

# Stoke Gabriel Primary School

## Writing Curriculum Plan

### **Intent**

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future. Our intentions are that writers at Stoke Gabriel will:

- Become motivated, resilient, and resourceful writers.
- Develop a strong thread of individual creativity in their writing.
- Understand writing for a purpose and audience.
- Have a secure skill set in spelling, punctuation, and grammar.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing.

Reception						
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Marvellous Me</i>	<i>Festivals and Celebration</i>	<i>People who help us</i>	<i>What a wonderful world</i>	<i>Terrific Tales</i>	<i>We're going on safari</i>
<b>Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	The growing story All are welcome Here we are Elmer The colour monster All about families	I love Chinese New Year Eight nights, eight lights Diwali A Christmas Story We all celebrate Let's celebrate: Special days around the world	Real Superheroes A superhero like you People who help us When you're fast asleep Supertato	Thank you for the little things Oliver's vegetables The tiny seed Tree: Seasons come, seasons go Ten seeds Mad about minibeasts	The gingerbread man Goldilocks and the three bears The three little pigs Jack and the beanstalk The three billy goats gruff	Rumble in the jungle We're going on a lion hunt We all went on safari: A counting journey through Tanzania Supermarket Zoo Walking through the jungle
Key outcomes	Hearing and writing initial sounds Orally segmenting		Putting words together for captions Orally rehearsing captions/sentences Writing cvc words Words are phonetically plausible		Writing simple sentences Using high frequency words Writing cvcc/ccvc words Using known phase 3 digraphs Words are phonetically plausible	
Vocabulary	Tier 2 transferrable words identified through assessment and identified as target words. Tier 3 Technical vocabulary chosen and embedded through links to the wider curriculum.					
Links to Wider Curriculum	Personal, Social and Emotional Development – Building relationships	Understanding the world – People, Culture and Communities	Understanding the world – People, culture and communities	Understanding the world – The natural world	Literacy - Comprehension	Understanding the world – The natural world
Phonics progression	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4

Handwriting	Bug Club and Letter Join
-------------	--------------------------

Reception						
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Here we are!</i>	<i>Festivals and Celebration</i>	<i>Weird and Wonderful Weather</i>	<i>Fantasy</i>	<i>Space</i>	<i>Under the sea</i>
<b>Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	The Little Red Hen Dear Zoo People who help us	The Gingerbread Man Whatever Next! Brown Bear Brown Bear What Do you see?	Tree: Seasons come, seasons go Out and about: A first book of poems Rosie's Hat Elmer and the wind One snowy night After the storm	Mixed up fairytales Mad about dinsoaurs Monstersaurus The Singing Mermaid The troll The pirates next door	The dinosaur that pooped a planet Whatever next! Aliens love underpants Look up Look inside space How to catch a star	The Rainbow Fish Tiddler Commotion in the ocean Look inside seas and oceans Seal surfer The storm whale
Key outcomes	Hearing and writing initial sounds Orally segmenting		Putting words together for captions Orally rehearsing captions/sentences Writing cvc words Words are phonetically plausible		Writing simple sentences Using high frequency words Writing cvcc/ccvc words Using known phase 3 digraphs Words are phonetically plausible	
Vocabulary	Tier 2 transferrable words identified through assessment and identified as target words. Tier 3 Technical vocabulary chosen and embedded through links to the wider curriculum.					
Links to Wider Curriculum	Personal, Social and Emotional Development – Building relationships	Understanding the world – People, Culture and Communities	Understanding the world – The natural world	Literacy - Comprehension	Understanding the world – The natural world	Understanding the world – The natural world

Phonics progression	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
Handwriting	Bug Club and Letter Join					

A- Year 1/2												
	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	<i>I Love Bugs!</i>	<i>Oi Frog</i>	<i>Hot and Cold</i>	<i>What do you do with a tail like this?</i>	<i>Cold 'From Snow in the Garden'</i>	<i>The Disgusting Sandwich</i>	<i>How to wash a woolly mammoth</i>	<i>Fatou fetch the water</i>	<i>Bonkers About Beetroot</i>	<i>Little Red Riding Hood</i>	<i>Stella and the Seagull</i>	<i>First Book of the Sea</i>
	Poetry	Fiction	Non-Fiction Information Page	Non-Fiction Fact File	Poetry	Fiction	Non-Fiction Instructions	Fiction	Fiction	Fiction	Non-Fiction Letter Writing	poetry
Key outcomes	To write a descriptive poem	To write silly rhyming sentences	To write an information page about another topic of	Create own 'What do you do with...'	To write a poem with simple rhythm and	write a story about some food that	To write your own set of instructions about	To write a story following a similar	To write your own story about animals who grow an	To rewrite the story of Little Red	Sequence sentences to maintain cohesion	Write a poem about a sea creature

		based on the book	interest, including some of the layout features of the book.	pages for a class book.	rhyme with a focus on winter weather	becomes more and more disgusting until it is finally eaten	caring for an imaginary pet.	pattern based on a familiar setting	enormous fruit or vegetable	Riding Hood changing the venue to a place of their choice and/or using different everyday items to scare the wolf.	Capital letters for names and the pronoun I Multiclaue sentences using and Exclamatory sentences (if using with mixed Y1/2 class)	or something you like doing at the seaside	
Vocabulary	Tier 2 transferrable words identified through assessment and identified as target words. Tier 3 Technical vocabulary chosen and embedded through links to the wider curriculum.												
Links to Wider Curriculum	Science – Animals				Science - Seasons		Science – Animals needs			Geography – Seaside			
Grammar and punctuation	<b><u>I Love Bugs</u></b> Joining words and phrases using and  Expanded noun phrases	<b><u>Oi Frog</u></b> Securing understanding of a sentence Punctuating sentences using capital letters, full stops, question marks, exclamation	<b><u>Hot and Cold Sentences:</u></b> statements and questions Punctuating sentences using full stops and question marks and exclamation marks Subordination Present and past tense: simple present	<b><u>What do you do with a tail like this?</u></b> Subordination Questions Punctuating sentences using full stops and question marks Verbs Expanded noun phrases Apostrophe	<b><u>Cold</u></b> Rhyme Rhythm Links between images to create sequence in the poem	<b><u>Disgusting Sandwich</u></b>  Expanded noun phrases Commas in a list Subordination and coordination Powerful verbs	<b><u>How to wash a woolly mammoth</u></b> Sentence types: commands, questions, statements Punctuating sentences using full stops, question marks and exclamation marks Verbs	<b><u>Fatou Fetch the water</u></b> Questions and question marks, Commas in lists Joining clauses with and Expanded noun phrases	<b><u>Bonkers about Beetroot</u></b> Questions Exclamation marks (could extend to exclamatory sentences for Y2) Capital letters for proper nouns Apostrophe for contractions Verb choice	<b><u>Little Red Riding Hood</u></b> Sentence types Punctuation Expanded noun phrases Choosing verbs to add precise details for the reader Past tense	<b><u>Stella and the Seagull</u></b> Sequence sentences to maintain cohesion Capital letters for names and the pronoun I Multiclaue sentences using and Exclamatory sentences (if using with	<b><u>First Book of the Sea</u></b> Adjectives and expanded noun phrases Exclamation marks Alliteration Rhyme and rhythm Refrains and repeating pattern	

		marks.	and present progressive Labels and captions	for contraction					(onomatopoeia)		mixed Y1/2 class	Similes
Spelling	Common Exception words				Common exception words Numbers				Common exception words Days of the week Months of the year			
Handwriting	Letterjoin											
Coverage needed outside of Bookwrites	Present tense progressive  Possessive Apostrophe											

B- Year 1/2												
	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	<i>The Train Ride</i>	<i>Weather</i>	<i>Boa's Bad Birthday</i>	<i>Three Little Pigs</i>	<i>Tell me a dragon</i>	<i>Penguins</i>	<i>A Dog's Day</i>	<i>Amelia Earhart</i>	<i>Traction Man</i>	<i>Grow your own lettuce</i>	<i>Creature Features</i>	<i>Ellsworth's Extraordinary Electric Ears</i>
	Poetry	Non-Fiction	Fiction	Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Non-Fiction	Poetry
Key outcomes	Write a 'journey' story with a clear sequence	To write additional weather pages. However,	To write a similar birthday story with a	To retell the story (Y1); To write a similar	To make individual 'Tell	a non-chronological report about	To write a story from two different	To write a biography of a famous person	To write a Traction Man style story (1st person,	To write a double page spread which	To make their own information book based on	Y1: to write alternative sentences for one of the

	of events in the style of 'The Train Ride'	children could write about the seasons or another aspect of science instead e.g. materials, light and sound.	repeating pattern	story with different characters/ setting (Y2)	me a Dragon' books	another animal/group of animals, using key features of the model text.	points of view.		resent tense) about your own toy.	includes detailed information and a set of instructions	any topic they are knowledgeable about. The best content will be topics where it is easy to identify common features e.g. birds, fish, buildings, toys, trees, etc.	pictures in the book Y2: in groups, to write their own alphabet book
Vocabulary	Tier 2 transferrable words identified through assessment and identified as target words. Tier 3 Technical vocabulary chosen and embedded through links to the wider curriculum.											
Links to Wider Curriculum	Science – Materials Geography/science – weather, human and physical features				Animals – living things and their habitats (pet dogs and penguins) History – Significant people				Toys done in Autumn Term history Animals in science from Spring term			
Grammar and punctuation	Sentences Punctuating sentences using full stops and question marks	Single clause sentences Coordination and subordination : multi-clause sentences (and, but, when, if, that) Simple cohesion in a series of	Simple and compound sentences Questions: Punctuating sentences using capital letters, full stops, question marks. Coordination: but for	Capital letters for names Precise verb choices Past simple tense and present simple tense Expanded noun phrases Onomatopoeic words	Expanded noun phrases	Sentences and spaces between words Co-ordination (and) and subordination (if, when) Sentence punctuation: capital letters, full stops,	Expanded noun phrases Questions Punctuating sentences using capital letters, full stops, question marks. Possessive apostrophe	Subordination (when/as) Past and present tense	Progressive verb form: present progressive Expanded noun phrases: adjectives Punctuating sentences using capital letters, full stops, question	Sentence types: commands Verbs Subordination Suffix -ly for adverbs Layout and organisation	Sentence types: questions, commands Punctuating sentences using full stops, question marks and exclamation marks Expanded	Expanded noun phrases (including adverbs) Possessive apostrophe Punctuating sentences using full stops Capital letter for proper noun

		sentences Punctuating sentences using full stops, question marks and exclamation marks	contrast and 'or' to offer choice(Y2)			capitalisation for proper nouns and using commas in lists Expanded noun phrases Present simple and present progressive tense plus verb choices Presentation and layout			marks and exclamation marks		noun phrases	
Spelling	Common Exception words											
Handwriting	Letterjoin											
Coverage needed outside of Bookwrites	<ul style="list-style-type: none"> <li>- Apostrophe for contractions</li> <li>- Past progressive</li> </ul>											



**A- Year 3/4**

	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	<i>Usborne Grimm's Fairy Tales (switch with Beasties after 2024 year.)</i>	<i>Until I Met Dudley (Explanation)</i>	<i>Mog's Calamity Christmas</i>  <i>Grendel a cautionary tale about chocolate</i>	<i>A River</i>	<i>Mimi and the Mountain Dragon</i>	<i>Meet the artist! Alexander Calder (Biography)</i>	<i>An anthology of intriguing animals (Information text)</i>	<i>Carry me away (Animal poems)</i>	<i>The Beasties</i>	<i>Rainforest Rough Guide, Paul Mason (Diary and email letters)</i>	<i>Leon and the Place Between by Angela McAllister and Grahame Baker-Smith</i>	<i>Beachcomber</i>
	Fiction	Non-Fiction	Fiction	Poetry	Fiction	Non-fiction	Non-fiction	Poetry	Fiction	Non-fiction	Fiction	Poetry
Key outcomes	To write an alternative ending to a fairy tale (Tom Thumb) in the style of the model text and using key characteristi	To write your own imaginary (and real) explanation of how an everyday item works	To write own wishing type story with dialogue to show character	To write about a journey through different landscapes.	To write own story about a monster who could be responsible for natural disasters	To write a biography about a person who is of interest	To write an information text about 3 different animals organised in a specific way (or contribute to group or class book	Write a poem about a chosen animal using some of the poetical devices explored	To individually to write their own 'Beastie' story to go into a class book	To create a class 'Rough Guide' to another endangered habitat (either one studied in geography/science or	To create a different world beyond the porta	To write a poem about found objects, real or imagined, and express some feelings about them

	cs of the genre						about animals)			use information from Places   Conserving Priority Places   World Wildlife Fund		from the perspective of an autobiographical or fictional narrator.
Vocabulary	Tier 2 transferrable words identified through assessment and identified as target words. Tier 3 Technical vocabulary chosen and embedded through links to the wider curriculum.											
Links to Wider Curriculum	Science		Geography		Art		Science					
Grammar and punctuation	<u>Grimm's Fairy tales</u> Prepositional phrases used adverbially (setting) Using and punctuating direct speech (character) Apostrophes (contraction and singular/plural possession)	<u>Until I met Dudley</u> Coordinating conjunctions, paragraphing, fronted adverbials, punctuation (capital letters, full stops, commas, exclamation marks)	<u>Cautionary Tale</u> Dialogue Using and punctuating direct speech Create character  Mog's Christmas Calamity Create character and setting Adverbials (prepositional phrases) Expressing time, place and cause with adverbs and prepositions Nouns and pronouns for clarity and	<u>A River</u> Adverbials (prepositional phrases) Multi clause sentences with subordinating conjunctions	<u>Mimi and the Mountain Dragon</u> Paragraphs: group ideas around a theme/related material. Also explore length. Using and punctuating direct speech Prepositions and prepositional phrases (used adverbially and as part of expanded noun phrases) Multi-clause sentences with a range of conjunctions (use of 'but')	<u>Meet the Artist</u> Nouns and pronouns for clarity and cohesion Multi-clause sentences with subordinating conjunctions Fronted adverbials Paragraphs around a theme.	<u>An anthology of intriguing animals</u> Multi-clause sentences with subordinating conjunctions (revise single clause and coordination) Adverbials (prepositional phrases) Nouns and pronouns for clarity and cohesion	<u>Carry me Away</u> Expanded noun phrases (including prepositional phrases)	<u>The Beasties</u> Adverbials Expressing time, place and cause with conjunctions, adverbs and prepositions Fronted adverbials (with commas) (Y4 only) Multi clause sentences with subordinating conjunctions Expanded noun phrases (premodification)	<u>Rainforest Rough Guide</u> Multi-clause sentences with subordinating conjunctions Expressing cause with conjunctions Nouns and pronouns for clarity and cohesion (Expanded noun phrases revised) Different ways of presenting information Present perfect form instead of simple past tense	<u>Leon and the place between</u> adverbials (prepositional phrases) and fronted adverbials Commas after fronted adverbials Different ways of presenting information Expanded noun phrases (premodification mainly)	<u>Beachcomber</u> Expanded noun phrases (including prepositional phrases) Commas in lists (revision from Y2) Poetic devices: listing, sibilance and alliteration

			cohesion Fronted adverbials and commas after fronted adverbials Expanded noun phrases (premodification)									
Spelling	Spelling shed											
Handwriting	Letter join											

B- Year 3/4												
	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	<i>Escape from Pompeii</i>	<i>Interview with a Tiger and Other Clawed Beasts Too by Andy Seed and Nick East</i>	<i>How Santa really works (Explanatory text)</i>	<i>Poetry Pie</i>	<i>Cinderella of the Nile by Beverley Naidoo (Tiny Owl)</i>	<i>RSPB (persuasive letter)</i>	<i>Arthur and the Golden Rope</i>	<i>The works</i>	<i>Jack and the Dream sack</i>	<i>The Big Book of Blooms (Information text)</i>	<i>Blue John by Berlie Doherty (Barrington Stoke) *Use as our class reader</i>	<i>Happy Here</i>
	Fiction	Non-fiction	Non-fiction	Poetry	Fiction	Non-fiction	Fiction	Poetry	Fiction	Non-fiction	Fiction	Poetry
Key outcomes	To re-write the story in	The outcome is to create	To write an explanatory	The outcome is to write and	To write another	A charity letter	To write a description of	The outcome is an oral	To write a 'fantasy' story	The outcome is to write an	To write a different story	The outcome is to write and

	the first person as one of the main characters. The narrative focus is on describing the contrasting settings and developing character.	interviews with other creatures/objects	text about an imaginary object e.g., Santa's sleigh.	perform own poems.	version of the Cinderella story in a different setting.	persuading people to join the RSPB	an imaginary word beyond the portal.	outcome: children choose a poem and prepare and deliver a presentation around that poem.	following the generic pattern of the text.	information text about a plant or group of plants, comprised of short sections with subheadings. Some children might write additionally about an aspect of plants' relationship with humans.	about how a precious stone was created.	perform a recount in poetic form
Vocabulary	Tier 2 transferrable words identified through assessment and identified as target words. Tier 3 Technical vocabulary chosen and embedded through links to the wider curriculum.											
Links to Wider Curriculum	Earthquakes/ Romans				Living sustainably/ Anglo Saxons				Science- plants			
Grammar and punctuation	<u>Escape from Pompeii</u> Adverbials (prepositional phrases) and fronted adverbials Commas after fronted adverbials Identification of verbs and verb choice Possessive apostrophe (singular) Create character	<u>Interview with a tiger</u> Prepositional phrases: • as part of expanded noun phrase to add detail after the noun • used adverbially Nouns and pronouns for clarity and cohesion Using dictionaries for definitions	<u>How Santa really works</u> Nouns and pronouns for clarity and cohesion Multi-clause sentences with subordinating conjunctions Punctuation of multi-clause sentences Paragraphing	<u>Poetry Pie</u> No grammar focus – focus is on spoken language	<u>Cinderella of the Nile</u> Adverbials: prepositional phrases and adverbials of time Perfect verb form	<u>RSPB</u> Expanded noun phrases Adverbials Paragraphs around a theme	<u>Arthur and the Golden Rope</u> Present perfect verb form Using and punctuating direct speech Adverbials Possessive apostrophe Multi-clause sentences with a range of conjunctions Layout for presentation and meaning	<u>The Works</u> No grammar focus – presentational focus	<u>Jack and the Dream sack</u> Adverbials, fronted adverbials Commas after fronted adverbials Adverbials (prepositional phrases) Expressing time and place with conjunctions, adverbs and prepositions Expanded noun phrases (premodification) Expanded noun phrases (prepositional phrases) Using and	<u>The Big book of Blooms</u> Heading and sub-headings Nouns and expanded noun phrases for precision and clarity (pre-modification) Prepositional phrases used adverbially Simile	<u>Blue John</u> Expanded noun phrases Using and punctuating direct speech (including focus on reporting clause) Adverbials (similes) Choice of verbs	<u>Happy here</u> Multi clause sentences with subordinating conjunctions Prepositional phrases: • used adverbially • including similes Identification of verbs and verb choice

										punctuating direct speech including the reporting clause			
Spelling	Spelling shed												
Handwriting	Letter join												

A- Year 5/6												
	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	<i>Where my Wellies Take Me</i>	<i>The Day the Crayons Quit</i>	<i>Kensuke's Kingdom</i>	<i>(poetic devices used) The Tear Thief</i>	<i>Shackleton's Journey</i>	<i>Spanish Lotto – Justino</i>	<i>Cloud Busting</i>	<i>Wallace and Gromit - Cracking Contraptions</i>	<i>101 Things to do to Become a Superhero.. or evil Genius</i>	<i>The Chronicles of Harris Burdick</i>	<i>Earth Verse</i>	<i>Animalium</i>
	Fiction	Fiction	Fiction	Fiction	Non-fiction	Fiction	Poetry	Non-fiction	Non-fiction	Fiction	Poetry	Non-fiction

Key outcomes	To write about a local walk in detail	write at least 3 contrasting letters, showing different levels of formality	Children to write an extended story based on their own version of Chapter 4 including describing the setting and relating this to the character's feelings and the plot. Chapter 4 – Michael has fallen overboard and, after almost drowning, wakes up on a beach.	To write own story about a thief of something abstract, e.g. a feeling	To create an account of another famous adventure or series of events		Tell a story through poetry, making choices about poetic devices	to devise and write about your own cracking contraption to create a class Haynes MANUAL	To write their own page for a book of Things To Do to Become a Superhero ...or evil genius MANUAL	To write own short story based on a picture including a character.	1. To write haiku poetry about a natural event/process including technical vocabulary and poetic imagery 2. To write a short information text about a natural event/process (this will involve revision of known grammar and less direct teaching before independent writing)	You could write about real animals. If this is the case choose a real animal for the Practising Writing phase and then let children choose another for independent writing. The activities can stay the same.
Vocabulary	Tier 2 transferrable words identified through assessment and identified as target words. Tier 3 Technical vocabulary chosen and embedded through links to the wider curriculum.											
Links to Wider Curriculum					W&G contraptions - links with D&T – Explanatory genre.				Biology – life cycles Animalium			
Grammar and punctuation	Fronted adverbials, Modal Verbs, adverbials (degree), parentheses	extending the range of sentences with more than one clause by using a wider range	using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate	Prepositions, prepositional phrases, pre-modifying and post-modifying of	Expanded noun phrases to convey complicated information precisely Relative clauses to add information to a	Show, do not tell, atmosphere, character, control formality	Y5/6: using expanded noun phrases to convey complicated information	*recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech	*MAKE sure you cover modal verbs (not enough coverage otherwise)	expanded noun phrases to convey	oetry: Noun phrases (including hyphenated adjectives), Precise verb choices Non-fiction:	expanded noun phrases including relative clauses Passive

		<p>of conjunctions , including when, if because, although (Y3/4) indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>· using commas to clarify meaning or avoid ambiguity in writing (Y5)</li> <li>· using brackets, dashes or commas to indicate parenthesis (Y5)</li> </ul> <p>Pupils should be taught to use:</p> <ul style="list-style-type: none"> <li>· noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) (Y4)</li> </ul>	<p>degrees of possibility (Y5) indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>· using brackets, dashes or commas to indicate parenthesis (Y5)</li> <li>· using dashes to mark boundaries between independent clauses (Y6)</li> <li>· using a colon to introduce a list (Y6)</li> </ul>	<p>nouns, power of 3, dialogue to convey character, atmosphere , figurative language</p>	<p>noun phrase Linking ideas across paragraphs, especially through adverbials (time) Use of parenthesis: brackets to add additional information Use of the passive voice</p>		<p>n concisely Y5: using commas to clarify meaning or avoid ambiguity in writing Y5: using, dashes to indicate parenthesis</p>	<p>and writing (e.g. question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech) (Y6)</p> <ul style="list-style-type: none"> <li>*using the passive to affect the presentation of information in a sentence (Y6)</li> <li>*using expanded noun phrases to convey complicated information concisely (Y5/6)</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>*using <b>brackets</b>, dashes or commas to indicate parenthesis (Y5)</li> </ul>		<p>complex information Verb tense and form (present progressive, past perfect, modal) Semi-colons, colons and dashes between independent clauses The sequence focuses on creating an atmosphere</p>	<p>Revision of noun phrases (prepositional phrases and relative clauses), adverbials and cohesion within paragraphs</p>	<p>Dashes Complex sentences</p>
Spelling	<p>Y5s</p> <ul style="list-style-type: none"> <li>*spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list eg: - cious, -cial, -ant, -ent, -ance, -ence</li> <li>*spell correctly words with letters which are not sounded</li> </ul>											

	<p>*know when to use the hyphen to join a prefix to a root eg: re-enter</p> <p>*spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list</p> <p>*use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary</p> <p>Y6s</p> <p>*use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix eg: pre- re- -able, -ible , -ably, -ibly, -al, -ial</p> <p>*use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns</p> <p>*spell the majority of words from the statutory Y5/Y6 word list</p> <p>*independently and automatically use a dictionary to check the spelling / meaning of words when appropriate</p>
Handwriting	<p>Y5s</p> <p>*writing is legible and fluent and quality is beginning to be maintained at speed</p> <p>*correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram</p> <p>*can usually choose the appropriate writing implement for the task</p> <p>Y6s</p> <p>writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed</p> <p>*correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc...</p> <p>*chooses the writing implement that is best suited for a task</p>

B- Year 5/6												
	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing</i>	<i>The Ice Bear</i>	<i>Alastair Humphreys Great Adventures</i>	<i>Hansel and Gretel</i>	<i>I am Cat</i>	<i>'Art' from a Word in you Ear</i>	<i>Ripley's Believe it or Not</i>	<i>The Lost Words</i>	<i>Varjak</i>	<i>The Call</i>	<i>Our Planet</i>	<i>Classics Unfolded: The Secret Garden</i>	<i>My War Diary</i>
	Fiction	Non fiction	Fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Poetry	Non-fiction	Fiction	Non-fiction



<p><i>curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>													
<p>Key outcomes</p>	<p>To write a story that shows the links between animals/humans/earth</p>	<p>To write about an imagined (or real-life) expedition and the person that undertook it, presenting the information in more than one way</p>	<p>Write a fairy tale from the bare bones</p>	<p>to write a similar poem about another family of animals or related objects.</p>	<p>To write own story that has expanded detail and changes in pace</p>	<p>To create an information page to include in a class book</p>	<p>To write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book</p>	<p>To write a complete additional adventure for Varjak Paw in the style of the author (As an extension, some children could write a dreamtime chapter as well.)</p>	<p>Main outcome: to create a new poem by expanding and building on The Call Optional outcome for high attaining writers: to create a poem from a film clip, using camera angle and focusing techniques to develop imagery</p>	<p>To write an information text about a natural environment in three parts with three distinct styles Optional outcome: to produce a spoken documentary-style report about a short wildlife film</p>	<p>Children to produce their own 'Classics Unfolded' for an extended novel of their own choice. (could use Hansel and Gretel – earlier in the year?)</p>	<p>To write another character's diary related to the second World War (or another historical event if sufficiently well known)</p>	
<p>Vocabulary</p>	<p>Tier 2 transferrable words identified through assessment and identified as target words. Tier 3 Technical vocabulary chosen and embedded through links to the wider curriculum.</p>												
<p>Links to Wider Curriculum</p>							<p>Art - Art</p>			<p>Secret War Diary - History WWII Our planet – Science/ Geography</p>			
<p>Grammar and punctuation</p>	<p>Paragraphing (variation in size) Expanded noun phrases</p>	<p>Verbs: variation in tense and form (including perfect form)</p>	<p>Sentence patterns: length and repetition Conjunctions</p>	<p>power of three Complex sentences, clauses</p>	<p>Paragraphs: cohesion within and between</p>	<p>expanded noun phrases including relative</p>	<p>expanded noun phrases Hyphens Vocabulary choice</p>	<p>Includes revision and application of Y3/4 grammar</p>	<p>pepositional phrases (revision from Y3/4) Noun/noun</p>	<p>paragraphs: cohesion within and between (range of</p>	<p>ummarisation Paragraphs: cohesion within and between</p>	<p>dverbials A range of sentence constructions Dashes</p>	

		Brackets, dashes or commas for parenthesis Linking ideas across paragraphs, especially through tense/verb form choices Layout and organisation	to link clauses Relative clauses Parenthesis commas Commas in lists (revision) (You could also use this text to teach dialogue for moving on the action, but activities for this are not included in the sequence.)		Sentence construction and punctuation Semi-colons (Although not covered in the sequence, you could teach the perfect form and the passive voice – p.4, p.5 and p.7 have some examples.)	clauses Cohesion within and between paragraphs	Punctuation to avoid ambiguity Poetic devices: onomatopoeia, alliteration, sibilance, assonance	to convey atmosphere and develop character Expanded noun phrases for conveying precise imagery Adverbials (prepositional phrases) Dialogue to advance the action and to develop character Building suspense and atmosphere Verb choices Colons and semi-colons between clauses	phrase choices Verb choices Commas for clarity	cohesive devices) Expanded noun phrases including relative clauses and to convey complex information Sentence construction: revision of multi-clause sentences using co-ordination and subordination Writing with formality Verbs: variation in tense and form including revision of modals There is also the potential to teach the following although activities have not been included: Parenthesis using dashes Dashes to add additional information Colons before a list	(adverbials and pronoun use) Expanded noun phrases to convey complex information Relative clauses	Managing different levels of formality (Although not in the sequence, this would be a great book to look at the range of verb forms and tenses used, including the passive and subject and verb agreement.)
Spelling	Y5s *spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list eg: - cious, -cial, -ant, -ent, -ance, -ence											

\*spell correctly words with letters which are not sounded  
\*know when to use the hyphen to join a prefix to a root eg: re-enter  
\*spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list  
\*use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary

Y6s

\*use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix eg: pre- re- -able, -ible, -ably, -ibly, -al, -ial  
\*use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns  
\*spell the majority of words from the statutory Y5/Y6 word list  
\*independently and automatically use a dictionary to check the spelling / meaning of words when appropriate

Handwriting

Y5s

\*writing is legible and fluent and quality is beginning to be maintained at speed  
\*correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram  
\*can usually choose the appropriate writing implement for the task

Y6s

writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed  
\*correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue  
etc...  
\*chooses the writing implement that is best suited for a task