

# ENGLISH Subject Overview

## YEAR 6

**KEY**

writing to entertain

writing to inform

writing to persuade

writing to discuss

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing Outcome</b>	<p>Retelling Theseus and the Minotaur</p> <p>Creating own Greek myth.</p>	<p>Setting description from the viewpoint of an Arctic explorer.</p> <p>Mini-biography of a member of Shackleton's crew.</p> <p>Formal job application for a role on the Endurance.</p> <p>Diary entry as chosen member of Shackletons crew.</p> <p>Newspaper Report on Shackleton's rescue of his crew.</p> <p>Poem about the Endurance using the structure of The Frozen Man.</p>	<p>Balanced Argument: Is the Theory of Evolution compatible with Christianity?</p> <p>-Biography of Charles Darwin</p>	<p>Design a spy gadget and explain how it works.</p> <p>Advertising a spy gadget.</p> <p>Character description of villain from a spy story.</p> <p>Setting description of villain's lair from a spy story.</p> <p>Spy action scene</p>	<p>Setting description of Shane's home from Way Home.</p> <p>Journal entry of Francis Brandywine</p> <p>Persuasive letter to the Mayor of Rio</p>	
<b>Quality Stimulus</b>	<p>Percy Jackson film extracts</p> <p>Myths and Legends website</p> <p>Horrible Histories</p> <p>Atticus the Storyteller: 100 Greek Myths-Lucy Coates</p>	<p>Animated film – 23 degrees, 5 minutes</p> <p>Survival – The Shackleton Story</p> <p>Shackleton's Journey-William Grill</p>	<p>What Mr Darwin Saw, (Mick Manning)</p> <p>Film: Darwin's Delights – Theory of Evolution</p>	<p>Film: Stormbreaker</p> <p>Animated film: Wallace and Gromit Cracking Contraptions</p> <p>Until I met Dudley-Roger McGough</p>	<p>Way Home (Libby Haythorn)</p> <p>Animated film: Francis Brandywine</p> <p>Non-fiction books linked to South America</p>	

	Theseus and the Minotaur Perseus and Medusa Daedalus and Icarus Pandora's Box Demeter and Her Daughter Persephone Who Let the Gods Out- Maz Evans Non-fiction books linked to the Greeks	Trapped by the Ice-Michael McCurdy Clockwork-Philip Pullman The Listeners-Walter de la Mare		Stormbreaker (Antony Horowitz)	
Writing composition	<p><b>Plan writing</b></p> <ul style="list-style-type: none"> <li>• identify audience and purpose and select the appropriate form</li> <li>• note and develop initial ideas drawing on reading and research</li> <li>• develop characters and settings in narratives</li> </ul> <p><b>Draft and Write</b></p> <ul style="list-style-type: none"> <li>• select appropriate grammar and vocabulary</li> <li>• describe settings and characters, create atmosphere and integrate dialogue</li> <li>• precis longer passages</li> <li>• use a range of devices to build text cohesion</li> <li>• use organisational and presentational devices to structure the text</li> </ul> <p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing</li> <li>• make changes to vocabulary, punctuation and grammar to enhance meaning</li> <li>• ensure the consistent and correct use of tenses</li> <li>• ensure correct subject and verb agreement when using singular and plural</li> <li>• proof read for spelling and punctuation errors</li> </ul> <p><b>Perform composition</b>          use appropriate intonation, volume and movement so that meaning is clear</p>				
<b>Grammar and Punctuation</b>	<b>Grammar, vocabulary and punctuation</b> Consistent use of capital letters, full stops, question marks and exclamation marks.	<b>Grammar, vocabulary and punctuation</b> inverted commas and associated punctuation	<b>Grammar, vocabulary and punctuation</b> Co-ordinating conjunctions Subordinating conjunctions Cohesive devices	<b>Grammar, vocabulary and punctuation</b> Subjunctive mood Causal conjunctions Active/passive voice Modal verbs	<b>Grammar, vocabulary and punctuation</b> Use co-ordinating and subordinating conjunctions (WTS) Use passive and modal verbs mostly appropriately (EXS) Use semi colons mostly correctly (EXS)

	<p>Word classes and how suffixes and pre-fixes change meaning Adverbs Modal verbs Commas to mark clauses.</p>	<p>Apostrophes for omission and possession Use verb tenses consistently and correctly throughout writing</p>	<p>Parenthesis (dashes/brackets/commas) Semi-colons in lists and to separate clauses Varied clause structures</p>	<p>Inverted commas and associated punctuation Consistent and correct use of tenses Semi colon in lists Semi colon to separate independent clauses Colon to introduce a list Parenthesis (brackets, dashes and commas) Hyphens to avoid ambiguity Understand that noun or adjectives can be changed into verbs by using suffixes Cohesion Inverted commas and associated punctuation Clause structure</p>	<p>Use semi colons and colons to mark the boundary between independent clauses (GDS)</p>
<p><b>Spelling and Vocabulary</b></p>	<p><b>Word lists</b> <b>Revise words:</b> accommodate, accompany, according, achieve, aggressive, amateur, ancient apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery.</p> <p><b>Introduce Y6 words</b> soldier, stomach, sufficient, suggest, symbol, system,</p>	<p><b>Word lists</b> <b>Revise words:</b> committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous,</p>	<p><b>Word lists</b> <b>Revise words:</b> explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, immediately, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance,</p>	<p><b>Word lists</b> <b>Revise words:</b> occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely.</p>	<p><b>Vocabulary focus</b> ecosystem; biome; tropical; poverty; gentrification; sanitation.</p> <p><b>Throughout the year- Revision and Consolidation of Year 5 Spelling Patterns and Homophones.</b></p>

	temperature, thorough, twelfth, variety, vegetable, vehicle, yacht	embarrass, environment, equipped, equipment, especially, exaggerate, excellent, existence.	occupy.		
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<b>Handwriting</b>	Produce legible, joined handwriting Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Nelson Book 4
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YEAR 5					
<b>KEY</b>	writing to entertain	writing to inform	writing to persuade	writing to discuss	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing Outcome</b>	<p>Writing a biography of Neil Armstrong</p> <p>Writing space poetry</p> <p>Writing a letter to recount a day in space</p> <p>Developing descriptive phrases for the moon</p> <p>Creating a brochure about a holiday on the moon</p>	<p>Describing an event using a variety of sentence types to create drama based on the book The Fantastic Flying Books of Morris Lessmore</p> <p>Writing dialogue between Morris Lessmore and other characters</p> <p>Writing poems about Rivers</p> <p>Descriptive writing on the setting, characters and events of Tuesday</p>	<p>Creating a character profile in the style of Roald Dahl</p> <p>Writing the character's story based on Charlie and the chocolate factory</p> <p>Writing a description of an imaginary room in the chocolate factory</p> <p>Developing descriptive phrases for a new chocolate or sweet product</p> <p>Writing a persuasive letter to a supermarket to stock</p>	<p>Writing a discussion for and against keeping animals in zoos</p> <p>Writing a discussion on whether Stanley Yelnats in the book Holes is innocent or guilty</p> <p>Writing an explanation about the functions and capabilities of a cleaning robot</p>	<p>Writing a detailed description about the setting and character using precise language based on the book The Red Prince</p> <p>Writing a diary extract of the Battle of Bosworth from a soldier's point of view</p>	<p>Non-chronological reports on a mammal</p> <p>Writing a description using devices to create tension based on the short film The Birthday Boy</p> <p>Writing a monologue for Manuk in The Birthday Boy</p> <p>Writing Manuk's recount of the Korean War</p>

		Writing a story from the detective's point of view	their chocolate or sweet product			
<b>Quality Stimulus</b>	<p><b>Fiction</b> Bob, Man on the Moon</p> <p><b>Non Fiction</b> Biography of Neil Armstrong One Giant Leap: The Story of Neil Armstrong</p>	<p><b>Fiction</b> Tuesday Morris Lessmore</p> <p><b>Non Fiction</b> Books related to rivers Wicked and Wonderful Water (scholastic) The Impressionists Picture Book</p> <p><b>Poetry</b> A River A River's journey The Raging River The River</p>	<p><b>Fiction</b> Charlie and The Chocolate Factory</p> <p><b>Non Fiction</b> Books linked to chocolate</p>	<p><b>Fiction</b> Holes</p> <p><b>Non Fiction</b> Books related to Mayans</p> <p><b>Poetry</b> If – Rudyard Kipling Sadness is grey – Twinkl.</p>	<p><b>Fiction</b> The Fox and The Ghost King Richard III (I Was There)</p> <p><b>Non Fiction</b> The Children's Book of Richard III Living Things Life Cycles</p> <p><b>Poetry</b> Still, I rise – Maya Angelou</p>	<p><b>Fiction</b> The Red Prince Richard III (Andrew Matthews and Tony Ross)</p> <p>The Barefoot Book of Princesses</p> <p><b>Non Fiction</b> We Are All Born Free (Declaration of Human rights) Books related to plants Solids &amp; Liquid</p> <p><b>Poetry</b> I choose to be me. Unique</p>
<b>Writing Composition</b>	<p><b>Plan writing</b></p> <ul style="list-style-type: none"> <li>• identify audience and purpose and select the appropriate form</li> <li>• note and develop initial ideas drawing on reading and research</li> <li>• develop characters and settings in narratives</li> </ul> <p><b>Draft and Write</b></p> <ul style="list-style-type: none"> <li>• select appropriate grammar and vocabulary</li> <li>• describe settings and characters, create atmosphere and integrate dialogue</li> <li>• precis longer passages</li> <li>• use a range of devices to build text cohesion</li> <li>• use organisational and presentational devices to structure the text</li> </ul> <p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing</li> <li>• make changes to vocabulary, punctuation and grammar to enhance meaning</li> <li>• ensure the consistent and correct use of tenses</li> </ul>					

	<ul style="list-style-type: none"> <li>ensure correct subject and verb agreement when using singular and plural</li> <li>proof read for spelling and punctuation errors</li> </ul> <p><b>Perform composition</b> use appropriate intonation, volume and movement so that meaning is clear</p>					
<b>Grammar and Punctuation</b>	Figurative language - similes, metaphors, alliteration, onomatopoeia , personification. Formal writing Expanded noun phrases	Relative clauses Speech punctuation Conveying character through dialogue Fronted adverbials Formal language Apostrophes Modal verbs Determiners	Conveying character through dialogue Identifying audience and using appropriate form and structure Linking ideas across paragraphs using adverbial phrases	Causal conjunctions Tenses Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbial phrases Relative pronouns	Expanded noun phrases Relative clauses Fronted adverbials Tenses Suffixes Apostrophes	Relative clauses Speech punctuation Expanded noun phrases Fronted adverbials
<b>Spelling and Vocabulary</b>	<p><b>Spelling Patterns</b> ough cious tious tial and cial endings i before e rule</p> <p><b>Homophones</b> advice, advise    device, devise licence, license    practice, practise prophecy, prophesy farther, further, father    guessed, guest heard, herd    led, lead morning, mourning    past, passed</p> <p><b>Spellings</b> ous suffix: disastrous, marvellous, mischievous l spelled le: available, vegetable, vehicle, muscle tion suffix: competition, explanation, profession, pronunciation i before ee: achieve, convenience, mischievous</p>		<p><b>Spelling Patterns</b> Words ending with: ant, ance, ancy, ent, ence, enc y Suffixes beginning with vowels to words ending fer: referring, referred, referral</p> <p><b>Homophones</b> precede, proceed    principal, principle profit, prophet    stationary, stationery steal, steel    wary, weary who's, whose    aisle, isle aloud, allowed    affect, effect</p> <p><b>Spellings</b> Words with unstressed vowels: accommodate bruise, category, cemetery, definite, desperate, dictionary, embarrass, environment, exaggerate, marvellous, nuisance, parliament, privilege, secretary, vegetable Short i spelled y: physical, symbol, system</p>		<p><b>Spelling Patterns</b> ible able Abylly Use of hyphen: co-, re- Suffixes beginning with vowels to words ending fer: reference, referee Long ee spelled ei eg perceive</p> <p><b>Homophones</b> altar, alter,    ascent, assent, bridal, bridle,    cereal, serial compliment, complement</p> <p><b>Spellings</b> Words with double consonants: accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, correspond, immediate, occupy, occur, opportunity, recommend, suggest Adjacent ie: soldier, sufficient, variety, ancient No adjacent ie: foreign</p>	

	s spelled c before e, l and y: cemetery, conscience, conscious, criticise, excellent, existence, hindrance,  necessary, prejudice, sacrifice amateur, average, awkward, bargain, controversy, curiosity, develop, forty, guarantee, harass, hindrance, identity, individual, interfere, interrupt, language, leisure, lightning	Words with prefixes and suffixes: according, attached, criticise, determined, equipment, equipped, especially, frequently, immediate, immediately, necessary, unnecessary, sincere, sincerely  muscle, neighbour, persuade, programme, queue, recognise, relevant, restaurant, rhyme, rhythm, shoulder, signature, stomach, temperature, twelfth, vegetable, vehicle, yacht	
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<b>Handwriting</b>	Children will write consistently with neat, legible and joined handwriting. Pen will be used in most written subjects. Nelson Book 3
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**YEAR 4**

<b>KEY</b>	writing to entertain	writing to inform	writing to persuade	writing to discuss
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing Outcome</b>	Descriptive writing; Characters and settings.  Informal letter writing  Writing our own adaptation of the Stone Age Boy.	Non-chronological reports about Stone Age animals  Write a character description from Stig of the Dump.  Creating instructions for How to wash a Stone Age creature.	Persuasive brochure for Italy.  Letter writing from a characters point of view.  Create own narrative – Escape from Pompeii  Firework poetry creation.	Diary writing – day in the life of a Roman character.  Own retelling of Roman myth.	Newspaper report of a strange creature.  Create own version of Mystery story  Persuasive writing about eating healthily and dental hygiene.	Discuss whether the Wolves in the wall are real or imaginary.  Create a non-fiction fact file about wolves.
<b>Quality Stimulus</b>	Cave Baby The First Drawing Stone Age Boy How to wash a woolly mammoth Ug: Boy Genius The Croods Oi Caveboy	Stig of the Dump The boy with the bronze axe Marshmallows – literacy shed film Various non-fiction Stone Age books	For the Birds Gabriella's song Venice Escape from Pompeii I survived the destruction of Pompeii Vesuvius video Firework Maker's Daughter Various non-fiction	Thieves of Ostia Romulus and Remus Various non-fiction Roman books	Thieves of Ostia cont.. The Dream Giver (literacy shed film) The Girl's Like Spaghetti Extracts from Demon Dentist Various non-fiction books and poems	Wolves in the Wall The Thief Lord Various wolf non-fiction texts and wolf poetry.

	Various non-fiction Stone Age books and poems: The Quarry Colossal Fossil The invasion		volcano books		based on teeth and digestion system	
<b>Writing Composition</b>	<p><b>Plan writing</b></p> <ul style="list-style-type: none"> <li>• discuss writing that they have read in a particular genre in order to learn about its structure, vocabulary and grammar</li> <li>• discuss and record ideas</li> </ul> <p><b>Draft and Write</b></p> <ul style="list-style-type: none"> <li>• compose and rehearse sentences orally</li> <li>• progressively build varied and rich vocabulary</li> <li>• use an increasing range of sentence structures</li> <li>• organise paragraphs around a theme</li> <li>• in narratives, create settings, characters and plot</li> <li>• in non narrative material, use simple organisational devices</li> </ul> <p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• make changes to grammar and vocabulary where necessary</li> <li>• proof reading for spelling and punctuation errors</li> </ul> <p><b>Read their own writing aloud</b> use appropriate intonation – controlling the tone and volume</p>					
<b>Grammar and Punctuation</b>	Expanded noun phrases Adverbs Coordinating conjunctions Paragraphs Commas in lists	5 part story Headings and sub-headings, bullet points, topic sentences Subordinating conjunctions and subordinate clauses	5 part story Speech punctuation 'inverted commas' Prepositions Determiner a or an Imperative verbs Colon	Paragraphs Speech verbs Ellipsis Headings and sub-headings, introduction and personal response Pattern of 3 for persuasion Boastful language	Subordinating conjunctions Headings and sub-headings, technical vocabulary, glossary Speech punctuation	Tenses including the present perfect Use of comma after a fronted adverbial
<b>Spelling and Vocabulary</b>	<b>Word study</b> tion, sion, ssion, cian		<b>Word study</b> Words ending with -ous plain, plane      seen, scene		<b>Word study</b>	

	rain, rein, reign, whose, who's, weather, whether ation, sion where, wear, where, were <b>Spelling words</b> tion and sion suffixes: mention, occasion, position, possession, question, s spelled c before e, i and y: bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent	More prefixes: inter, anti, auto, super weight, wait, eight, ate <b>Spelling words</b> ous endings: famous, various other words: answer, build, calendar, complete, consider, continue early, earth, experiment, group, guard, forward, forwards, fruit, heard, heart, history, imagine, important, increase, island	Long I spelled y in initial and medial positions of word. More prefixes: inter, re, ir, im K spelled ch S spelled ch G spelled gue K spelled que <b>Spelling words</b> learn, length, material, minute, natural, often, particular, peculiar, perhaps, popular, potatoes, promise, purpose quarter, regular, remember, sentence, special, straight, strange, strength, surprise, therefore, woman, women
<b>Handwriting</b>	Children will write consistently with neat, legible and joined handwriting and with increasing stamina. Children will write with pen in handwriting lessons and when publishing work for display. During the Summer Term, children will begin to use pen more frequently in their written work. Nelson Book 2		

**YEAR 3**

**KEY**      writing to entertain      writing to inform      writing to persuade      writing to discuss

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Writing Outcomes</b>	<p>Writing a diary entry from Miranda's adventures</p> <p>Rewrite a chapter of Flat Stanley using adverbs.</p> <p>Performing different poems and writing part of a poem</p> <p>Writing short stories using picture prompt</p>	<p>Writing a biography about Mary Anning</p> <p>Write a story from an animation.</p> <p>Instructions – how to wrap a mummy</p> <p>The Dog That Saved Christmas</p> <p>Sprout Boy – anti-bullying themed writing</p>	<p>Story including direct speech using Funny Bones</p> <p>Writing based on Shakespeare's Macbeth</p> <p>Poetry: Write own kennings poem and in the style of different poetry forms.</p>	<p>Adventure story based on Beowulf</p> <p>Factual poster on healthy eating</p>	<p>setting and character description based on The Flower Man</p> <p>Writing based The Boy Who Grew Dragons</p> <p>Writing based on the video clip The Windmill Farmer</p>	<p>Narrative writing describing changes over time through characters' feelings through the book The Window</p> <p>Non-chronological report on Plants</p> <p>Market Harborough Tourist Leaflet</p>
<b>Quality Stimulus</b>	<p>Miranda the Explorer Flat Stanley Aunty Dot amazing adventure Please Mrs Butler</p>	<p>Camel Story (visual literacy) The Dog That Saved Christmas – neurodiversity Sprout Boy</p>	<p>Funnybones – Janet and Alan Ahlberg Beowulf: Rob Lloyd Jones Shakespeare: Macbeth</p>	<p>Healthy Eating: The children's book of health eating.</p>	<p>The Flower Man – Mark Ludy The Boy Who Grew Dragons Windmill Famer – visual literacy</p>	<p>The Window – Jeannie Baker Plants Topic books: Can we really help the Bees? A seed is sleepy.</p>

	Walking with my iguana The Ning Nang Nong Down behind the dustbin	Mary Anning-Little People Big Dreams Stone girl, bone girl Mary Anning The unstoppable fossil hunter	The Door – Miroslav Holub Kennings poems			Harborough Heritage Trail
<b>Writing Composition</b>	<p><b>Plan writing</b></p> <ul style="list-style-type: none"> <li>• discuss writing that they have read in a particular genre in order to learn about its structure, vocabulary and grammar</li> <li>• discuss and record ideas</li> </ul> <p><b>Draft and Write</b></p> <ul style="list-style-type: none"> <li>• compose and rehearse sentences orally</li> <li>• progressively build varied and rich vocabulary</li> <li>• use an increasing range of sentence structures</li> <li>• organise paragraphs around a theme</li> <li>• in narratives, create settings, characters and plot</li> <li>• in non narrative material, use simple organisational devices</li> </ul> <p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• make changes to grammar and vocabulary where necessary</li> <li>• proof reading for spelling and punctuation errors</li> </ul> <p><b>Read their own writing aloud</b> use appropriate intonation – controlling the tone and volume</p>					
<b>Grammar and Punctuation</b>	Writing using expanded nouns and fronted adverbials. Developing use of paragraphs.	Improving sentence starts and sentence structures. Improving use of adjectives, adverbs and introducing rules of speech punctuation	Persuasive techniques Subordinating conjunctions and improving sentences	Sentence structures and sentences starts including fronted adverbials	Apostrophes – possessive plural and singular and for omission	Use of adjectives and expanded noun phrases for effect.
<b>Spelling and Vocabulary</b>	<b>Word study</b> Apostrophe for omission Possessive apostrophe singular words	<b>Word study</b> Possessive apostrophe singular and plural words	<b>Word study</b> Ly suffix accept, except affect, effect	<b>Word study</b> u spelled ou (young, double)	<b>Word study</b> ay spelled ei eigh ey Suffixes beginning with vowels added	<b>Word study</b> More prefixes: pre, sub main, mane

	Homophones: here, hear heel, heal, he'll <b>Spelling words</b> ee spelled u: busy, business split spelling: arrive, decide, describe, extreme, guide, surprise	not, knot male, mail medal, meddle <b>Spelling words</b> words with unstressed vowels: different, favourite, February, interest, library, ordinary, separate	ball, bawl berry, bury Sure and ture word en dings (as in measure, creature) <b>Spelling words</b> n spelled kn: knowledge, knowledgeable ~ly and ~ally suffix: accidentally, actually, occasionally, probably	Prefixes: un~, dis~, mis~, in~, il~ break, brake fair, fare great, grate groan, grown <b>Spelling words</b> words with prefixes: disappear, disbelieve, rebuild, reposition the same words without prefixes: appear, believe, build, position	to multi syllable words: ~en, ~ing, ~er, ~ed, ~ation <b>Spelling words</b> ay spelled ei: eight, eighth, reign, weight igh spelled ei: height	meat, meet missed, mist piece, peace <b>Spelling words</b> words with double consonants: address, appear, arrive, different, difficult, disappear, grammar, occasion, opposite, pressure, suppose
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<b>Handwriting</b>	Children will write with consistency in size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins. Introduce writing with a pen when publishing work for displays. Use pen in handwriting practice from the Summer Term. Nelson Book 1
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**YEAR 2**

<b>KEY</b>	writing to entertain	writing to inform	writing to persuade	writing to discuss
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing Outcome</b>	Character descriptions relating to Oliver Jeffers. Retelling stories by Oliver Jeffers Setting descriptions	Life in the trenches non-chronological report Soldier's diary entry Buster's Christmas – story from the point of view of Buster	The Great Fire of London - descriptions to answer each question therefore building up a non-chronological report. Imaginary recount about Toby from Toby and the Great Fire of London A letter to King Charles explaining	Setting descriptions - Wizard Of Oz Character descriptions Story writing – Monkey see Monkey Do Writing postcards – Meerkat Mail	Recount of our trip to Warwick Castle How castles are built to attack and defend Write a short story from the point of view of the Pea (the Pea and the princess)	Describing the land at the top of the Faraway Tree Poetry

			how London can be rebuilt and improved.	Non-chronological report about meerkats	How to make a marvellous medicine for Mrs Twit – instructions  A short story about Mrs Twit and her reaction to the marvellous medicine	
<b>Quality Stimulus</b>	Stuck How To Catch a Star, The Way Back Home Man on the Moon What a Waste	Where the Poppies Now Grow The Christmas Truce You wouldn't Want to be in the Trenches The Little Red Hen and the Great War Photos of WW1 Buster's Christmas book and John Lewis advert Mog's Christmas Calamity The Twits – class read	Toby and the Great Gire of London The Great Fire of London – Anniversary Edition Important events in History The GFoL Why do we remember? The GFoL Ways into History – The GFoL Samuel Peypys visit	Meerkat Mail The Three Billy Goats Gruff The Wizard of Oz Monkey-see, Monkey do Lost and Found Amelia Earhart – Little People Big Dreams	The Pea and The Princess George's Marvellous Medicine – class read and linked to science work Warwick Castle trip NF books about Castles	The Enchanted Wood – Enid Blyton The Tin Forest
<b>Writing Composition</b>	<p><b>Develop positive attitudes towards and stamina for writing</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others</li> <li>• Write about real events</li> <li>• Write poetry</li> <li>• Write for different purposes</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Plan or say out loud what they are going to write about</li> <li>• Write down ideas and/or key words</li> <li>• Encapsulate what they want to say sentence by sentence</li> </ul> <p><b>Make simple additions, revisions and corrections</b></p> <ul style="list-style-type: none"> <li>• Evaluate their writing with their teacher and other pupils</li> <li>• Re-read to check that their writing makes sense</li> <li>• Ensure that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• Proof read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Read aloud what they have written using appropriate intonation to make meaning clear</b></p>					

<b>Grammar and Punctuation</b>	In Year 2, children are developing simple sentences into more complex ones. They use expanded noun phrases to extend their descriptions and begin to explore more imaginative vocabulary. They use an increasing range of punctuation including possessive apostrophes, commas in a list, exclamation and question marks. As the year progresses, they begin to proof-read and edit their sentences to check that they make sense and are punctuated correctly as well as editing to improve their work. They expand on their writing by using conjunctions such as "but", "so", "if", "when", "because" and "and". They read their writing aloud in a clear voice with appropriate intonation to make meaning clear.					
	<p>Story sequencing</p> <p>Writing sentences using expanded noun phrases</p> <p>Identifying and writing the four sentence types punctuating them correctly</p> <p>Using commas in a list</p> <p>Using past and present tense</p>	<p>Writing sentences using expanded noun phrases and exploring vocabulary</p> <p>Using a variety of the four sentence types, correctly punctuated.</p> <p>Past and present tense</p> <p>Possessive apostrophes</p> <p>Story sequencing</p>	<p>Writing and answering questions using question marks</p> <p>Writing with all 4 sentence types</p> <p>Using conjunctions to explain answers</p> <p>Edit to correct and improve</p>	<p>Writing sentences using expanded noun phrases</p> <p>Instructional writing using imperative verbs and sequencing</p> <p>Using the four different sentence types effectively and correctly punctuated</p> <p>Edit to correct and improve</p>	<p>Writing sentences using expanded noun phrases</p> <p>Imperative verbs</p> <p>Using conjunctions to elaborate</p> <p>Sequencing</p> <p>Edit to correct and improve</p>	<p>Writing a science report in the correct tense and using appropriate vocabulary</p> <p>Writing sentences using expanded noun phrases and descriptive vocabulary</p> <p>Planning the sequence in a story</p> <p>Edit to correct and improve</p>
<b>Handwriting</b>	Children will be taught how to form and use the four basic handwriting joins. They will write legibly, using upper and lower case letters appropriately within words, and observing correct spacing in and between words. Nelson Red Level and moving on to Yellow Level.					

**YEAR 1**

**KEY**      writing to entertain      writing to inform      writing to persuade      writing to discuss

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Writing Outcome</b>	<p>Write a rhyming poem based on 'The Pirate Song'.</p> <p>To make a 'That's Not My' book with repeated sentences, including adjectives.</p> <p>Write complete sentences about The Tiger who came to tea.</p>	<p>Writing a poem about autumn with a repeated pattern (not rhyming)</p> <p>Write a sequence of sentences to create a recount based on Katie In London.</p> <p>Use story language</p>	<p>Planning and writing a narrative using pictures.</p> <p>Labelling pictures of animals.</p> <p>Writing non-fiction sentences about animals.</p>	<p>Use story language to write a narrative based on Where The Wild Things Are.</p> <p>Instructions for how to make cress heads.</p> <p>Writing scientific questions (What</p>	<p>Write biographical sentences about Queen Victoria.</p>	<p>Use story language to write a narrative based on The Paper bag Princess.</p> <p>Orally compose new versions of 'I do like to be beside the seaside'</p>

		to write a narrative based on The Magic Porridge Pot  Writing information sentences about looking after our planet.	Write a sequence of sentences to create a narrative based on The Disgusting Sandwich.	does it look like inside the stem?)  Keep a bean diary with observational sentences.		and 'The Friendly Octopus' (poetry)
<b>Quality Stimulus</b>	The Pirate Song (poetry) The Tiger Who Came To tea That's not my... Animal Bop Augustus and his smile Never Tickle a Tiger	Autumn is Here Clean up! Planet full of plastic Finn McCool Katie in London	The disgusting sandwich Non-Fiction Animal Books: I Love... Open very carefully The Caterpillar	World Book Day Instruction text The seed is sleepy Where the Wild Things Are A little Seed (poem)	Non-fiction texts about Queen Victoria (our own) Victorian workshop Queen Victoria's Bathing Machine	The Paperbag Princess Jabari Jumps Ruby's Worry I do like to be beside the seaside (John A Glover-Kind) The friendly octopus (Mike Jubb)
<b>Writing Composition</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul> <p><b>Writing sentences</b></p> <ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> </ul> <p><b>Make simple additions, revisions and corrections</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Read their writing aloud, clearly enough to be heard by their peers and the teacher</b></p>					
<b>Grammar and Punctuation</b>	In Year 1, children develop their understanding of sentence construction. They further develop understanding of capital letters, full stops, question marks and exclamation marks. They orally rehearse sentences then write them. As the year progresses, they learn to edit their sentences and check that they make sense and are punctuated correctly. They link clauses within sentences with the use of 'and' and 'but'. They use some adjectives to describe objects, people and settings. They read their writing aloud in a clear voice.					

	Writing a sentence-ensuring it makes sense and is punctuated accurately-capital letters and full stops.  Writing sentences with adjectives in them for description.	Write a sequence of sentences with accurate punctuation.	Extending use of adjectives in descriptive sentences	Embedding use of adjectives in sentences Using exclamation marks  Writing short sequences of science sentences (observational sentences).  Writing question sentences eg. (What does it look like inside the stem?)	Writing in the past tense.	Edit sentences.
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<b>Handwriting</b>	Nelson Blue Level Write most letters and numbers, correctly formed and oriented, using a comfortable and efficient pencil grip. Write with spaces between words accurately. In the Summer Term, children will move onto joining some letters – Nelson Red Level
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<b>EYFS</b>						
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<b>KEY</b>	writing to entertain	writing to inform	writing to persuade	writing to discuss		
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Communication and language</b>	Whole class and small group discussions about our learning experiences and processes (developing Characteristics of Effective Learning) Listening to and re-telling stories Listening to ideas and responding with questions Singing songs and rhymes Following two-part instructions Talk and vocab snack time – developing vocabulary in conversation and asking and answering questions Story discussion – our views and opinions  Phonics sessions – distinguishing sounds Speaking more complex sentences to extend our ideas Playing imaginatively Planned Continuous Provision opportunities across setting Talking about experiences, wants and wishes using the correct tenses					
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<b>Writing Outcomes</b>	Writing sentences about a story	Writing sentences about a story	Writing sentences about a story	Writing sentences about a story	Writing stories	Writing sentences about a story
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	<p>Writing descriptive sentences</p> <p>Writing greeting cards and letters</p>	<p>Writing descriptive sentences</p> <p>Modelled writing of labels</p> <p>Writing labels</p> <p>Writing our name</p>	<p>Writing descriptive sentences</p> <p>Writing greeting cards and letters</p> <p>Writing labels</p> <p>Writing captions</p> <p>Writing lists</p> <p>Writing invitations</p>	<p>Writing descriptive sentences</p> <p>Writing informative sentences about toys</p>	<p>Writing greeting cards and letters</p> <p>Writing tickets for events</p>	<p>Writing descriptive sentences</p> <p>Writing greeting cards and letters</p> <p>Writing instructions</p>
<b>Quality Stimulus</b>	<p><b>Contemporary poetry</b> What am I ? poem about themselves</p> <p><b>Fiction</b> The Gruffalo Frog on a log Big Pig on a Dig Fox on a Box</p> <p><b>Non-fiction</b> The Great Big Book of Families All kinds of people</p>	<p><b>Contemporary poetry</b> What am I? poem about animals Senses poem about Autumn</p> <p><b>Fiction</b> The Very Hungry Caterpillar We're Going on a Bear Hunt Oi! Frog The Rainbow Fish That's not my... The Best Diwali Ever!</p> <p><b>Non-fiction</b> Lifesize baby animals Brilliant Body</p>	<p><b>Contemporary poetry</b> What am I? poem about a hidden toy in a toybox</p> <p><b>Fiction</b> Everywhere bear Toys in Space Kipper's Toy Box Paddington Bear Lost in the Toy Museum</p> <p><b>Non-fiction</b> The History of Toys</p>	<p><b>Fiction</b> Handa's Surprise Lost and Found Commotion in the Ocean</p> <p><b>Non-fiction</b> A Walk in London</p>	<p><b>Contemporary poetry</b> Acrostic poem about plants</p> <p><b>Fiction</b> The Enormous Turnip Oliver's Vegetables Jack and the Beanstalk</p> <p><b>Non-fiction</b> A Fruit is a Suitcase for a Seed</p>	<p><b>Fiction</b> Little Red Riding Hood The Three Little Pigs The Gingerbread Man</p> <p><b>Non-fiction</b> I See Summer</p>
<b>Writing Composition</b>	Children will use stem sentences and quality stimulus to compose and write short sentences.					
<b>Grammar and Punctuation</b>	Phonics and Literacy sessions - distinguishing sounds, rhyming, alliteration, grapheme/phoneme correspondence, segmenting and blending sounds orally and		Phonics and Literacy sessions - grapheme/phoneme correspondence, segmenting and blending sounds, reading and writing words/labels/captions/simple		Phonics and Literacy sessions - grapheme/phoneme correspondence, segmenting and blending sounds, reading and writing words/labels/captions/simple	

	<p>independently, letter formation, sitting letters on lines reading and writing words/labels/captions/simple sentences, reading and writing everyday words</p> <p>Name writing using correct letter formation</p> <p>Writing 'secret messages' – giving meaning and ascribing meaning to marks</p>	<p>sentences, extended sentences, reading and writing irregular common words, reading words by sight, showing understanding of what has been read, reading and writing polysyllabic words, narrative writing, letter formation, sitting letters on lines</p>	<p>sentences, extended sentences, reading and writing irregular common words, reading words by sight, showing understanding of what has been read, reading and writing polysyllabic words, narrative writing, letter formation, sitting letters on lines</p>
<b>Handwriting</b>	<p>Children will use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Nelson Blue Level</p>		