



Bishop Chadwick
Catholic Education Trust



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St Patrick's Catholic Primary School

English Long-Term Plan

(2025-2026)



Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Place Value of Punctuation and Grammar (19 sessions)</p> <p>Write to entertain</p> <p>Narrative - Retell simple stories with predictable phrases e.g. repetition of key phrases – “ Phee fi fo fum” Focus on creation of sentence linked with a variety of simple stories. Transcribe shared ideas and innovate sentences changing desired vocabulary.</p> <p>Capital letters and full stops, past tense, adjectives, capital letters for proper nouns.</p> <p>The, do, to, of said, says, are, were, was, put</p>	<p>Write to entertain</p> <p>Narrative - Tell a basic 3-part story by sequencing events in a retell of The Gruffalo’s Child.</p> <p>Capital letters, full stops, adjectives. Write in sequence using words to signal time.</p> <p>Is, his, has, you, your, they, be, he, me, she</p>	<p>Write to entertain</p> <p>Narrative - Plan and tell a 3-part traditional tale with basic ideas sequenced and traditional story language adopted linked to The Three Little Pigs.</p> <p>Traditional story language, capital letters, expanded noun phrases. Write in Past tense</p> <p>No, go, so, by, my, here, there, where, love, come,</p>	<p>Write to entertain</p> <p>Narrative - Retell a familiar story in 3 parts - Little Red Riding Hood. Include accurate sentence punctuation.</p> <p>Capital letters, full stops, past tense, adjectives and capital letters for proper nouns. Write in sequence using words to signal time.</p> <p>Some, once, ask, friend, school, put, push pull, full. House</p>	<p>Write to entertain</p> <p>Narrative - Write a complete simple story in three parts linked to The Very Hungry Caterpillar. Include accurate sentence punctuation.</p> <p>Write in sequence using words to signal time. Capital letters, full stops, past tense, and capital letters for proper Nouns.</p> <p>Our, Looking, running, pushing, singing meet, sitting, draw, swim, today</p>	<p>Write to entertain</p> <p>Narrative - Write a story which includes strong characterisation e.g. good or bad character (the big bad wolf). Include accurate sentence punctuation linked to the story Goldilocks.</p> <p>Capital letters, full stops, past tense. Traditional story language and use co-ordinating conjunctions.</p> <p>Looked, people, your, our, very, called, who, what, why, when</p>
<p>Write to inform</p> <p>Instructions - Write simple instructions about something they know well including imperative verbs, precise language and commands. Write instructions for planting a bean.</p> <p>Present tense, imperative verbs conjunctions, adverbial of time</p> <p>First, second, third, then, after, next, put, do, go, finally</p>	<p>Write to inform</p> <p>Recount - Write sentences to match pictures, or sequences of pictures, illustrating an event. Write a recount of an Autumn treasure hunt.</p> <p>Past tense, adverbial of time, first person, conjunctions</p> <p>I, went, hear, see, feel, smell, here, there, was, saw, he, se, we</p>	<p>Write to inform</p> <p>Report - Assemble information about a topic, writing accurately demarcated sentences to describe Our wonderful weather.</p> <p>Capital letters for proper Nouns, third person, Co ordinating conjunctions (so, but)</p> <p>The, a, today, season, Monday, Tuesday, Wednesday, Thursday, Friday</p>	<p>Write to inform</p> <p>Character description - Describe something or someone with consistent use of tense. A wanted poster linked with Little Red Riding Hood.</p> <p>Present tense, question marks, coordinating conjunction (and) Expanded noun phrase.</p> <p>He, she , they, have, did , you, want, are, a, was</p>	<p>Write to inform</p> <p>Biography - Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject linked to Women in History.</p> <p>Capital letters for proper nouns, subheadings, third person.</p> <p>She, do, their, her, ago, school, some, years, by</p>	<p>Write to inform</p> <p>Recount (Letter) –Write a letter from Goldilocks to the three bears.</p> <p>First person, adverbial of place, opinion</p> <p>Dear, I, sorry, do, said, please, of, one, wrong, some, from Topic related vocabulary</p>
<p>Poetry</p> <p>Sense poem- Autumn</p>	<p>Poetry</p> <p>Acrostic poem-Christmas</p>	<p>Poetry</p> <p>A simile poem linked to seasons</p>	<p>Poetry</p> <p>Concrete poem-Lent (cross)</p>	<p>Poetry</p> <p>A rhyming poem linked to Science topic (light and dark)</p>	<p>Poetry</p> <p>Kenning poem-Animals</p>
Spelling					

Overview

Phonics and spelling should be taught together. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading

Phonics Sequence

Extended Code Unit 1-4	Extended Code Unit 5-9	Extended Code Unit 10-14	Extended Code Unit 15-18	Extended Code Unit 19-22	Extended Code Unit 23-26
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Revision of Reception work

- All letters of the alphabet and the sounds which they most commonly represent.
- Consonant digraphs which have been taught and the sounds which they represent
- Vowel digraphs which have been taught and the sounds they represent
- The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- Words with adjacent consonants
- Guidance and rules which have been taught

Additional Spelling Lessons

- The /ŋ/ sound spelt n before k e.g. bank, think, honk, sunk.
- Days of the week
- Division of words into syllables e.g. pocket, rabbit, carrot, thunder, sunset.
- -tch e.g. catch, fetch, kitchen, notch, hutch.
- The 'v' sound at the end of words e.g. have, live, give.
- Adding s and es to words (plural of nouns and the third person singular of verbs) e.g. cats, dogs, spends, rocks, thanks, catches.
- Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word e.g. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper.
- Adding –er and –est to adjectives where no change is needed to the root word e.g. grander, grandest, fresher, freshest, quicker, quickest.
- o-e e.g. home, those, woke, hope, hole.
- er (unstressed schwa sound) e.g. better, under, summer, winter, sister.
- ie e.g. chief, field, thief.
- ore e.g. more, score, before, wore, shore.
- ear e.g. dear, hear, beard, near, year.
- New consonant spellings ph and wh e.g. dolphin, alphabet, phonics, elephant.
- Using k for the 'k' sound e.g. Kent, sketch, kit, skin, frisky
- Adding the prefix –un e.g. unhappy, undo, unload, unfair, unlock
- Compound words e.g. football, playground, farmyard, bedroom, blackberry
- Common exception words (x2 to be included in weekly spellings) e.g. the, a, do, today.
- Spell words that are often misspelt – learn personal mnemonics to learn spelling.

Dictation

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Handwriting must include frequent and discrete, direct teaching. Help children to progress from accuracy to fluency.

- Sit correctly at a table, holding a pencil comfortably and correctly (Left-handed pupils should receive specific teaching to meet their needs).
- Form all lower-case letters in the correct direction, starting and finishing in the right place.
- Form all capital letters correctly.
- Form digits 0-9 correctly.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- Leave spaces between words.

On track for expected standard (EXS)

Transcription

- Beginning to form many lower-case letters in the correct direction, starting and finishing in the right place.
- Knows which letters to form in similar ways.
- Use phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible.

Composition

- Understand what a sentence is and recognises sentences in reading.
- Use some predictable and patterned language in own writing drawn from reading and role play.
- Write sentences to match pictures or sequences of pictures, illustrating an event; re-read what is written to check it makes sense.
- Write a simple recount of a real event.

Vocabulary, grammar and punctuation

- Separate words with spaces.
- Begin to use capital letters accurately, including for the beginning of sentences and names.
- Write some sentences correctly demarcated with a full stop.
- Write in first person using a capital letter for the personal pronoun 'I'.

Transcription

- In most writing, lower case letters are correct in size and formation, distinguishing between ascenders and descenders.
- Write from memory simple dictated sentences, including words using the GPCs and common exception words taught so far.
- Begin to use new suffixes (ing, ed, er) and the prefix 'un'

Composition

- Use a range of story language in their own writing.
- Write a simple, short narrative, structured into 3 parts.
- Describe a noun using appropriate adjectives.
- Begin to use simple planning tools to support structure.
- Begin to experiment with word choice and sentence openers.
- Discuss what has been written with a teacher.

Vocabulary, grammar and punctuation

- Experiment with varied punctuation such as exclamation and question marks.
- Write in sequence using words to signal time (e.g. first, next, after that, finally)
- Maintain past tense in writing.
- Recognise nouns as names for objects, people and places and use them appropriately.
- Understand the job of an adjective.

Transcription

- Forms letters confidently with most accurate in shape and size, including capital letters and digits.
- Spell words containing each of the 40+ phonemes taught.
- Accurate spelling of common exception words (Y1 list), including days of the week.
- Use common suffixes where there is no change to the spelling of the root word (quicker, quickest, helping, helped)

Composition

- Follow a simple plan to sequence sentences, forming short narratives, rereading what has been written to check it makes sense.
- Structure different styles of writing, using some features of the given form.
- Make conscious word choices, including for description, with some use of comparative and superlative adjectives.
- Read aloud their writing to teachers and peers.

Vocabulary, grammar and punctuation

- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Use capital letters, full stops, exclamation marks and question marks to demarcate sentences.
- Use conjunctions such as 'and' to join clauses.
- Write in the past and the present tense.
- Recognise verbs, including regular and irregular, as action words and use them correctly (jump/jumped, take/took).

On track for greater depth (GDS)

- Independently structure writing by ordering sequence of events with use of words like first, next, after, finally.
- Use conjunctions such as 'and'.
- Make considered word choices, using adjectives.
- Use specific features when writing for different purposes (i.e. numbered points)

- Independently choose to expand ideas and sentences using conjunctions such as 'and'.
- Independently choose to add detail, using a variety of adjectives appropriately to enhance writing.
- Recognise statements, questions and explanations.
- Apply a range of new vocabulary from reading to writing.
- Make simple edits and corrections after discussion with the teacher.

- Independently structure own writing based on a simple plan, using patterns and language from familiar stories.
- Make precise choices, thinking about the reader.
- Choose to expand ideas with simple conjunctions (and, but, so, or, because) and descriptive language.
- Apply the spelling rule for adding '-s' '-es' Use the full range of punctuation taught in Y1.

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Place Value of Punctuation and Grammar (20 sessions)</p> <p>take, give, find, tell, hold, write, grow, send, break, show.</p>	<p><u>Write to entertain</u></p> <p>Narrative - Retell a 3-part story that has a key central character based on One Snowy Night</p> <p>Past tense, capital letters for proper nouns, coordinating conjunctions, expanded noun phrases.</p> <p>Parents, cold, climb, child, class, clothes, could, cold, door, even</p>	<p><u>Write to entertain</u></p> <p>Narrative - Plan and write a four part story showing the use of a range of sentence types and language to add detail linked to 'The Dark'.</p> <p>Past tense, capital letters for proper nouns, adjectives, expanded noun phrases and dialogue.</p> <p>Door, floor, wild, because, cold, move, could, again, after, last, who.</p>	<p><u>Write to entertain</u></p> <p>Narrative – Plan and tell a story in four parts with clear use of subordination and coordination. Linked to 'The Great Kapok Tree'.</p> <p>First person, past tense, adverbials of time, question marks, conjunctions.</p> <p>Door, floor, wild, because, cold, move, could, again, after, last, who.</p>	<p><u>Write to entertain</u></p> <p>Narrative – Retell a traditional tale using a range of vocabulary to add detail, based on 'Hansel and Gretel'.</p> <p>Past tense, capital letters for proper nouns, adjectives, expanded noun phrases, co-ordinating conjunctions and dialogue.</p> <p>Door, poor, because, child, children, both, old, after, last, father, path, could, should, who, parents.</p>	<p><u>Write to entertain</u></p> <p>Narrative – Retell a story linked to a key historical event, based on the narrative, 'Toby and the Great Fire of London'.</p> <p>Past tense, capital letters for proper nouns, adjectives, expanded noun phrases, co-ordinating conjunctions and dialogue.</p> <p>Door, poor, because, find, behind, wild, climb, old, great, after, could, many, people, water</p>
<p><u>Write to inform</u></p> <p>Non-chronological report - Use information from research to group and assemble information into a short non-chronological report linked to the Science unit: Animals including humans</p> <p>Present tense, apostrophes, commas in a list, co-ordinating conjunctions, expanded noun phrases.</p> <p>After, again, any, bath, beautiful, because, behind, both, break, busy</p>	<p><u>Write to inform</u></p> <p>Recount - Write a simple 1st person recount in the style of a postcard linked to topic or personal experience maintaining past tense and consistent use of first person linked to the Science unit: Living Things and their Habitats (Washington Wetlands visit).</p> <p>Past tense, adverbials of place and time, question marks, subordinating conjunctions.</p> <p>Every, everybody, eye, fast, father, find, floor, gold, grass, great</p>	<p><u>Write to inform</u></p> <p>Recount - Write a 1st person recount in the style of a diary, maintaining past tense and consistent use of first person linked to 'The Dark'.</p> <p>First person, past tense, adverbials of time, question marks.</p> <p>Adjectives, alliteration, similes, expanded noun phrases.</p> <p>Cold, pretty, beautiful, move, could, should, would, clothes, Christmas.</p>	<p><u>Write to inform</u></p> <p>Explanation - Use information from research to write an explanation text about why rainforests are important. Linked to 'The Great Kapok Tree'.</p> <p>Present tense, apostrophes, commas in a list, co-ordinating conjunctions, expanded noun phrases.</p> <p>Find, wild, climb, cold, beautiful, after, fast, hour, move, could, should, water.</p>	<p><u>Write to inform</u></p> <p>Instructions - Write recipe instructions with explanation of how to make an edible house made to look like the witches' gingerbread house in Hansel and Gretel.</p> <p>Present tense, sub-headings, imperative verbs and adverbials of time.</p> <p>Because, only, hold, after, last, move, sugar, should, half, even.</p>	<p><u>Write to inform</u></p> <p>Persuasion - Write a simple advertisement poster, to persuade people to come and fight fires in London based on the narrative, 'Toby and the Great Fire of London'.</p> <p>Heading, sub-headings, direct, persuasive speech, imperative verbs and exclamation marks.</p> <p>Water, people, any, who, would, fast, after, great, climb, because.</p>
<p><u>Poetry</u></p> <p>Acrostic poems – Refuge</p>	<p><u>Poetry</u></p> <p>Cinquain poems - animals</p>	<p><u>Poetry</u></p> <p>Acrostic poem – Dark Rhyming poems – I Like</p>	<p><u>Poetry</u></p> <p>Cinquain poems - animals Concrete poems – describing Spring</p>	<p><u>Poetry</u></p> <p>Free verse poem - Monsters</p>	<p><u>Poetry</u></p> <p>Kenning poems – What am I?</p>
<p><u>Spelling</u></p> <p><u>Overview</u></p> <p>In Year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.</p> <p>Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root</p>					

words.					
Phonics Sequence					
Extended Code Unit 27-30	Extended Code Unit 31-33	Extended Code Unit 34-37	Extended Code Unit 38-41	Extended Code Unit 42-45	Extended Code Unit 46-49
Revision of Year 1 work as and when required - as words with new GPCs are introduced, many previously taught GPCs can be revised at the same time as these new words will usually contain them.					
Discrete spelling: <ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y e.g. bage, edge, huge, change, gem The /s/ sound spelt c before e, i and y e.g. race, ice, cell, city, fancy The /n/ sound spelt kn and (less often) gn at the beginning of words e.g. knock, know, wrote, wrong, wrap The /r/ sound spelt wr at the beginning of words e.g. write, written, wrote, wrong, wrap Words ending –il e.g. pencil, fossil, nostril Adding –es to nouns and verbs ending in –y e.g. flies, tries, replies, copies, babies, carries Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it e.g. copied, copier, happier, happiest, cried, replied Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it e.g. hiking, hiked, hiker, nicer, nicest, shiny Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny The suffixes –ment, –ness, –ful, –less and –ly e.g. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily Contractions e.g. can't, didn't, hasn't, couldn't, it's, I'll The possessive apostrophe (singular nouns) e.g. Megan's, Ravi's, the girl's, the child's, the man's Words ending in –tion e.g. station, fiction, motion, national, section Homophones and near-homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight Common exception words (x2 to be included in weekly spellings) e.g. door, floor, poor Spell words that are often misspelt – learn personal mnemonics to learn spelling 					
Dictation Frequent practise and application of spelling rules taught through dictation that include words using the GPCs, common exception words and punctuation taught so far.					
Handwriting Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with correct orientation. <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 strikes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters. Use spacing between words that reflects the size of letters. 					
On track for expected standard (EXS)					
Transcription <ul style="list-style-type: none"> Form letters, upper and lower case, mostly of the correct size in relation to others. Use knowledge of phonics and their prefix and suffix knowledge to 	Transcription <ul style="list-style-type: none"> Form letters of the correct size, orientation and relationship to one another. Leave consistent and accurate spacing between words. 	Transcription <ul style="list-style-type: none"> Begin to use diagonal and horizontal strokes needed to join letters and understand which are best left unjoined. Use phonics to spell longer unknown words. 			

Year 3

<p>write words that match their spoken sounds.</p> <ul style="list-style-type: none"> • Spell most common exception words taught so far correctly. <p><u>Composition</u></p> <ul style="list-style-type: none"> • Create a simple plan for writing. • Developing stamina for writing by; <ul style="list-style-type: none"> - retelling a story including effective characterisation following a 4-part model (opening, build up, problem/dilemma, resolution). - writing sentences that are sequenced to form a short narrative. - writing about real events, recording simply and clearly. <p><u>Vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • Demarcate sentences with a capital letter and full stops. • Understand proper nouns and use capital letters appropriately (people, places, days, months). • Begin to use statements, questions, exclamations and commands. • Begin to use expanded noun phrases (e.g. One cold night/ A deep, dark cave). • Begin using co-ordinating conjunctions (e.g. and/but/or). 	<ul style="list-style-type: none"> • Use knowledge of phonics to spell many words correctly, including using alternative spellings for the same sound. • Spell common exception words taught so far correctly. • Begin to use apostrophes to contract. <p><u>Composition</u></p> <ul style="list-style-type: none"> • Consider what to write and produce a simple, structured plan to guide narrative. • Write a simple, coherent narratives following a 4-part model, extending the impact of ending. • Expand and add detail, using new vocabulary including expanded noun phrases. • Use a range of sentence types (e.g. statements, questions, explanations and commands). <p><u>Vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • Demarcate sentences correctly, including use of exclamation/question marks and commas for lists. • Understand and use nouns, verbs and adjectives. • Use wider range of conjunctions (e.g. when/if/as/because/before/as well as/or/and/but/so) 	<ul style="list-style-type: none"> • Spell many common exception words. • Use apostrophes to contract some words: didn't, I'm, couldn't, can't and to indicate possession 'The girl's hair.' • Know the difference between homophones and near homophones (here/hear, there/their/they're, one/won) <p><u>Composition</u></p> <ul style="list-style-type: none"> • Follow a plan to write for a range of purposes, correctly identifying when to use different sentence types. • Write a narrative (real and fictional). • Vary opening to sentences, using 'ly' starters (e.g. Usually, Eventually, Finally, Carefully). • Make simple improvements to their own writing; after evaluating it with others; re-reading to check it makes sense; proofread for spelling, grammar and punctuation. <p><u>Vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • Use a range of punctuation accurately including full stops, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular). • Begin to write in the past/present tense correctly and consistently, including the progressive form. • Use conjunctions (e.g. and/but/or/so) and a wider range of subordination (e.g. who, which). • Adding suffixes (e.g. -ment, -ness, -ful, -less, -ly) to form nouns, adjectives and adverbs.
<p><u>On track for greater depth (GDS)</u></p>		
<ul style="list-style-type: none"> • Have a positive attitude and flair for writing. • Structure own writing deciding on what goes in each part. • Use expanded noun phrases to describe and specify. • Expand information using subordination and coordination. • Apply more sophisticated and considered word choices, including superlative and comparative adjectives. 	<ul style="list-style-type: none"> • Write coherently to recount, instruct and entertain. • Know the features to change for different forms of writing. • Embellish simple sentences using adjectives e.g. The boys peeped inside the dark cave... and adverbs e.g. Tom ran quickly down the hill... • Experiment with cursive writing. 	<ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar in their writing, using a range of punctuation. • Show awareness of audience and form. • Use speech marks accurately some of the time. • Make simple additions, revisions and proofreading corrections to their own writing. • Use strokes needed to join some letters.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Place Value of Punctuation and Grammar (--- sessions)</p> <p>know, think, show, keep, hear, read, blow, fly, hide, stink, throw</p>	<p><u>Write to entertain</u></p> <p>Narrative - write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included based on The Tiny Crusader.</p> <p>Past tense, expanded noun phrases, inverted commas, exclamation marks.</p> <p>heard, famous, earth, guide, reign, important, century, material(s), favourite, though, certain, special, suppose, consider.</p>	<p><u>Write to inform</u></p> <p>Instructions - write instructions on how to make a pizza.</p> <p>Present tense, fronted adverbials, commas, conjunctions.</p> <p>Natural, notice, various, remember, popular, enough, different, appear.</p>	<p><u>Write to entertain</u></p> <p>Narrative-plan and tell a story to explore narrative viewpoint based on Wisp by Graham Baker-Smith.</p> <p>Past tense, expanded noun phrases, inverted commas.</p> <p>Actually, perhaps, favourite, special, regular, though, forward, extremely.</p>	<p><u>Write to entertain</u></p> <p>Narrative - write a story that uses language to provide information about a character. Based on The Barnabus Project by The Fann Brothers.</p> <p>Figurative language Short sentences for effect, rhetorical questions, expanded noun phrases, adverbs.</p> <p>notice, appearance, straight, although, complete, difficult, question, answer.</p>	<p><u>Poetry</u></p> <p>Performance poetry</p> <p>Based on 'Walking with my Iguana by Michael Rosen.</p> <p>Pattern, vocabulary, apostrophes, adverbs.</p> <p>Rhyme, rhythm. Other vocabulary dependent on topic.</p>
<p><u>Write to inform</u></p> <p>Non-chronological report - Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. Subject-Giant African Land Snails.</p> <p>Co-ordinating conjunctions, subordinating conjunctions, expanded noun phrases, present perfect tense commas for lists, apostrophes for possession.</p> <p>heard, imagine, different, learn(t), promise(d), continue(d), through, build, complete(d), sentence, probably, circle, favourite.</p>	<p><u>Write to inform</u></p> <p>Character description-Use figurative and expressive language to build a picture of a character. Use dialogue to build character descriptions and evoke a response in the reader, e.g., sympathy or dislike. Based on The Tiny Crusader.</p> <p>Adjectives, adverbs/adverbials</p> <p>notice, appearance, straight, although, complete, difficult, question, answer(ed), favourite, thought, busy, special, strange.</p>	<p><u>Write to entertain</u></p> <p>Narrative - re-tell or write their own story using language to create effect based on the picture book: Leon and the Place Between by Graham Baker Smith.</p> <p>Figurative language Short sentences for effect, rhetorical questions, expanded noun phrases, adverbials of manner.</p> <p>straight, although, complete, difficult, question, answer, favourite, thought, busy.</p>	<p><u>Write to inform</u></p> <p>Explanation text- plan, compose, and edit an information text linked to the Geography unit: Our place in the World (United Kingdom.)</p> <p>Third person, statements giving factual information co-ordinating conjunctions subordinating conjunctions</p> <p>Occasionally, often, opposite ordinary, particular, peculiar, perhaps, popular.</p>	<p><u>Write to inform</u></p> <p>Recount –</p> <p>Recount - write a letter from the perspective of Pip to the captured creatures. Based on The Barnabus Project by The Fann Brothers.</p> <p>Chronological order, first person past tense, facts and opinions, adverbs/adverbials of time, adverbs/adverbials of place.</p> <p>although, surprise(d), guide, experience(d), history, answer, thought, surprise, amazed, special.</p>	<p><u>Write to inform</u></p> <p>Persuasion - Write an advertisement using persuasive language to encourage people to visit the North East Coast.</p> <p>Present tense, adverbs, conjunctions, expanded noun phrases.</p> <p>Holiday, beach, coast, sunshine, visitors, attractions, venue, visit.</p>
<p style="text-align: center;"><u>Spelling</u></p> <p><u>Overview</u></p> <p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them. Pupils should continue to be supported in understanding and applying the concepts of word structure. Pupils need sufficient understanding of spelling in order to use dictionaries efficiently. Pupils need to be supported to understand the relationships between words e.g. <i>bicycle</i> is <i>cycle</i> (from Greek word for <i>wheel</i>) with bi- (meaning “two”) before it.</p>					

Revision of work from Year 2 as and when required – pay special attention to the rules for adding suffixes.

Discrete spelling:

- Homophones and near homophones e.g. accept/except, affect/effect,
- ou' e.g. young, touch, double, trouble, country
- Adding prefixes to root words: dis- mis- re- sub-
- The suffix -ness e.g. sadness, plainness, happiness
- Silent letters (kn, wr) e.g. knight and write
- Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
- Learn spellings linked to words origins e.g. 'gue' 'que' e.g. tongue
- Word endings -sure e.g. measure, treasure, pleasure, enclosure
- The suffix -ly e.g. sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily
- Possessive apostrophe (singular nouns) e.g. Megan's, Ravi's (see Y2)
- Spell words that are often misspelt (mnemonics) – as and when required
- Spell words from the statutory word list (x2 to be included in weekly spellings) e.g. accident(ally), actual(ly), address

Dictation

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

Handwriting

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

- 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, 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.

On track for expected standard (EXS)

Transcription	Transcription	Transcription
<ul style="list-style-type: none">• Neat and legible handwriting, using the strokes needed for joining some of the time.• Spell accurately all KS1 spelling rules including words of two or	<ul style="list-style-type: none">• Use diagonal and horizontal strokes needed to join letters and understand which are best left unjoined.• Use further prefixes and suffixes and understand how to add them to	<ul style="list-style-type: none">• Consistently use neat and legible, joined handwriting.• Spell words that are often misspelt (e.g. separate, library, to/two/too, a lot, their/there).

<ul style="list-style-type: none"> more syllables that contain the same GPC as those taught so far. Use phonics to spell longer unknown words. <p>Composition</p> <ul style="list-style-type: none"> Plan to use the correct structure in writing. Use appropriate openings and endings. Organise paragraphs around a theme (opening, build up, problem/dilemma, resolution). Begin to create settings, characters and plot in stories. Understand and use different sentence types including statements (tell), questions (ask), exclamations (strong emotion), and commands (instruct). Show some awareness of different sentence openers including adverbs. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession. Recognise and use words from the same word families and use prefixes and suffixes to change the word class (unkind, kind, kindness). Understand which nouns can be proper nouns and use capital letters appropriately (people, places, days, months, brands...). Use expanded noun phrases to describe and specify. 	<p>root words (e.g. dis-/mis-/re-, -ly).</p> <ul style="list-style-type: none"> Spell many common exception words (Y3/4 list) ☑ Spell further homophones (e.g. here/hear, bury/berry, mist/missed). <p>Composition</p> <ul style="list-style-type: none"> Use setting character and plot in stories, varying voice and intonation to create effects and sustain interest. Use wider vocabulary and grammar in writing. ☑ Recognise and use similes (e.g. It was as fragile as a spider's web). Write non-fiction, using simple devices to organise work (e.g. headings and subheadings). Use expanded noun phrases to add detail and precision. Begin to use different sentence openers including adverbs. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use a wider range of conjunctions (e.g. since, even though, until) to extend a range of sentences with more than one clause. Use commas to mark clauses (e.g. when we arrived, it was almost midnight). Begin to identify main and subordinate clauses (e.g. Maddy went to bed after brushing her teeth). Use the perfect form of verbs (e.g. I have seen that film before). Recognise and use different verb tenses. 	<ul style="list-style-type: none"> Spell most words correctly (Y3/4 list), adding prefixes and suffixes appropriately, spelling the correct form of homophones (e.g. threw/through, meet/meat, wait/weight). <p>Composition</p> <ul style="list-style-type: none"> Follow a plan to write for a range of purposes, audiences and form. Independently organise paragraphs around a theme. Evaluate and edit: <ul style="list-style-type: none"> - learning from the effectiveness of my own and others writing and make improvements. - Improving my writing by making changes to grammar and vocabulary. Consistently use different sentence openers including adverbs. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use full range of punctuation and sentence types taught so far. Use apostrophe for omission and possession (singular and regular plural nouns). Use inverted commas to punctuate direct speech (e.g. "Don't be home late" called Mum). Recognise and use adverbs and prepositions (e.g. nervously/carefully, on/under/before). Adding suffixes (e.g. -ment, -ness, -ful, -less, -ly) to form nouns, adjectives and adverbs.
On track for greater depth (GDS)		
<ul style="list-style-type: none"> Independently choose and know what to adapt and include when changing the form of writing. Maintain writing in the 1st and 3rd person. Include additional features for the form and audience. Independently and accurately use the full range of punctuation taught at Key Stage 1 and in Year 3, proofreading to make corrections. Use of inverted commas to mark direct speech. 	<ul style="list-style-type: none"> Use dialogue to support characterisation and move the action on. Considered word choice, especially verbs. ☑ Proofread for spelling and punctuation errors, making corrections and revisions to own writing. Recognise and use determiners a, an and the appropriately. Evaluate own writing against the purpose, text, structure and audience. Make changes to improve effect. 	<ul style="list-style-type: none"> Explore a range of organisation devices depending on the form and purpose of writing. Select precise vocabulary based on the audience and style of writing. ☑ Use dialogue to provide additional characterisation, limiting the use so that it effectively adds detail to the writing. Use a wide range of co-ordinating and subordinating conjunctions within and across sentences.

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>The Place Value of Punctuation and Grammar (19 sessions)</p> <p><u>Irregular Verbs</u></p> <p>Initial assessment – children to write a setting description using a picture as a stimulus.</p>	<p><u>Write to entertain</u></p> <p>Narrative - To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures. Based on Sprout Boy advert.</p> <p>Past tense, expanded noun phrases, apostrophes, conjunctions</p> <p>Accident, actually, build, guard, possess, promise, peculiar, position, surprise, strength.</p>	<p><u>Write to entertain</u></p> <p>Narrative - To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures based on Journey to Pompeii</p> <p>Past tense, apostrophes, inverted commas, expanded noun phrases</p> <p>Extreme, disappear, breathe, strength, thought, through, island, caught, appear, believe.</p>	<p><u>Write to entertain</u></p> <p>Narrative - plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character based on The Wishgranter (Literacy Shed).</p> <p>Past tense, expanded noun phrases, inverted commas, conjunctions</p> <p>Heart, believe, decide, favourite, imagine, possess, promise, special, remember, surprise.</p>	<p><u>Write to entertain</u></p> <p>Narrative - Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character.</p> <p>Past tense, expanded noun phrase, inverted commas, adverbials, commas.</p> <p>Enough, favourite, forward, imagine, important, perhaps, minute, probably, therefore, thought.</p>	<p><u>Poetry</u></p> <p>Haiku Poems</p> <p>Pattern, vocabulary, apostrophes, adverbs.</p> <p>Rhyme, rhythm. Other vocabulary dependent on topic.</p>
<p><u>Write to inform</u></p> <p>Non-chronological report - write a report about a subject researched in a specific form linked to science: Animals including Humans</p> <p>Present tense, expanded noun phrases, conjunctions, commas</p> <p>Height, length, breathe, occasionally, often, important, regular, difficult, decay, twice.</p>	<p><u>Write to inform</u></p> <p>Instructions – Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience linked to revolting recipes (Grammarsaurus)</p> <p>Present tense, fronted adverbials, commas, conjunctions.</p> <p>Experiment, experience, accidentally, peculiar, build, certain, ordinary, surprise, strange, revolting.</p>	<p><u>Write to inform</u></p> <p>Explanation - Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience based on The Land of Roar (animal)</p> <p>Present tense, conjunctions, commas, factual language, fronted adverbials.</p> <p>Height, length, breathe, build, habitat, strange, weight, survive, extreme, group.</p>	<p><u>Write to inform</u></p> <p>Recount - Write a recount in the 1st person with a clear audience and form linked to history topic – day in the life of a Roman soldier.</p> <p>Past/present tense, apostrophes, conjunctions, rhetorical questions.</p> <p>Actual, accidentally, although, breath, caught, difficult, early, exercise, extreme, strength.</p>	<p><u>Write to inform</u></p> <p>Persuasion - Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.</p> <p>Present tense, expanded noun phrase, adverbs, conjunctions.</p> <p>Although, actual, consider, decide, different, heard, knowledge, learn, notice, remember.</p>	<p><u>Write to inform</u></p> <p>Non-chronological report - Write a comparative report based on their own notes taken from several sources based on Geography topic.</p> <p>Present tense, conjunctions, commas, apostrophes, fronted averbials.</p> <p>Therefore, various, opposite, occasionally, natural, island, earth, centre, through, build.</p>
<p><u>Spelling</u></p> <p><u>Overview</u></p> <p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them. Pupils should continue to be supported in understanding and applying the concepts of word structure. Pupils need sufficient understanding of spelling in order to use dictionaries efficiently. Pupils need to be supported to understand the relationships between words e.g. <i>bicycle</i> is <i>cycle</i> (from Greek word for <i>wheel</i>) with bi- (meaning “two”) before it.</p>					

Revision of work from Year 2 and Year 3 as and when required – pay special attention to the rules for adding suffixes.

Discrete spelling:

- Word endings: 'sion', 'tion', 'ssion' and 'cian' e.g. invention, injection, expression, discussion, expansion, extension, musician, electrician
- Learn spellings linked to words origins sc' for 's' e.g. science, scene.
- Learn spellings linked to word origins e.g. 'k' as 'ch' e.g. chemist, echo
- Learn spellings linked to words origins 'ch' for 'sh' e.g. chef, chalet
- Adding prefixes to root words – anti-, auto-, super-, inter-, in/im/il/ir
- silent letters (kn-. wr-. gn-) -know, wrap, gnaw (See Y2)
- Words with the /ei/ sound spelt ei, eigh, or ey e.g. vein, weigh, eight.
- The suffix -ation e.g. information, adoration, sensation, preparation,
- The suffix -ous e.g. glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous.
- 'i' sound spelt 'y' e.g. myth, gym, Egypt, pyramid, mystery
- The suffix -ly e.g. sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily,
- Possessive apostrophe with plural words e.g. girls', boys', babies', children's, men's, mice's.
- Spell words that are often misspelt (mnemonics) – as and when required

Dictation

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

Handwriting

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

- 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, 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.

On track for expected standard (EXS)

Transcription

- Spell correctly most words from the Y3/4 word list and some from the Y5/6 word list taught so far.
- Apply spelling rules taught so far mostly accurately.

Transcription

- Spell correctly most words from the KS2 word lists.
- Apply spelling rules taught so far mostly accurately in independent writing, including some words with silent letters (e.g. island, doubt,

Transcription

- Spell correctly most words from Y5/6 word lists.
- Can add a range of prefixes and suffixes appropriately and can spell most homophones.

<ul style="list-style-type: none"> • Begin to use prefixes and suffixes appropriately (-ous, -tion/sion/-cian/-ssion, -able/-ible, -ably/-ibly). • Letters are shaped precisely and joined accurately. <p>Composition</p> <ul style="list-style-type: none"> • Plan and write by identifying the audience and purpose, selecting the form and using example texts to help me. • Plan my writing by noting down my ideas from reading (and sometimes research). • Plan, compose, edit and refine writing for a non-fiction text ensuring features of a specific form are applied and language and grammatical features are used appropriately. • Draft and write by choosing appropriate grammar and vocabulary for meaning and impact. • Use a variety of stylistic features for purpose and effect (e.g. alliteration, simile, metaphors, personification). <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Understand and use nouns, adjectives and pronouns. • Use consistently a wide range of punctuation (e.g. question marks, exclamation marks, commas, apostrophes). • Recognise and use abstract nouns (e.g. pain, laughter). • Use expanded noun phrases to give complicated information concisely (e.g. the dark green door with crumbling bricks on either side). 	<p>knight).</p> <ul style="list-style-type: none"> • From those taught, understand the difference between homophones and other words often confused. <p>Composition</p> <ul style="list-style-type: none"> • Draft and write by: <ul style="list-style-type: none"> - using a range of devices to develop my paragraphs in detail (e.g. adverbials, pronouns, conjunctions). - using a variety of techniques to engage the reader (e.g. build tension, comment, opinion, rhetorical questions, reflection). - describing settings, characters and atmosphere, and using dialogue to advance the action. • Evaluate and edit by assessing the effectiveness of own writing, including using a wider range of sentence structures. • Proofread for spelling and punctuation. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Recognise main and subordinate clauses, and phrases, and can use them to write to construct sentences in different ways. • Use commas to make meaning clear (e.g. Before leaving, the children grabbed their coats.). • Use the perfect form of verbs to show time and cause (e.g. Sally was tired because she had been skipping). • Make appropriate tense choices (simple past/past progressive). 	<ul style="list-style-type: none"> • Use dictionaries with ease to check spelling or meaning. • Use a thesaurus for alternative word choices. • Write legibly, fluently and with increasing speed. <p>Composition</p> <ul style="list-style-type: none"> • Draft and write by: <ul style="list-style-type: none"> - establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. link between opening and ending) - changing paragraph accurately and consistently - using other devices (e.g. headings bullets, diagrams) to organise and present my writing and to guide the reader. • Evaluate and edit by: <ul style="list-style-type: none"> - making changes to grammar, vocabulary and punctuation to improve impact - using tense correctly throughout a piece of writing. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Accurate use of verb tenses throughout writing. • Model verbs successfully used within writing to indicate degree of possibility (may/could, nearly/definitely/always). • Begin clauses with who, which, where etc or with an implied relative pronoun. (e.g. Stanley arrived at the house, which stood at the top of the hill). • Use brackets or commas to indicate parenthesis.
On track for greater depth (GDS)		
<ul style="list-style-type: none"> • Independently adapt language choices based on the audience and the intended impact on the reader. • Write for more than one audience, managing changes in content, features and levels of formality. • Embed one text-type within another, controlling the writing and maintain the overall purpose. • Use a wide range of clause structures, sometimes varying their position within a sentence. • Follow the rules of Standard English (subject verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives, avoidance of adjectives as adverbs.) 	<ul style="list-style-type: none"> • Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing. • Start to build cohesion within a paragraph (e.g. some use of pronouns, conjunctions and reference chains). • Independently enhance the effectiveness of writing through reading, evaluating and re-drafting. • Use suffixes to convert from one-word class to another (e.g. -ate, -ise, -ify/-ness, -ment/-ful, -ous). 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. • Distinguish between the language of speech and writing. • Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this. • Use a range of punctuation, including colons correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>The Place Value of Punctuation and Grammar (19 sessions)</p> <p>Irregular Verbs sink, stand, mean, pay, lose, fall, ring, buy, choose, dream, fight, tear.</p>	<p>Write to entertain Narrative – write a character description (The Snowman)</p> <p>Present tense, expanded noun phrases, conjunctions, exclamation marks.</p> <p>Attached, awkward, disastrous, unfamiliar, immediately, frantically, aggressively, desperately, equipped, muscle.</p>	<p>Write to inform Narrative - Write their own version of a story with a focus on varied and rich vocabulary and a range of sentence structures linked to the animated short film ‘Wing’</p> <p>Past tense, inverted commas, adverbial phrases, relative clauses.</p> <p>Mischievous, aggressive, tandem, frantically, nuisance, immediately, opportunity, occur, explanation, harass</p>	<p>Write to entertain Narrative - plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character based on ‘Pigeon Impossible’</p> <p>Past tense, expanded noun phrases, conjunctions, adverbs.</p> <p>Recognise, lightning, Stomach, apparently, appreciate, curiosity, hindrance, occur, system, definitely.</p>	<p>Poetry Kenning / Haiku style poems</p> <p>Pattern, vocabulary, apostrophes, adverbs.</p> <p>Rhyme, rhythm. Other vocabulary dependent on topic.</p>	<p>Write to entertain Narrative - plan and write a story using “show not tell” techniques to provide information to the reader about that character based on ‘The Boy at the Back of the Class’.</p> <p>Past tense, expanded noun phrases, inverted commas, Parenthesis</p> <p>Marvellous, awkward, conscience, sincerely, nuisance, neighbour, language, embarrass, individual, available</p>
<p>Initial assessment – children to write a setting description using a picture as a stimulus.</p>	<p>Write to inform Non-chronological report - write a report with a clear audience and specific form linked to the Science unit: Living things and their habitats</p> <p>Present tense, apostrophes, parenthesis, conjunctions, conjunctive adverbs.</p> <p>Communicate, existence, identify, temperature, frequently, variety, occupy, accompany, sufficient, excellent.</p>	<p>Write to inform Instructions - Write increasingly complicated instructions (how to make a revolting recipe for your sibling or rival) with a clear audience ensuring they can be easily followed by the intended audience.</p> <p>Present tense, adverbs, expanded noun phrases, conjunctions.</p> <p>Frequently, achieve, interfere, interrupt, unconscious, competition, criticise, mischievous, suggest, vegetable.</p>	<p>Write to inform Explanation - plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style linked to the Science unit: Animals including humans</p> <p>Present tense, conjunctions, commas, relative clauses.</p> <p>Environment, necessary, opportunity, especially, develop, conscious, community, definitely, conscience, according.</p>	<p>Write to inform Recount – Write a diary in the 1st person using an informal style with casual language linked to the story ‘Tuesday’ by David Wiesner.</p> <p>Past tense, parenthesis, time conjunctions and adverbials, expanded noun phrases.</p> <p>Physical, prejudice, privilege, determined, harass, guarantee, sincerely, signature, foreign, individual</p>	<p>Write to inform Persuasion - write an advertisement using exaggerated claims, tactics for grabbing attention and a range of linguistic devices – children to choose own country of destination to advertise.</p> <p>Present tense, rhetorical questions, emotive language, modal verbs.</p> <p>Bargain, accommodation, recommend, excellent, exaggerate, persuade, guarantee, especially, leisure, restaurant.</p>
<p>Spelling</p> <p>Overview Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</p> <p>Revision of Years 3 and 4 work – ensure pupils are secure with key spelling rules for adding prefixes and suffixes</p>					

Discrete spelling: <ul style="list-style-type: none"> • Endings which sound like /ʃəs/ spelt –cious or –tious e.g. vicious, precious, conscious. • Endings which sound like /ʃəl/ e.g. official, special, artificial, partial, confidential, essential • Words ending in –ant, –ance/–ancy, –ent, –ence/–ency e.g. innocent, innocence • Words ending in –able and –ible / –ably and –ibly e.g. adorable/adorably (adoration), applicable/applicably (application) • Adding suffixes beginning with vowel letters to words ending in –fer e.g. referring, referred • Use of hyphen e.g. co-ordinate, re-enter, co-own, co-operate • Words with the ‘i’ sound spelt ei after c e.g. deceive, conceive, receive • Words with the letter string ‘ough’ e.g. ought, bought, thought, plough, bough • Silent letters e.g. doubt, lamb • Homophones e.g. advice / advice 		
<p style="text-align: center;">Handwriting</p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what the standard of handwriting is appropriate for a particular task.</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 to join specific letters. • Choose the writing implement that is best suited for a task. • Use an unjoined style when appropriate, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters. 		
On track for expected standard (EXS)		
Transcription <ul style="list-style-type: none"> • Spell correctly most words from the Y3/4 word list and some from the Y5/6 word list taught so far. 	Transcription <ul style="list-style-type: none"> • Spell correctly most words from the KS2 word lists. • Apply spelling rules taught so far mostly accurately in independent 	Transcription <ul style="list-style-type: none"> • Spell correctly most words from Y5/6 word lists. • Can add a range of prefixes and suffixes appropriately and can

<ul style="list-style-type: none"> • Apply spelling rules taught so far mostly accurately. • Begin to use prefixes and suffixes appropriately (-ous, -tion/sion/-cian/-ssion, -able/-ible, -ably/-ibly). • Letters are shaped precisely and joined accurately. <p>Composition</p> <ul style="list-style-type: none"> • Plan and write by identifying the audience and purpose, selecting the form and using example texts to help me. • Plan my writing by noting down my ideas from reading (and sometimes research). • Plan, compose, edit and refine writing for a non-fiction text ensuring features of a specific form are applied and language and grammatical features are used appropriately. • Draft and write by choosing appropriate grammar and vocabulary for meaning and impact. • Use a variety of stylistic features for purpose and effect (e.g. alliteration, simile, metaphors, personification). <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Understand and use nouns, adjectives and pronouns. • Use consistently a wide range of punctuation (e.g. question marks, exclamation marks, commas, apostrophes). • Recognise and use abstract nouns (e.g. pain, laughter). • Use expanded noun phrases to give complicated information concisely (e.g. the dark green door with crumbling bricks on either side). 	<p>writing, including some words with silent letters (e.g. island, doubt, knight).</p> <ul style="list-style-type: none"> • From those taught, understand the difference between homophones and other words often confused. <p>Composition</p> <ul style="list-style-type: none"> • Draft and write by: <ul style="list-style-type: none"> - using a range of devices to develop my paragraphs in detail (e.g. adverbials, pronouns, conjunctions). - using a variety of techniques to engage the reader (e.g. build tension, comment, opinion, rhetorical questions, reflection. - describing settings, characters and atmosphere, and using dialogue to advance the action. • Evaluate and edit by assessing the effectiveness of own writing, including using a wider range of sentence structures. • Proofread for spelling and punctuation. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Recognise main and subordinate clauses, and phrases, and can use them to write to construct sentences in different ways. • Use commas to make meaning clear (e.g. Before leaving, the children grabbed their coats.). • Use the perfect form of verbs to show time and cause (e.g. Sally was tired because she had been skipping). • Make appropriate tense choices (simple past/past progressive. 	<p>spell most homophones.</p> <ul style="list-style-type: none"> • Use dictionaries with ease to check spelling or meaning. • Use a thesaurus for alternative word choices. • Write legibly, fluently and with increasing speed. <p>Composition</p> <ul style="list-style-type: none"> • Draft and write by: <ul style="list-style-type: none"> - establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. link between opening and ending) - changing paragraph accurately and consistently - using other devices (e.g. headings bullets, diagrams) to organise and present my writing and to guide the reader. • Evaluate and edit by: <ul style="list-style-type: none"> - making changes to grammar, vocabulary and punctuation to improve impact - using tense correctly throughout a piece of writing. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Accurate use of verb tenses throughout writing. • Model verbs successfully used within writing to indicate degree of possibility (may/could, nearly/definitely/always). • Begin clauses with who, which, where etc or with an implied relative pronoun. (e.g. Stanley arrived at the house, which stood at the top of the hill). • Use brackets or commas to indicate parenthesis.
On track for greater depth (GDS)		
<ul style="list-style-type: none"> • Independently adapt language choices based on the audience and the intended impact on the reader. • Write for more than one audience, managing changes in content, features and levels of formality. • Embed one text-type within another, controlling the writing and maintain the overall purpose. • Use a wide range of clause structures, sometimes varying their position within a sentence. • Follow the rules of Standard English (subject verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives, avoidance of adjectives as adverbs.) 	<ul style="list-style-type: none"> • Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing. • Start to build cohesion within a paragraph (e.g. some use of pronouns, conjunctions and reference chains). • Independently enhance the effectiveness of writing through reading, evaluating and re-drafting. • Use suffixes to convert from one-word class to another (e.g. -ate, -ise, -ify/-ness, -ment/-ful, -ous). 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. • Distinguish between the language of speech and writing. • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use a range of punctuation, including colons correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p><u>The Place Value of Punctuation and Grammar (19 sessions)</u></p> <p>PVGP Pre- assessments</p> <p>Initial writing assessment – children to write a non-fiction paragraph about a topic of choice.</p> <p>Spellings accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached</p>	<p><u>Write to entertain</u></p> <p>Narrative - Plan and write a story with a very distinct atmosphere – suspense</p> <p>Focus – Chaperon Rouge</p> <p>Past tense, adverbials of place and time (including similes), expanded noun phrases, ellipsis, rhetorical questions ,short sentences for effect.</p> <p>Spellings available average awkward bargain bruise category cemetery committee communicate community</p>	<p><u>Write to entertain</u></p> <p>Narrative – change a play into a narrative. Review the story focusing on dialogue being used to develop characterisation and move action forward.</p> <p>Focus: Macbeth</p> <p>Past tense, expanded noun phrases, rhetorical questions, speech marks</p> <p>Spellings determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent</p>	<p><u>Write to entertain</u></p> <p>Narrative – Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.</p> <p>Focus: The Departure</p> <p>Past tense, expanded noun phrases, relative clauses, figurative language, conjunctions</p> <p>Spellings identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous</p>	<p><u>Write to entertain</u></p> <p>Narrative – Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the moving backwards and forwards in time.</p> <p>Focus: The Piano</p> <p>Past and present tense (switching between), expanded noun phrases, adverbials of place and time, parenthesis</p> <p>Spellings prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant</p>	<p><u>Write to entertain</u></p> <p>Narrative – Plan and write a variety of parodies, manipulating characters, setting and events to amuse the reader.</p> <p>Focus: Traditional Tales</p> <p>Past tense adverbials of manner, participle phrases, hyphens, expanded noun phrases</p> <p>Spellings sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
<p><u>Write to inform</u></p> <p>Non-chronological report - write a report with a clear audience and specific form linked to the Science unit: Animals (The Circulatory System)</p> <p>Present tense, subordinating and coordinating conjunctions, relative clauses, colons and semi-colons</p> <p>Spellings competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate</p>	<p><u>Write to inform</u></p> <p>Write a discussion text in a specific form with a specific audience eg documentary, magazine article (Should school uniforms be banned?)</p> <p>Present tense including perfect and progressive), emotive language, adverbs of degree, passive voice, conjunctive adverbs, relative clauses, colons and semi-colons</p> <p>Spellings existence explanation familiar foreign forty frequently</p>	<p><u>Write to inform</u></p> <p>Construct an effective persuasive argument using persuasive language techniques (Visit Durham)</p> <p>Active voice, rhetorical question, conjunctions, expanded noun phrase, exaggerated language, commands</p> <p>Spellings muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical</p>	<p><u>Write to inform</u></p> <p>Write a recount in a specific form with a clear audience , ensuring formality is appropriate</p> <p>Present and Past progressive tense, adverbials of time, subordinating conjunctions, conjunctive adverbs, first person</p> <p>Spellings rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach</p>	<p><u>Write to inform</u></p> <p>Write an explanation using a range of presentational and organisational devices to structure the text</p> <p>Coordinating and subordinating conjunctions, expanded noun phrases, apostrophes for possession</p> <p>Spellings accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached</p>	<p>Transition Tasks</p>
<p><u>Poetry</u></p> <p>Tanka poems – linked to Autumn</p>	<p><u>Poetry</u></p> <p>WW1 poems</p>	<p><u>Poetry</u></p> <p>Ode poems – linked to topic</p>	<p><u>Poetry</u></p> <p>Limerick poems – humour</p>	<p><u>Poetry</u></p> <p>Narrative poems – The Raven</p>	<p><u>Poetry</u></p> <p>Choral and performance poems – linked to transition</p>
<p>Weekly Spelling Lessons</p> <p><u>Overview</u> Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</p>					

Revision of Years 3 and 4 work – ensure pupils are secure with key spelling rules for adding prefixes and suffixes

Discrete spelling:

- Silent letters e.g. plumber, wriggle, answer
- -ous words e.g. curiously generous famous cautious
- 'y' as 'i' e.g. hymn, myth, cygnet
- 'ch' as 'k' / 'sh' e.g. crochet, chef
- Soft 'c' e.g. ceiling, medicine, recipe
- -ure e.g. structure, leisure
- -gue e.g. fatigue, plague, league
- -'g' as 'j' e.g. gem, gentle, giraffe
- (Near) homophones e.g. draft, draught
- 'i' before 'e' except after 'c' when it sounds like 'ee' e.g. fierce, receive
- -ent and -ant e.g. independent, restaurant
- -ence and -ance e.g. importance, confidence
- -ible -able ibly -ably e.g. likeable, flexible comfortably, sensibly
- -fer +suffix e.g. referral
- -tion e.g. emotion, fraction
- -sion and -ssion e.g. mansion, admission
- -gh strings e.g. thigh, almighty
- Prefixes e.g. mis-, dis-, -in, re-, un-, pre-
- Suffixes e.g. grateful, adorable
- -al and -ally endings e.g. officially, optional
- 'ou' as 'uh' e.g. tough, rough
- 'ey' sounds like 'ay' e.g. convey, grey
- 'que' sounds like 'ck' e.g. opaque, cheque
- -ily e.g. daily, lazily
- Drop 'e' +suffix e.g. smiling, wriggling

Handwriting

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what the standard of handwriting is appropriate for a particular task.

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether to join specific letters.
- Choose the writing implement that is best suited for a task.
- Use an unjoined style when appropriate, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters.

On track for expected standard (EXS)

<p><u>Transcription</u></p> <ul style="list-style-type: none"> • Spell correctly words taught so far (Year 5/6 spelling list). 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> • Spell correctly most words from the Year 5/6 spelling list. 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> • Spell correctly words from the Year5/6 spelling list. ☑ Use spelling
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<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (e.g. -fer, -ant/-ance/ancy, -ent/-ence/ency, cious/-tious). • Write legibly, fluently and with increasing speed <p><u>Composition</u></p> <ul style="list-style-type: none"> • Plan writing by: <ul style="list-style-type: none"> - identifying audience and purpose, selecting the appropriate form and using example texts to help - noting and developing initial ideas, using reading and research when necessary. - thinking about how authors have developed characters and setting. <p>Draft and write by selecting appropriate grammar and vocabulary to change and enhance meaning. Use layout devices, such as headings, sub-headings, bullets and tables to structure texts. Begin to evaluate and edit own work.</p> <p><u>Vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • Use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, apostrophes, commas and brackets). • Use suffixes to convert from one word class to another (e.g. -ate, -ify/-ness, -ment/-ful, -ous). • Use expanded noun phrases to give information concisely. • Recognise main and subordinate clauses, and phrases, and use them to construct sentences in different ways. • Use a range of verb forms (including the perfect form). 	<ul style="list-style-type: none"> • Understand the difference between homophones and other words often confused (e.g. principal/principle, stationery/stationary). • Use spelling rules in writing and understand that some words need to be learnt specifically. <p><u>Composition</u></p> <ul style="list-style-type: none"> • Use a variety of stylistic features for purpose and effect (e.g. alliteration, metaphor, personification, emotive phrases). • Plan (see Autumn), Draft and write by: <ul style="list-style-type: none"> - describing settings, character and atmosphere and use dialogue to convey character and advance action - using a variety of techniques to engage the reader (e.g. build tension, comment, opinion, reflection, expansion of key events, detailed characterisation). • Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials, pronouns, synonyms). <p><u>Vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • Use the range of punctuation taught at KS2 with increasing confidence and skill. • Use modal verbs and adverbs to show how possible something is. • Use direct and reported speech accurately (e.g. the teacher explained what they had to do). • Use passive verbs in a sentence. • Begin to use semi-colons, colons and dashes within writing between clauses and a colon to introduce lists. 	<p>rules precisely.</p> <ul style="list-style-type: none"> • Use a dictionary and thesaurus with ease and accuracy. • Write legibly, fluently and with increasing speed and accuracy, deciding whether or not to join specific letters. <p><u>Composition</u></p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, 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, describe settings, characters and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Sustain a convincing viewpoint throughout writing. • Evaluate and edit by proofreading to make changes to vocabulary, grammar, punctuation and spelling for effect and meaning. <p><u>Vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • Use the range of punctuation taught at KS2 (e.g. inverted commas and other punctuation to indicate direct speech). • Use verb tenses consistently and correctly. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility). • Know and use the rules of Standard English.
<u>On track for greater depth (GDS)</u>		
<ul style="list-style-type: none"> • Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing. • Consciously control the structure of sentences. • Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately. • Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity. • Evaluate, draft and re-draft. 	<ul style="list-style-type: none"> • Establish and maintain a clear purpose in writing, changing paragraph accurately and consistently. • Independently choose vocabulary and language features appropriately for the style and tone of the text. • Adapt writing for different audiences showing awareness of how language, text features and grammar changes. • Choose to combine different text types and associated language features for effect and specific purpose. • Use the range of punctuation taught at KS2 correctly. • Independently evaluating and redrafting to improve. 	<ul style="list-style-type: none"> • Establish and maintain a clear purpose in writing, changing paragraph accurately and consistently. • Independently choose vocabulary and language features appropriately for the style and tone of the text. • Adapt writing for different audiences showing awareness of how language, text features and grammar changes. • Choose to combine different text types and associated language features for effect and specific purpose. • Use the range of punctuation taught at KS2 correctly. • Independently evaluating and redrafting to improve.