



## Writing Overview

EYFS (FS2)

	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Core texts</b>	Colour Monster <i>Anna Llenas</i>  The Family Book <i>Todd Parr</i>  Funnybones <i>Allan Ahlberg</i>  My Body  Lighting a Lamp <i>Jonny Zucker</i>	Pumpkin Soup <i>Helen Cooper</i>  Guy Fawkes  Mine <i>Rachel Bright</i>  One Winter's Day <i>Christina Butler</i>  Nativity  Santa Selfie <i>Peter Bentley</i>  The Night Before Christmas <i>Clement C Y Moore</i>	10 Things I can do to help my World <i>Melanie Walsh</i>  Whatever Next <i>Jill Murphy</i>  The Lost Stars <i>Hannah Cumming</i>  The Invisible String <i>Patrice Karst</i>	Bumper to Bumper <i>Jakki Wood</i>  Things that Go  Bugs  Mad About Minibeasts <i>Giles Andreae</i>  Bog Baby <i>Jeanne Willis</i>  The Easter Story	Farm Animals  George and the Dragon  Billy Goats Gruff  The Little Red Hen  The Three Little Pigs  The Gingerbread Man	Tiddler <i>Julia Donaldson</i>  Commotion in the Ocean <i>Giles Andreae</i>  Sharing a Shell <i>Julia Donaldson</i>  Ten Little Pirates <i>Michael Brownlow</i>  Kipper's Beach Ball <i>Mick Inkpen</i>  Ruby's Worry <i>Tom Percival</i>
<b>Supplementary texts</b>	My Monster and Me <i>Nadiyah Hussain</i>  <i>Other family books by Todd Parr</i>  Chapatti Moon <i>Pippa Goodhart</i>	Room on the Broom <i>Julia Donaldson</i>  <i>Other Christmas stories</i>	Man on the Moon <i>Simon Bartram</i>	The Very Hungry Caterpillar <i>Eric Carle</i>	<i>Other traditional tales</i>	Perfectly Norman <i>Tom Percival</i>  Worrysaurus <i>Rachel Bright</i>
<b>Written outcomes</b>	WSP – Little People, Big Dreams 1 week  1:1 Exploring mark making equipment 2 weeks  1:2 Copying patterns on various materials  1:3 Copying patterns -paper 1:4 Name tracing 1:5 Name tracing 1:6 Name writing in books	2:1 Initial letter sounds  2:2 Initial letter sounds  2:3 CVC words 2 weeks  2:4 CVC words  2:5 CVC words 3 weeks	WSP – Author week Outcome TBC 1 week  1:1 CVC words  1:2 Captions  1:3 List  1:4 Labelling	1:1 Lists 2 weeks  1:2 Lists 2 weeks  1:3 Captions  1:4 Captions	1:1 Captions  1:2 Simple sentences  1:3 Simple sentences  1:4 Simple sentences  1:5 Simple sentences  1:6. Simple sentences	2:1 Rhyming simple sentences  2:2 Simple sentences  2:3 Simple sentences  2:4 Simple sentences  2:5 Simple sentences  2:6 Simple sentences  WSP - Poetry 1 week




Transcription  
(Spelling and  
handwriting)

Squiggle Whilst You  
Wiggle

FFT Success for All Phonics

**Handwriting**  
Squiggle Whilst You Wiggle

Focus GPCs

Left around, right around, from head to tail.	Down the insect, lift and dot.
	
Around the apple and down the leaf.	From head to toe and over the net.
	
Down the tower, lift and cross.	From the man go down, climb one mountain then the other.
	
From head to tail then right around the parrot.	Around his back then head to toe.
	
Left around the girl, down her plait and curl.	Children practise writing 'ck'.
	
From the top of the head and all the way round the octopus.	Under his ear and around his trunk.
	
Curl around the caterpillar.	Under the umbrella, up and down.
	
From head to toe, arm up, kick out.	From head to tail then up and over along his ears.
	
From head to toe and over his back.	
	Down the long, long leg.
Down the bat and around the ball.	
	
Down the flower and across the leaves.	Practise writing 'll'.
	
Practise writing 'ff'.	Practise writing 'ss'.

Practise writing all  
graphemes  
both upper-  
and lower-case, that  
need review.

**Handwriting**  
Squiggle Whilst You Wiggle

Focus GPCs

Down Jane's back, up to her toes. Jump to the ball.	Hand to toe this way, hand to toe that way.
	
Down one wing and up the other.	Down one string and way down the other.
	
Wiggle down, wiggle up, down and up.	Zig, zag, zig.
	
The fuzzy bee buzzes.	Sherry shines her shoes.
	
The queen is quite quiet.	Theo has a thimble on his thumb.
	
The chipmunk chooses cheese.	Bring the king a ring.
	
Train in the rain.	See the tree?
	

Practise writing all  
graphemes  
both upper-  
and lower-case, that  
need review.

**CEW**  
FFT Success for All Phonics

**Handwriting**  
Squiggle Whilst You Wiggle

Focus GPCs

Bright light.

Goat in a boat.

Zoom to the moon.

Look at the book.


Start the car.


Practise writing all  
graphemes  
both upper-  
and lower-case, that  
need review.

**CEW**  
FFT Success for All Phonics  
do, her, my, by, ask\*, our,  
says, they

**Handwriting**  
Squiggle Whilst You Wiggle

Focus GPCs

Corn for the horse.

Purple turtle.

Brown cow.

Noisy boiling water.

Near and dear.



Air on hair.


Practise writing all  
graphemes  
both upper-  
and lower-case, that  
need review.

**CEW**

**Handwriting**  
Squiggle Whilst You Wiggle

Focus GPCs

Sure cure.

Bigger batter.


Practise writing all  
graphemes  
both upper-  
and lower-case, that  
need review.

**CEW**  
FFT Success for All Phonics  
today, when, what, come,  
some, push, pull, friend,  
school, out, your, love

Practise writing all  
graphemes  
both upper-  
and lower-case, that  
need review.

**CEW**  
FFT Success for All Phonics  
house, full, little

	CEW the, I	he, she, is, to, go, of, as, we, are, you, into, be, me, his, no, so, has		FFT Success for All Phonics said, was, were, put, all, there, like, here, where		
Grammar: Sentence level	-Exploring mark making using a range of mediums.  -Assign meaning to letters e.g. m is mummy	-Initial letters of words e.g. sat  -Final letter sounds in CVC words e.g. sat	-CVC words e.g. sit, pin, tip	-CVC words using diagraphs e.g. ship,	-Two-part sentence – naming (noun) and action (verb) part e.g.  <i>The cat sat.</i>  -Two-part sentence – noun and being  <i>The cat is sad.</i>  -Two-part sentence – naming (noun), action (verb) part with a noun phrase e.g.  <i>The boy had a sweet.</i>	-Three-part sentence – add a when part to the sentence. e.g.  <i>Gran put on a hat today.</i>  – add a where part to the sentence. e.g.  <i>The boy went to the shop.</i>
Grammar, vocabulary and punctuation (outlined in DM)					-Finger spaces -Full stops to end a sentence -Capital letters to start a sentence	-Finger spaces -Full stops to end a sentence -Capital letters to start a sentence



Year 1

	Year 1					
	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Core texts</b>	<p>Three Little Pigs <i>Mara Alperin</i></p> <p>Elmer <i>David McKee</i></p> <p>On the Way Home <i>Jill Murphy</i></p> <p>Little Red Riding Hood</p> <p>Goldilocks and the Three Bears</p> <p>The Gruffalo <i>Julia Donaldson</i></p>	<p>Toy Story (Visual)</p> <p>Lost in the Toy Museum</p> <p>Traction Man</p> <p>One Snowy Day</p> <p>Father Christmas Needs a Wee</p>	<p>Taking Flight (Visual)</p> <p>Highway Rat <i>Julia Donaldson</i></p> <p>Lost and Found <i>Oliver Jeffers</i></p> <p>100-Decker Bus <i>Mike Smith</i></p>	<p>Whatever Next <i>Jill Murphy</i></p> <p>Look up Nathan Bryon</p> <p>Room on the Broom <i>Julia Donaldson</i></p> <p>Emma Jane's Aeroplane Katie Haworth</p> <p>There's a Tiger on the train Mariesa Dulak</p>	<p>The King's Pants <i>Nicholas Allan</i></p> <p>Hungry Hettie <i>Jo Allen</i></p> <p>Dilwyn Dragon the Welsh Dragon <i>Samuel Langley-Swain</i></p> <p>Keep Running Gingerbread Man <i>Steve Smallman</i></p> <p>Paddington Bear <i>Michael Bond</i></p> <p>The Queen's Hat <i>Steve Antony</i></p>	<p><b>TEXTS AND OUTCOMES TO BE ADDED</b></p>
<b>Supplementary texts</b>	<p>The Three Little Pigs and the Bid Bad Wolf <i>Lucy Rowland</i></p> <p>The Three Bad Wolves and the Big Bad Pig <i>Eugene Trivizas</i></p> <p>Elmer Stories <i>David McKee</i></p> <p>Five Minutes' Peace <i>Jill Murphy</i></p> <p>Peace At Last <i>Jill Murphy</i></p> <p>The Jolly Postman <i>Janet and Allan Ahlberg</i></p> <p>Goldilocks and Just the One Bear <i>Leigh Hodgkinson</i></p> <p>The Ghanaian Goldilocks <i>Dr Tamara Pizzoli</i></p> <p>Gruffalo's Child <i>Julia Donaldson</i></p>	<p>In the Middle of the Night <i>Laura Purdie Salas</i></p> <p>Toys Galore <i>Peter Stein</i></p> <p>Kipper's Toybox <i>Mick Inkpen</i></p> <p>Traction Man Meets Turbodog <i>Mini Grey</i></p> <p>Traction Man and the Beach Odyssey <i>Mini Grey</i></p> <p>Secrets of Winter <i>Carran Brown &amp; Georgina Tee</i></p> <p>Tree: A Peek-through Picture Book <i>Britta Teckentrup</i></p> <p>Jolly Christmas Postman <i>Janet and Allan Ahlberg</i></p> <p>Father Christmas Comes Up Trumps! <i>Nicholas Allan</i></p>	<p>Amelia Earhart: Little People, Big Dreams <i>Isabel Sanchez Vegara</i></p> <p>The Gruffalo <i>Julia Donaldson</i></p> <p>The Lion Inside <i>Rachel Bright</i></p> <p>Penguins Usborne Beginners</p> <p>Penguins -National Geographic <i>Anne Schreiber</i></p> <p>Books about transport</p>	<p>How to Catch a Star <i>Oliver Jeffers</i></p> <p>Meg and Mog <i>Helen Nicoll</i></p> <p>Naughty Bus Jan Oke</p> <p>Little People Big Dreams: Mae Jemison</p>	<p>The Prince and the Potty <i>Nicholas Alan</i></p> <p>Queen Elizabeth <i>Little People, Big Dreams</i></p> <p>The Hungry Caterpillar <i>Eric Carle</i></p> <p>Zog <i>Julia Donaldson</i></p> <p>Billy and the Dragon <i>Nadia Shireen</i></p> <p>Other Paddington stories</p>	

<p>Written outcomes</p>	<p><b>WSP – Little People, Big Dreams</b> 1 week</p> <p><b>1:1 Narrative</b> – Simple sentences to retell the story of 3LPs.</p> <p><b>1:2 Narrative</b> – Simple sentences to retell the story of Elmer.</p> <p><b>1:3 Narrative</b> – Simple sentences to retell the story of On the Way Home.</p> <p><b>1:4 Letter</b>- Simple letter to apologise to the bears.</p> <p><b>1:5 Letter</b>- Simple letter of apology.</p> <p><b>1:6 Character description</b> – Simple sentences to describe the Gruffalo.</p>	<p><b>2:1 Narrative</b> – Simple sentences to retell the scene in Toy Story.</p> <p><b>2:2 Narrative</b> – Simple sentences to retell the story Lost in the Toy Museum.</p> <p><b>2:3 Captions</b> – Write captions linked to Traction Man.</p> <p><b>2:4 Character description</b> – describe the toys in space</p> <p><b>2:5 Poetry</b> – Class repetitive poem.</p> <p><b>2:6 Instructions</b> – Creating a Christmas decoration</p> <p><b>2:7 Letter</b>- Simple letter to Santa.</p>	<p><b>WSP – Author week</b> Outcome TBC 1 week</p> <p><b>1:1 Narrative</b> – Simple sentences to retell the scene in Taking Flight.</p> <p><b>1:2 Narrative</b> – Retell key parts from the Highway Rat.</p> <p><b>1:3 Fact File</b> – Write simple informative sentences about penguins.</p> <p><b>1:4 Labelling</b> – Design a new bus deck.</p>	<p><b>2:1 Narrative</b> – Simple sentences to retell Whatever Next.</p> <p><b>2:2 Fact File</b> – Write simple informative sentences about space travel/Mae Jemison</p> <p><b>2:3 Recount</b> – Trip to the transport museum. (T4W then assessed piece)</p> <p><b>2:4 Narrative</b> – Simple sentences to retell the Room on the Broom.</p> <p><b>2:5 Postcard</b> – Simple postcard from Emma Jane about her journey.</p> <p><b>2:6 Character description</b> – of the animals from the train ride.</p>	<p><b>1:1 Narrative</b> – Simple sentences to retell The king’s pants.</p> <p><b>1:2 Narrative</b> – Simple sentences to retell Hungry Hettie.</p> <p><b>1:3 Narrative</b> – Simple sentences to retell Dilwyn Dragon.</p> <p><b>1:4 Narrative</b> – Simple sentences to retell the Gingerbread Man.</p> <p><b>1:5 Instructions</b> – Simple instructions for making a marmalade sandwich.</p> <p><b>1:6 Narrative</b> – Simple sentences to retell the Queen’s Hat.</p>	<p><b>POETRY UNIT*</b></p> <p>2:1</p> <p>2:2</p> <p>2:3</p> <p>2:4</p> <p>2:5</p> <p>2:6</p> <p><b>WSP - Poetry</b> 1 week</p>
<p>Transcription (Handwriting and spelling)</p> <p>Letterjoin Autumn -Module 1 Spring-Summer Module 2</p> <p>FFT Success for All Phonics</p>	<p><b>Handwriting</b> 1 week – Recap tripod pencil grip, correct sitting and paper positions. Introduce warm up games. 1 week – Circles and spirals 1 week -Lines and diagonals 1 week – Jellies and zig zags 1 week - Loopies and waves 1 week – Letters i, l, t 1 week – Letters u, w, e</p>	<p><b>Handwriting</b> 1 week - Recap tripod pencil grip, correct sitting and paper positions. 1 week – Letters c and o 1 week – Letters a and d 1 week – Letters n, m, h 1 week – Letters j and y 1 week – Letters g and q, b, p, k 1 week – Letters v, s, r, f, x, z</p>	<p><b>Handwriting</b> 1 week - Recap tripod pencil grip, correct sitting and paper positions. 2 weeks – Long Ladder family – i, l, t, u, j and y 2 weeks -Curly Caterpillar family – a, c, f, e, s and g 2 weeks -Robot family – b, h, k, m, p and r</p> <p><b>Spelling</b></p>	<p><b>Handwriting</b> 2 weeks – Zig Zag family -v, w, x and z  2 weeks -Capital letters – A, B, C, D, E  2 weeks – Capital letters – F,G,H,I,J</p> <p><b>Spelling</b></p>	<p><b>Handwriting</b> 1 week - Recap tripod pencil grip, correct sitting and paper positions.  1 week – Capital letters – U, V, W, X, Y, Z  2 weeks – Revisit letters a -t.  2 weeks – Revisit letters u-z</p>	<p><b>Handwriting</b> 1 week - Recap tripod pencil grip, correct  1 week – 0-9 numbers  2 weeks – punctuation and symbols (only those which are relevant)  1 week – circles, spirals, lines and diagonal and jellies</p>

	<p><b>CEW</b> FFT Success for All Phonics again oh their last* poor money thought should class* Mr Mrs work can't pass* fast* climb path* don't people after* great break</p>	<p><b>Spelling</b> -Introduce suffix 's' to nouns to make plurals e.g. cats</p> <p><b>CEW</b> FFT Success for All Phonics any many who could because water past* bath* hour two door different Christmas would through beautiful plant* floor every whole only move</p>	<p>-ed as past tense suffix e.g. waited - Introduce relevant irregular past tense verbs e.g. ran</p> <p><b>CEW</b> FFT Success for All Phonics father grass* eye busy pretty half parents everybody</p>	<p>-Adding the suffix -ing to verbs where no change is need to the root word e.g. sleeping -Adding the suffix -er to verbs where no change is need to the root word e.g. helper</p> <p><b>CEW</b> FFT Success for All Phonics sugar prove improve</p>	<p><b>Spelling</b> - Introduce suffix 'es' for plural nouns e.g. watches</p> <p><b>CEW</b> FFT Success for All Phonics Consolidate taught CEWs.</p>	<p>1 week – zig zags, loopies, waves and easy cursive letters</p> <p>1 week – Easy and harder cursive letters</p> <p><b>Spelling</b> -Adding -er and -est to adjectives where no change is need to the root word e.g. faster and fastest</p> <p>-Adding the prefix un- to change the meaning of a word e.g. unkind</p> <p><b>CEW</b> FFT Success for All Phonics Consolidate taught CEWs.</p>
--	---	---	---	---	---	---

Grammar: Sentence level	<p>-Two-part sentence – naming (noun) and action (verb) part e.g.</p> <p><i>The cat sat.</i></p> <p>-Two-part sentence – noun and being</p> <p><i>The cat is sad.</i></p>	<p>-Two-part sentence – naming (noun), action (verb) part with a noun phrase e.g.</p> <p><i>The boy eats a treat.</i></p>	<p>-Three-part sentence – add a when part to the sentence. e.g.</p> <p><i>Gran made a hat on Tuesday.</i></p> <p>– add a where part to the sentence. e.g.</p> <p><i>The boy went to the park.</i></p>	<p>-Compound sentences using and. e.g.</p> <p><i>I am stick man and I need to be back in the family tree.</i></p>	Recap taught sentence structures.	Recap taught sentence structures.
Grammar, vocabulary and punctuation (outlined in the NC)	<p>-Finger spaces</p> <p>-Full stops to end a sentence</p> <p>-Capital letters to start a sentence</p> <p>-Identify and write present tense verbs e.g. fly, eat</p>	-Identify and write present tense verbs e.g. fly, eat	-Identify and write present tense verbs e.g. fly, eat	<p>-Identify and write personal pronouns e.g. I, he, she, it, we, they)</p> <p>-Identify and write past tense verbs. e.g. waited</p>	-Identify and write personal pronouns as objects e.g. me, you, him, her, it, us, them)	<p>-Exclamation to demarcate exclamation sentences.</p> <p>-Question marks to demarcate a question.</p>
Terminology	<p>letter</p> <p>word</p> <p>capital letter</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p>	<p>singular</p> <p>plural</p>				<p>exclamation mark</p> <p>question mark</p>



Year 2


	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Core texts	<p>Ruby's Worry <i>Tom Percival</i></p> <p>Tilda Tries Again <i>Tom Percival</i></p> <p>Jack and the Beanstalk <i>Mara Alperin</i></p> <p>Dear Greenpeace <i>Simon James</i></p>	<p>Zim Zam Zoom <i>James Carter</i></p> <p>The Squirrels who Squabbled <i>Tim Field</i></p> <p>Dinosaurs and all that Rubbish <i>Michael Foreman</i></p> <p>Leaf <i>Sandra Dieckmann</i></p> <p>The Bear and the Hare <i>John Lewis</i></p>	<p>Little Red Riding Hood</p> <p>The Great Fire of London <i>Emma Adams &amp; James Weston</i></p>	<p>Class Two at Zoo <i>Juila Jarman</i></p> <p><i>African Animals</i> <i>Fact Files</i></p> <p>Animal Riddles Book: 300 fun riddles and brain-teasers <i>National Geographic Kids</i></p>		
Supplementary texts	<p>The Worrysaurus <i>Rachel Bright</i></p> <p>The Invisible String <i>Patrice Karst</i></p> <p>Jack and the Jelly Bean Stalk <i>Rachel Mortimer</i></p> <p>The Storm Whale <i>Benji Davies</i></p>	<p>Under the Love Umbrella <i>Davina Bell</i></p> <p>Tree: Seasons Come, Seasons Go <i>Patricia Hegerty</i></p> <p>The Last Wolf <i>Mini Grey</i></p> <p>Tidy <i>Emily Gravett</i></p>	<p>Little Red <i>Bethan Woollvin</i></p> <p>Twisted Fairy Tales: Little Rude Riding Hood <i>Jo Franklin</i></p> <p>Vlad and the Great Fire of London <i>Kate Cunningham</i></p>	<p>Poo at the Zoo <i>Steve Smallman</i></p>		
Written outcomes  Prior learning	<p><b>WSP – Little People, Big Dreams</b> 1 week</p> <p><b>1:1 Narrative</b> – Simple retell of Ruby's Worry 1 week <small>Y1 Retells -Singing Mermaid, Highway Rat and Dilwyn the Welsh Dragon and many more.</small></p> <p><b>1:2 Narrative</b> – Simple retell of Tilda Tries Again 1 week <small>Y1 Retells -Singing Mermaid, Highway Rat and Dilwyn the Welsh Dragon and many more.</small></p>	<p><b>2:1 Poetry</b> – Write a poem to describe fireworks. 1 week</p> <p><b>2:2 Recount</b> – Write a recount of an autumn walk 1 week</p> <p><b>2:3 Setting description</b> – Write a description of the land. 2 weeks <small>Y1 Simple descriptions Toys in Space</small></p>	<p><b>WSP – Author Week</b> 1 week</p> <p><b>1:1 Retell</b> - Little Red Riding Hood 2 weeks <small>Y1 Traditional retells -3LPs and Gingerbread Man</small></p> <p><b>1:2 Recount</b> – Diary entry for Samuel Pepys 2 weeks</p>	<p><b>2:1 Retell</b> – Class Two at the Zoo 2 weeks <small>Y2 Traditional retells -3LPs and Gingerbread Man, LRRH</small></p> <p><b>2:2 Simple descriptive sentences</b> – linked to animals 1 week <small>Y1 Simple informative sentences about trains. Y2 Polar bears</small></p> <p><b>2:3 Recount</b> – Write a recount of the YWP trip 2 weeks <small>Y2 Autumn walk, Diary</small></p>		

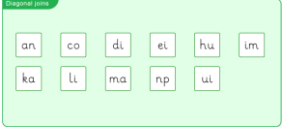
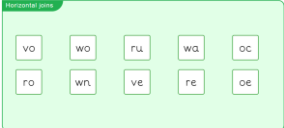


	<p><b>1:3 Character description –</b> Description of a character Jack/Giant 1 week <small>Y1 Simple descriptions Toys in Space</small></p> <p><b>1:4 Setting description -</b> Description of the castle/beanstalk 1 week</p> <p><b>1:5 Letter –</b> Include facts about whales 2 weeks <small>Y1 Jolly Postman and Letters to Santa</small></p>	<p><b>2:4 Fact file –</b> Write facts about polar bears 2 weeks <small>Y1 Simple informative sentences about trains and polar bears</small></p> <p><b>2:5 Character description –</b> Write a description based on the Christmas advert the Bear and the Hare 2 weeks <small>Y1 Simple descriptions Toys in Space</small></p>		<p><b>2:4 Poetry Riddle –</b> Write riddles about the animals seen at the YWP. 1 week</p>		
<p>Transcription (Spelling and handwriting)</p> <p>Letterjoin Module 2</p> <p>No Nonsense Spelling</p>	<p><b>Handwriting</b> 1 week – Recap tripod pencil grip, correct sitting and paper positions. Play warm up games. 2 weeks – Long Ladder family – i, l, t, u, j and y 2 weeks -Curly Caterpillar family – a, c, f, e, s and g 2 weeks -Robot family – b, h, k, m, p and r</p> <p><b>Spelling</b> (See Spelling Jungle Book Sequence)</p>	<p><b>Handwriting</b> 1 week - Recap taught letter families. 2 weeks – Zig Zag family -v, w, x and z 2 weeks -Capital letters – A, B, C, D, E 2 weeks – Capital letters – F,G,H,I,J</p> <p><b>Spelling</b> (See Spelling Jungle Book Sequence)</p>	<p><b>Handwriting</b> 1 week - Recap taught letter families and capital letters. 2 weeks – Capital letters – K, L, M, N, O 2 weeks – Capital letters – P, Q, R, S, T 1 week – Capital letters – U, V, W, X, Y, Z</p> <p><b>Spelling</b> (See Spelling Jungle Book Sequence)</p>	<p><b>Handwriting</b> 1 week - Recap taught letter families and capital letters. 2 weeks – Revisit letters a -t. 2 weeks – Revisit letters u-z 1 week – 0-9 numbers</p> <p><b>Spelling</b> (See Spelling Jungle Book Sequence)</p>	<p><b>Handwriting</b> 1 week - Recap taught letter families and capital letters. 2 weeks – Punctuation and symbols 1 week – circles, spirals, lines and diagonal and jellies 1 week – zig zags, loopies, waves and easy cursive letters 1 week – Easy and harder cursive letters</p> <p><b>Spelling</b> (See Spelling Jungle Book Sequence)</p>	<p><b>Handwriting</b> 1 week - Recap taught letter families and capital letters. 5 weeks– Reinforce letters: f,b,d,k,w. Focus on those the children have found difficult.</p> <p><b>Spelling</b> (See Spelling Jungle Book Sequence)</p>

Grammar: Sentence level	<p><b>RECAP Year 1</b> Compound sentences using and. e.g. <i>I am stick man and I need to be back in the family tree.</i></p> <p>-Introduce subordinating sentences using because e.g. <i>He went to the shop because he ran out of sweets.</i></p> <p>-Exclamation sentences e.g. <i>What a great day!</i></p>	<p>-Statements and question sentences</p> <p>-Introduce <b>Compound sentences using but. e.g.</b> <i>The man went to the shop but it was closed.</i></p> <p><b>-Compound sentences using so. e.g.</b> <i>The man went to the shop so he can get a scarf.</i></p> <p><b>-Compound sentences using or. e.g.</b> <i>We can go now or we can go later.</i></p>	<p>-Subordinating sentences using when e.g. <i>He went to the shop when it was open.</i></p> <p>-Subordinating sentences using if e.g. <i>I get pocket money if I do my jobs.</i></p>	-Expanded noun phrases for description e.g. <i>the green frog-</i>	<p>-Recap taught sentence structures.</p> <p>- Expanded noun phrases for specification e.g., <i>the bottle on the table</i></p> <p>Command sentences e.g., <i>Eat your dinner.</i></p>	-Recap taught sentence structures.
Grammar, vocabulary and punctuation (outlined in the NC)	<p><b>RECAP Year 1</b></p> <p>Capital letters at the start of a sentence</p> <p>-Full stop to end a sentence</p> <p>-Finger spaces</p> <p>-Identify and write present tense verbs e.g. fly, eat</p> <p>-Identify and write past tense verbs. e.g. waited</p> <p>-Exclamation to demarcate exclamation sentences.</p>	<p>-Use the progressive form of verbs in the past tense e.g. <i>He was shouting</i></p> <p>-Question marks to demarcate a question</p> <p>-Commas to separate items in a list*</p>	<p>-Use the progressive form of verbs in the present tense e.g. <i>She is drumming.</i></p>	<p>-Use the progressive form of verbs in the present tense e.g. <i>She is drumming.</i></p> <p>-Use the progressive form of verbs in the past tense e.g. <i>He was shouting</i></p>	-Apostrophes used for contracted forms e.g. don't*	-Apostrophes to mark singular possession e.g. <i>Tom's hat*</i>

Terminology	exclamation compound	statement question verb tense comma		noun phrase command adjective	apostrophe	
-------------	-------------------------	---	--	----------------------------------	------------	--

	Year 3					
	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Core texts</b>	How to Wash a Woolly Mammoth <i>Michelle Robinson</i>  Funnybones <i>Janet and Allan Ahlberg</i>	Stone Girl, Bone Girl <i>Laurence Anholt</i>  How the Grinch Stole Christmas <i>Dr Seuss</i>	Animal books <i>Oliver Davey</i>  Tree of Wonder <i>Kate Messner</i>	Egyptian Cinderella <i>Shirley Climo</i>  King Tutankhamun <i>Chris Naunton</i>	Lighthouse (Literacy Shed)  Take me Back to Italy <i>Baby Professor</i>  Theodore's Italian Adventure <i>Ashlee and Trent Harding</i>	Theodore's Italian Adventure <i>Ashlee and Trent Harding</i>  Leon and the Place Between <i>Grahame Baker-Smith</i>  The Sound Collector <i>Roger McGough</i>
<b>Supplementary texts</b>	The Stone Age: Hunters, Gatherers and Woolly Mammoths <i>Marcia Williams</i>	Fantastically Great Women Who changed the World <i>Kate Pankhurst</i>  Mary Anning <i>Little People, Big Dreams</i>	An Anthology of Intriguing Animals <i>DK</i>	The Story of Tutankhamun <i>Patricia Cleveland-Peck</i>  Look Inside: An Egyptian Tomb <i>Brian Moses</i>	The Spectacular City Story <i>Theresa Heapy</i>  Town is By the Sea <i>Joanne Schwartz</i>	The Lion, the Witch and the Wardrobe <i>C.S.Lewis</i>  The Tunnel <i>Anthony Browne</i>
<b>Written outcomes</b>  <b>Prior learning</b>	<b>WSP – Little People, Big Dreams</b> 1 week  <b>1:1 Instructions</b> – How to wash a.... 2 weeks  <b>1:2 Recount</b> – Diary 2 weeks <small>Y2 – Samuel Pepy's diary about the G.FoL and Princess Smartypants.</small>  <b>1:3 Recount</b> – Trip 2 weeks <small>Y2 Recount of an autumn walk and trip to YSP</small>	<b>2:1 Narrative</b> -Traditional Tale 2 weeks <small>Y2 Jack and the Beanstalk AND LRRH</small>  <b>2:2 Biography</b> – Mary Anning 2 weeks  <b>2:3 Character description</b> 2 weeks  <b>2:4</b> <small>Y2 Izzy Gizmo</small> <b>Explanation</b> 2 weeks	<b>WSP - Author week</b> Outcome TBC 1 week  <b>1:1 Non-chronological report</b> – innovated animal 2 weeks <small>Y2 Facts about animals, Rosa Parks and a continent.</small>  <b>1:2 Setting description</b> – rainforest 2 weeks <small>Y2 Dinosaurs and all that Rubbish</small>	<b>2:1 Narrative</b> -Traditional Tale 2 weeks <small>Y2 Jack and the Beanstalk AND LRRH</small>  <b>2:2 Narrative</b> -Fairy tale 2 weeks <small>Y2 Princess Smartypants Prince Cinders</small>  <b>2:3 Recount</b> – Howard Carter's Diary 2 weeks <small>Y2 – Samuel Pepy's diary about the G.FoL and Princess Smartypants. Y3 Funnybones</small>	<b>1:1 Narrative</b> -Dilemma 3 weeks <small>Y2 Izzy Gizmo -broken gadget</small>  <b>1:2 Persuasive letter</b> – Italy 2 weeks	<b>2:1 Non-chronological report</b> – Italy 2 weeks <small>Y2 Facts about animals, Rosa Parks and a continent. Y3 Innovated animal</small>  <b>2:2 Narrative</b> – Adventure 2 weeks <b>Character description</b> 1 week  <b>2:3 Poetry</b> – List poem 1 week  <b>WSP - Poetry</b> 1 week
<b>Transcription (Spelling and handwriting)</b>  Letterjoin Autumn 1 – Module 2. Autumn 2 -Summer Module 3	<b>Handwriting</b> 2 weeks – RECAP  letter families: long ladder, curly caterpillar, robot and zig zag.  1 week- Easy letters and easy words.	<b>Handwriting</b> 1 week - RECAP diagonal and horizontal joins, letter families and capital letters.  6 weeks – double letters (a – z)  <b>Spelling</b>	<b>Handwriting</b> 1 week - RECAP diagonal and horizontal joins, letter families and capital letters.  5 weeks - Double letters, numbers, palindromes, tongue twisters and ascenders.	<b>Handwriting</b> 1 week - RECAP diagonal and horizontal joins, letter families and capital letters.  5 weeks - Double letters, numbers, palindromes, tongue twisters and ascenders.	<b>Handwriting</b> 1 week -RECAP diagonal and horizontal joins, letter families and capital letters.  5 weeks -Word of the week, DIY Dictation, collective nouns, synonyms  <b>Spelling</b>	<b>Handwriting</b> 1 week - RECAP diagonal and horizontal joins, letter families and capital letters.  5 weeks -Word of the week, DIY Dictation, collective nouns, synonyms

<p>No Nonsense Spelling</p>	<p>1 week - Harder letters and harder words.</p> <p>1 week -Diagonal joins</p>  <p>1 week – Horizontal joins</p>  <p><b>Spelling</b>  -Recap Suffixes from Year 2: '-s', '-es', '-er', '-ed', '-ing'  -Recap prefix 'un'  -Prefix 'dis-'(disappoint, disagree, disobey)  -Recap Y2: apostrophe for contraction  -Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)  -Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p> <p><b>CEW</b>  through, consider, length, height, difficult, imagine, remember, perhaps, group, favourite, different, busy, group, question, favourite, recent, separate, thought</p>	<p>-Recap Homophones - - NOT IN NNS –  Apostrophes for possession  -Prefixes 'mis-' and 're-'  -The /ɪ/ sound spelt 'y'  -Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que'</p> <p><b>CEW</b>  describe, circle, possible, separate, island, thought earth, history, early, actually, heart, promise, naughty, imagine.</p>	<p><b>Spelling</b>  -Recap Y2: suffixes '-ness' and '-ful' following a consonant  -Prefixes 'sub-' and 'tele-'  <b>Not in NNS</b> – a/an according to whether the next word begins with a vowel or a consonant</p> <p>-From Y2 -apostrophe for contraction  -Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'  -Suffixes '-less', '-ness', '-ful' and '-ly'</p> <p><b>CEW</b>  often, length, perhaps, popular, century, women, extreme, address, appear(ed), minute, surprise, opposite.</p>	<p><b>Spelling</b>  -Prefixes 'super-' and 'auto-'  -Homophones  - Words with the /k/ sound spelt 'ch'</p> <p><b>CEW</b>  continue, woman, circle, remember. eight, calendar, purpose, build, history, February, forward potatoes, quarter, sentence,, answer.</p>	<p>-Recap previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')  -Suffix '-ly' with root words ending in 'le' and 'ic'  -Recap Y2: apostrophe for contraction  -Rare GPCs (/ɪ/ sound)  -Recap Y1 and Y2: vowel digraphs</p> <p><b>CEW</b>  thought, surprise, possible, heart, difficult, opposite, minute, height, surprise, actually, extreme, island.</p>	<p>2 weeks – Focus on those the children have found difficult</p> <p><b>Spelling</b>  -The /ʌ/ sound spelt 'ou'  -Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)  <b>Not in NNS</b>-word families based on common words e.g. solve, solution, solver, dissolve</p> <p><b>CEW</b>  century, consider, favourite, imagine, perhaps, promise, appear, group, different, earth, February, favourite, naughty, remember.</p>
-----------------------------	---	---	--	--	--	---


Grammar: Sentence level	<p><b>RECAP Year 2</b> Compound sentences using <b>but, and, so, or</b> e.g. <i>I like the colour purple <b>but</b> my favourite colour is red.</i></p> <p>-Subordinating sentences using <b>because, when, if</b> e.g. <i>He went to the shop <b>because</b> he ran out of sweets.</i></p> <p>-Command and exclamation sentences</p>	<p><b>RECAP Year 2</b> Expanded noun phrases to add relevant and meaningful details. e.g. <i>the empty bottle on the table</i></p> <p>-Introduce conjunctions to express time and place e.g. <i>The man took his dog for after it stopped raining.</i></p>	<p>-Introduce conjunctions used to express cause e.g. <i>Sarah didn't eat all of her dinner because she wasn't hungry.</i></p> <p>-Introduce the use of the present perfect form of verbs e.g. <i>It <u>has</u> lived in the sea for many years before walking on land.</i></p>	<p>-Introduce conjunctions to express time and place e.g. <i>The man took his dog for a walk after it stopped raining.</i></p> <p>Expressing time and place using adverbs <b>e.g.</b> <i>The pirates would be arriving soon.</i></p> <p>-Introduce expressing time using prepositions <b>e.g.</b> <i>After a week at school I can have a rest on Saturday.</i></p> <p>-Introduce expressing place using prepositions e.g. <i>The ferry travelled across the river.</i></p>	<p>-Introduce expressing cause using adverbs e.g. <i>She came first. Therefore she got a good seat.</i></p> <p>-Introduce expressing cause using prepositions e.g. <i>Tom was proud of his spelling score due to the amount he had practised at home.</i></p>	Recap taught sentence structures.
Grammar, vocabulary and punctuation (outlined in the NC)  Text structure	<p>-Recap the progressive form of verbs in the present tense e.g. <i>She is drumming.</i></p> <p>-Recap the progressive form of verbs in the past tense e.g. <i>He was shouting</i></p> <p>-Apostrophe used for contractions</p>	<p>-Headings and subheadings used to aid presentation</p> <p>-Paragraphs used to group related materials together (non-fiction)</p> <p>-Apostrophe used for possession</p> <p>-Introduction to inverted commas</p>		-Paragraphs used to group related materials together (fiction)		
Terminology	subordinate clause clause	inverted commas direct speech	conjunction	consonant vowel	<b>preposition</b>	<b>word family</b>



<p>(Spelling and handwriting)</p> <p>Letter-join Module 5</p> <p>No Nonsense Spelling</p>	<p>1 week – RECAP tripod grip, paper position, sitting position, lowercase, uppercase letters and days of the week. 6 weeks - Y3/4 CEW words and cloze sentences</p> <p><b>Spelling</b> -Word ending in 'sure' -Recap Y2: possessive apostrophe with singular proper nouns and contractions. -Homophones (<i>peace/piece, main/ mane, fair/fare</i>)</p> <p><b>CEW</b> certain, famous, important, guard, strength, position, important, weight, centre, position, different, pressure, although/though, reign, famous, length, material</p>	<p>1 week – RECAP tripod grip, paper position, sitting position, lowercase, uppercase letters and days of the week. 6 weeks - Y3/4 CEW words and cloze sentences</p> <p><b>Spelling</b> - Not in NNS – verb inflections e.g. we were instead of we was - Prefixes 'in-', 'il-', 'im-' and 'ir-' -Recap Y3: Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' -Words with the /ʃ/ sound spelt 'ch' and the /ʌ/sound spelt 'ou'</p>	<p>1 week – RECAP tripod grip, paper position, sitting position, lowercase, uppercase letters and days of the week. 4 weeks - Dictation and times tables</p> <p><b>Spelling</b> -The /g/ sound spelt 'gu' - Words with endings sounding like /tʃə/ spelt '-ture' - Possessive apostrophe with plurals - Homophones (scene/seen, mail/male, bawl/ball)</p> <p><b>CEW</b> probably, suppose, medicine, certain, knowledge, accident (ally), fruit, caught, centre, heard, strange..</p>	<p>1 week – RECAP tripod grip, paper position, sitting position, lowercase, uppercase letters and days of the week. 2 weeks - Dictation and times tables 3 weeks – Maths and Spanish</p> <p><b>Spelling</b> - Prefixes 'anti-' and 'inter-' - Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p> <p><b>CEW</b> natural, disappear, increase, fruit, therefore, although. occasionally, guide, particular, peculiar, disappear.</p>	<p>1 week – RECAP tripod grip, paper position, sitting position, lowercase, uppercase letters and days of the week. 3 weeks – Maths and Spanish 2 weeks – Word of the Week, fun with words, geography and science</p> <p><b>Spelling</b> - Words with the /s/ sound spelt 'sc' - Endings that sound like /ʃən/ spelt 'sion' - Apostrophes for possession, including singular and plural -Homophones</p> <p><b>CEW</b> bicycle, mention, though, regular, arrive, although, decide, exercise, ordinary, natural, experience, complete, interest.</p>	<p>1 week – RECAP tripod grip, paper position, sitting position, lowercase, uppercase letters and days of the week. 4 weeks - Word of the Week, fun with words, geography and science 2 weeks – Focus on those the children have found difficult</p> <p><b>Spelling</b> - Suffix '-ous' - Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' - Suffix '-ly' added to words ending in 'y', 'le' and 'ic' -Focus on those spellings the children have found difficult</p> <p><b>CEW</b> heard, accidentally, breathe, caught, centre, library, notice special, strange, possess, ordinary.,</p>
<p>Grammar: Sentence level</p>	<p><b>-RECAP Y3</b> conjunctions used to express time and place e.g. <i>The man took his dog for <u>after</u> it stopped raining.</i> -Conjunctions used to express cause e.g. <i>Sarah didn't eat all of her dinner <u>because</u> she wasn't hungry.</i></p>	<p><b>-RECAP Y3</b> Expressing time, cause and place using adverbs e.g. <i>The pirates would be arriving <u>soon</u>.</i></p> <p>-Introduce fronted adverbials e.g. <b>Almost instantly</b>, a great crack opened up as the blinding snow fell.</p>	<p><b>-RECAP Y3</b> Expressing time, cause and place using prepositions e.g. <i>After a week at school, I can have a rest <u>on</u> Saturday.</i></p> <p>-Introduce phrases expanded by the addition of modifying adjectives, nouns and preposition. <i>e.g. the strict maths teacher with curly hair</i></p>	<p>-Introduce complex sentences using subordinate clauses separated with a comma e.g. <i>While his mother and father weren't looking, he escaped.</i> <i>As the wolves closed in on him, Ivan moved onward through the darkness.</i></p>	<p>Recap taught sentence structures.</p>	<p>Recap taught sentence structures.</p>



	<p>Revisit expanded noun phrases to add relevant and meaningful details.</p> <p>-Revisit compound sentences.</p>					
<p>Grammar, vocabulary and punctuation (outlined in the NC)</p> <p>Text structure</p>	<p>-Capital letters</p> <p>-Full stops</p> <p>-Finger spaces</p> <p>-Apostrophes for contractions and to mark singular possession</p> <p>-Inverted commas for direct speech</p> <p>-Introduce appropriate choice of pronoun or noun to aid cohesion</p>	<p>-Use commas after fronted adverbials</p> <p>-inverted commas</p> <p>-Use of the present perfect form of verbs e.g. <i>It <u>has</u> lived in the sea for many years before walking on land.</i></p> <p>-Introduce use of a reporting clause with a comma e.g. <i>The conductor shouted, "Sit down!"</i></p> <p>- Question marks</p> <p>-Exclamation marks</p>	<p>-Use of the present perfect form of verbs e.g. <i>It <u>has</u> lived in the sea for many years before walking on land.</i></p> <p>-Introduce paragraphs to organise ideas around a theme</p>		<p>-Apostrophes for singular and plural possession</p>	
Terminology	<p>pronoun</p> <p>possessive</p>	<p>adverbial</p> <p>determiner</p>				

	Year 5					
	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Core texts	Anglo Saxon Boy <i>Tony Bradman</i>	Viking Boy <i>Jack Tate</i>  Viking Express <i>Andre Langley</i>	Wild is the Wind <i>Michael Morpurgo</i>	A Midsummer Nights Dream <i>Shakespeare</i>	Round City  Life Cycles: Everything from Start to Finish <i>DK</i>	David Attenborough <i>Little People, Big Dreams</i>  <i>Clockwork</i> <i>Phillip Pullman</i>
Supplementary texts	You wouldn't want to be an Anglo-Saxon person <i>Jacqueline Morley</i>	Viking Voyages <i>Jack Tite</i>	Varjak Paw <i>S.F.Said</i>	<i>Other Shakespeare plays</i>	<i>Video of a butterfly life cycle (youtube)</i>	<i>Current news headline → article on climate change</i>
Written outcomes  Prior learning	<b>WSP</b> – Little People, Big Dreams 1 week  <b>1:1 Setting Description and Narrative</b> 3 weeks <i>Y4 Amazon River setting description</i>  <b>1:2 Diary</b> 3 Weeks <i>Y4 Escape from Pompeii</i>	<b>2:1 Speech</b> 2 weeks  <b>2:2 Non-chronological report</b> 3 weeks Linked to the Vikings (Houses, weapons, clothes) <i>Y4 Roman soldier and animal</i>  <b>2:3 News report</b> Viking invasion 3 weeks	<b>Author week</b> 1 week  <b>1:2 Setting Description</b> Wild in the Wind 2 weeks  <b>1:1 Poetry</b> Wild in the Wind 2 week	<b>2:1 Adventure Narrative</b> 3 weeks Stimulus - Media – Dante's Peak Read extract from Bear Grylls Adventures 'The Volcano Challenge'  <b>2:2 Playscript</b> A Midsummer Night's Dream 3 weeks	<b>1:1 Advertisement</b> Travel 3 weeks <i>Y4 Persuasive letter</i>  <b>1:2 Explanation</b> 3 weeks <i>Y4 How to train a dragon</i>	<b>2:1 Biography</b> 3 weeks <i>Y4 Martin Luther King Jr</i>  <b>2:2 Balanced Argument</b> 3 weeks  <b>2:3 Poetry</b> 1 week
Transcription (Spelling and handwriting)  Letter-join Module 6  No Nonsense Spelling	<b>Handwriting</b> 1 week – RECAP tripod grip, paper position, sitting position, lower case, upper case letters and days of the week.  1 week – Mirror writing and phonetic alphabet  4 weeks - CEW 5/6 lists with cloze sentences.  <b>Spelling</b> -Words with the letter string 'ough' -Words with 'silent' letters	<b>Handwriting</b> 1 week – RECAP tripod grip, paper position, sitting position, lower case, upper case letters and days of the week.  3 weeks – Spelling and close sentences 1 week – Proverbs 1 week - Idioms.  1 week – Recap joins that the children are finding tricky.  <b>Spelling</b> -RECAP plurals	<b>Handwriting</b> 1 week – RECAP tripod grip, paper position, sitting position, lower case, upper case letters and days of the week.  6 weeks: KS2 dictation: shape poems, haikus, kennings, riddles, limericks, jokes.  <b>Spelling</b> -RECAP apostrophe for possession -Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)	<b>Handwriting</b> 1 week – RECAP tripod grip, paper position, sitting position, lower case, upper case letters and days of the week.  2 weeks: KS2 dictation: shape poems, haikus, kennings, riddles, limericks, jokes.  3 weeks – Word of the Week, Spanish and science. <b>Spelling</b> -Proofreading: checking from another source after writing	<b>Handwriting</b> 1 week – RECAP tripod grip, paper position, sitting position, lower case, upper case letters and days of the week.  4 weeks – Word of the Week: Spanish and science.  2 weeks – Nice 'n' Neat: geography and history.  <b>Spelling</b> -Strategies at the point of writing: using etymological/ morphological strategies for spelling	<b>Handwriting</b> 1 week – RECAP tripod grip, paper position, sitting position, lower case, upper case letters and days of the week.  4 weeks - 2 weeks – Nice 'n' Neat: geography and history.  <b>Spelling</b> -Proofreading: use of dictionary to check words, referring to first three or four letters -RECAP Strategies for learning

	<p>-Words ending in ‘-able’ and ‘-ible’ -Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</p> <p><b>CEW</b> muscle ancient, equipment, soldier, attached, shoulder stomach equipped, equip, recognise</p>	<p>(adding ‘-s’, ‘-es’ and ‘-ies’) -RECAP apostrophe for contraction and possession -Use of the hyphen -Proofreading, focusing on checking words from personal lists -Using a dictionary to support learning word roots, derivations and spelling patterns -NOT IN NNS – Verb prefixes e.g. dis-,de-,mis-,over- and re-</p> <p><b>CEW</b> aggressive, bargain, identity, community, sufficient, system, thorough, disastrous, especially, excellent, frequently, variety, develop, marvellous, relevant, occur, harass, available, accompany.</p>	<p>-Words ending in ‘-ably’ and ‘-ibly’ -Homophones (led/lead,steel/steal, alter/altar) -NOT IN NNS – converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise,-ify</p> <p><b>CEW</b> rhyme, rhythm, lightning, familiar, achieve, sacrifice, communicate.</p>	<p>-RECAP Building words from root words -RECAP Homophones -Words with the /i:/ sound spelt ‘ei’ -‘ei’ and ‘ie’ words</p> <p><b>CEW</b> vegetable, temperature, recommend, communicate.</p>	<p>-Using spelling journals for etymology -Proofreading for words on statutory list -Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose)</p> <p><b>CEW</b></p>	<p>words: problem suffixes -RECAP Homophones -RECAP Spelling aspects from Year 5 that are not secure</p> <p><b>CEW</b></p>
Grammar: Sentence level	<p><b>-RECAP Year 4</b> Phrases expanded by the addition of modifying adjectives, nouns and preposition. <i>e.g. the strict maths teacher with curly hair</i></p> <p>- Fronted adverbials e.g. <i>Almost instantly, a great crack opened up as the blinding snow fell.</i></p>	<p><b>-RECAP Year 4</b> Complex sentences using subordinate clauses separated with a comma e.g. <i>While his mother and father weren’t looking, he escaped.</i></p> <p>Or: <i>Ivan moved onward through the darkness as the wolves closed in on him.</i></p> <p>-Introduce degrees of possibility using adverbs</p>	<p>Relative clauses beginning with relative pronouns. e.g. who, which, where etc. <i>e.g. Roz, who knew nothing about gardening, transplanted the clumps of wildflowers.</i></p>	<p>-Degrees of possibility using adverbs e.g. perhaps, surely. <b>e.g. He is <i>definitely</i> coming to the party.</b></p>	<p>Recap taught sentence structures.</p>	<p>Recap taught sentence structures.</p>

	<p>-Revisit compound sentences. <i>I like the colour purple but my favourite colour is red.</i></p>	<p>modal verbs e.g. might, should, will, must. <i>We must go on holiday next year.</i></p>				
<p>Grammar, vocabulary and punctuation (outlined in the NC)</p> <p>Text structure</p>	<p>-Introduce parenthesis using brackets e.g. <i>Albert the alien (who had no training) was in charge of the wrecking ball.</i></p> <p>-bracket</p> <p>-Introduce devices used to build cohesion within a paragraph e.g. then, after,</p>	<p>-Introduce parenthesis using commas and hyphens e.g. <i>Buzz Aldrin, original name Edwin Eugene Aldrin, was the second person to set foot on the Moon</i></p> <p>-Linking ideas across paragraphs using adverbials of time e.g. <i>later</i></p> <p>Direct and indirect speech</p>	<p>-Linking ideas across paragraphs using place of time e.g. nearby</p>	<p>-Linking ideas across paragraphs using adverbials of number e.g. secondly</p> <p>-use of commas to clarify meaning or avoid ambiguity</p>		
<p>Terminology to cover</p>	<p>parenthesis bracket</p>	<p>dash modal verb cohesion</p>	<p>relative clause relative pronoun</p>	<p>ambiguity</p>		



Writing Overview  
Year 6

	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Core texts</b>	The Orchard book of Myths <i>Geraldine McCaughrean</i>  The Book of Mythical Beasts and Magical Creatures: Meet your favourite monsters, fairies, heroes, and tricksters from all around the world <i>DK</i>	A Visitors Guide to Ancient Greece <i>Usborne</i>  Percy Jackson and the Lightning Thief <i>Rick Riordan</i>	Private Peaceful <i>Michael Morpurgo</i>	Alma Visual	<b>Texts to be added</b>	
<b>Supplementary texts</b>	Greek Myths: Meet the heroes, gods, and monsters of ancient Greece <i>DK</i>  Mythopedia: An Encyclopedia of Mythical Beasts and Their Magical Tales (Fantastical Beasts) <i>Good Wives and Warriors</i>	So You Think You've Got it Bad? A Kid's Life in Ancient Greece <i>Chae Strathie &amp; Marisa Morea</i>  <i>Percy Jackson collection</i>	War Horse <i>Michael Morpurgo</i>  <i>Other stories with the theme of war</i>	A Book Called Short <i>Kevin Crossley-Holland</i>		
<b>Written outcomes</b>  <b>Prior learning</b>	<b>WSP – Little People, Big Dreams</b> 1 week  1:1 Non-chronological report 3 weeks <i>Y4 Animal innovation</i>  1:2 Myth retell 3 weeks	2:1 Persuasive brochure to visit Ancient Greece 3 weeks <i>Y4 Persuasive Brochure to visit Chichen Itza</i>  2:2 Narrative – additional scene in Percy Jackson 3 weeks <i>Y5 War of the Worlds</i> <i>Y4 How to train a dragon</i>  2:3 Narrative – Christmas story 3 weeks	<b>WSP - Author week</b> 1 week  1:1 Narrative – War additional scene 2 weeks  1:2 Diary 2 weeks <i>Y5 Curiosity diary</i>	2:1 Persuasive letter 2 weeks <i>Y5 The Journey</i> <i>Y4 Kapok tree to stop deforestation</i>  2:2 Narrative -Mystery 3 weeks <i>Y4 The Wolves in the Walls</i>  Editing a previous piece 1 week	1:1 Non-chronological report 3 weeks <i>Y6 Mythical creature</i> <i>Y4 Animal innovation</i>  Grammar 1 week  SATs week  Editing a previous piece 1 week	2:1 Diary 2 weeks <i>Y6 Private Peaceful</i> <i>Y5 Curiosity</i>  2:2 Persuasive brochure 2 weeks <i>Y6 Ancient Greece</i>  <b>WSP - Poetry</b> 1 week
<b>Transcription (Spelling and handwriting)</b>  Letter-join Module 7  No Nonsense Spelling	<b>Handwriting</b> 1 week – RECAP tripod grip, paper position, sitting position, lower case, upper case letters and days of the week.  3 weeks – dictation 3 weeks – Spellings 5/6 CEW words and sentences cloze.  <b>Spelling</b>	<b>Handwriting</b> 1 week – RECAP tripod grip, paper position, sitting position, lower case, upper case letters and days of the week.  3 weeks – Spellings 5/6 CEW words and sentences cloze.  4 weeks – KS2 SATs spelling and grammar:	<b>Handwriting</b> 2 week – KS2 SATs spelling and grammar  3 weeks – KS2 SATs punctuation and grammar.  <b>Spelling</b> -Revise words with 'ough' letter string -Words ending '-cial' and '-tial'	<b>Handwriting</b> 6 weeks – KS2 SATs punctuation and grammar.  <b>Spelling</b> -Revise generating words from prefixes and roots -Words ending in 'ant', '-ance' and '-ancy' -Homophones (draught/draft, dissent/descent,	<b>Handwriting</b> 3 weeks – KS2 SATs punctuation and grammar.  3 weeks – note-taking  <b>Spelling</b> -RECAP Spelling aspects from Year 5 that are not secure.  <b>CEW</b>	<b>Handwriting</b> 3 weeks – note-taking  4 weeks- Recap  <b>Spelling</b> -RECAP Spelling aspects from Year 5 that are not secure  <b>CEW</b>

	<p>-Revise words ending ‘-able’/‘-ably’, and ‘-ible’/‘-ibly’</p> <p>-Adding suffixes beginning with vowels to words ending in ‘-fer’</p> <p>-Proofreading in smaller chunks (sentences, paragraphs)</p> <p>-NOT IN NNS -how words are related by synonyms and antonyms e.g. big, large, little etc</p> <p><b>CEW</b> desperate, determined, immediately, bruise, category environment, necessary, physical, according.</p>	<p><b>Spelling</b></p> <p>-Homophones (‘ce’/‘se’)</p> <p>-Endings that sound like /ʃəns/ spelt ‘-cious’ or ‘-tious’</p> <p>-NOT IN NNS -The difference between vocabulary of informal speech and formal speech. e.g. find out- discover or ask for -request, go in -enter</p> <p><b>CEW</b> accommodation, convenience, occupy, privilege, guarantee, cemetery, committee, existence, curiosity, apparent, awkward, opportunity, interfere.</p>	<p>-Revise generating words from prefixes and roots</p> <p>-Homophones (dessert/ desert, stationary/ stationary, complement/ compliment, principle/ principal, prophet/profit)</p> <p>-Revise homophones taught in KS2</p> <p><b>CEW</b> conscious, foreign, harass, nuisance, exaggerate, amateur, pronunciation.</p>	<p>precede/proceed, wary/ weary)</p> <p>-Words ending ‘-ent’, ‘-ence’ and ‘-ency’</p> <p><b>CEW</b> Revise CEW that are not secure.</p>	<p>Revise CEW that are not secure.</p>	<p>Revise CEW that are not secure.</p>
Grammar: Sentence level	<p><b>RECAP Y3/Y4</b></p> <p>- fronted adverbials e.g. <i>Almost instantly</i>, a great crack opened up as the blinding snow fell.</p> <p>Compound sentences <i>I like the colour purple but my favourite colour is red.</i></p> <p>Phrases expanded by the addition of modifying adjectives, nouns and preposition. <i>e.g. the strict maths teacher with curly hair</i></p>	<p>RECAP Y4</p> <p>Complex sentences using subordinate clauses separated with a comma e.g. <i>While his mother and father weren’t looking, he escaped.</i></p> <p>Or: <i>Ivan moved onward through the darkness as the wolves closed in on him.</i></p> <p>-Introduce the typical structures of informal speech. e.g the use of question tags.</p>	<p>RECAP Y5</p> <p>- Degrees of possibility using adverbs modal verbs e.g. might, should, will, must. <i>We must go on holiday next year.</i></p> <p>-Degrees of possibility using adverbs e.g. perhaps, surely. <b>e.g.</b> <i>He is definitely coming to the party.</i></p>	<p>Recap taught sentence structures.</p> <p>-Introduce subjunctive forms e.g. <i>If I were or were they in formal writing</i></p>	<p>Recap taught sentence structures.</p>	<p>Recap taught sentence structures.</p>

	<p><b>RECAP Y5</b>  Relative clauses beginning with relative pronouns. e.g. who, which, where etc.  <i>e.g. Roz, who knew nothing about gardening, transplanted the clumps of wildflowers.</i></p>	<p><i>"He's your friend, isn't he?"</i></p> <p>-Introduce the use of the passive voice and presentation in a sentence.  e.g. <i>I broke the window vs The window was broken (by me).</i></p>				
<p>Grammar, vocabulary and punctuation (outlined in the NC)</p> <p>Text structure</p>	<p>-Layout devices, such as headings, subheadings, columns, bullets or tables  - Use of bullets, colons and semicolons to punctuate lists  -Dialogue</p>	<p>-Introduce ellipsis  -Introduce hyphens to avoid ambiguity e.g. <i>man eating shark versus man-eating shark</i>  -Introduce cohesive devices e.g. repetition of a word or phrase  -Introduce use of semi-colon, colon or dash to mark the boundary between independent clauses  - Introduce cohesive devices e.g. adverbials</p>				
Terminology	<p>synonym  antonym  bullet points</p>	<p>ellipsis  subject  object  active  passive</p>				