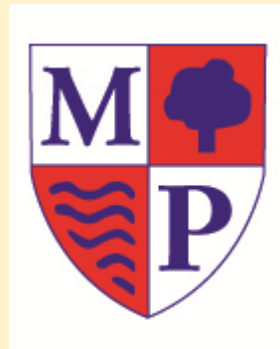


Mersey Park Primary School




Writing Progression

EYFS-Year 6





# Writing in F1



	Term 1	Term 2	Term 3
Text/ Stimulus	So Much Lucy and Tom go to School Hickory Dickory Dock The Christmas Story Humpty Dumpty	Incy Wincy Spider Little Miss Muffet Old MacDonald had a Farm Hey Diddle Diddle When Spring Comes	Stick man The Very Hungry Caterpillar How does a Butterfly Grow? How does a Frog Grow? And then comes Summer
Images of text			
Literacy	<p><b>Birth to 3</b> Enjoy drawing freely Add some marks to their drawings, which they give meaning to. For example: “That says mummy” Make marks on their picture to stand for their name</p> <p><b>3 and 4 year olds</b> Begins to give meaning to marks they make Imitates adult’s writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name and other words using letter-type shapes</p>		
Physical development	<p><b>Birth to 3</b> Develop manipulation and control Explore different materials and tools.</p> <p><b>3 and 4 year olds</b> Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand Begin to use a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand</p>		

Phonics	Hear the sounds: s a t p i n Teach children to hear the same initial sound for words and names of objects Teach children to blend CVC words using oral blending and objects Teach children to find their name using their picture	Hear the sounds: m d g o c k e u r h b f l j Teach children to distinguish different sounds. Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds. Teach children to recognise the initial sound of their name. Teach children to recognise the capital letter that starts their name	Hear the sounds: v w y z qu ch ck x sh th ng nk Teach children to identify initial sounds of words and objects. Teach children to identify the final sounds of words and objects. Teach children to match their name to their picture
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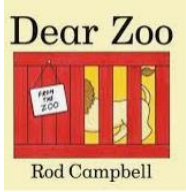
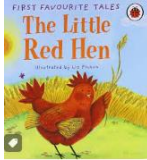

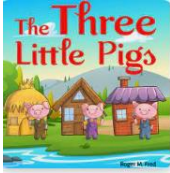

<h2>Writing in F2</h2>	
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	Term 1	Term 2	Term 3
Text/ Stimulus	Pumpkin Soup Lighting a Lamp Whatever Next Peace at Last 'Twas the Night before Christmas	Jack Frost Dragon Dance Little Red Riding Hood What can you see in Spring? The Easter Story	Jack and the Beanstalk The Treasure of Pirate Frank The Night Pirates
Images of text			
Writing Genre	Name writing Lists Speech Bubbles Greeting Cards Simple Factual sentences	Name Writing Speech bubbles Labels Greeting cards Simple Factual sentences	Name writing Messages Instructions Labels Simple Factual sentences More complex Factual sentences (connective 'and')

<p>Literacy</p>	<p><b>3 and 4 year olds</b>          Begins to give meaning to marks they make          Imitates adult's writing by making continuous lines of shapes and symbols (early writing) from left to right          Attempts to write their own name and other words using letter-type shapes</p> <p><b>Reception children</b>          Begins to break the flow of speech into words          Hears and says initial sound in words          Orally segments the sounds in words to spell them          Writes recognisable letters in sequence including own name          Progress from writing labels and captions to simple sentences.          Form capital and lowercase letters correctly.          Use capital letters and full stops when writing short sentences</p>		
<p>Physical development</p>	<p><b>3 and 4 year olds (Range 5)</b>          Creates lines and circles pivoting from the shoulder and elbow          Manipulates a range of tools and equipment in one hand          Begin to use a comfortable grip with good control when holding pens and pencils          Shows a preference for a dominant hand</p> <p><b>Reception children (Range 6)</b>          Develop small motor skills so that they can use a range of tools competently, safely and confidently          Begins to use anticlockwise movement and retrace vertical lines          Begins to form recognisable letters independently          Uses a pencil and hold it effectively to form recognisable letters, most of which are correctly formed          Develop the foundations of a handwriting style which is fast accurate and efficient</p>		
<p>Phonics</p>	<p>s a t p l n m d g o c k c k e u r h b l          ff ll ss v w x y z zz qu ch sh th ng nk</p> <p>words with s added at the end (hats)          Words with s (z) added (his, bags)</p> <p><u>Tricky Words</u>          Is I the put pull full as and has his          her go no into she push he of we          me be</p>	<p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Double letters          Longer words Words with two or more digraphs,          words ending in          -ing compound words          Words with s (z) in the middle or end          Words with -es (z) at the end</p> <p><u>Tricky Words</u>          was you they my by all are sure pure</p>	<p>Short vowels with adjacent consonants          CCVC CCVC CCVCC CCCVC CCCVCC          Compound words          Words ending in suffixes:          -ing, -ed (t) -ed (id, ed) -est Phase 3 long          vowel graphemes with adjacent          consonants          CVCC CCVC CCCVC CCV CCCVCC          Words ending in suffixes:          -ing, -ed (t), -ed (id) (ed), -ed (d), -er, -est</p> <p><u>Tricky Words</u>          said so have some come love do were here          little says there when what one out today</p>

# Writing in Year 1



	Term 1	Term 2	Term 3
Text/ Stimulus	Dear Zoo-Rod Campbell Little Red Hen	The Gingerbread man Three Little Pigs	Little Jack- A seaside story
Images of text	 	 	<p>This story has been written for the children to include all the writing skills needed at this time of year.</p> 
Cross Curricular	My Favourite Teddy Bear	Letter to local MP about our area	Postcard from New Brighton Beach
Writing Genre	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Description</li> <li>• Poetry- Seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Instructions</li> <li>• Letter</li> <li>• Recount</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Instructions</li> <li>• Poetry- Riddle</li> <li>• Recount</li> </ul>
Phonics/Spelling	<p>Review phase 3 and 4 Phase 5 ai, ay (play) ow, ou (cloud) oi, oy (toy) ea (each) ur ir (bird) igh ie (pie) oo ue (blue) u (unicorn) oa o (go) igh (i) tiger ai (a) paper ee (e)he ai (a-e) shake igh (i-e) time oa (o-e) home oo (yoo) u-e rude cute ee (e-e) these oo (yoo) (ew) chew ee (ie) shield</p>	<p>ee (y) funny e (ea) head w (wh) wheel oa (oe) (ou) shoulder toe igh (y) fly oa (ow) snow j (g) giant f (ph) phone l (le al ) apple metal s (c) ice v (ve) give u (o-e o ou) some mother young z (se) cheese s (se ce) mouse fence ee (ey) donkey oo (ui ou) fruit soup ur (or) word oo (u oul) could awful air (are) share or (au aur oor al) author, dinosaur, floor, walk ch (tch) ture match adventure ar (al a) half father</p>	<p>ai eigh aigh ey ea eight, straight, grey break n (kn gn) knee gnaw m (mb) thumb ear (ere eer here) deer zh (su si) treasure vision j (ge) large sh (ti ssi si ci) potion mission mansion delicious or (augh our oar are) daughter pour oar more</p> <p><u>Tricky Words</u> Busy beautiful pretty hour move improve parents shoe</p>

	<p>or ( aw) claw</p> <p><b>Tricky Words</b></p> <p>put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>or (a) water schwa in longer words: different</p> <p>o (a) want air (ear ere) bear there ur (ear) learn r (wr) wrist s (st sc) whistle science c (ch) school sh (ch) chef z (ze) freeze schwa at the end of words: actor</p> <p><b>Tricky Words</b></p> <p>any many again who whole where two school call different thought through friend work Once laugh because eye</p>		
<b>Punctuation</b>	<p>Joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>			
<b>Sentence type</b>	<b>Consolidate-</b>	Simple sentence construction Sticky 'and'	<b>New-</b>	List sentences 2A sentences
<b>Year Group content</b>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Handwriting</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-sit correctly at a table, holding a pencil comfortably and correctly</li> <li>-begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- form capital letters</li> <li>-form digits 0-9</li> <li>-understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><b>Writing Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-write sentences by:</li> <li>-saying out loud what they are going to write about</li> <li>-composing a sentence orally before writing it</li> <li>-sequencing sentences to form short narratives</li> <li>-re-reading what they have written to check that it makes sense</li> <li>-discuss what they have written with the teacher or other pupils</li> <li>-read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>-leaving spaces between words</li> </ul>			
<b>Narrative Progression</b>	<ul style="list-style-type: none"> <li>-Learn stories orally and tell them with actions</li> <li>-Sequence events      -Think, say and write sentences in own words      -Recognise and use story language</li> <li>-Make simple innovations to known stories      -Accurate use of punctuation</li> </ul>			
<b>Non- Chronological Reports progression</b>	<ul style="list-style-type: none"> <li>-Use present tense and third person-The sunflower is...</li> <li>-Use past tense in historical reports e.g. Victorians used bathing huts</li> </ul>			

Recount	Correct form of past tense- I did Use 'and' to join sentences
Discussion/ Debate	P4C themed discussions and simple sentences to share point of view
Poetry	-Responding to simple questions about the poem -Create simple success criteria -Identify simple features- title, poet, number of lines, circle rhyming couplets
Letter/ Invitation	-Use of correct terminology e.g Dear...., Love from.... -Understand reason for letter/ invitation
Instructions	Time words- first, next, then, finally Imperative verbs- Put..., Do not.. etc.



# Writing in Year 2



	Term 1	Term 2	Term 3
<b>Text/ Stimulus</b>	The Tiger who came to Tea- Judith Kerr The Owl who was Afraid of the Dark-Jill Tomlinson	Not now Bernard-David McKee Katie Morag books-Mairi Hedderwick The Great Fire of London	Nature Trail- Benjamin Zephaniah Traction Man-Mini Grey Star Bird- Sharon King-Chai
<b>Images of text</b>			
<b>Cross Curricular</b>	What happens in the Fire Station?	Would you rather live in Struay or Tranmere?	Letter to a former pupil
<b>Writing Genre</b>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Character description</li> <li>• Recount</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• letter</li> <li>• Character Description</li> <li>• Instructions</li> <li>• Recount</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Description</li> <li>• Non-Chronological report</li> <li>• Recount</li> <li>• Poetry</li> </ul>
<b>Phonics/Spelling</b> Pupils should be taught to spell by: -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones -learning to spell common exception words -learning to spell more words with contracted forms	/j/ – dge, ge, g /s/ – c before e, i, y /n/ – kn, gn /r/ – wr /l/ or /ul/ – le, el, al, il  <b>Common Exception words</b> door, floor, poor, because, find, kind, mind, behind, child, children wild, climb, most, only, both, old, cold, hold, told, gold	/i/ – y es, ed, er – y to i e - ing er – e double consonant - ing, ed /or/ - a before l, ll /u/ - o  <b>Common Exception words</b> every, everybody, even, great, break, steak, pretty, beautiful, after, fast last, past, father, grass, pass, class, plant, path, bath, hour	/ee/ - ey /o/ - a after w or qu /er/ - o /or/ - ar /zh/ - s Suffixes; -ment, -ness, -ful, -less, (-tion) Homophones Contractions  <b>Common Exception words</b> move, prove, improve, sure, sugar, eye, could, should, would, who whole, any, many, clothes, buys, people, water, again, half, money




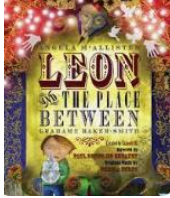


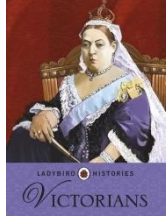


<ul style="list-style-type: none"> <li>-learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>-distinguishing between homophones and near-homophones</li> <li>-add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> </ul>			
<b>Punctuation</b>	Learning how to use both familiar and new punctuation correctly (including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive)		
<b>Sentence type</b>	<b>Consolidate-</b>	List sentences 2A sentences	<b>New-</b> All the Ws Alliteration within 2a Subordination- when , if , that, because Exclamation sentences Simile sentences Coordination sentences- or, but
<b>Year Group content</b>  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<b>Handwriting</b> Pupils should be taught to: -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 -use spacing between words that reflects the size of the letters <b>Writing Composition</b> Pupils should be taught to: -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 -consider what they are going to write before beginning by: -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 -make simple additions, revisions and corrections to their own writing by: -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] -read aloud what they have written with appropriate intonation to make the meaning clear.		
<b>Narrative Progression</b>	-Events sequenced through use of story maps -Use of adverbs and adjectives -Think about the intended audience and purpose of the story		

	-Characters and settings become more developed
Non- Chronological Reports progression	-Introduce questions e.g. Why do some animals wake up at night time? Use conjunctions e.g. because - use adjectives including comparative adjectives e.g.Polar bears are the biggest carnivores of all
Recount	Organise events in order Extend sentences with conjunctions Time sentence signposts- First we., Then we...After that..
Discussion/ Debate	P4C themed discussions and simple sentences to share point of view
Poetry	-Look at other poems by the same poet -Oral rehearsal with actions -Simple poetry reviews
Letter/ Invitation	-Use of correct terminology and layout e.g. Address, Date, Dear..., From... Yours sincerely....
Instructions	Command sentences Commas in a list

# Writing in Year 3



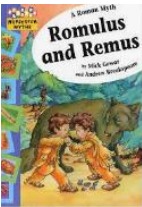
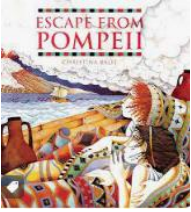
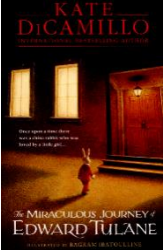

	Term 1	Term 2	Term 3
<b>Text/ Stimulus</b>	Rumpelstiltskin Iron Man- Ted Hughes Goblins	Leon and The Place Between-Angela Macallister Ice Palace- Robert Swindells	Ice Palace- Robert Swindells Victorians
<b>Images of text</b>	  	 	 
<b>Cross-Curricular</b>	Which country in the UK is the best to live in?	How do you make scouse?	What can you learn in Port Sunlight?
<b>Writing Genre</b>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Non-Chronological report</li> <li>• Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Persuasive writing</li> <li>• Non Chronological report</li> <li>• Poetry- Found Words (Blackout poetry)</li> <li>• Descriptive</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Chronological Report</li> <li>• Recount/letter</li> <li>• Instructions</li> <li>• Diary</li> </ul>
<b>Phonics/Spelling</b> Spelling Pupils should be taught to: -use further prefixes and suffixes and understand how to add them -spell further homophones -spell words that are often misspelt (English Appendix 1 NC) -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	/ow/ - ou      /u/ - ou /i/ - y /ze/ - sure /ch/ - ture Prefixes; re-, dis-, mis- Suffixes; ing, ed, er (when to double consonant or not)  <b>Common Exception words</b> actual, answer, bicycle, circle, earth, enough, fruit, island, often, popular centre, decide, disappear, early,	/a/ - ai, ei, ey Suffix – ly Homophones /l/ - al (remove the e or change y to i), le Suffix – ly (replace the e with y), ally (ends ic or al), ly <b>Common Exception words</b> build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight address, arrive, certain, experience, history, mention, occasionally, probably, reign, sentence	Suffix – er (ends in /ch/) /k/ - ch (Greek) /g/ - gue    /k/ - que (French) /s/ - sc (Latin) Homophones  <b>Common Exception words</b> accidentally, breathe, century, consider, eight, guard, heard, peculiar, possible, quarter

-write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	heart, learn, minute, notice, regular, therefore			
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>-indicate grammatical and other features by:</li> <li>-using commas after fronted adverbials</li> <li>-indicating possession by using the possessive apostrophe with plural nouns</li> <li>-using and punctuating direct speech</li> <li>-use and understand the grammatical terminology in English</li> </ul>			
<b>Sentence type</b>	<b>Consolidate-</b>	<ul style="list-style-type: none"> <li>All the Ws</li> <li>Alliteration within 2a</li> <li>Subordination- when , if , that, because</li> <li>Exclamation sentences</li> <li>Simile sentences</li> <li>Coordination sentences- or, but</li> </ul>	<b>New-</b>	<ul style="list-style-type: none"> <li>Ad, same ad</li> <li>Double 2A</li> <li>Direct speech</li> <li>Time, place and cause conjunction sentences e.g. when, before, after, while, so , because</li> <li>Adverb sentences e.g. then, next, soon, therefore</li> <li>Preposition sentences e.g. before, after, during, in, because of</li> </ul>
<b>Year Group content</b>  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-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</li> <li>-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].</li> </ul> <p><b>Writing Composition</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-plan their writing by:</li> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-discussing and recording ideas</li> <li>-draft and write by:</li> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>-organising paragraphs around a theme</li> <li>-in narratives, creating settings, characters and plot</li> <li>-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>-evaluate and edit by:</li> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>-proof-read for spelling and punctuation errors</li> <li>-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</li> </ul>			
<b>Narrative Progression</b>	<ul style="list-style-type: none"> <li>-Use of paragraphs to organise the narrative into logical sections</li> <li>-Adverbs and prepositions to show passage of time</li> <li>-Inverted commas to punctuate direct speech</li> <li>- Dialogue used to convey characters thoughts and take narrative forward</li> <li>-Verbs and adverbs chosen for effect</li> <li>-Boxing up as a planning tool and understand structure of a story</li> <li>-Edit and proofread writing</li> </ul>			
<b>Non- Chronological Reports progression</b>	<ul style="list-style-type: none"> <li>Express Time, Place and cause using conjunctions- so, because.</li> <li>Use adverbial phrase- Daffodils start to grow in early February</li> </ul>			
<b>Recount</b>	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions, adverbs and prepositions</li> <li>Paragraphs organised</li> <li>Direct speech included</li> </ul>			

Discussion/ Debate	<ul style="list-style-type: none"> <li>-Consistent use of present tense</li> <li>-Effective use of noun phrases e.g. some people, most dogs-</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>-Identifying more complex poetic devices e.g. alliteration</li> <li>-Compare poems on a similar theme</li> <li>-Adding sound scapes to a poem</li> </ul>
Letter/ Invitation	<ul style="list-style-type: none"> <li>-Use of correct terminology and layout e.g. address, date, Dear Sir/ Madam,, Yours faithfully/ Yours sincerely</li> <li>-Use introductory paragraph giving reason for the letter</li> <li>-Organise the main points to be made in best order</li> </ul>
Persuasive	<ul style="list-style-type: none"> <li>-Use introductory paragraph giving reason for letter/ debate</li> <li>-Decide on the viewpoint</li> <li>-Organise the main points to be made in best order</li> </ul>
Instructions	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions e.g. so, because</li> <li>Use of adverbs/ prepositions</li> <li>Headings and sub headings</li> </ul>

# Writing in Year 4



	Term 1	Term 2	Term 3
Text/ Stimulus	Romulus and Remus Escape from Pompeii- Christina Balit	The Miraculous Journey of Edward Tulane- Kate DiCamillo	Beowulf- Michael Morpurgo
Images of text	 		
Cross Curricular	What did the Romans do for us?	Which is the best country to live in in Europe?	What does the archaeological dig at Sutton Hoo tell us about the Anglo Saxons?
Writing Genre	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Recount</li> <li>• Non-Chronological report</li> <li>• Eye Witness account</li> </ul>	<ul style="list-style-type: none"> <li>• Diary</li> <li>• Description</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Persuasive letter</li> <li>• Poetry- Kenning</li> <li>• Non-Chronological report</li> </ul>
<b>Phonics/Spelling</b> Spelling Pupils should be taught to: -use further prefixes and suffixes and understand how to add them -spell further homophones -spell words that are often misspelt (English Appendix 1 NC) -place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] -use the first two or three letters of a word to check its spelling in a dictionary -write from memory simple sentences, dictated by the teacher,	Homophones Prefixes; in-, il-, im-, ir-, sub-, inter- Suffixes; -ation, ly, ily, /sh/ - ch  <u><b>Common Exception words</b></u> calendar, appear, believe, grammar, increase, interest, opposite, straight, strength, women complete, continue, material, experiment, famous, favourite, February, naughty, knowledge, remember	Suffixes; -sion after d, de, se, -ous, /ee/ - i when followed by a suffix /au/ - or, Suffixes; ly, -ion following 't', 'te', -ion following 'ss', 'mit, 'cion' following 'c', 'cs'  <u><b>Common Exception words</b></u> breath, business, caught, different, exercise, extreme, medicine, possession, although, thought, group, height, particular, potatoes, separate, surprise, through, various, though, woman	Homophones, /s/ - c before i and e Word families - 'sol', 'real', 'phon', 'sign' Prefixes; super-, anti-, auto-, bi-  <u><b>Common Exception words</b></u> Revise all CEW

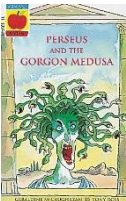
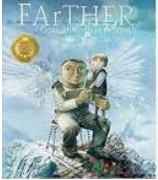



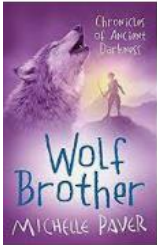
that include words and punctuation taught so far.			
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>-indicate grammatical and other features by:</li> <li>-using commas after fronted adverbials</li> <li>-indicating possession by using the possessive apostrophe with plural nouns</li> <li>-using and punctuating direct speech</li> <li>-use and understand the grammatical terminology in English</li> </ul>		
<b>Sentence type</b>	<b>Consolidate-</b>	<ul style="list-style-type: none"> <li>Ad, same ad</li> <li>Double 2A</li> <li>Direct speech</li> <li>Time, place and cause conjunction sentences e.g. when, before, after, while, so, because</li> <li>Adverb sentences e.g. then, next, soon, therefore</li> <li>Preposition sentences e.g. before, after, during, in, because of</li> </ul>	<b>New-</b> <ul style="list-style-type: none"> <li>-3 -ed sentences</li> <li>-The more, the more</li> <li>Emotion word,</li> <li>Fronted adverbials</li> <li>Expanded noun phrases</li> </ul>
<b>Year Group content</b>  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-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</li> <li>-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].</li> </ul> <p><b>Writing Composition</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-plan their writing by:</li> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-discussing and recording ideas</li> <li>-draft and write by:</li> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>-organising paragraphs around a theme</li> <li>-in narratives, creating settings, characters and plot</li> <li>-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>-evaluate and edit by:</li> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>-proof-read for spelling and punctuation errors</li> <li>-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</li> </ul>		
<b>Narrative Progression</b>	<ul style="list-style-type: none"> <li>-Use of fronted adverbials</li> <li>-Use of adverbials to create cohesion e.g. therefore, however</li> <li>-Full range of speech punctuation</li> <li>-Use of adverbials to create cohesion e.g. therefore, however</li> <li>-Recognise and use narrative language e.g. On a cold Winter's day... And after all that...</li> </ul>		
<b>Non- Chronological Reports</b>	Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Romans built straight roads. They also....		
<b>Recount</b>	<ul style="list-style-type: none"> <li>-Expanded noun phrases</li> <li>-Strong opening paragraph and summary to build cohesion</li> <li>-Use of first person</li> <li>-Paragraphs for cohesion</li> <li>-Awareness of audience and appropriate language choices</li> </ul>		



Discussion/ Debate	<p>Present perfect form of verbs e.g. some people have argued..... some people have said...</p> <ul style="list-style-type: none"> <li>-Nouns that categorize (Vehicles, pollution)</li> <li>-Use of paragraphs to organise ideas</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>-Identify use of syllables specific to genre e.g. Haiku or Tanka</li> <li>-Labelling rhyme schemes</li> <li>-Create complex success criteria for the style of poem</li> <li>-Write in style of the original poem</li> </ul>
Letter/ Invitation	<ul style="list-style-type: none"> <li>- Use of first person</li> <li>-Paragraphs for cohesion</li> <li>-Awareness of audience and appropriate language choices</li> <li>-Use of adverbials, therefore, however</li> </ul>
Persuasive	<ul style="list-style-type: none"> <li>-Use of first person</li> <li>-Paragraphs for cohesion</li> <li>-Awareness of audience and appropriate language choices</li> <li>-Use of adverbials, therefore, however</li> <li>-Decide on viewpoint and carefully select information to support it</li> <li>-Organise points in best order and decide which persuasive information to add to support each one</li> </ul>
Instructions	<ul style="list-style-type: none"> <li>-Create cohesion e.g. add eggs and then beat them with a whisk until they are fluffy</li> </ul>

# Writing in Year 5






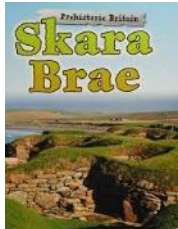

	Term 1	Term 2	Term 3
<b>Text/ Stimulus</b>	Perseus and the Gorgon Medusa FArTHER-Grahame Baker-Smith Red Fox (Poem from Lost Words by Robert Macfarlane)	Private Peaceful-Michael Morpurgo Spiderwick Chronicles-Holly Black	Wolf Brother- Michelle Paver
<b>Images of text</b>	  	 	
<b>Cross Curricular</b>	What is the most important legacy from Ancient Greece?	Why do people choose to live near volcanoes?	How do you play Pitz?
<b>Writing Genre</b>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Poetry- Red Fox</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Speech</li> <li>• Letter/ Diary</li> <li>• Non-Chronological Report</li> <li>• Persuasive Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Diary</li> <li>• Instructions</li> <li>• Non-Chronological report</li> </ul>
<b>Phonics/Spelling</b> Spelling 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	Suffixes: -ious, -cious, -cial, -tial, Suffixes: -ant, -ance, -ent, -ence, -able, -ible, -ably, -ibly  <u><b>Common Exception words</b></u> appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable accommodate,	Suffixes: -able, Adverbs of time, silent letters/ie/ after 'c', /aw//o/ - ough, Possibility/frequency words  <u><b>Common Exception words</b></u> amateur, ancient, awkward, criticise, excellent, foreign, pronunciation, symbol, yacht, equipment, accompany,	Homophones or near homophones Hyphens to join a prefix Revision of all spelling patterns  <u><b>Common Exception words</b></u> achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system

<p>that the spelling of some words needs to be learnt specifically</p> <ul style="list-style-type: none"> <li>- use dictionaries to check the spelling and meaning of words</li> <li>-use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>-use a thesaurus.</li> </ul>	<p>available, controversy, dictionary marvellous, opportunity, secretary, sincerely, suggest, twelfth</p>	<p>communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm</p>	
<p><b>Punctuation</b></p>	<p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>-using commas to clarify meaning or avoid ambiguity in writing</li> <li>-using hyphens to avoid ambiguity</li> <li>-using brackets, dashes or commas to indicate parenthesis</li> <li>-using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>-using a colon to introduce a list</li> <li>-punctuating bullet points consistently</li> </ul>		
<p><b>Sentence type</b></p>	<p><b>Consolidate-</b></p>	<p>3 -ed sentences -The more, the more Emotion word, Fronted adverbials Expanded noun phrases</p>	<p><b>New-</b></p> <p>Some; other Outside:Inside Noun, which/who/where (relative clause sentences) De:De (Description:Detail) Personification Modal verb sentences e.g. might, will, should, must Adverb sentences to indicate degrees of possibility e.g. perhaps, surely</p>
<p><b>Year Group content</b></p>	<p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-write legibly, fluently and with increasing speed by:</li> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Writing Composition</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-plan their writing by:</li> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> <li>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>-draft and write by:</li> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-précising longer passages</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>-evaluate and edit by:</li> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the</li> </ul>		

	<p>appropriate register</p> <p>-proof-read for spelling and punctuation errors</p>
Narrative Progression	<p>-Write for a specified audience and with a particular purpose choosing between formal and informal speech as appropriate</p> <p>-Use of passive voice</p> <p>-Make use of idea from reading e.g. use of long and short sentences for effect</p> <p>-use of conditional forms such as subjunctive form</p> <p>-Use of flashbacks</p> <p>-Modals and adverbs used to suggest degrees of possibility e.g. They should never have... They were probably going to be.... They were definitely</p> <p>-Dialogue is used to convey thoughts and move the narrative forward</p> <p>-Include Past Perfect Progressive</p> <p>Use of flashback</p> <p>-Teach how the present tense can be used in recount (Imagine 3)</p>
Non- Chronological Reports progression	<p>-Create cohesion in paragraphs using adverbials e.g. shortly afterwards</p> <p>-Parenthesis</p> <p>-Layout devices</p>
Recount	<p>-Include modal verbs- I should have.... We must....</p> <p>-Past perfect tense- We were walking to the beach when...</p>
Discussion/ Debate	<p>-Cohesion within paragraphs</p> <p>-Layout devices to provide additional information e.g. diagrams, illustrations</p>
Poetry	<p>-Look at a range of poetic devices e.g. use of symbolism, similes, metaphors, personification</p> <p>-Write poems that may not match the original but include some features</p>
Letter/ Invitation	<p>-Include modal verbs- I should have.... We must....</p> <p>-Past perfect tense- We were walking to the beach when...</p> <p>-Orientation such as scene setting</p> <p>-Additional detail about each event</p> <p>-Informal/ formal language</p>
Persuasive	<p>-Cohesion within paragraphs</p> <p>-Layout devices to provide additional information e.g. diagrams, illustrations</p>
Instructions	<p>-Use fronted adverbials to offer alternatives e.g. If you would like to make a bigger decoration....</p> <p>-Parenthesis</p>

# Writing in Year 6



	Term 1	Term 2	Term 3
<b>Text/ Stimulus</b>	Before Sunrise- clip Social Media Skellig-David Almond	Skellig-David Almond The Lost Whale- Hannah Gold	Skara Brae The Storytellers handbook- Elise Hurst
<b>Images of text</b>	 		 
<b>Cross Curricular</b>	Was Howard carter right to do what he did?	How important is the world's water and what should we be doing to protect it?	How did life in Britain improve from the Stone Age to the Iron Age?
<b>Writing Genre</b>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Description</li> <li>• Balanced Argument</li> <li>• Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Chronological report</li> <li>• Persuasive</li> <li>• Poetry</li> <li>• Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Non Chronological report</li> <li>• Instructions</li> </ul>
<b>Phonics/Spelling</b> -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 - use dictionaries to check the spelling and meaning of words	Revision of all spelling patterns  <u>Common Exception words</u> Revision of all CEW	Revision of all spelling patterns  <u>Common Exception words</u> Revision of all CEW	Revision of all spelling patterns  <u>Common Exception words</u> Revision of all CEW

<ul style="list-style-type: none"> <li>-use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>-use a thesaurus</li> </ul>			
<b>Punctuation</b>	indicate grammatical and other features by: -using commas to clarify meaning or avoid ambiguity in writing -using hyphens to avoid ambiguity -using brackets, dashes or commas to indicate parenthesis -using semi-colons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list    -punctuating bullet points consistently		
<b>Sentence type</b>	<b>Consolidate-</b>	Some; other Outside:Inside Noun, which/who/where (relative clause sentences) De:De (Description:Detail) Personification Modal verb sentences e.g. might, will, should, must Adverb sentences to indicate degrees of possibility e.g. perhaps, surely	<b>New-</b> When: when; when; then. If,if , if, then Short sentences
<b>Year Group content</b>	<b>Handwriting</b> 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. <b>Writing Composition</b> 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 -precising 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		
<b>Narrative Progression</b>	-Write for a specified audience and with a particular purpose choosing between formal and informal speech as appropriate		

	<ul style="list-style-type: none"> <li>-Use of passive voice</li> <li>-Make use of idea from reading e.g. use of long and short sentences for effect</li> <li>-use of conditional forms such as subjunctive form</li> <li>-Use of flashbacks</li> <li>-Modals and adverbs used to suggest degrees of possibility e.g. They should never have... They were probably going to be.... They were definitely</li> <li>-Dialogue is used to convey thoughts and move the narrative forward</li> <li>-Include Past Perfect Progressive</li> <li>Use of flashback</li> <li>-Teach how the present tense can be used in recount (Imagine 3)</li> </ul>
Non- Chronological Reports progression	<ul style="list-style-type: none"> <li>-Vocabulary appropriate for formal and informal speech</li> <li>-Passive voice for formality e.g. Sparrows are found in...Sharks are hunted...</li> </ul>
Recount	<ul style="list-style-type: none"> <li>-Include Past Perfect Progressive</li> <li>-Use of flashback</li> <li>-Teach how the present tense can be used in recount (Imagine 3)</li> </ul>
Discussion/ Debate	<ul style="list-style-type: none"> <li>-Formal and informal vocabulary choices</li> <li>-Passive voice – Some could claim that... It is possible that....</li> <li>-Conditional forms such as subjunctive form- If people were to stop hunting Whales...</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>-Comparing and contrasting use of poetic devices with those used in other Poems</li> <li>-Labelling more complex rhyme schemes ;use of assonance and rhythm</li> <li>-Write poem from a different perspective e.g. different character's point of view</li> </ul>
Letter/ Invitation	<ul style="list-style-type: none"> <li>-Include Past Perfect Progressive-Create cohesion across paragraphs</li> <li>-Formal and informal vocabulary choices</li> <li>-Passive voice – Some could claim that... It is possible that....</li> <li>-Conditional forms such as subjunctive form- If people were to stop hunting Whales... (persuasive letter)</li> </ul>
Persuasive	<ul style="list-style-type: none"> <li>-Formal and informal vocabulary choices</li> <li>-Passive voice – Some could claim that... It is possible that....</li> <li>-Conditional forms such as subjunctive form- If people were to stop hunting Whales...</li> </ul>
Instructions	<ul style="list-style-type: none"> <li>-Modals</li> <li>-Additional layout devices</li> <li>-Degrees of formality</li> </ul>