

Chiltern Primary School Writing Long Term Plan

'Together, over time, we are proud to learn to make a difference, to ourselves and others.'

Our Curriculum Vision:

- Our Chiltern community celebrates differences and diversity within a safe and nurturing environment.
- A curriculum, which engages and enriches.
- Has ambition for all moving from novice to expert.

What does this look like within writing?

Diversity – Writing is taught based on well-chosen texts that provide language-rich models and structures from which children can learn how writing works

Engagement and enrichment – high quality texts that are rich in language and content that children can relate to, which builds their cultural capital

Ambition – **via quality texts, rich in vocabulary, we aim to expand children's experiences and use of language**

At Chiltern, we want children to leave us as effective communicators, eloquent and confident orators and creative thinkers.

Writing Skills for ALL children at Chiltern

To have embedded the skills of phonics, spelling and grammar

To understand the craft of writing





To find their own writing voice

To write for a purpose

We want to create an engaged community of writers who are able to write with purpose and creativity, respond thoughtfully to the work of others, communicate effectively and be resilient, confident, self-assured orators.

The National Curriculum states that: *The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.* At Chiltern, we understand the importance of teaching writing based on well-chosen texts that provide rich language models and structures from which children can learn how writing works and the effect it can have on a reader. We want confident young writers, who can read aloud and share high quality texts across a range of genres, reflecting a range of writing styles. We want children to have access to texts that are rich in Spelling, and enable them to comprehend beyond their own reading fluency level. At Chiltern, we create a rich reading environment that demonstrates the written word in all its forms and shares how writing can be used for thinking, for communication and as a means of expression. With a rich diet of quality texts and enriching experiences children find their own reasons to write and develop a style that fits the purpose, audience and form intended. From the Foundation Stage, it is important that children understand that writing is a means of expression and a communication tool. We know a culture of book talk deepens reader response and allows children to explore the effect that the author of a text has created on the reader. We plan fully in order to give children opportunities to reflect on their own texts in the same way. At Chiltern, we create opportunities for writing inspired by meaningful events and experiences in texts and real life. This provides the children with ways in to talking and writing about their own feelings, experiences and interests and, with purpose in mind, begin to think about their audience and adapt their tone accordingly. Children take pleasure in a reader's feedback and begin to link writing with communication.

Key

-  Narrative texts
-  Discussion texts
-  Explanatory texts
-  Instruction/Procedural texts

-  Persuasive Texts
-  Report Texts
-  Recount Texts
-  Poetry

[Links to prior learning](#)

[National Curriculum statements](#)

Reception	<p>In Early Years, independent writing is encouraged from in-the-moment planning and daily phonic lessons. The children practice writing their name and words, using the sounds they know. They write shopping lists, invitations, menus and letters during role play, indoors and out. children learn to write in sentences, using correct sentence structure and letter formation. They learn to use story language in their writing through Helicopter stories and writing stories from their own experience and imagination.</p> <p>(ELGs) Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others</p>					
Year 1	See ELGs above					
Sticky knowledge from EYFS						
Links to Prior Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts/Genres/ Outcomes	Billy's Bucket Adventure narrative I know how to develop my sentence writing and punctuation skills by using alternative endings.	Cloudspotter Fantasy narrative I know how to write a description about a friend	Oliver's Fruit/Vegetables Instructions I know how to write instructions for making a fruit salad	Traditional Tales inc. The Three Little Pigs/Gingerbread Man I know how to write own fairy tale	Incy's Revenge Poem I know how to continue a humorous poem	The Wizard of Oz I know how to write character descriptions
	We're Going on a Bear Hunt repetitive narrative I know how to change a story using alternative characters.	The Jolly Postman (or Other People's Letters) I know how to write letters to Father Christmas	Non-fiction texts about the Great Fire of London I know how to write an information text about the Great Fire	There is a Lion in my Cornflakes I know how to write a letter to the cornflake factory	Traditional Poems I know how to write rhyming words	

<p>Spellings</p>	<p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>apply simple spelling rules and guidance, as listed in English Appendix 1 (attached)</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
<p>Handwriting Kinetic Letters</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 <p><i>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</i></p>
<p>Composition</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.

Grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 (attached) by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. 				
	Word	Sentence	Text	Punctuation	Terminology
	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing; untie the boat]</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>
Vocabulary	<p>Pupils will learn the terminology associated with grammar, along with Word of the Week (see Ambitious Vocabulary List) and the vocabulary associated with other Curriculum subjects</p>				

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Year 1 Term 1, Year 1 Term 3	Year 1 Term 2	Year 1 Term 3	Year 1 Term 4	Year 1 Term 3	Year 1 Term 1
	Year 1 Term 3	Year 1 Term 6	Year 1 Term 5	Year 1 Term 5	Year 1 Term 4	Year 1 Term 2, Year 2 Term 2
Texts/Genres/Outcomes	The Gruffalo I know how to write a story in a familiar setting with alternative characters	The Gingerbread Man I know how to write a fairy story based on a familiar story	Non-fiction texts about healthy bodies, including 'Me and My Body and 'The World Came to My Place Today' I know how to write a non-chronological report (DT link)	Dragon Machine I know how to write a chronological narrative	Non-fiction texts about dinosaurs I know how to write an information text for a class book on dinosaurs	Winnie at the Seaside I know how to write an alternative version of the Winnie story
	Instructions I know how to write instructions on how to make Gruffalo Crumble	The Jolly Christmas Postman I know how to write a letter to Father Christmas	Poems about kings and queens I know how to write rhyming couplets	It's Behind You I know how to write and perform a monster poem	Baba Yaga and Hansel and Gretel I know how to write a traditional tale	Bedtime and other bedtime stories I know how to write a persuasive letter for a fun pyjama day
Spellings	<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] 					

	<p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in English Appendix 1 (attached)</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
Handwriting Kinetic Letters	<p>Pupils should be taught to:</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>
Composition	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Grammar	<p>Pupils should be taught to:</p>

	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>				
	Word	Sentence	Text	Punctuation	Terminology
	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb tense (past, present)</p> <p>apostrophe, comma</p>
Vocabulary	Pupils will learn the terminology associated with grammar, along with Word of the Week (see Ambitious Vocabulary List) and the vocabulary associated with other Curriculum subjects				

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning		Year 1 Autumn 2, Year 2 Autumn 2	Year 2 Spring 2			Year 2 Summer 2
		Year 1 Summer 2	Year 1 Summer 1 Year 2 Spring 2	Year 2 Spring 2	Year 2 Summer 1	
Texts/Genres/Outcomes	How to Wash a Woolly Mammoth I know how to write a set of instructions about how to wash a puppy	The Day the Crayons Quit I know how to write a persuasive letter to Duncan	Various Aesop's Fables I know how to write a fable	The King who Threw Away his Throne I know how to write an Anglo-Saxon tale to read aloud	The Dot I know how to write a dialogue between characters as a performance for Year 6	The Kapok Tree I know how to write a persuasive letter from a rainforest animal to the man who cuts down their tree I know how to take part in discussion about man's dilemma
	Escape from Pompeii I know how to write a diary entry as one of the characters	The Polar Express I know how to write an effective setting description	Julia Donaldson poems I know how to write and perform a humorous poem	Riddles I know how to write an entertaining riddle	Non-fiction texts about rainforests I know how to write a non-chronological report on rainforests	
Spellings	Pupils should be taught to: use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1 attached) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary					

	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting Kinetic Letters	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2

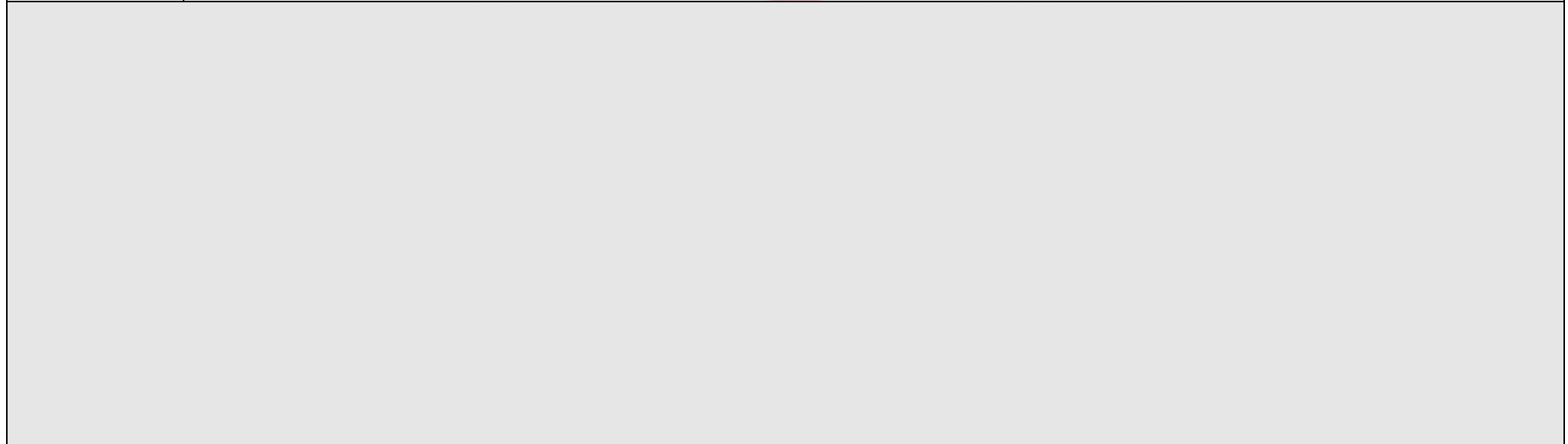
<p>indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>				
Word	Sentence	Text	Punctuation	Terminology
<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>
Vocabulary	<p>Pupils will learn the terminology associated with grammar, along with Word of the Week (see Ambitious Vocabulary List) and the vocabulary associated with other Curriculum subjects.</p>			

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Year 2 Autumn 1, Year 3 Autumn 1	Year 3 Spring 1 & Summer 1	Year 3 Autumn 1	Year 2 Summer 2, Year 3 Autumn 2 and Summer 2	Year 1 Summer 2,	Year 3 Autumn 2
			Year 3 Spring 2	Year 1 Summer 1, Year 2 Spring 2, Year 3 Spring 1	Year 1 Autumn 1, Year 2 Summer 2	Year 2 Spring 1, Year 3 Summer Term
Texts/Genres/Outcomes	The Boy who Grew Dragons I know how to write instructions on how to look after a Dragon	Pugs of the Frozen North I know how to write a chapter adventure story (extended write)	Arthur and the Golden Rope I know how to write a diary entry	Nothing to See Here Hotel I know how to write and perform a voice over for a chocolate advert	Falcon's Malteser I know how to write a character description of own villain	Varjak Paw I know how to write a setting description in character voice
	I know how to write a newspaper report about a dragon sighting		I know how to write a myth based on the text	I know how to write a poem about monsters	I know how to write an alternative ending to the book	I know how to write a non-chronological report about survival
Spellings	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1 attached) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
Handwriting Kinetic Letters	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 					

<p>Composition</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<p>Grammar</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

	Word	Sentence	Text	Punctuation	Terminology
	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

Vocabulary	Pupils will learn the terminology associated with grammar, along with Word of the Day (see Ambitious Vocabulary List) and the vocabulary associated with other Curriculum subjects
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Year 3 Autumn 2, Year 4 Summer 2		Year 3 Autumn 1, Year 4 Spring 1	Year 4 Summer 1		
	Year 3 Autumn 2, Year 4 Spring 2		Year 4 Autumn 2		Year 3 spring 1, Year 4 Spring 2	
Texts/Genres/ Outcomes	Leon and the Place Between I know how to write a setting description using figurative language	Cogheart I know how to write an explanation text about a magnificent machine	Holes I know how to write a diary entry	The Lion and the Unicorn To Continue Lenny's story	Matilda I know how to write a recount from a different perspective	Street Child I know how to write a comparison – Street child life v their own lives
	I know how to write a persuasive email to Abdul	I know how to write and take part in a debate about mechanical rights	Creative writing – The Forgotten Promise	I know how to write a monologue from a character's perspective	I know how to write a free verse poem	I know how to write a biography of Jim Jarvis
Spellings	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (attached) use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. 					
Handwriting Kinetic Letters	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 					
Composition	<p>Pupils should be taught to:</p>					

	<p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>precising longer passages</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the <i>effectiveness of their own and others' writing</i> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p>

<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>				
Word	Sentence	Text	Punctuation	Terminology
<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>
Vocabulary	Pupils will learn the terminology associated with grammar, along with Word of the Day (see Ambitious Vocabulary List) and the vocabulary associated with other Curriculum subjects			

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Year 3 Spring 1, Year 4 Autumn 2 & Summer 1, Year 5 Spring 2	Year 3 Summer 2, Year 4 Spring 2, Year 5 Autumn 1	Year 5 Spring 2	Year 3 Autumn 2, Year 4 Summer 2, Year 5 Autumn 1		Year 3 Spring 1, Year 4 Autumn 2, Year 6 Summer 1
		Year 5 Autumn 2	Year 3 Summer Term, Year 4 Summer 2, Year 5 Summer 2	Year 4 Spring 2	Year 3 Spring 1, Year 4 Autumn 2	Year 3 Autumn 1, Year 4 Autumn 1
Texts/Genres/Outcomes	Goodnight Mr Tom I know how to write a narrative about an evacuee meeting a host for the first time	The Highwayman I know how to write a narrative from a character's perspective	Romeo and Juliet I know how to write a playscript based on Romeo and Juliet and perform it with intonation and expression	Room 13 Settings – figurative language – I know how to write a setting description of the hotel and surroundings (horror)	War Horse I know how to write a political pamphlet about the requisition of horses to be used at the front line	Skellig Narrative – fantasy - extended write – suspense I know how to write a fantasy story
	I know how to write a formal political address in role as Prime Minister announcing the start of WWI	Cosmic I know how to write a persuasive letter to Dinah Drax from Liam (formal)	I know how to write a monologue as Friar Lawrence apologising, explaining and counting my regrets	I know how to write an extended brochure advertising the hotel, location and offers	I know how to write a mystery story about an amazing animal	I know how to write a set of instructions for Year 5 on how to survive Year 6
Spellings	Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused					

	<p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (attached)</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p>
Handwriting Kinetic Letters	<p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p>
Composition	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <p><i>assessing the effectiveness of their own and others' writing</i></p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

Grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 				
	Word	Sentence	Text	Punctuation	Terminology
	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and</p>	<p>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)].</p> <p>The difference between structures typical of informal</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

	antonyms [for example, big, large, little].	speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	
Vocabulary	Pupils will learn the terminology associated with grammar, along with Word of the Day (see Ambitious Vocabulary List) and the vocabulary associated with other Curriculum subjects				