred from a picture • write sentences using adverbials to add information • language of comparison 	<ul style="list-style-type: none"> • use boastful language to sell a run-down property • quotes from an expert • topic sentences • emotive sentences • personal and direct language 	<ul style="list-style-type: none"> • explanations – technical language • multiple prior or parallel steps • options • advice 	<ul style="list-style-type: none"> • Generalisers • Causal signposts <p>Short Burst Writing:</p> <ul style="list-style-type: none"> • come up with some topic sentences for what we could write about why the Atlantic is so dangerous and creates storms. • turning facts into a series of logical explanatory steps, using: the causal signposts, formal language and present tense. • close procedure targeting causal language – children to work in pairs to fill in the gaps with the language of explanation (causal sentence signposts like 'because' or 'as a result') in a passage of writing. How many alternative words or phrases can they come up with for each gap?
	<p>Week7 Poetry Text: In Flanders Fields</p> <p>Poem to be used: In Flanders Fields</p> <p>Poetry type: War Poems</p> <p>Poetry techniques studied: rondeau</p> <p>Unit outcome: write a poem using imagery</p>				