

Writing NC Coverage

Year 1

Year 1		
<p><u>Transcription</u></p> <ul style="list-style-type: none"> Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week Name the letters of the alphabet: <ul style="list-style-type: none"> · naming the letters of the alphabet in order · using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: <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] Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p><u>Handwriting and Presentation</u></p> <ul style="list-style-type: none"> Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p><u>Composition</u></p> <ul style="list-style-type: none"> Pupils should be taught to: write sentences by: <ul style="list-style-type: none"> · 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.

Year 2

<p><u>Transcription</u></p> <p>Pupils should be taught to:</p> <p>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 	<p><u>Handwriting and Presentation</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	<p><u>Composition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ develop positive attitudes towards and stamina for writing by: ☑ writing narratives about personal experiences and those of others (real and fictional) ☑ writing about real events ☑ writing poetry ☑ writing for different purposes
---	--	---

<ul style="list-style-type: none"> • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters 	<p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • ☑ planning or saying out loud what they are going to write about • ☑ writing down ideas and/or key words, including new vocabulary • ☑ encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • ☑ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>☑ read aloud what they have written with appropriate intonation to make the meaning clear.</p>
---	---	--

Year 3 and 4

<p><u>Transcription</u> 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) • 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 	<p><u>Handwriting and Presentation</u> 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><u>Composition</u> Pupils should be taught to:</p> <p>plan their writing by:</p> <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: • 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] <p>evaluate and edit by:</p>
---	--	---

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

- 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.

Year 5 and 6

Transcription

Pupils should be taught to:

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

Handwriting and Presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Composition

Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proof-read for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing end points

Year 1	Year 2	Year 3
<p>End points</p> <ul style="list-style-type: none"> • Some use of capital letters and full stops to include capital letters for peoples names, places, days of the week and the pronoun ‘I’ • Beginning to use exclamation marks • Beginning to use question marks • Writing a correct sentence using a verb and a noun. • Beginning to use adjectives • Using the co-ordinator ‘and’ • Beginning to use the adverbs such as “then” and “next” • Beginning to use the past tense in a narrative • Add prefixes and suffixes Using s and es to form simple plurals Using the prefix un- Using –ing/ -ed/ -er/ -est • Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly • Spelling most year 1 common exception words • Forming lower-case letters of the correct direction, starting and finishing in the right place • Using spacing between words 	<p>End points</p> <p>EXS</p> <ul style="list-style-type: none"> • Demarcating most sentences with: Capital letters and full-stops • Some use of question marks • Using present and past tense mostly correctly and consistently • Using co-ordination (or / and / but) • Using some sub-ordination (when / if / that / because) • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. • Spelling many common exception words (see Y2 word list) • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Using spacing between words that reflects the size of the letters <p>Additional skills</p> <ul style="list-style-type: none"> • Using sentences with different forms in their writing: Statements / Questions / Exclamations / Commands • Using some expanded noun phrases to describe and specify • Some use of exclamation marks • Some correct use of commas in a list • Use apostrophes to mark missing letters • Use apostrophes to mark singular possession • Add suffixes to spell longer words -ment/ -ness/ -ful/ -less/ -ly 	<p>End points</p> <ul style="list-style-type: none"> • Use capital letters and full stops correctly • Mostly correct use of question marks • Mostly correct use of exclamation marks • Some correct use of commas in a list • Some correct use of apostrophes for singular possession • Some correct use of inverted commas • Beginning to use paragraphs to group material • Using dialogue with different verbs other than ‘said’ • Use adverbs to express time, place, manner and cause • Use prepositions to express time, place and cause • Using some expanded noun phrases • Using present and past tense correctly and some use of perfect form • Using a variety of co-ordinating conjunctions (eg or / and / but / so / yet) • Using a variety of subordinating conjunctions (eg when / if / that / because / after / before / though / while) • Form nouns using a range of prefixes • Using the determiners “a” or “an” according to whether the next word begins with a consonant or a vowel • Segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly • Spelling most Year 1 and 2 exception words • Spelling some Year 3 and 4 exception words • Spelling most contracted words with apostrophe • Beginning to use the diagonal and horizontal strokes needed to join letters in most of their writing

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">• Writing all letters to the correct size, orientation and relationships to one another and using spacing between words |
|--|--|---|

Year 4	Year 5	Year 6
<p>End points</p> <ul style="list-style-type: none"> Using capital letters and full stops correctly And with mostly correct use of Question marks / Exclamation marks Commas in lists Apostrophes for singular possession Apostrophes for plural possession Inverted Commas (Speech marks) Some use of Commas for clarity (eg After fronted adverbials) Using paragraphs to organise ideas Using some cohesive devices across paragraphs and sentences to avoid repetition (pronouns and nouns across sentences) Using dialogue with varied verbs and adverbs e.g. ‘hello,’ she whispered, shyly Using adverbial phrases (time, place, manner, simile) in different positions in a fronted / embedded / at the end of a clause Beginning to use an - ing clause, a subordinate conjunction or a 2A opener to start a sentence e.g. Running happily down the road, John...; Just as JohnHappy yet nervous, John.... Using expanded noun phrases with pre and post modifiers Using present, past and perfect form as appropriate and correct use of first and third person Using a variety of co-ordinating conjunctions (FANBOYS) Using a variety of subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) Spelling most Year 3 and 4 exception words Spelling most contracted words Using the diagonal and horizontal strokes needed to join letters in most of their writing Writing all letters to the correct size, orientation and relationships to one another and using spacing between words 	<p>End points</p> <ul style="list-style-type: none"> Using capital letters and full stops correctly And with mostly correct use of Question marks/ Exclamation marks/ Commas in lists Apostrophes / Inverted Commas (Speech marks) Commas for clarity (After fronted adverbial & between some clauses) Apostrophes for plural possession some correct use of Punctuation for parenthesis (dashes, commas, brackets) Colons for lists Using paragraphs to organise ideas Using cohesive devices within and across paragraphs and sentences (pronouns, determiners, adverbials, repetition of nouns and tense choice) Using stage directions in speech (speech, verb, action) ‘Stop,’ he shouted, waving his stick. Using adverbs (perhaps, surely) and modal verbs (Can, could, may, might, would, should etc) to indicate degrees of possibility Using a variety of sentence starters <ul style="list-style-type: none"> Fronted adverbial (time, place, manner) Expanded ing clause Simile 2A opener Expanded ed clause e.g. Determined to get home, John... Subordinate conjunction Using some correct use of relative clauses (who/which/where/when/whose/that) Using present, past and perfect form as appropriate ensuring the correct use of first and third person Using a variety of co-ordinating conjunctions (FANBOYS) Using a variety of subordinating conjunctions (eg when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) Beginning to include metaphors, personification and onomatopoeia Spelling most Year 3 and 4 exception words Spelling some Year 5 and 6 exception words Convert nouns, adjectives into verbs using suffixes -ate/-ise/-ify Use verb prefixes dis-/ de-/ mis-/ over-/ re- Producing legible joined handwriting 	<p>End points</p> <p>EXS</p> <ul style="list-style-type: none"> The pupil can write effectively for a range of purposes and audiences: <ul style="list-style-type: none"> selecting language that shows good awareness of the reader e.g. the use of the first person in a diary, direct address in instructions and persuasive writing In narratives: <ul style="list-style-type: none"> describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately <ul style="list-style-type: none"> using contracted forms in dialogues in narrative using passive verbs to affect how information is presented using modal verbs to suggest degrees of possibility Within and across paragraphs use a range of devices to build cohesion: <ul style="list-style-type: none"> conjunctions, adverbials of time and place, pronouns synonyms Use verb tenses consistently and correctly throughout their writing Use the range of punctuation taught at key stage 2 mostly correctly ? ! "" ' , () <i>Colon to introduce a list and semi colons within a list (not in the EXS framework)</i> Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed

Writing overview Autumn term

Royal Spelling overview

NC Statutory learning focus

NC Statutory common exception words

Year 1

a
are
ask
be
by
come
do
friend
full
go
has

he
here
his
house
I
is
love
me
my
no
of

once
one
our
pull
push
put
said
says
school
she
so

some
the
there
they
to
today
was
we
were
where
you
your

Year 2-Autumn 1

<u>Week 1</u> Mixed words from the range of spelling patterns and rules from previous year	<u>Week 2</u> The /dʒ/ sound spelt as ge and dge at the end of words, and spelt as g elsewhere before e, i and y	<u>Week 3</u> Homophones and near-homophones	<u>Week 4</u> The /i:/ sound spelt ey	<u>Week 5</u> Exception word list	<u>Week 6</u> The /n/ sound spelt a after w and qu
annoy dream cried instead summer blackberry moon hutch fresher sketch	charge bulge village gem giant magic giraffe energy jacket adjust	there their they're hear here quite quiet see sea one won	key donkey monkey chimney valley journey alley honey hockey money	move prove just sure sugar eye could should would like big then	want watch wander quantity squash wallet wasp quality quarry wash

Year 2 - Autumn 2

Week 1 The /3:/ sound spelt or after w and the /ɔ/ sound spelt ar after w	Week 2 The suffixes -ment, - ness, -ful, -less and - ly	Week 3 Contractions	Week 4 Words ending in - tion	Week 5 Exception word list	Week 6 Consolidating from this term's spellings
word work worm world worth war warm towards worthless worst	enjoyment sadness careful playful hopeless plainness badly happiness employment darkness	can't didn't hasn't couldn't it's I'm they're he's you're don't	station fiction solution section motion creation celebration nation caution position	door floor poor because find kind have behind child children help will	not look word work hopeless celebration behind giraffe quiet journey sugar wander

Year 3-Autumn 1

Week 1 Homophones and near Homophones	Week 2 Homophones and near Homophones	Week 3 Words with the /ei/ sound spelt ei, eigh or ey	Week 4 Exception word list	Week 5 Words with the /ʃ/ sound spelt ch	Week 6 Consolidation
here hear knot not mail male ball bawl groan grown	meat meet berry bury peace piece break brake saw sore	eight they obey vein weigh neighbour eighth neigh beige sleigh	eight arrive breath circle fruit guard height often popular eighth	chef chalet machine brochure chute parachute moustache quiche chauffeur chandelier	here hear break sore weigh bury peace piece arrive often

Year 3 - Autumn 2

<u>Week 1</u> Endings which sound like ʃən spelt - cian	<u>Week 2</u> The /I/ sound spelt y elsewhere than at the end of words	<u>Week 3</u> The /ʌ/ sound spelt ou	<u>Week 4</u> Exception word list	<u>Week 5</u> Prefix - in	<u>Week 6</u> Consolidation
musician electrician magician optician politician mathematician physician technician dietician beautician	myth gym Egypt pyramid mystery crystal symbol syrup cygnet lyric	young touch double trouble country rough enough tough cousin couple	difficult famous extreme guide heart history popular minute natural believe	inactive incorrect incredible independent incomplete incapable incompatible inconsiderate indefinitely inability	myth pyramid famous extreme difficult popular cygnet electrician magician gym

Year 4 - Autumn 1

<u>Week 1</u> Homophones and near Homophones	<u>Week 2</u> Homophones and near Homophones	<u>Week 3</u> Words with the /s/ sound spelt sc	<u>Week 4</u> Exception word list	<u>Week 5</u> Endings which sound like ʃən spelt - sion	<u>Week 6</u> Consolidation
groan grown affect effect fair fare great grate through threw	heel heal main mane medal meddle key quay check cheque	science scene discipline fascinate crescent scissors scenery descent ascend descend	actual address calendar disappear experience particular thought separate difficult weight	expansion extension comprehension tension suspension occasion dimension diversion permission discussion	particular diversion fascinate address science scene comprehension experience dimension grown

Year 4-Autumn 2

<u>Week 1</u> Prefixes - dis and mis	<u>Week 2</u> Prefix - il and il words	<u>Week 3</u> Adding suffix - ation	<u>Week 4</u> Exception word list	<u>Week 5</u> Adding suffixes beginning with vowel letters to words of more than one syllable.	<u>Week 6</u> Consolidation
disappoint disagree disobey disappear disinfect disconnect misbehave mislead misspell misfortune	illegal illegible illuminate illogical illiterate illicit illumination illusion illusive illustration	information adoration sensation preparation admiration foundation qualification experimentation exploration examination	notice ordinary certain suppose breathe increase recent quarter group island	forgetting forgotten gardening gardener limiting beginning beginner limitation preferred limitations	gardening limitations preferred disobey experimentation exploration examination certain suppose misspell

Year 5-Autumn 1

<u>Week 1</u> Recap of mixed spellings pattern from previous years	<u>Week 2</u> Recap from previous years	<u>Week 3</u> Recap from previous years	<u>Week 4</u> Exception word list	<u>Week 5</u> Words ending in -able and - ably	<u>Week 6</u> Consolidation
optician pyramid trouble country incomplete peace piece vein weigh parachute	illuminate admiration foundation forgotten gardening great grate fascinate expression possession	redecorate mention position weather whether obvious completion mountainous tongue scheme	accompany amateur bargain bruise community competition explanation guarantee individual prejudice	adorable adorably applicable applicably considerable considerably tolerable tolerably capable knowledgeable	accompany amateur prejudice considerable considerably whether tolerable forgotten incomplete adorably

Year 5-Autumn 2

<u>Week 1</u> Words with silent letters - k	<u>Week 2</u> Words with the /i:/ sound spelt ei after c and other consonants	<u>Week 3</u> Exceptions to the i before e rule except after c	<u>Week 4</u> Exception word list	<u>Week 5</u> Words containing the letter string ough	<u>Week 6</u> Consolidation
knew knock knobbly knit knapsack knuckle knead knack knob knowledge	deceive receive perceive ceiling receipt conceit deceit counterfeit seizes neither	ancient efficient science conscience sufficient inefficient proficient mischief species deficiencies	occur forty according lightning stomach pronunciation signature criticise immediately attached	bought thought nought brought fought sought drought plough trough wrought	ancient efficient science sought signature inefficient species proficient mischief knack

Year 6-Autumn 1

<u>Week 1</u> Recap of words from Year 5	<u>Week 2</u> Recap of words from Year 5	<u>Week 3</u> Homophones - words that are confused	<u>Week 4</u> Exception word list	<u>Week 5</u> Words ending in -able and - ible	<u>Week 6</u> Consolidation
adorable adorably deceive receive ancient efficient fought sought through thorough	ascent assent accountancy discrepancy stationary stationery considerably affordably wrath wreak	guessed guest heard herd led lead (noun) morning mourning past passed	attached available cemetery convenience environment foreign hindrance immediately temperature thorough	changeable noticeable knowledgeable manageable serviceable forcible illegible legible eligible terrible	attached foreign efficient fought stationary advisably hindrance immediately eligible assent

Year 6-Autumn 2

Week 1 Adding suffixes beginning with vowel letters to words ending in -fer	Week 2 Double consonants	Week 3 Continuing words ending in -ible and ibly	Week 4 Exception word list	Week 5 Words containing the letter string ough	Week 6 Consolidation
referring referred referral preferring preferred transferring transferred reference referee preference	apparent appreciate attached communicate community correspond embarrass exaggerate excellent beginning	possible possibly horrible horribly visible visibly incredible incredibly sensible sensibly	equip equipped equipment criticise critic immediate ancient category develop sufficient	rough tough enough though although drought cough thoughtless bough thoroughly	possible immediate ancient visible tough exaggerate visibly incredible sufficient sensible

--	--	--	--	--	--

Royal handwriting overview

Letter formation overview Autumn 1

Year 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:

<p>Straight down the ladder</p>	<p>Straight down the ladder</p>	<p>Curl around the top</p>	<p>Curl around the top</p>	<p>Down to the toes and back up to the arm</p>	<p>Down to the toes and back up to the arm</p>
<p>i Wednesday: l Thursday: t</p>	<p>u Wednesday: j Thursday: y</p>	<p>a Wednesday: c Thursday: f</p>	<p>e Wednesday: s Thursday: g, q</p>	<p>h Wednesday: b Thursday: k</p>	<p>m,n Wednesday: p Thursday: r</p>

Letter formation overview Autumn 1

Year 3-6

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Tuesday: b</p>	<p>Tuesday: bb</p>	<p>Tuesday: c</p>	<p>Tuesday: cc</p>	<p>Tuesday: d</p>	<p>Tuesday: dd</p>

Wednesday: bb Thursday: Hobby, bubble, chubby	Wednesday: Pebble, slobber, bobble Thursday: Ribbons, robbery, gobble	Wednesday: cc Thursday: Soccer, accident, succeed	Wednesday: Accuse, account, accurate Thursday: Accent, accept, occasion.	Wednesday: dd Thursday: Add, address, sudden	Wednesday: Ladder, middle, odd Thursday: Hidden, muddle, address
--	--	--	---	---	---

Letter formation overview Autumn 2

Year 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:

<p>Backwards and forwards or up and down</p>  <p>Wednesday: Thursday: v</p>	<p>Backwards and forwards or up and down</p>  <p>Wednesday: Thursday: w x z</p>	<p>an Wednesday: co Thursday: di</p>	<p>an Wednesday: hu Thursday: im</p>	<p>oc Wednesday: wo Thursday: ru</p>	<p>oc Wednesday: oc Thursday: ro</p>
--	--	--	--	--	--

Letter formation overview Autumn 2

Year 3-6

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:

e	ee	bb	hh	f	ff
Wednesday: ee Thursday: Green, sleep, week	Wednesday: Wheel, squeeze, breeze Thursday:	Wednesday: dd Thursday: ff	Wednesday: kk Thursday: ll, tt	Wednesday: ff Thursday: office, stuff, sniff	Wednesday: traffic, offer, different Thursday: difficult, daffodil, cliff

Year group	Autumn term					
Year One	<p>Genres this term fiction (Reception class books)- Royal rules Weeks 2- linked to FFT books. Use Colourful Semantics and Mighty Writer to teach the structure of a sentence. Focus on writing phonetically plausible sentences that include:</p> <ul style="list-style-type: none"> • Capital letters and full stops • Sentences using a verb and a noun- using colourful semantics • Adjectives • Spacing between words 					<p>Labels and lists- Christmas list Lesson 1: To use capital letters and full stops. Lesson 2: To use the conjunction 'and'. Lesson 3: To use adjectives. Lesson 4: To write a Christmas list.</p>
Year Two	<p>Postcards- linked to topic Skills to be taught: Lesson 1: Identify the skills- deconstruct a WAGOLL Lesson 2: To write statement sentences using capital letters and full stops.. Lesson 3: To identify and use pronouns. Lesson 4: To identify and use nouns Lesson 5: To identify and use adjectives.</p>	<p>Traditional tales- The three little pigs Skills to be taught: Lesson 1: Identify the skills- deconstruct a WAGOLL Lesson 2: To use capital letters and full stops. Lesson 3: To use expanded noun phrases in a setting description. Lesson 4: To use apostrophes in words in the contracted form. Lesson 5: To use coordinating</p>	<p>Stories with familiar settings narrative- Wolves in the walls Skills to be taught: Lesson 1: Identify the skills- deconstruct a WAGOLL Lesson 2: To use capital letters and full stops. Lesson 3: To use pronouns. Lesson 4: To write statement sentences. Lesson 5: To to use the coordinating conjunction and or but.</p>	<p>Humorous poems- Freaky week Skills to be taught: Lesson 1: Identify the skills- deconstruct a WAGOLL Lesson 2: To use exclamation marks. Lesson 3: To use commas in a list. Lesson 4: To use apostrophes for contractions. Lesson 5: To use apostrophes for singular possession. Lesson 6: To use past and present tense.</p>	<p>Letters- The Jolly Christmas Postman Skills to be taught: Lesson 1: Identify the skills- deconstruct a WAGOLL Lesson 2: To use capital letters and full stops. Lesson 3: To use past tense. Lesson 4: To use coordination and, but, or. Lesson 5: To write statement sentences. Lesson 6: To write questions.</p>	<p>Recount- The Snowman. Skills to be taught: Lesson 1: Identify the skills- deconstruct a WAGOLL Lesson 2: To use past and present tense. Lesson 3: To use expanded noun phrases. Lesson 4: To use apostrophes for singular possession. Lesson 5: To use the suffix 'ful' and 'less' Lesson 6: To use commas in a list.</p>

	<p>Lesson 6: To plan a postcard. Lesson 7: To write a postcard. Lesson 8: To edit a postcard.</p>	<p>conjunctions 'and', 'but' 'or' Lesson 6: To use the past tense correctly. Lesson 7: To write command sentences. Lesson 8: To use the suffix 'ness. Lesson 9: To use conjunctions for subordination – when, if, that, because. Lesson 10: To plan a traditional tale. Lesson 11: To write a traditional tale. Lesson 12: To edit a traditional tale.</p>	<p>Lesson 6: . To use the subordinating conjunction 'because' more able – that because when if. Lesson 6: To use adverbs of time. Lesson 7: To change verbs into the past tense using the suffix 'ed'. Lesson 8: To use adverbs of time. Lesson 9: To plan a traditional tale. Lesson 10: To write a traditional tale. Lesson 11: To edit a traditional tale.</p>	<p>Lesson 7: To explain what rhyming words are. Lesson 8: To plan a humorous poem. Lesson 9: To write a humorous poem. Lesson 10: To edit a humorous poem.</p>	<p>Lesson 7: To write exclamation sentences. Lesson 8: To write command sentences. Lesson 9: To plan a letter. Lesson 10: To write a letter. Lesson 11: To edit a letter.</p>	<p>Lesson 7: To plan a recount. Lesson 8: To write a recount, Lesson 9: To edit a recount.</p>
Year Three	<p>Adventure stories-retell Robin Hood Skills to be taught: Lesson 1: Identify the skills-</p>	<p>Persuasive writing-stimulus topic link. Was life better for a Victorian child or a modern day child? Skills to be taught:</p>	<p>Stories from another culture- Anansi (Microsoft PowerPoint - Anansi the Spider)</p>	<p>Visual literacy recount- Write a diary/recount as the boy The present - Literacy Shed</p>	<p>Letters- Dear Father Christmas, Lesson 1: Identify the skills-deconstruct a WAGOLL Lesson 2: To use question marks Lesson 3: To use commas in a list.</p>	

	<p>deconstruct a WAGOLL</p> <p>Lesson 2: To use capital letters and full stops.</p> <p>Lesson 3: To use co-ordinating conjunctions.</p> <p>Lesson 4: To use subordinating conjunctions.</p> <p>Lesson 5: To use adverbs manner and time.</p> <p>Lesson 6: To use the determiner 'a' or 'an'.</p> <p>Lesson 7: To use apostrophes for possession.</p> <p>Lesson 8: To use inverted commas.</p> <p>Lesson 9: To plan an adventure story.</p> <p>Lesson 10: To write an adventure story.</p> <p>Lesson 11: To edit an adventure story.</p>	<p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use subordinating conjunctions.</p> <p>Lesson 3: To use past and present tense correctly.</p> <p>Lesson 4: To use prepositions to express time, place and cause.</p> <p>Lesson 5: To use question marks and exclamation marks.</p> <p>Lesson 6: To use commas in a list.</p> <p>Lesson 7: To use adverbs to express time, place, manner and cause.</p> <p>Lesson 8: To begin to use paragraphs to group material.</p> <p>Lesson 9: To plan a persuasive argument.</p> <p>Lesson 10: To write a persuasive argument.</p> <p>Lesson 11: To edit a persuasive argument.</p>	<p>Children to create their own reason for why Anansi has skinny legs.</p> <p>Skills to be taught:</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use capital letters and full stops.</p> <p>Lesson 3: To use expanded noun phrases.</p> <p>Lesson 4: To use the perfect form of verb.</p> <p>Lesson 5: To use a range of subordinating conjunctions.</p> <p>Lesson 6: To use a range of prefixes.</p> <p>Lesson 7: To use fronted adverbials.</p> <p>Lesson 8: To use adverbials for cohesion.</p> <p>Lesson 9: To use exclamation marks.</p> <p>Lesson 10: To use inverted commas.</p> <p>Lesson 11: To use different verbs other than said.</p>	<p>Skills to be taught:</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use past and present tense correctly.</p> <p>Lesson 3: To use apostrophes for singular possession.</p> <p>Lesson 4: To use coordinating conjunctions.</p> <p>Lesson 5: To use expanded noun phrases.</p> <p>Lesson 6: To use exclamation marks and question marks,</p> <p>Lesson 7: To use prepositions.</p> <p>Lesson 8: To plan a diary entry.</p> <p>Lesson 9: To write a diary entry.</p> <p>Lesson 10: To edit a diary entry,</p>	<p>Lesson 4: To use cohesive devices across paragraphs.</p> <p>Lesson 5: To use expanded noun phrases.</p> <p>Lesson 6: To use subordinating conjunctions.</p> <p>Lesson 7: To use different sentence starters.</p> <p>Lesson 8: To plan a letter to Father Christmas.</p> <p>Lesson 9: To write a letter to Father Christmas.</p> <p>Lesson 10: To edit a letter to Father Christmas.</p>
--	---	---	--	---	--

			<p>Lesson 12: To plan a story.</p> <p>Lesson 13: To write a story.</p> <p>Lesson 14: To edit a story.</p>		
Year Four	<p>Recounts</p> <p>The explorer (first chapter)</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use capital letters and full stops.</p> <p>Lesson 3: To use past tense.</p> <p>Lesson 4: To use fronted adverbials and commas for clarity.</p> <p>Lesson 5: To use question marks.</p> <p>Lesson 6: To use exclamation marks.</p> <p>Lesson 7: To use cohesive devices to avoid repetition.</p> <p>Lesson 8: To use expanded noun phrases with pre and post modifiers.</p>	<p>Chronological reports-biographies</p> <p>Linked to topic about Egyptian Pharaoh</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use question marks.</p> <p>Lesson 3: To use apostrophes for singular possession.</p> <p>Lesson 4: To use commas in a list.</p> <p>Lesson 5: To use past tense.</p> <p>Lesson 6: To use co-ordinating conjunctions.</p> <p>Lesson 7: To plan a biography.</p> <p>Lesson 8: To write a biography.</p>	<p>Fables-</p> <p>Town mouse and country mouse</p> <p>Fox and the grapes</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use capital letters and full stops.</p> <p>Lesson 3: To use expanded noun phrases.</p> <p>Lesson 4: To use inverted commas.</p> <p>Lesson 5: To use dialogue with varied verbs and adverbs.</p> <p>Lesson 6: To use subordinating conjunctions.</p> <p>Lesson 7: To use coordinating conjunctions.</p>	<p>Fairy stories-</p> <p>The princess and the pea.</p> <p>The pea and the princess by Mini Grey. Twisted tale.</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use question marks.</p> <p>Lesson 3: To use commas in a list.</p> <p>Lesson 4: To use dialogue with varied verbs and adverbs.</p> <p>Lesson 5: To use adverbials of time.</p> <p>Lesson 6: To use a variety of openers.</p> <p>Lesson 7: To use apostrophes for plural possession.</p> <p>Lesson 8: To plan a twisted tale.</p>	<p>Performance poetry</p> <p>‘Twas the night before Christmas’</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use exclamation marks.</p> <p>Lesson 3: To use rhyme.</p> <p>Lesson 4: To use similes.</p> <p>Lesson 5: To use metaphors.</p> <p>Lesson 6: To use onomatopoeia</p> <p>Lesson 7: To use fronted adverbials.</p> <p>Lesson 8: To use different sentence starters.</p> <p>Lesson 9: To plan a Christmas poem.</p> <p>Lesson 10: To write a Christmas poem.</p> <p>Lesson 11: To edit a Christmas poem.</p>

	<p>Lesson 9: To plan a recount.</p> <p>Lesson 10: To write a recount.</p> <p>Lesson 11: To edit a recount.</p>	<p>Lesson 9: To edit a biography.</p>	<p>Lesson 8: To use varied sentence starters.</p> <p>Lesson 9: To use commas in a list.</p> <p>Lesson 10: To use past tense verbs.</p> <p>Lesson 11: To use apostrophes for contractions.</p> <p>Lesson 12: To plan a fable.</p> <p>Lesson 13: To write a fable.</p> <p>Lesson 14: To edit a fable.</p>	<p>Lesson 9: To write a twisted tale.</p> <p>Lesson 10: To edit a twisted tale.</p>	
Year Five	<p>Classic fiction- write a setting description.</p> <p>Oliver Twist</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use capital letters and full stops.</p> <p>Lesson 3: To use commas in a list.</p> <p>Lesson 4: To use a variety of sentence openers.</p> <p>Lesson 5: To use a range of cohesive devices.</p>	<p>Persuasive letter-</p> <p>Linked to topic- letter to the government about public health during the industrial revolution.</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use question marks.</p> <p>Lesson 3: To use apostrophes for plural possession.</p>	<p>Biography-</p> <p>Linked to topic- Isambard Kingdom Brunel</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use past tense third person.</p> <p>Lesson 3: To use cohesive devices.</p> <p>Lesson 4: To use punctuation for parenthesis.</p> <p>Lesson 5: To use relative clauses.</p>	<p>Playscript:</p> <p>The Tempest</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use brackets for parenthesis.</p> <p>Lesson 3: To use present tense verbs.</p> <p>Lesson 4: To use inverted commas.</p> <p>Lesson 5: To use a range of cohesive devices.</p>	<p>Observational/imagery poetry</p> <p>Linked to treasure literacy Shed</p> <p>Lesson 1: Identify the skills- deconstruct a WAGOLL</p> <p>Lesson 2: To use exclamation marks.</p> <p>Lesson 3: To use alliteration.</p> <p>Lesson 4: To use similes and metaphors.</p> <p>Lesson 5: To use personification.</p> <p>Lesson 6: To use onomatopoeia.</p> <p>Lesson 7: To use commas for parenthesis.</p> <p>Lesson 8: To use relative clauses.</p> <p>Lesson 9: To plan an imagery poem.</p> <p>Lesson 10: To edit an imagery poem.</p>

	<p>Lesson 6: To use colons in a list. Lesson 7: To use relative clauses. Lesson 8: To use personification. Lesson 9: To plan a setting description. Lesson 10: To write a setting description. Lesson 11: To edit a setting description.</p>	<p>Lesson 4: To use paragraphs to organise ideas. Lesson 5: To use a range of cohesive devices. Lesson 6: To use modal verbs. Lesson 7: To use subordinating conjunctions. Lesson 8: To use the present tense. Lesson 9: To use commas for clarity, Lesson 10: To use relative clauses. Lesson 11: To plan a persuasive letter. Lesson 12: To write a persuasive letter. Lesson 13: To edit a persuasive letter.</p>	<p>Lesson 6: To use a range of sentence starters. Lesson 7: To use paragraphs to organise ideas. Lesson 8: To use coordinating conjunctions. Lesson 9: To plan a biography. Lesson 10: To write a biography. Lesson 11: To edit a biography.</p>	<p>Lesson 6: To use stage directions in speech. Lesson 7: To plan a scene of the Tempest. Lesson 8: To edit a scene of the Tempest. Lesson 9: To edit a scene of the Tempest.</p>	<p>Lesson 11: To write an imagery poem.</p>
Year Six	<p>Historical stories- Friend or Foe Retell Lesson 1: Identify the skills- deconstruct a WAGOLL Lesson 2: To use capital letters and full stops.</p>	<p>Diary- Recount as an evacuee arriving in the countryside- Friend or Foe. Lesson 1: Identify the skills- deconstruct a WAGOLL</p>	<p>Non-chronological report How were Jewish people treated during WW2? Lesson 1: Identify the skills- deconstruct a WAGOLL Lesson 1: To use standard English.</p>	<p>Biographies- Biography of Anne Frank Lesson 1: Identify the skills- deconstruct a WAGOLL Lesson 2: To write multi-clausal sentences.</p>	<p>Classic poetry- Charge of the light brigade Lesson 1: Identify the skills- deconstruct a WAGOLL Lesson 2: To use figurative language. Lesson 3: To use emotive language. Lesson 4: To use powerful vocabulary.</p>

	<p>Lesson 3: To use modal verbs. Lesson 4: To use relative pronouns. Lesson 5: To use brackets for extra information Lesson 6: To use dashes for parenthesis. Lesson 7: To use speech punctuation. Lesson 8: To use contracted forms in dialogue. Lesson 9: To use adverbs. Lesson 10: To use show not tell. Lesson 11: To plan an alternative ending. Lesson 12: To write an alternative ending. Lesson 13: To edit and alternative ending.</p>	<p>Lesson 2: To use apostrophes for possession. Lesson 3: To use slang and dialect. Lesson 4: To use subject verb agreement. Lesson 5: To use cohesion across paragraphs. Lesson 6: To use relative clauses. Lesson 7: To use modal verbs. Lesson 8: To use expanded noun phrases. Lesson 9: To use question marks. Lesson 10: To plan a diary entry. Lesson 11: To write a diary entry. Lesson 12: to edit a diary entry.</p>	<p>Lesson 2: To use active and passive verbs. Lesson 3: To add detail and extending points using clauses and conjunctions. Lesson 4: To use a range of cohesive devices. Lesson 5: To use relative clauses. Lesson 6: To use punctuation to separate independent clauses. Lesson 7: To use hyphens to avoid ambiguity. Lesson 8: To plan a non-chronological report. Lesson 9: To write a non-chronological report. Lesson 10: To edit a non-chronological report.</p>	<p>Lesson 3: To use hyphens. Lesson 4: To use brackets for parenthesis. Lesson 5: To use passive verbs. Lesson 6: To use relative clauses. Lesson 7: To plan a biography. Lesson 8: To write a biography. Lesson 9: To edit a biography.</p>	<p>Lesson 5: To use punctuation to separate independent clauses. Lesson 6: To use inverted commas. Lesson 7: To use expanded noun phrases. Lesson 8: To plan a poem in the style of Charge of the light brigade. Lesson 9: To write a poem in the style of Charge of the light brigade. Lesson 10: To edit a poem in the style of Charge of the light brigade.</p>
--	--	--	--	--	---

