

# Curriculum Map

## English: Writing

Note that there are some changes to the layout of the English maps, with Autumn, Spring and Summer Term information displayed horizontally after the year's knowledge, skills and vocabulary. Teachers will complete each section on a term-by-term basis to build up a Curriculum Map for each year.

Year A				
EYFS	Phonics and Spelling Rules	Handwriting	Composition	Vocabulary, Grammar and Punctuation
	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	
	<p><b>I know that some sounds rhyme</b>  <b>I know that words can be segmented and blended</b>  <b>I know that words start with an initial letter</b>  <b>I know that letters have sounds and names, called the alphabet.</b></p>	<p>I know tools can be used for a purpose.                      I know that marks can communicate through pictures and writing</p>	<p>I know vocabulary that reflects the breadth of their experiences.                      I know and can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.                      I know that stories sometimes follow a pattern that can be sequenced.</p>	<p>I know the question words.                      I know prepositions                      I know that we can talk about things that have happened, that are happening and that will happen.</p>
	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>	
	<p>I can continue a rhyming string.                      I can hear and say the initial sound in words.                      I can segment the sounds in simple words and blend them together.                      I can link sounds to letters, naming and sounding the letters of the alphabet.                      I can use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>I can sometimes give meaning to marks as they draw and paint.                      I can draw lines and circles using gross motor movements.                      I can use one-handed tools and equipment, e.g. makes snips in paper with child scissors.                      I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.                      I can hold a pencil near point between first two fingers and thumb, and uses it with good control.                      I can copy some letters, e.g. letters from their name.                      I can give meaning to marks I make as I draw, write and paint.                      I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>I can speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).                      I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.                      I can use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'                      I can engage in imaginative role play based on own first-hand experiences.                      I can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.                      I can capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.                      I can link statements and sticks to a main theme or intention.                      I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.                      I can introduce a storyline or narrative into their play.                      I can write own name and other things such as labels, captions.                      I can attempt to write short sentences in meaningful contexts.                      I can play cooperatively as part of a group to develop and act out a narrative.                      I can develop their own narratives and explanations by connecting ideas or events.                      I can write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.                      I can use vocabulary focused on objects and people that are of particular importance to them.                      I can use language to imagine and recreate roles and experiences in play situations.                      I can express themselves effectively, showing awareness of listeners' needs.</p>	<p>I can begin to understand 'why' and 'how' questions.                      I can question why things happen and gives explanations and asks questions, e.g. who, what, when, how.                      I can use a range of tenses in speech (e.g. play, playing, will play, played).                      I can answer 'how' and 'why' questions about their experiences and in response to stories or events.                      I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future                      I can begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because' I can show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>		

	<b>Phonic, letters, alphabet, initial</b>	<b>Letters, patterns, control</b>	<b>Stories, narratives, rhymes, poems</b> <b>Sentences</b> <b>Imagine, pretend</b> <b>Listener</b>
	<b>Autumn Term</b> <b>Cultural opportunities</b>	<b>Key values</b>	<b>Book list &amp; Resources</b> <b>Genre</b>
	<b>Spring term</b> <b>Cultural opportunities</b>	<b>Key values</b>	<b>Book list &amp; Resources</b> <b>Genre</b>
	<b>Summer term</b> <b>Cultural opportunities</b>	<b>Key values</b>	<b>Book list &amp; Resources</b> <b>Genre</b>

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	<b>Phonics and Spelling rules</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, Grammar and Punctuation</b>
	<b>Knowledge</b>		<b>Knowledge</b>	
	I know all letters of the alphabet and the sounds which they most commonly represent. I know that things can be singular and plural and this changes the spelling I know that suffixes and prefixes can be added to words to change their meaning.	I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. I know that upper case letters are tall. I know that lower case letters can be ascenders and descenders or small letters.	I know that sentences have to make sense I know that adjectives are used to describe I know that different text types have different features, which need to address the audience.	I know that conjunctions are joining words I know that clauses can be joined to make compound sentences I know that capital letters begin names, places, days of the week and I I know that full stops, question marks and exclamation marks can end sentences
	<b>Key Skills</b>		<b>Key Skills</b>	
<b>1</b>	I can recognise consonant digraphs which have been taught and the sounds which they represent. I can recognise vowel digraphs which have been taught and the sounds which they represent. I can recognise words with adjacent consonants. I can accurately spell most words containing the 40+ previously taught phonemes and GPCs. I can spell some words in a phonically plausible way, even if sometimes incorrect. I can apply Y1 spelling rules and guidance*, which includes: • the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; • the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tʃ/ sound is usually spelt as 'tch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); - 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g.	I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. I can sit correctly at a table, holding a pencil comfortably and correctly. I can form digits 0-9.	I can say out loud what they are going to write about. I can compose a sentence orally before writing it. I can sequence sentences to form short narratives. I can discuss what they have written with the teacher or other pupils. I can reread their writing to check that it makes sense and to independently begin to make changes. I can read my writing aloud clearly enough to be heard by peers and the teacher. I can use adjectives to describe. I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. I can start to engage readers by using adjectives to describe.	I can use simple sentence structures. I can use the joining word (conjunction) 'and' to link ideas and sentences. I can begin to form simple compound sentences I can use capital letters for names, places, the days of the week and the personal pronoun 'I'. I can use finger spaces. I can use full stops to end sentences. I can begin to use question marks and exclamation marks. I can recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

	<p>sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); - 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); - 'oo' (e.g. book, good); - 'oa' (e.g. road, coach); - 'oe' (e.g. toe, goes); - 'ou' (e.g. loud, sound); - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show); - 'ue' (e.g. true, rescue, Tuesday); - 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p> <p>I can spell all Y1 common exception words correctly.*  I can spell days of the week correctly.  I can use -s and -es to form regular plurals correctly.  I can use the prefix 'un-' accurately.  I can successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).  To spell simple compound words (e.g. dustbin, football).  I can read words that they have spelt.  I can take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phoneme</p>			
	<b>Vocabulary</b>		<b>Vocabulary</b>	
	Consonant, vowel Days of the week Compound words Graphemes and phonemes Plural and singular	Upper case and lower case Ascender, descender	Compose, reread Adjective sequence	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.
	<b>Autumn Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List and Resources</b>	<b>Genre</b>
	<b>Spring Term Cultural Opportunities</b>	<b>Key Values</b>	<b>Book List &amp; Resources</b>	<b>Genre</b>
	<b>Summer term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List &amp; Resources</b>	<b>Genre</b>
	<b>Phonics and Spelling Rules</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, Grammar and Punctuation</b>
	<b>Knowledge</b>		<b>Knowledge</b>	
2	I know that some words sound similar but are spelt differently and are called homophones. I know that words have correct spellings, which may not always be phonically obvious. I know that apostrophes can be used to mark possession.	I know that handwriting needs to be neat and legible.	I know that writing will be different depending on the audience and purpose and whether it is fiction or non-fiction or poetry. I know that I need to proofread, edit and improve my work so that it can be as good as possible.	I know that I need to control the tense of my writing. I know the different sentence forms: statement, question, exclamation, command. I know that the spoken word and written word are sometimes different. I know and can use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present

			tense, past tense, apostrophe and comma.
<b>Key Skills</b>		<b>Key Skills</b>	
<p>I can segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>I can recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>I can apply further Y2 spelling rules and guidance*, which includes: • the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); • the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); • the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); • the /aɪ/ sound spelt -y (e.g. cry, fly, July); • adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); • adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; • adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); • the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); • the /z/ sound spelt 's' (e.g. television, usual).</p> <p>I can spell most Y1 and Y2 common exception words correctly. To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -l</p> <p>I can spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>I can learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>I can write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>I can self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>	<p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can form lower case letters of the correct size, relative to one another.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I can begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>I can write narratives about personal experiences and those of others (real and fictional).</p> <p>I can write about real events.</p> <p>I can write simple poetry.</p> <p>I can plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>I can encapsulate what they want to say, sentence by sentence.</p> <p>I can make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>I can reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>I can proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>I can use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>I can use the present tense and the past tense mostly correctly and consistently.</p> <p>I can form sentences with different forms: statement, question, exclamation, command.</p> <p>I can use some features of written Standard English</p> <p>I can using co-ordination (or/and/but).</p> <p>I can use some subordination (when/if/that/because).</p> <p>I can use expanded noun phrases to describe specify (e.g. the blue butterfly).</p> <p>I can use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.</p>
<b>Vocabulary</b>		<b>Vocabulary</b>	
Homophones Apostrophes Possessive	Diagonal joining strokes	Fiction, non-fiction, poetry Proofread	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.
<b>Autumn Term</b>	<b>Key values</b>	<b>Book List &amp; Resources</b>	<b>Genre</b>

	<b>Cultural Opportunities</b>			
	<b>Spring Term Cultural Opportunities</b>	<b>Key Values</b>	<b>Book list and Resources</b>	<b>Genre</b>
	<b>Summer Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List &amp; Resources</b>	<b>Genre</b>

<b>3</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, Grammar and Punctuation</b>
	<b>Knowledge</b>		<b>Knowledge</b>	
	I know that prefixes and suffixes can be added to root words and the rules associated with these. I know that some words sound like others but have different meanings. I know these are called homophones. I know that a dictionary can be used to help with definitions and spellings.		I know that paragraphs are used to organise information around a theme. I know that writing has a purpose and that the language used should reflect this. I know that by adding detail, I can improve my writing. I know that a narrative has settings, character and plots. I know that alliteration and rhyme in poems can add interest.	I know that the tense of a piece of writing is important and should be maintained throughout. I know that 'a' should come before a consonant and 'an' before a vowel. I know a range of conjunctions, adverbs and prepositions. I know that direct speech needs inverted commas. I know the terms: reposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks)
	<b>Key Skills</b>		<b>Key Skills</b>	
I can spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). I can spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). I can spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). I can spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). I can spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). I can spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). I can spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). I can spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). I can spell many of the Y3 and Y4 statutory spelling words correctly. I can spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). I can spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. I can spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). I can spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). I can spell some	I can use a neat, joined handwriting style with increasing accuracy and speed. I can continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	I can begin to use ideas from their own reading and modelled examples to plan their writing. I can proofread my own and others' work to check for errors (with increasing accuracy) and to make improvements. I can begin to organise their writing into paragraphs around a theme. I can compose and rehearse sentences orally (including dialogue). I can demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. I can begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). I can make deliberate ambitious word choices to add detail. I can begin to create settings, characters and plot in narrative	I can try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. I can use 'a' or 'an' correctly throughout a piece of writing. I can use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. I can use a range of conjunctions, adverbs and prepositions to show time, place and cause. I can use the full range of punctuation from previous year groups. I can punctuate direct speech accurately, including the use of inverted commas. I can recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks)	

	<p>more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. I can use the first two or three letters of a word to check its spelling in a dictionary.</p>			
	<b>Vocabulary</b>			<b>Vocabulary</b>
	Prefixes, suffixes Homophones Syllables dictionary			Paragraphs Proofread Compose and rehearse Narrative: plot, character, setting
	<b>Autumn Term Cultural Opportunities</b>	<b>Key values</b>		<b>Book List &amp; Resources</b>
	<p><u>Roman Myths- Linked to Romans topic</u> Romans believed these stories to be true despite many supernatural events. Their social, religious and cultural beliefs were centered on Roman mythology.</p> <p>Even though the events in a myth are usually impossible, they try to send a message that has an important social or religious meaning.</p> <p><u>Persuasive Writing</u> Cultural diversity- Identifying diversity through the different social, cultural and religious groups students and their families belong to. It will also assist students to recognise that the countries we study are shaped by Country/Place, language and knowledge traditions.</p> <p><u>Humorous poetry</u> Events that happen in the world around us</p>	<p>Tolerance and respect Kindness and Goodness Love and loyalty Goodness Joy Patience Peace</p>		<p><u>Romans Myths</u></p> <ul style="list-style-type: none"> <li>Who the Romans were and why their myths were so important to them? <a href="http://www.bbc.co.uk/guides/z2sm6sg">http://www.bbc.co.uk/guides/z2sm6sg</a> -</li> <li>Horrible Histories episode, Many Gods to Appease, as a fun introduction: <a href="https://www.schooltube.com/video/efe44b03c6384eca9b34/Horrible%20Histories:%20Appease%20Roman%20Gods">https://www.schooltube.com/video/efe44b03c6384eca9b34/Horrible%20Histories:%20Appease%20Roman%20Gods</a></li> <li>Marcia Williams' book, <b>The Romans: Gods, Emperors &amp; Dormice</b> for giving an introduction to the Romans, both mythology and daily life.</li> <li><b>The Orchard Book of Roman Myths</b> by Geraldine Mccaughrean Orchard Books</li> </ul> <p><u>Persuasive Writing</u></p> <ul style="list-style-type: none"> <li>Travel brochures</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li><b>The Truth about Teachers</b> by Paul Cookson, David Harmer, Brian Moses and Roger Stephens, Macmillan,</li> <li><b>The Works</b> chosen by Paul Cookson, Macmillan,</li> <li><b>Read Me and Laugh</b> chosen by Gaby Morgan, Macmillan</li> </ul>
	<b>Spring Term Cultural Opportunities</b>	<b>Key Values</b>		<b>Book Lists and Resources</b>
				<b>Genre</b>
	<b>Summer Term Cultural Opportunities</b>	<b>Key values</b>		<b>Book List &amp; Resources</b>
				<b>Genre</b>
	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, Grammar and Punctuation</b>
	<b>Knowledge</b>		<b>Knowledge</b>	
4	<p>I know that a dictionary can be used effectively if one uses one's knowledge of spelling rules and the alphabet. I know it is important to use the correct spelling for words so will use word banks, word books and dictionaries.</p>	<p>I know it is important to write fluently and legibly.</p>	<p>I know that the structure of sentences needs to be varied to keep the writing interesting. I know that paragraphs help to organise writing and improve cohesion.</p>	<p>I know that it is important to use Standard English correctly in writing. I know and can recognise these terms: expanded noun phrase, subordinate clause, conjunction,</p>



	<b>Cultural Opportunities</b>			
	<b>Summer term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List &amp; Resources</b>	<b>Genre</b>
<b>5</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, Grammar and Punctuation</b>
	<b>Knowledge</b>		<b>Knowledge</b>	
			I know that language can be used to enhance mood, clarify meaning and create pace in my writing. I know that dialogue needs to be used sparingly and effectively to convey character and advance action. I know that when I perform my compositions, I need to speak slowly and clearly with appropriate intonation and project my voice.	I know that relative clauses can be used to add detail and can be embedded in sentences. I know that commas need to be used to avoid ambiguity. I know these terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguous.
	<b>Key Skills</b>		<b>Key Skills</b>	
	I can spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). I can spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). I can spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). I can spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough) I can spell many of the Y5 and Y6 statutory spelling words correctly I can convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). I can convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). I can convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). I can convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). I can spell complex homophones and near- homophones, including who's/whose and stationary/stationery. I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	I can increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. I can be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version I can confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	I can plan my 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. I can consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. I can proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. I can proofread their work to assess the effectiveness of my own and others' writing and to make necessary corrections and improvement I can consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. I can describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. I can regularly use dialogue to convey a character and to advance the action. I can perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear	I can use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. I can ensure the consistent and correct use of tense throughout all pieces of writing I can use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). I can use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. I can use commas consistently to clarify meaning or to avoid ambiguity. I can use brackets, dashes or commas to indicate parenthesis. I can recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguous.
	<b>Vocabulary</b>		<b>Vocabulary</b>	
			to précis Genres Mood and pace Advance the action Intonation	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguous.
	<b>Autumn term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List &amp; Resources</b>	<b>Genre</b>
			<b>Kensuke's Kingdom - Michael Morpurgo</b> <b>The Midnight Fox - Betsy Byars</b>	<b>Fiction</b> <b>Fiction</b>



			<b>Lonely Planet Kids – The Travel Book by Malcolm Croft</b> <b>Deadly 60 – Steve Backshall</b> <b>Roman Wall Blues – WH Auden</b>	<b>Non-fiction (travel writing)</b>  <b>Non-fiction (travel writing)</b> <b>Poetry</b>
<b>Spring Term</b>	<b>Cultural Opportunities</b>	<b>Key Values</b>	<b>Book List &amp; Resources</b>	<b>Genre</b>
<b>Summer Term</b>	<b>Cultural Opportunities</b>	<b>Key values</b>	<b>Book List &amp; Resources</b>	<b>Genre</b>

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<b>6</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, Grammar and Punctuation</b>
	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
	<p>I know that hyphens are sometimes needed to join compound words or to add prefixes if there are to be 2 vowels together or an alternative word created without it. I know and can describe spelling rules, using reasoning to explain them effectively.</p> <p>I know that the morphology and etymology of words helps us to spell and understand the meaning of the words.</p> <p>I know that thesauruses can provide alternative vocabulary choices (synonyms and antonyms) and are organised in alphabetical order of the root word.</p>	<p>I know and can recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form)</p>	<p>I know that the organisation and presentation of a text are important to guide the reader.</p> <p>I know that my writing needs to have cohesion within and across paragraphs to develop flow and ease of reading.</p> <p>I know that synonyms are words with the same or similar meaning and antonyms are opposites. I know that I should use them to avoid repetition.</p> <p>I know that pronouns relate to a specific noun and can avoid repetition and develop cohesion.</p> <p>I know that my writing should reflect the audience and purpose, choosing the appropriate level of formality.</p> <p>I know that some forms of writing need to be more formal and some informal and that this is demonstrated with vocabulary, sentence structure and punctuation.</p> <p>I know that modal verbs suggest possibility.</p> <p>I know that the use of active/passive verbs changes the formality and the focus of the sentence.</p> <p>I know that contrasting sentences, drip-feeding key information and the use of pauses (ellipses) can add tension to my writing.</p>	<p>I know that the tense and the subject/verb agreement need to be consistent throughout a piece of writing.</p> <p>I know that the subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions in formal writing.</p> <p>I know that contracted forms and question tags can be used in informal writing.</p> <p>I know that the perfect form of verbs can mark relationships of time and clause.</p> <p>I know these terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p> <p>I know the full range of punctuation used in KS2: consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
<p>I can spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>I can spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). I can spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>I can spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>I can spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential)</p> <p>I can spell all of the Y5 and Y6 statutory spelling words correctly.</p>	<p>I can 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.</p>	<p>I can note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can habitually proofread for spelling and punctuation errors.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> <p>I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for</p>	<p>I can ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>I can use the subjunctive form in formal writing.</p> <p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>I can use the passive voice</p> <p>I can use question tags in informal writing.</p> <p>I can use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>I can recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p>	

<p>I can use my knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>I can use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>I can spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference)</p> <p>I can spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>I can spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>I can use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms</p>		<p>their own writing (including literary language, characterisation, structure, etc.).</p> <p>I can distinguish between the language of speech and writing and to choose the appropriate level of formality. I can select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>	
<b>Vocabulary</b>		<b>Vocabulary</b>	
synonyms and antonyms Hyphens morphology and etymology		Active and passive verbs Modal verbs – possibility Formal and informal Contracted forms Cohesion Synonyms and antonyms	semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points
<b>Autumn Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List &amp; Resources</b>	<b>Genre</b>
Anti-Racist Cumbria - Justice (link to RE) Outsiders – refugees – justice (link to RE) Transitions in life - empathy and tolerance Powerful emotions – Love, Joy, betrayal, mystery, suspense	Tolerance and respect Kindness and Goodness Love and loyalty	<u>Outsiders:</u> The Island by Armin Greder Eric by Shaun Tan <u>Anti-racist Poetry:</u> Benjamin Zephaniah Lemn Sissay <u>Shakespeare’s stories</u> Romeo and Juliet Macbeth The Tempest	Narrative: – picture books – news reports – short story with a theme Poetry: acrostic and mesostic poems Playscripts: Speaking and listening (performing plays)
<b>Spring Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List &amp; Resources</b>	
<b>Summer Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List and Resources</b>	