



English Long-term Writing Plans





Rationale

High-quality writing provision does not happen by accident; it is the result of carefully structured, well sequenced long-term planning. At St John Bosco, we believe that a strong writing curriculum ensures that all pupils—regardless of background, starting points, or needs—develop the essential skills of spelling, handwriting, and composition, enabling them to become confident, fluent, and creative writers. When these foundations are built securely and revisited systematically over time, children are far more likely to thrive academically and express themselves with precision and imagination.

1. Why Long-Term Planning Matters

Long-term planning provides a clear roadmap for progression across the year and through the school. A well-sequenced plan:

- Ensures coherence and avoids gaps in learning
- Builds skills cumulatively so pupils can apply them independently
- Unites the work of all teachers so the curriculum is delivered consistently
- Supports early identification of pupils who may be falling behind
- Creates a balanced, broad and engaging writing diet across genres and purposes

By mapping out vocabulary, grammar, spelling patterns, text types, and compositional skills in advance, we can ensure that every child is taught what they need, when they need it, with opportunities to revisit and deepen understanding.



2. The Importance of Spelling

Spelling is a crucial foundation for confident writing. Long-term planning enables us to:

- Sequence spelling patterns and rules from simple to complex
- Ensure children revisit and revise previously taught content
- Teach spelling in a systematic, logical order that builds on phonics
- Reduce cognitive load: children can focus on composing ideas rather than worrying about how to spell every word



Accurate spelling supports fluency. When pupils understand patterns, rules, morphology, and etymology, they become more confident and adventurous in their word choices. Strong spelling foundations unlock higher-level composition.

3. The Importance of Handwriting

Legible, fluent handwriting remains essential in primary education. Effective long-term planning ensures:

- Consistency in letter formation and handwriting style across year groups
- A clear progression from early mark-making to joined handwriting
- Regular practice embedded within the wider writing curriculum
- Increased speed and stamina, which frees pupils' cognitive resources for content, vocabulary, and structure

When handwriting becomes automatic, pupils can focus much more on the meaning and impact of their writing rather than the mechanics of forming letters.



4. The Importance of Transcription

Transcription encompasses the physical act of writing – forming letters, spelling correctly, and writing with fluency. It is a fundamental skill that underpins all written work in the primary years. Strong long-term planning for transcription:

- Provides structured rehearsal of handwriting and spelling in tandem
- Helps children develop automaticity, allowing them to write with speed and accuracy
- Reduces cognitive overload so pupils can focus on composition
- Ensures early skills taught in EYFS and KS1 are built upon purposefully in KS2
- Supports children with SEND through targeted, consistent, and well-sequenced practice



When transcription skills are secure, children are no longer held back by the mechanics of writing. Instead, they can devote their attention to ideas, creativity, and authorial craft.

Weak transcription can significantly hinder progress in composition. Pupils who struggle to form letters or recall spelling patterns often lose focus, write less, or become reluctant writers. Effective long-term planning ensures that transcription is not left to chance, but revisited regularly through short, purposeful, and well-structured sessions embedded within the wider curriculum.



6. Getting the Basics Right: The Key to Amazing Writing

Children become exceptional writers when foundational skills are secure and practised regularly. Effective long-term planning ensures:

- Phonics, handwriting, and early writing receive daily practice in EYFS and KS1
- Teaching is progressive, responsive, and consistent
- Key knowledge is revisited frequently throughout KS2
- Writing opportunities are meaningful and purposeful
- High expectations are embedded across the school



When the basics are right, children can:

- Use ambitious vocabulary
- Experiment with language and structure
- Communicate clearly and confidently
- Take pride in their written work

Strong foundations do not restrict creativity – they enable it.

7. Conclusion

Strong long-term planning is the backbone of an effective writing curriculum. By prioritising spelling, transcription, and composition – and by ensuring a clear progression from EYFS to Year 6 – schools give every child the tools they need to become fluent, confident, and imaginative writers. A well-sequenced writing curriculum empowers pupils not only to succeed academically, but to communicate with clarity and joy throughout their lives.



Implementing Effective Long-Term Planning for Writing

To ensure that long-term planning for writing has a meaningful impact, we are embedding it consistently across classrooms, year groups, and phases. Implementation requires clarity, training, accountability, and an ongoing cycle of monitoring and refinement.

a. Whole-School Curriculum Design

- We have developed a coherent, sequenced writing curriculum from EYFS to Year 6.
- We have mapped out progression in spelling, handwriting, transcription, grammar, and composition.
- We will ensure genres are revisited across year groups, with increasing complexity and expectations. We have aligned the writing curriculum with reading, phonics, and spoken language development to ensure consistency.

b. High-Quality Teaching and Modelling

- At English Martyrs, we provide regular CPD for staff on effective writing instruction, including:
 1. Using a visualiser for live modelling
 2. Teaching grammar in context
 3. Modelling planning, drafting, editing, and improving
- Embed daily opportunities for transcription, handwriting, and sentence work in KS1 and early KS2.
- Ensure staff apply consistent expectations for presentation, handwriting, and spelling.



c. Targeted Support and Intervention

We will:

- Use assessment information to identify pupils who need additional help with spelling, handwriting, fluency, or composition.
- Provide short, focused intervention programmes for transcription and early writing skills.
- Ensure SEND pupils have appropriate scaffolds, adjustments, and tools (e.g., word banks, additional rehearsal, assistive technology).



d. A Culture of Writing

We will:

- Provide real audiences and purposes for writing (e.g., displays, letters, competitions, performances).
- Celebrate excellent writing in assemblies, newsletters, social media, and classroom displays.
- Encourage pupils to take pride in their own progress and effort through self and peer-assessment.





How We Will Measure Success

Success in writing should be measured through a combination of quantitative and qualitative evidence. A range of monitoring approaches helps leaders check that teaching is effective, that the curriculum is delivered as intended, and that pupils are making strong progress.

a. Pupil Outcomes and Progress

We will track improvements in:

- Spelling accuracy across extended pieces of writing
- Handwriting fluency and presentation in daily work
- Sentence construction, grammar, and vocabulary use
- Quality of composition, including ideas, structure, and authorial choices
- Writing stamina—pupils producing longer, more confident pieces

Termly writing assessments, cross-moderation, and comparative judgement will be used to ensure accuracy and consistency.



b. Work Scrutiny (Book Looks)

Leaders and teachers will review pupils' books to check:

- Progression in skills over time
- Consistency of expectations across classes and year groups
- Application of spelling, grammar, and handwriting in independent writing
- Volume and variety of writing opportunities
- The balance between heavily scaffolded and independent writing

Book looks help identify strengths, gaps, and areas for support or CPD.



c. Pupil Voice



Talking to pupils provides powerful insight. We will monitor:

- Pupils' confidence and enjoyment of writing
- Understanding of success criteria and writing processes
- The degree to which pupils feel they receive useful feedback
- Whether pupils can articulate progression (e.g., "What can you do now that you couldn't do before?")

Pupil voice helps shape improvements and identifies those who may need further encouragement or support.

d. Lesson Visits and Learning Walks



Leaders will observe classroom practice to ensure:

- High-quality modelling is used consistently
- Expectations for handwriting and transcription are upheld
- The curriculum is being delivered as intended
- Writing routines are embedded (e.g., daily sentence work, oral rehearsal, editing time)
- Struggling writers receive timely support and scaffolding

Feedback from lesson visits informs ongoing professional development.



e. Staff Feedback and Professional Conversations

Teachers will have regular opportunities to share:

- What is working well
- Areas where pupils are struggling
- Examples of good practice
- Training or resource needs

This ensures the curriculum remains responsive and relevant, and that staff feel supported.



f. Impact on Struggling Writers

The success of long-term planning is measured not only by strong writers excelling, but by struggling writers making accelerated progress. Evidence will include:

- Reduced gaps in spelling and transcription
- Increased writing stamina and independence
- More confident participation in writing lessons
- Improved outcomes in targeted interventions
- Higher levels of motivation and pride in writing

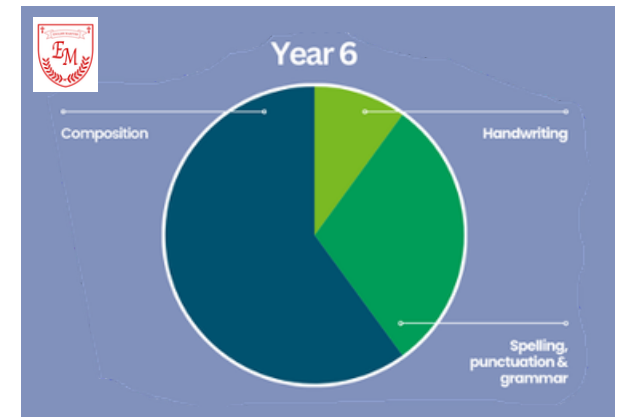
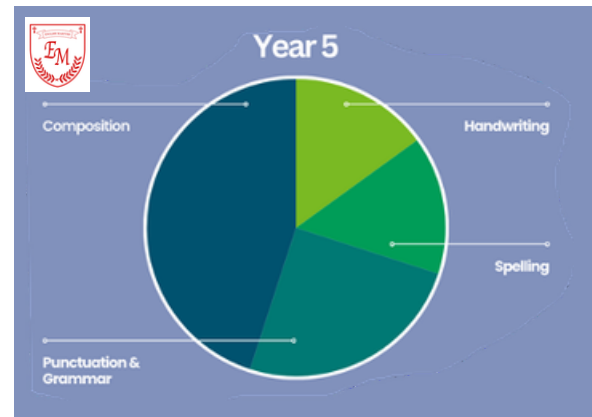
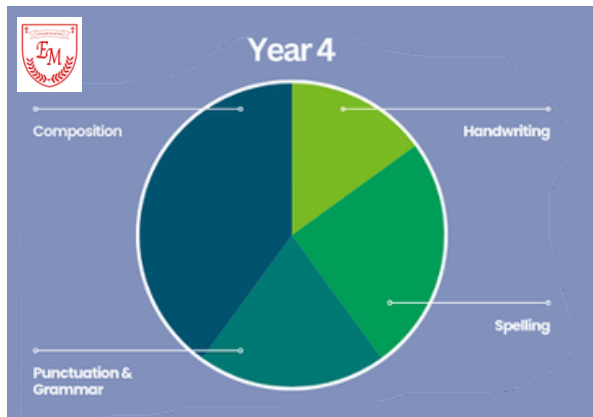
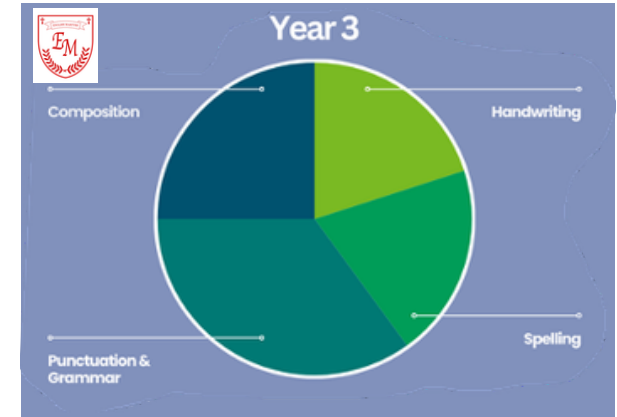
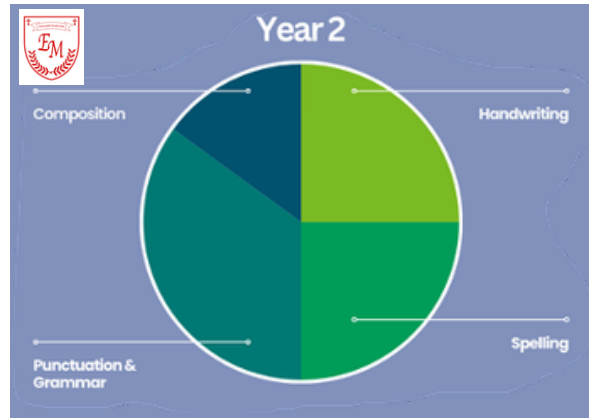
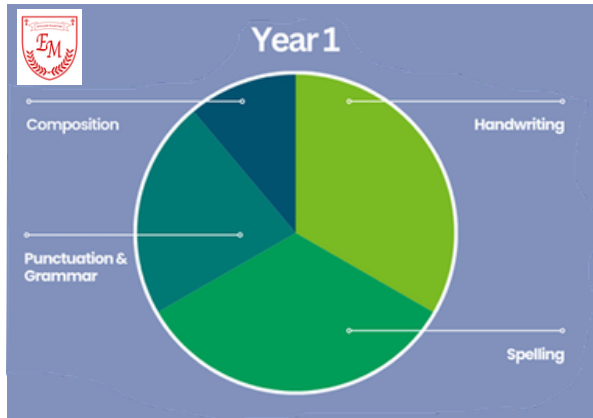




Year Group Plans

Lessons

(See below pie charts for suggested make-up of lessons)



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Nursery

Nursery



EYFS - Nursery						
Phonics	Oral Blending and Segmenting with additional focus on: Environmental Sounds Instrumental Sounds Body Percussion	Oral Blending and Segmenting with additional focus on: Rhythm and Rhyme Syllable recognition Voice sounds	Oral Blending and Segmenting with additional focus on: Rhythm and Rhyme	Oral Blending and Segmenting with additional focus on: Alliteration Initial Sounds	Oral Blending and Segmenting with additional focus on: Syllable recognition Voice sounds	Oral Blending and Segmenting with additional focus on: Initial Sounds
	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes
Speaking and Listening (Oracy, Composition)	Talk about a story they have read Join in with a range of familiar songs/rhymes Initiate and remain engaged in conversations with familiar adults/friends	Use Vocabulary they have previously encountered effectively Follow a 2-step instruction Talk in more complex sentences (4+ words) Share what they think about something with others	Listen attentively to a more detailed story Use talk to plan their play Accurately respond to 'why' questions			























Nursery



<p>Motor Skills (Handwriting)</p>	<p>Use one handed equipment e.g. scissors to make snips in paper</p> <p>Use alternative feet when climbing/using steps</p> <p>Use gross motor skills to skip/hop/hold pose</p>	<p>Use a knife and fork independently</p> <p>Safely use the scooters/trikes</p> <p>Use large-muscle movements to wave streamers and for mark-making</p> <p>Engage in child-initiated group games and activities</p>	<p>Follow sequences/patterns of movement linked to music and rhythm</p> <p>Work together to achieve a physical plan e.g. moving something large/heavy</p> <p>Use a comfortable grip when mark-making</p> <p>Good control in tracing lines/shapes</p>			
<p>Literacy (Comprehension Writing)</p>	<p>Look at books independently</p> <p>Understand that print has meaning</p> <p>Begin to engage in conversation about stories</p>	<p>Understand that print can have different purposes, a shopping list, story, recipe, etc.</p> <p>Talk about familiar stories suggesting what might happen next</p>	<p>Understand page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Write some or all of their name</p>			









Nursery



	<p>Make marks with a variety of tools</p> <p>Understand that we read English text from left to right and from top to bottom</p> <p>Hold books the correct way up</p> <p>Recognise their own name</p>	<p>Begin to write some of their name. Identify and name the different parts of a book, e.g. front cover, pages, etc.</p> <p>Write some or all of their name</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; witing 'm' for mummy</p> <p>Write some letters accurately</p>			
<p>Key Texts +Fab Five</p>	<p><u>Key Texts</u> The Colour Monster</p>  <p>The Colour Monster Goes to School</p>  <p>Leaf Man</p> 	<p><u>Key Texts</u> A Superhero Like You!</p>  <p>Jobs People Do</p>  <p>Stick Man</p>  <p>The Christmas Story</p> 	<p><u>Key Texts</u> Let's Celebrate</p>  <p>Festival of Colours</p>  <p>Peppa's Chinese New Year</p>  <p>The Best Diwali Ever</p> 	<p><u>Key Texts</u> The Very Hungry Caterpillar</p>  <p>We're Going on an Egg Hunt</p>  <p>Superworm</p>  <p>Goodbye Winter, Hello Spring</p> 	<p><u>Key Texts</u> The Three Little Pigs</p>  <p>Gingerbread Man</p>  <p>Goldilocks and the Three Bears</p>  <p>Jack and the Beanstalk</p>	<p><u>Key Texts</u> The Train Ride</p>  <p>Hello Summer!</p>  <p>Somebody Swallowed Stanley</p>  <p>Sharing a Shell</p> 

Nursery



	There's Only One You 	Clothesline Clues to Jobs People Do 	Celebrate the Day of the Dead 	Jasper's Beanstalk 	 The 3 Billy Goats Gruff 	What the Ladybird Heard at the Seaside 
	In Every House on Every Street 	<u>Rhymes</u> Rock-a-bye Baby	<u>Rhymes</u> The Grand Old Duke of York	<u>Rhymes</u> Little Bo Peep	<u>Rhymes</u> Recap and revisit previous rhymes	<u>Rhymes</u> Recap and revisit previous rhymes
	<u>Rhymes</u> Humpty Dumpty	Pat-a-cake	See-Saw Margery Daw	Pop Goes the Weasel		
	Twinkle Twinkle	Two Little Dicky Birds	Mary Had a Little Lamb	Old Mother Hubbard		
	Baa Baa Black Sheep	Mary, Mary Quite Contrary	Ring-a-Ring of Roses	Wee Willie Winkie		
	Incy Wincy	Little Miss Muffet	Hey Diddle Diddle	Jack and Jill		
	Polly Put the Kettle On	1, 2, 3, 4, 5	Hot Cross Buns	Oranges and Lemons		
	Horsey, Horsey	Hickory, Dickory Dock	This Little Piggy			
	London Bridge is falling down					

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Reception

Reception



EYFS - Reception						
Phonics	Unit 1 (a, l, m, s, t) Unit 2 (n, p, o) Unit 3 (b, c, g, h) Unit 4 (d, e, f, v) Unit 5 (k, l, r, u) Unit 6 (j, w, z) Unit 7 (x, y, ff, ll, ss, zz)	Unit 8 (VCC & CVCC) Unit 9 (CCVC) Unit 10 (CCCVC, CCVCC & CVCCC) Unit 11 (CCVC, CVCC & CCCVCC, sh, ch, th, ck, wh, ng, q & u)	Consolidation Bridging Unit /k/: c, k, ck /ch/: ch, tch /l/: l, ll, le /w/: w, wh	Unit 1 (a, l, m, s, t) Unit 2 (n, p, o) Unit 3 (b, c, g, h) Unit 4 (d, e, f, v) Unit 5 (k, l, r, u) Unit 6 (j, w, z) Unit 7 (x, y, ff, ll, ss, zz)	Unit 8 (VCC & CVCC) Unit 9 (CCVC) Unit 10 (CCCVC, CCVCC & CVCCC) Unit 11 (CCVC, CVCC & CCCVCC, sh, ch, th, ck, wh, ng, q & u)	Consolidation Bridging Unit /k/: c, k, ck /ch/: ch, tch /l/: l, ll, le /w/: w, wh
	High Frequency Words Unit 1 – a, at, am, it Unit 2 – in, on, not, an Introduce - is, a Unit 3 – him, big, can Introduce - the, I Unit 4 – if, did, get Introduce - for, of Unit 5 – us, fun, up Introduce – are Unit 6 – Introduce – was	High Frequency words Unit 8 – and, must, just, went Introduce – come, some Unit 9 – from Introduce – to Unit 11 – the, with, that, this, them, than, then, when, which, <u>much</u> , back Introduce – there, their, these, what, where, who		High Frequency Words Unit 1 – a, at, am, it Unit 2 – in, on, not, an Introduce - is, a Unit 3 – him, big, can Introduce - the, I Unit 4 – if, did, get Introduce - for, of Unit 5 – us, fun, up Introduce – are Unit 6 – Introduce – was	High Frequency words Unit 8 – and, must, just, went Introduce – come, some Unit 9 – from Introduce – to Unit 11 – the, with, that, this, them, than, then, when, which, <u>much</u> , back Introduce – there, their, these, what, where, who	







Reception



	Unit 7 – well, will, off Introduce – all			Unit 7 – well, will, off Introduce – all		
Handwriting	<p>Draw lines, circles and early writing patterns</p> <p>Hold a pencil comfortably</p> <p>Beginning to form recognisable and accurate letter formation. (letters in name)</p>	<p>Write from left to right and top to bottom, forming recognisable letters.</p> <p>Use letter families to form letters accurately</p> <p>Holds pencil effectively to form increasingly accurate letters (size and shape)</p> <p>Comfortable writing position</p>	<p>Forms most letters correctly with consistent orientation</p> <p>Can include spaces between words</p> <p>Uses pencil confidently</p>			
Spelling	<p>Orally segment sounds in CVC words, e.g. c-a-t</p> <p>Say the initial sounds in most words</p> <p>Write own name</p> <p>Identify known letters to match initial code taught.</p>	<p>Orally segment and write VC, CVC, CVCC, CCVC and CCVCC words independently</p> <p>Spell to write words independently using taught phonics</p>	<p>Spell words using knowledge of phonics taught so far and makes phonetically plausible attempts when writing more complex unknown words</p> <p>Spell several high frequency words independently.</p>			













Reception



	Say and write CVC words using taught sounds and spellings	Spell <u>some</u> high frequency words independently.				
Composition	Writes their name by copying/or from memory Write some CVC words for real purposes (lists, labels, messages) Begin to write short, dictated phrases, sometimes with support (e.g. The tap) Speak in full sentences during talk sessions	Transcribe a 4-5 word phrase and hold it in memory Segment and attempt to write words using taught phonics (CVC) Begin to write short, dictated phrases, sometimes with support (The tap is on)	Speak in full clear sentences with basic connectives Write a simple sentence independently			
Focus Texts (3 Weeks) +Fab Five	The Three Little Pigs  Tasks: Labels (CVC) Names Story Map	The Tiger Who Came to Tea  Tasks: Lists Labels	Little Red Hen  Tasks: Character description captions	Beegu  Tasks: Poster Letter	The Building Boy  Tasks: Retell (Simple Sentence)	Big Red Bath  Tasks: Reimagine Story (Simple Sentence)

Reception



			Shopping List Instructions			Story Map with labels
Other Texts (*non-fiction)	You're Called What?  Leaf Man 	Police Officers on Patrol  The Nativity Story  Tasks: Labels Celebration Card Speech Bubble	Chapatti Moon  The Great Race  Tasks: Captions	Whatever Next  Goodnight Spaceman  Alien's Love Underpants  Space Poems Tasks: Factfile (Simple sentence)	The Three Pigs  Tasks: architectural tale	A Fruit is a suitcase for seeds  Non-fiction lifecycles Michael Rosen minibeast poetry Tasks: Sentence
	Key Texts +Fab Five	<u>Key Texts</u> The Colour Monster  The Colour Monster Goes to School	<u>Key Texts</u> A Superhero Like You!  Jobs People Do  Stick Man 	<u>Key Texts</u> Let's Celebrate  Festival of Colours  Peppa's Chinese New Year 	<u>Key Texts</u> The Very Hungry Caterpillar  We're Going on an Egg Hunt  Superworm 	<u>Key Texts</u> The Three Little Pigs  Gingerbread Man  Goldilocks and the Three Bears 

Reception



	<p>Leaf Man</p>	<p>The Christmas Story</p>	<p>Celebrate the Day of the Dead</p>	<p>Jasper's Beanstalk</p>	<p>The 3 Billy Goats Gruff</p>	<p>What the Ladybird Heard at the Seaside</p>
	<p>There's Only One You</p>	<p>Clothesline Clues to Jobs People Do</p>	<p><u>Rhymes</u> The Grand Old Duke of York</p>	<p><u>Rhymes</u> Little Bo Peep</p>	<p><u>Rhymes</u> Recap and revisit previous rhymes</p>	<p><u>Rhymes</u> Recap and revisit previous rhymes</p>
	<p>In Every House on Every Street</p>	<p><u>Rhymes</u> Rock-a-bye Baby</p>	<p>See-Saw Margery Daw</p>	<p>Pop Goes the Weasel</p>		
	<p><u>Rhymes</u> Humpty Dumpty</p>	<p>Pat-a-cake</p>	<p>Mary Had a Little Lamb</p>	<p>Old Mother Hubbard</p>		
	<p>Twinkle Twinkle</p>	<p>Two Little Dicky Birds</p>	<p>Ring-a-Ring of Roses</p>	<p>Wee Willie Winkie</p>		
<p>Baa Baa Black Sheep</p>	<p>Mary, Mary Quite Contrary</p>	<p>Hey Diddle Diddle</p>	<p>Jack and Jill</p>			
<p>Incy Wincy</p>	<p>Little Miss Muffet</p>	<p>Hot Cross Buns</p>	<p>Oranges and Lemons</p>			
<p>Polly Put the Kettle On</p>	<p>1, 2, 3, 4, 5</p>	<p>This Little Piggy</p>				

Reception



	Horsey, Horsey London Bridge is falling down	Hickory, Dickory Dock				
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Year 1

Year 1



Year 1						
Fiction Focus	<p>Peace at Last</p>  <p>Recall key part of stories with repeated and predictable language. Use phonics knowledge to write simple sentences</p>	<p>The Gruffalo's Child</p>  <p>Sequence sentences to retell short familiar narrative</p>	<p>Where to Hide a Star</p>  <p>Write a character description using compound sentences and adjectives</p>	<p>Look Up!</p>  <p>Setting description</p>	<p>Supertato</p>  <p>Innovate a change of character to form a short narrative</p>	<p>Where the Wild Things are</p>  <p>Innovate a story ending</p>
Writer's Knowledge	<p>Sentence-subject verb/subject verb object</p> <p>Recall repeated and predictable language</p> <p>Initial code phonics knowledge</p>	<p>Clear story structure – beginning, middle, end</p> <p>Ordering events (using sequencing words to link sentences)</p>	<p>Adjective describing word – describe appearance</p> <p>Simple conjunctions (and, because, but) to join sentences</p>	<p>Adjectives can describe places – see, hear, smell</p>	<p>Understand a character is a person, animal, creature</p> <p>Understand how a character affects the story</p>	<p>Know how to resolve a problem</p> <p>Use story language to signal an ending</p>
Non-Fiction Focus	<p>Recount a local walk using simple sentences in order (geography link)</p>	<p>Instructions on making a hedgehog home including non-fiction features – title, numbers and simple</p>	<p>Write a letter (linked to Fiction text) Including greeting compound sentence to convey message and closing</p>	<p>Write a simple weather report including compound sentences and adjectives (Geography link)</p>	<p>'Ask an expert fact file' (Link to history topic) including questions and compound</p>	<p>Information report about a topic (local study) including title, subheadings and</p>


Year 1



		sentences (science link)			sentence answers	compound sentences
Writer's Knowledge	<p>Recall events in sequence – Know that a recount is told in the order things happened (first, next, then, last)</p> <p>Use simple, clear sentences – Write short sentences starting with a capital letter and ending with a full stop</p> <p>Use time words – Apply basic time connectives such as <i>First ... Next ... Then ...</i> to show the order of events</p> <p>Include key details from walk – Name places seen, things noticed and actions taken</p>	<p>Know the purpose and features of instructions – Recognise that instructions tell someone how to do something</p> <p>Use bossy (imperative) verbs Begin each step with action words such as <i>Get ... Put ... Make ... Add ...</i></p> <p>Write steps in order – Understand that instructions must be written in the correct sequence and use numbers to organise each step</p>	<p>Know the structure of a letter – Understand that a letter needs a <i>greeting</i> (e.g. <i>Dear...</i>) a message and a <i>closing</i> (e.g. <i>From...</i>)</p> <p>Use compound sentences – Join ideas with <i>and, but</i> or <i>because</i> to give more detail in the message (e.g. <i>I liked the trip because it was fun</i>)</p> <p>Write clearly to a real reader – know that the letter is written to <i>someone</i>, so sentences should make sense and explain their message or feeling</p>	<p>Use weather adjectives – Know descriptive words to describe weather e.g. <i>cold, windy, bright, stormy</i></p> <p>Write compound sentences – Use simple joining words like <i>and, but, because</i> to extend ideas</p> <p>Include key weather information – Know to report what the weather is like now, what it might feel like, and what people might need</p>	<p>Understand the purpose of a fact file – Know that a fact file gives information about a topic</p> <p>Write clear question sentences – Use question words (<i>What ...? Where ...? How ...? Why ...?</i>) and end with a question mark</p> <p>Use compound sentences in answers – Join ideas with <i>and, but</i> or <i>because</i> to give more detail</p> <p>Include simple facts in full sentences – Ensure each answer shares a</p>	<p>Know the structure of an information report – Understand that it begins with a <i>title</i>, is organised into sections with <i>simple subheadings</i> and gives facts about a topic</p> <p>Use compound sentences to add detail – Join ideas with <i>and, but</i> or <i>because</i> to give extra information (e.g. <i>Lions roar loudly because they want to warn others</i>)</p> <p>Sort facts into the right sections – Know that each</p>

Year 1



					clear piece of information	subheading groups information so the report is easy to understand
Poetry	Some Smug Slug 		Shape Poems		What Am I? riddles	
Grammar	Capital Letters at the beginning of a sentence and for pronoun 'I'	Capital letters for proper pronouns	Introduce adjectives	Add er/est to adjectives	Add suffix (ing/ed/er) to verbs no change needed (i.e. help, helping, helper, helped)	Prefix 'un-'
Punctuation	Using a full stop, capital letters and finger spaces	Using a full stop, capital letters and finger spaces	Using a full stop, capital letters and finger spaces	Use an exclamation mark	Use a question mark Read words with contractions 'I'm, I'll, We'll'	
Vocab	Full stop Capital Letter Finger Space	Full stop Capital Letter Finger Space Conjunction	Full stop Capital Letter Finger Space Conjunction	Capital Letter Exclamation Mark	Capital Letter Question Mark	Full Stop Capital letter Finger space Conjunction Clause
Spelling	Recap initial code double consonants	Extended code units 5-9 've' spelling rule	Extended code units 10-13	Extended code units 14-17	Extended code units 18-21	Extended code units 22-26

Year 1



	<p>Extended code units 1-4</p> <p>Common Exception Words; <i>the, I, you, no, to, of, was, he, she, go, be, me</i></p>	<p>Days of the Week</p> <p>Name the letters of the alphabet in order</p>	<p>Introduce polysyllabic words</p> <p>'tch' spelling rule</p> <p>Common Exception Words; <i>said, says, are, were, my, his, has, your, they, here, there, where</i></p>	<p>Common Exception Words; <i>put, push, pull, full, house, our</i></p>	<p>Common Exception Words; <i>love, come, some, one, once, ask, friend, school</i></p>	<p>Consolidation of <u>C.Exc</u> Words</p>
<p>Organisational Features (Sentences)</p>	<p>Write a simple sentence (subject and verb)</p>	<p>Compound sentences (and)</p>	<p>Compound sentences (and/because)</p>	<p>An exclamation sentence</p> <p>(How +...) (What +...)</p>	<p>A question sentence</p> <p>(Sentences (usually) starting with who, what, where, why, when, how)</p>	<p>Compound sentence (but)</p>
<p>Handwriting</p>	<p>Revisit all letter families</p> <p>Correct pencil grip & posture reinforced</p> <p>Focus on <i>starting points and direction</i></p> <p>Continue to write Forename (copy then independent)</p>	<p>Formation within lines</p> <p>Finger spaces between words</p> <p>Capital letters used correctly</p> <p>Continue to write Forename (copy then independent)</p>	<p>Consistency in size (ascenders/descenders emerging)</p> <p>Dictated phrases</p> <p>Learn to write Surname (copy then independent)</p>	<p>Improve legibility and speed</p> <p>Use handwriting lines accurately</p> <p>Learn to write Surname (copy then independent)</p>	<p>Introduce lead-in lines through letter families (entry strokes) for most letters</p> <p>Practice simple joins informally</p> <p>Write whole name independently</p>	<p>Apply lead-ins in writing tasks</p> <p>Increased fluency in short sentences</p> <p>Write whole name independently</p>

Year 1









<p>Oracy</p>	<p>Speak in full sentences Use gestures to support delivery Use new vocabulary</p>	<p>Use an appropriate tone</p>	<p>Explain ideas and events in chronological order Speak in full sentences joining phrases and linking ideas</p>	<p>Offer reasons for opinions Opportunity to change mind based on what they have heard</p>	<p>Independent group discussion opportunities using sentence stems</p>	<p>Independent group discussion opportunities using sentence stems</p>
<p>Editing</p>	<p>Re-read to check for sense (with an adult) Look for 3 tick sentence</p>	<p>Re-read to check for sense (with an adult) Look for 3 tick sentence</p>	<p>Re-read to check for simple spelling errors (with an adult) Look for 3 tick sentence</p>	<p>Re-read to check for simple spelling errors (with an adult) Look for 3 tick sentence</p>	<p>Re-read to check for sense and spelling Look for 3 tick sentence</p>	<p>Re-read to check for sense and spelling Look for 3 tick sentence</p>

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Year 2

Year 2



Year 2						
Fiction Focus	<p>The Barnabus Project</p>  <p>Retell a story which has a central character with use of adjectives and coordination</p>	<p>One Snowy Night</p>  <p>Plan and retell a story based on own experience (use of past tense)</p>	<p>Bog Baby</p>  <p>Plan and write a story including a range of sentence types Develop the story to include language to add detail</p>	<p>Fantastic Mr Fox</p>  <p>Plan and retell a story with clear inclusion of subordination and coordination</p>	<p>The Three Little Wolves and the Big Bad Pig</p>  <p>Retell a traditional tale with repeated event (using the rule of three) with subordination</p>	<p>The Disgusting Sandwich</p>  <p>To plan and write a familiar story with a range of sentence types</p>
Writer's Knowledge	<p>Identify and describe the central character – know who the main character is and use simple adjectives to describe them (appearance and personality)</p> <p>Recall and sequence key events – Retell the story in the correct order, focussing on</p>	<p>Understand story structure</p> <p>Use the past tense consistently – Apply common past-tense verbs when retelling what they did</p> <p>Include key details from real experience – add simple description, feelings or</p>	<p>Understand that stories use different sentence types – Know how to use statements, questions, exclamations and commands appropriately to make the story engaging</p> <p>Develop ideas with descriptive language – Use expanded noun phrases and adjectives to add detail about</p>	<p>Understand story structure before writing – Know that stories need a <i>beginning, middle and end</i>, and that planning helps sequence events clearly</p> <p>Use coordination to join ideas – join clauses with <i>and, but, or</i> to add detail or continue the</p>	<p>Recognise repeated story patterns – Understand that many traditional tales use the <i>rule of three</i></p> <p>Describe characters and events with detail – Use adjectives and key story language to make the repeated events clear and engaging</p> <p>Use subordination to extend ideas –</p>	<p>Plan a clear story structure – Understand how to organise a beginning, middle and end, ensuring ideas develop gradually and the detail supports the plot</p>





Year 2



	<p>what happens to the central character</p> <p>Use coordination to extend ideas – join ideas with <i>'and, but or because'</i> to add detail</p> <p>Use story language to support retelling – Apply familiar phrases such as <i>'Once upon a time ...', 'Suddenly ...', 'In the end ...'</i> to help structure the narrative</p>	<p>actions to make the retelling clear and interesting</p> <p>Sequence events logically – Use time words such as <i>first, next, after that, finally</i> to organise and plan the story before writing</p>	<p>characters, settings and actions (e.g. <i>the dark, gloomy forest</i>)</p>	<p>action in the retelling</p> <p>Use subordination to explain or add meaning – Use <i>when, if, that, because</i> to show reasons, time or extra information</p>	<p>join clauses using <i>when, if, that, because</i> to show reasons or change the meaning</p>	
<p>Non-Fiction Focus</p>	<p>Write a narrative recount in role including who, where, when and what sequence events in order of time</p>	<p>Collect and write information from research to write a short non-chronological</p>	<p>Write instructions to include - imperative verbs, precise language, commands (making a bog baby)</p>	<p>Write a persuasive letter about fox hunting including opinions w/3 reasons to</p>	<p>Write a travel document including non-fiction features (title, info and table)</p>	<p>Write instructions including imperative verbs, commands, precise language (DT link – sandwich making)</p>

Year 2



	 (History link)	report with title, intro, questions, facts (science link)		support, writing in sequence, paragraphs 	 (Geography link)	
Writer's Knowledge	Know how to write in role to pretend to be someone from 1666 (<i>e.g. a baker, a child etc.</i>) Include where and when the events happened, using simple facts about the fire (<i>e.g. in Pudding Lane, in 1666, in London</i>) Sequence events in the correct time order, using time connectives like <i>first, next, then, finally</i>	Understand the structure of a non-chronological report – Know that it has a clear <i>title</i> , a short <i>introduction</i> , explaining the topic, and sections of information that are not written in time order Use research to gather facts – Know how to collect simple information from books	Imperative verbs related to topic Write commands using subordination to add detail Understand the full structure: title, equipment/resources list and numbered steps written as commands	Understanding the purpose of the letter (to persuade, inform, thank, request) Beginning to group ideas into simple paragraphs (or spaced sections) Using persuasive phrases (<i>I believe... It is important that ...</i>) stating an opinion clearly	A travel document gives real facts about a place and includes a clear title Information sentences should be factual Headings or labels help the reader understand key details. A table is used to present information clearly, with rows and columns showing different facts	Understand the full structure: title, equipment/resources list and numbered steps written as commands Use a wider range of imperative verbs and precise language Write commands using coordination to add detail

Year 2



		Ask and answer questions – use question sentences and write factual answers in full sentences using varied sentence structures				
Poetry	Autumn (Acrostic Poems)		Animal Poems – BEawARE by James Carter		Haikus – Lambton Worm	
Grammar	Use adjectives to describe a character Co-ordination	Expanded Noun Phrases to specify Past tense spelling rules	Subordination	Co-ordination / subordination	Adverbs, homophones / near homophones	
Punctuation	Demarcation with ?!		Possessive apostrophe	Commas in a list	Apostrophe for contracted forms (can't, didn't, hasn't, I'll)	
Vocab	Determiner, noun, adjective, noun phrase, expanded noun phrase	Determiner, noun, adjective, noun phrase, expanded noun phrase	Imperative verb, Question mark	Main clause, subordinate clause, comma	Adverb, comma, main clause, modify	

Year 2



		Exclamation mark				
Spelling	Extended Code Units	Extended Code Units	Extended Code Units	Extended Code Units	Extended Code Units	Extended Code Units
	Kn/gn (start of a word) Path, bath, grass, pass, class, kind, mind, behind, find, because, fast, last, past	Suffix -ed (past tense) Recap /s/ spelt <c> Mr, Mrs, people, everybody, every, Christmas, beautiful, pretty, after, wild, child	Recap /l/ (polysyllabic) Hold, gold, floor, told, door, poor, children, most, only, both	Adding -es to nouns and verbs ending 'y' Clothes, parents, could, would, water, busy, money, again	Recap <y> spelling /ie/ Half, even, whole, any, hour, many, improve, father, prove, climb, eye	Sure, sugar, break, steak, great
Organisational Features (Sentences)	Recap Y1 – capital letter, full stop, subject-object-verb Joining clauses with <i>and</i> , <i>because</i> (co-ordination)	Sentence types – statement, exclamation Expanded noun phrases to specify	Sentences starting with adverbs	A list sentence Complex sentences with subordinating conjunctions	Sentence types – command questions	Consolidation of sentence types

Year 2



	Expanded noun phrases (to describe)					
Handwriting	Continue to practice lead-in lines through letter families (entry strokes) for most letters	Teach the first join – diagonal join to letters without ascenders ai, am, an, ao, ar, au ca, ci, co, cu, ia, im in, io, ir, iu, ma, mi, mm	Continue with learning the first join mo, mu, na, nc, nd, ne, ni, nn, no, np, nu, ua, ui, um, un, uo, ag, aj, dy, ig, ip, lp, mp, np, ug, up	Continue with learning the first join from a letter with an ascender to a letter without an ascender da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu A diagonal join to the letter 'c' Ac, ec, ic, lc, uc	Recap previous and a diagonal join to the letter 's' As, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us Begin to teach the second join – the horizontal join oa, oc, od, og, oe, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz	Recap previous and a diagonal join to the letter 'e' Ae, ce, de, ee, he, ie, ke, le, me, ne, ue Continue with the second join – the horizontal join Ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu
Oracy	<p>Speak clearly and confidently with appropriate volume and pace</p> <p>Gesture to support speech</p> <p>Use body language to show active listening</p> <p>Speak in sentences joining phrases</p> <p>Adapt how to speak in different situations</p> <p>Ask questions to find out more</p> <p>Make connections between what has been said and their own experiences</p> <p>Show awareness of audience</p> <p>Recite/deliver short, prepared materials</p>					

Year 2









Editing	Simple edits (with teacher and class)	Reread to check for errors in spelling / punctuation			Check writing makes sense – verbs indicate time used correctly	
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Year 3






Year 3



Year 3						
Fiction Focus	<p>The Butterfly Lion</p>  <p>Setting Description using conjunctions and adjectives</p>	<p>The Iron Man</p>  <p>Character Description using expanded noun phrases and direct speech</p>	<p>The Tunnel</p>  <p>Dialogue between two characters using correct punctuation and adverbs</p>	<p>The Twits Playscript</p>  <p>Playscript using direct speech, prepositional phrases and present tense verbs to show actions</p>	<p>BFG</p>  <p>Create alternative ending using expanded noun phrases, similes, metaphors, direct speech and adverbs</p>	<p>Beowulf</p>  <p>Narrative using all narrative skills learnt so far in Y3</p>
Writer's Knowledge	<p>Writing in 3rd person Using the five senses Expanded noun phrases Paragraphs Subordinating conjunctions Co-ordinating conjunctions Interesting vocabulary</p>	<p>Writing in 3rd person Paragraphs Expanded noun phrases Adverbs Powerful verbs Inverted commas Interesting vocabulary Begin to use inverted commas/direct speech</p>	<p>Writing in 3rd person More confident use of inverted commas Begin to use correct punctuation in direct speech Use dialogue to progress a narrative Adverbs</p>	<p>Writing in 3rd person Use dialogue to progress a narrative Title Character list Scenes/paragraphs Stage directions Adverbs Present tense Punctuation to show expression</p>	<p>Writing in 3rd person Paragraphs Direct speech/inverted commas Use of dialogue to develop story Develop plot and character motivation Expanded noun phrases</p>	<p>Writing in 3rd person Paragraphs Direct speech/inverted commas Use of dialogue to develop story Develop plot and character motivation Expanded noun phrases</p>

Year 3



					Explore figurative language Adverbs and adverbial phrases Prepositional phrases Conjunctions	Explore figurative language Adverbs and adverbial phrases Prepositional phrases Conjunctions Clear structure
Non-Fiction Focus	<p>The Butterfly Lion</p>  <p>Explanation text using adverbs and conjunctions</p>	<p>The Iron Man</p>  <p>Fact File using headings, subheadings and prepositional phrases</p>	<p>The Tunnel</p>  <p>Persuasive Letter using prepositional phrases, adverbs and conjunctions</p>	<p>The Twits Playscript</p>  <p>Instructions using headings, subheading and conjunctions</p>	<p>BFG</p>  <p>Diary entry using adverbial phrases and conjunctions</p>	<p>Webpage about famous volcanoes using headings, subheadings and adverbial phrases</p>
Writer's Knowledge	<p>Write in 3rd person Organise paragraphs around a theme Headings and subheadings Present tense Technical vocabulary</p>	<p>Write in 3rd person Organise paragraphs around a theme Headings and subheadings Present tense Factual language Technical vocabulary Diagrams Bullet points</p>	<p>Write in 1st person Paragraphs Writing with a clear purpose Sender's address Recipients address/name Date Greeting End with 'Yours sincerely'</p>	<p>Write in 3rd person Title Equipment list Numbered steps Imperative verbs Present tense Time conjunctions Adverbs Precise language</p>	<p>Write in 1st person Paragraphs Past tense Use of thoughts and feelings Time conjunctions</p>	<p>Write in 3rd person Paragraphs Headings and subheadings Conjunctions (subordinating, co-ordinating and time) Pronouns</p>

Year 3



	Prepositional phrases	Introduction Conclusion Interesting facts Prepositional phrases	Persuasive language Emotive language Rhetorical questions Repetition Formal tone Time conjunctions Use evidence and examples		Date and greeting	Technical vocabulary Diagrams
Poetry	Winter Poetry		The Sound Collector (onomatopoeia)		Volcanoes (acrostic)	
Grammar	Expanded Noun Phrases (to describe/specify) Prepositional phrases	Conjunctions (FANBOYS) Correctly use a/an	Prepositions/prepositional phrases (before, after, during, in etc.) Adverbs used effectively	Use of present perfect form of verbs Onomatopoeia (figurative language)	Adverbial phrases Adverbs to express time Similes (figurative language)	Metaphors (is a, was a, were)
Punctuation	Recap of KS1 punctuation	Introduction to inverted commas to punctuate direct speech		Inverted commas for speech	Commas after fronted adverbials	Using the possessive apostrophe with plural nouns
Vocab	Main (independent) clause(s) Comma(s)	Noun(s) Adjective(s) Noun phrase Expanded noun phrase	Noun(s) Adjective(s) Adverb Preposition Prepositional phrase(s)	Inverted commas Associated punctuation Synonyms for 'said'	Noun(s) Adjective(s) Comparison Exclamation marks	Noun(s) Adjective(s) Comparison

Year 3



	Co-ordinating conjunction Prepositional phrases	Inverted commas Associated punctuation Synonyms for 'said'			Comma Time	
Spelling	Homophones	K spelt que U spelt ou Sh spelt ch	Prefixes in-, un-, dis-, mis- Prefixes to nouns (super, anti etc.) Suffix 'ly' to form an adverb	Prefix Re- meaning again Prefix auto meaning self	Prefix 'il' Prefix 'sub'	Homophones /l/ spelt like y not at end of word
Organisational Features (Sentences)	Introduction to paragraphs Organising paragraphs around a theme Compound sentence with co-ordinating conjunctions	Use of headings/subheadings to aid presentation Inverted commas/direct speech	Create narrative piece of writing Prepositions/prepositional phrases	Using fronted adverbials/adverbial phrases (not always -ly words) then, next, soon, therefore Inverted commas/direct speech Onomatopoeia (sound! Cause sentence) Organise paragraphs around a theme	Simile (figurative language) Narrative piece of writing	Metaphors

Year 3









Handwriting	Continue with the second join – the horizontal join wa, wi, wn, wo, ws, wu, wy A horizontal join to the letter ‘e’ oe, re, ve, we Focus on the third join – a diagonal join from a letter to a letter with an ascender ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el Tricky join qu		Continue with the third join – a diagonal join from a letter to a letter with an ascender ib, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, sh, sk, sl, st Join from the letter ‘b’ bu, ba, be, bi, bl, bo, br, bs		Continue with the third join – a diagonal join from a letter to a letter with an ascender th, it, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt Join from the letter ‘p’ pu, pa, pe, pi, pl, po, pr	
Oracy	Compose and rehearse sentence orally	Use specialist vocabulary Offer opinions that aren’t their own	Read own writing aloud using intonation and volume to make meaning clear	Adapt the context of speech for an audience		
Editing				Use a dictionary to check spelling		

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Year 4


Year 4



Year 4						
Fiction Focus	<p>The Littlest Viking</p>  <p>To plan and write their own version of a familiar story which uses expansion of noun phrases to add detail and description</p>	<p>Lion the Witch and the Wardrobe</p>  <p>To create story setting in a narrative using fronted adverbials and focus on appropriate vocab</p>	<p>James and the Giant Peach</p>  <p>Write in the role of a character Repeated words Adverbial Phrases Use of Pronouns</p>	<p>Escape from Pompeii</p>  <p>To plan and write a longer story including figurative language to evoke readers mood and develop atmosphere</p>	<p>Harry Potter and the Philosophers Stone</p>  <p>To innovate a story ending with use of conjunctions to express time</p>	<p>The Firework Maker's Daughter</p>  <p>To plan and write a story with a strong character.</p>
Writer's Knowledge	<p>Know how to use expanded noun phrases</p> <p>Understand the structure of a familiar story</p> <p>Apply fronted adverbials</p> <p>How to plan key events</p>	<p>Understand what fronted adverbials are and how they show when, where and how</p> <p>Use expanded noun phrases to add detail</p>	<p>Accurate use of pronouns</p> <p>Use of adverbial phrases</p> <p>Maintain a consistent character perspective</p> <p>Appropriate vocabulary that reflects characters mood, personality etc.</p>	<p>Understand figurative language creates mood</p> <p>Organise ideas into clear story structure</p> <p>Use cohesive devices</p> <p>Use expanded noun phrases</p>	<p>Know a range of time conjunctions and how they signal sequence of events</p> <p>Maintain cohesion by linking the ending to earlier events</p>	<p>Describe a character appearance, actions and personality</p> <p>Uses of expanded noun phrases to add detail</p> <p>Show character through dialogue, thoughts and reactions</p>


Year 4



						<p>Consistent viewpoint and pronoun use</p> <p>Plan how a character will change</p>
<p>Non-Fiction Focus</p>	<p>To write a recount in the first person with clear audience i.e. A day in the life ... (organised into paragraphs)</p> <p>Based on Boudica</p>	<p>To write an advert focussing on how information should be organised (Curriculum link)</p>	<p>To write an explanation text in an impersonal style adopting the use of language and grammar for form and audience</p>	<p>To write a report with a clear audience and specific form</p> <p>Non-chronological report (Romans)</p>	<p>To write a newspaper report using direct quotes, range of vocabulary, linked paragraphs</p> <p>Based on Harry Potter</p> 	<p>To write own report based on own research</p> <p>Non-chronological report (Climate change)</p>
<p>Writer's Knowledge</p>	<p>Cohesive devices</p> <p>Use a range of adverbial phrases</p> <p>Maintain first person</p>	<p>Use expanded noun phrases and powerful vocabulary</p> <p>Include rhetorical questions, alliteration and repetition for effect</p>	<p>Use topic specific vocab</p> <p>Fronted adverbials used to organise</p> <p>Wide range of adverbials</p> <p>Paragraphing</p>	<p>Formal/factual tone</p> <p>Cohesive devices</p> <p>Paragraphing</p>	<p>Structure of a newspaper report including headline, quote, 5w's, main body, concluding detail</p> <p>Use of direct and reported speech</p>	<p>Organisational features including subheadings</p> <p>Informative introduction</p> <p>Topic specific vocabulary</p>

Year 4



		Organise writing using clear persuasive features (title/slogan, rhetorical questions, imperative verbs, visual appeal)			Time adverbials Third person maintained	Formal language Present tense
Poetry	Being Told Off – intonation		I Wandered Lonely as a Cloud (personification) 		The Last Spells (narrative)	
Grammar	Further expansion on noun phrases Adjectives Choice of nouns/pronouns to avoid repetition	Adverbs focus – not just -ly words Fronted adverbials Use of prepositions to express time/cause	Verb inflections (standard English) (we, were etc.) Present perfect form of verbs Personification	Extend sentence structures > 1 clause and (sub) conjunctions	Conjunctions to express time/course	Determiners
Punctuation	Revise previously taught punctuation	Comma after fronted adverbials	Punctuating direct speech Comma after reporting clause	Possessive apostrophe Plural +possessives	Possessive apostrophe (irregular plurals)	Revise LKS2 taught punctuation

Year 4



Spelling	In-, im- prefix Inter- (meaning between) prefix	Super- (meaning above) prefix Suffixes beginning with vowel letters (polysyllabic)	In-, ir- prefix -ous prefix -ation prefix	'sc' words -sion suffix	Dictionary work	Anti- (meaning against) prefix
Organisational Features (Sentences)	Revise use of paragraphs Using relevant and non-repetitive vocab in planned piece	Using adverbs effectively Fronted adverbials/fronted adverbial phrases	Inverted commas/direct speech	Cohesive sentences Personification	Complex sentence/joining clauses (with coordinating and subordinating conjunctions)	Sentence starting modifiers
Handwriting	Join from the letter 's' – sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw Join to the letters with hooks, lines and loops – ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu Children can earn a pen license when they are fluent in handwriting and letter formation	Practice writing words with capital letters Practice combining all 4 joins when writing sentences Practice printing Join to letters with hooks, lines and loops – ga, ge, gi, gl, go, gr, gs, gu, wh	Consolidation Recap on the 4 basic joins Recap on specific letter joins to ensure children are writing in a fluent style All children will use a pen in the final term			
Oracy	Speak clearly and confidently with appropriate volume and pace Gesture to support speech Use body language to show active listening Speak in sentences joining phrases Adapt how to speak in different situations Ask questions to find out more Make connections between what has been said and their own experiences Show awareness of audience Recite/deliver short, prepared materials					

Year 4






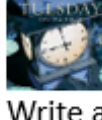


Editing	Edit as a class to suggest improvements in vocab	Edit to improve vocabulary	Edit to improve grammar			
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Year 5



Year 5



Year 5						
Fiction Focus	<p>Cosmic</p>  <p>Write a chapter from the viewpoint of a different character</p>	<p>Friend or Foe</p>  <p>Opening of a story with a detailed character description</p>	<p>Coraline</p>  <p>Write an alternative ending</p>	<p>Tuesday</p>  <p>Write a dialogue between two characters to move the action forward</p>	<p>There's a Boy in the Girl's Bathroom</p>  <p>Diary entry writing as the protagonist</p>	<p>The Girl who Stole an Elephant</p>  <p>Write a longer narrative to create mood and atmosphere</p>
Writer's Knowledge	<p>Maintain a strong consistent narrative voice</p> <p>Use complex sentence structures and cohesive devices</p> <p>Reveal inner motivations, fears or hidden thoughts</p> <p>Use dialogue and internal monologue effectively</p> <p>Make deliberate choices about what the character</p>	<p>Craft openings that introduce; character, mood and tone</p> <p>Use figurative language purposefully; simile, metaphor, personification</p> <p>Describe internal thoughts and motivations</p> <p>Use advanced sentence structures; relative clauses, adverbial phrases</p>	<p>Use figurative language purposefully; simile, metaphor, personification</p> <p>Relative clauses, subordinate clauses and adverbial phrases</p> <p>Dialogue to convey character and advance the action</p>	<p>Vary reporting clauses and avoid overusing verbs like said</p> <p>Use adverbials or descriptive phrases with dialogue</p> <p>Use dialogue to: Build tension Show conflict Create mood</p> <p>New speaker = new line</p>	<p>Maintain a consistent diary tone</p> <p>Wide range of cohesive devices</p> <p>Add rich detail description and atmosphere</p> <p>Show emotions through actions and thoughts (show-not-tell)</p> <p>Include deeper reflection</p>	<p>Use figurative language</p> <p>Create tension and mood deliberately</p> <p>Use dialogue seamlessly within action and description</p> <p>Use a wider range of cohesion</p> <p>Develop characters</p>




Year 5



	notices, cares about or misunderstands			Balance dialogue with description and action	Use dialogue (internal or actual) to add interest	Use complex sentence structures
Non-Fiction Focus	Biography (Linked to Art)	Fact File about WWII	Blog: The Mysteries of Space	Discussion Text relating to 'Tuesday' 	Formal Letter of complaint based on the novel 'There's a boy in the Girl's Bathroom' 	Persuasive Speech for Dragon's Den: Fairground ride investment campaign
Writer's Knowledge	Write a strong introduction summarising why the person is significant Use developed paragraphs that explain causes, influences or impacts Use a range of cohesive devices Use relative clauses	Confident use of; Introduction Key fact sections Detailed paragraphs use formal tone and objective language use relative clauses to add information use modal verbs when explaining	Write a clear introduction that hooks the reader Use developed paragraphs with clear themes Shift between informative and entertaining tones as appropriate Use rhetorical devices	Clearly developed arguments Use formal language features; Modal verbs Adverbials Passive voice Present balanced evidence for both sides Use cohesive devices to link ideas	Sender's address at the top right Date under the address Recipients name or organisation on the left, below the date Greeting Introduction Main body paragraphs Formal closing Signature	Use sophisticated openings that hook the audience Present well-developed arguments with evidence Use a broad range of persuasive and rhetorical techniques Modal verbs

Year 5



	<p>Blend facts with explanation</p> <p>Use reported speech and occasional direct quotes</p> <p>Mix past and present tense appropriately</p>	<p>Use a broad range of technical vocabulary</p> <p>Use parentheses (dashes, brackets, commas) to add detail</p> <p>Strong cohesion</p>	<p>Address the reader directly</p> <p>Use more advanced cohesive devices</p> <p>Maintain consistent formal balance</p>	<p>Logical, well-explained points with examples or data</p> <p>Develop a conclusion</p>		<p>Adverbials</p> <p>Expanded noun phrases</p> <p>Repetition for emphasis</p> <p>Use paragraphs that flow logically</p>
Poetry	<p>The Charge of the Light Brigade</p> <p>Compose own version</p>  <p>Rhyme scheme syllables</p> <p>Line and verse structure</p> <p>Repetition</p> <p>Use of figurative language (simile)</p>		<p>The Highway Man</p> <p>Compose Poem from the point of view of Bess</p>  <p>Figurative language (simile, metaphor and alliteration)</p> <p>Narrative verses to tell the story</p>		<p>The Lady of Shalott</p> <p>Compose a narrative poem that has a clear structure and use of repetition</p>  <p>Repetition, rhyme scheme that is consistent</p> <p>Figurative language (simile, metaphor and alliteration)</p> <p>Narrative verses to tell the story</p>	
Grammar	<p>Ensure subject/verb agreement when plural</p> <p>Relative pronouns</p>	<p>Expanded noun phrases</p>	<p>Converting noun or adjectives using suffixes e.g. -ate, -ise, -ify</p> <p>Verb prefixes e.g.</p>	<p>Adverbials</p> <p>Relative clauses; who, which, where, when, whose, that</p>	<p>Prepositional phrases</p> <p>Indicating degrees of possibility using</p>	<p>Active and passive voice</p>

Year 5



			dis-, de-, mis-, over-, re-		adverbs e.g. perhaps, surely Modal verbs; might, should, will, must	
Punctuation	Using inverted commas for dialogue	Use hyphens Parenthesis (using commas, using brackets)	Commas for clarity Commas used by making the subject and object of a verb clear	Using a colon for a simple list of items, a quotation or an explanation	Semi colon used to join two closely related independent clauses	Consolidation of all Year 5 punctuation
Vocab	Inverted commas Associated punctuation Suggest character Describe character Adverbs Verbs Split speech	Determiner Noun(s) Adjective(s) Noun phrase Expanded noun phrase Prepositional phrase	Commas Subordinate (dependent) clause Main (independent) clause Brackets	Relative pronoun Relative clause Main clause Subordinate clause	Consolidation of objectives taught	Consolidation of objectives taught
Spelling	-able -ible -ably -ibly Words ending in: -ant -ance/ancy -ent -ence	Letter string -ough Endings -cial -tial	Endings which sound like cious/tious	Adding suffix vowel letters -fer	Silent letters e.g. doubt/island	I sound spelt ei after c Distinguishing between homophones

Year 5



<p>Organisational Features (Sentences)</p>	<p>Inverted commas/Direct speech 'Sixty-six, capital letter, speech, punctuation, ninety-nine, new speaker – new line ...'</p> <p>Cohesion with pronouns</p>	<p>Expanded noun phrases by adding more information before or after the noun (adjectives and prepositional phrases)</p>	<p>Parenthesis Adding extra information to a sentence (main/independent clause) using brackets, dashes or commas</p>	<p>Relative clause (a subordinate clause) Noun/which, where, who sentence</p> <p>Commas – by making the subject and object of a verb clear; identifying who is being named, or who is delivering reported speech; or avoiding potential misunderstanding</p> <p>Avoid ambiguity</p>	<p>Complex list sentences – start with three things about a place, time, person followed by a statement</p> <p>Marking boundaries with semi colons</p>	<p>Sentences starting with some or have 'instead' rather than 'but' to separate the two parts.</p>
<p>Handwriting</p>	<p>Pupils will focus on maintaining a consistent and fluent style Practice maintaining legibility when writing at speed Improve handwriting through writing more sustained passages of writing both copied and from their imagination</p>					
<p>Oracy</p>	<p>Use an increasingly sophisticated range of sentence stems with accuracy</p> <p>Asking probing questions</p>	<p>Consider words and phrases used to express ideas</p>	<p>Identify when a discussion is going off topic</p>	<p>Draw on knowledge of the world to support own point of view</p>	<p>Be able to give supporting evidence</p>	<p>Perform own writing using tone, volume and movement</p>

Year 5









Editing	Use dictionaries to support editing.	Use dictionaries to support editing.	Use dictionaries to support editing.	Use dictionaries to support editing.	Use dictionaries to support editing.	Use dictionaries to support editing.
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The image features a white background with decorative red geometric shapes in the corners. In the top-right and bottom-left corners, there are overlapping red squares and triangles, some with thin red outlines. The text 'Year 6' is centered in the middle of the page.

Year 6




Year 6



Year 6						
Fiction Focus	<p>The Sweep's Boy: My Story</p>  <p>Narrative: dialogue used to reveal relationships</p> <p>Child labour in the Victorian Era. Persuasive letter to the government</p> <p>Persuasive speech, crafting strong conclusion that reinforces the argument</p>	<p>The Highwayman</p>  <p>Narrative: write an alternative ending. Dialogue to advance action and use of varied sentence structures around speech</p> <p>Police report Adapt tone, style vocabulary to suit audience and purpose Develop ideas with awareness of viewpoint</p>	<p>Kensuke's Kingdom</p>  <p>Dual Narrative: use of split dialogue to control pacing</p> <p>Argument Maintain a formal, authoritative tone. Craft persuasive conclusions that summarise and reinforce key points</p> <p>Journal Use an authentic engaging diary voice Blend reflection and narrative seamlessly</p>	<p>The Giant's Necklace</p>  <p>Narrative: changing a calm scene into a tense one</p> <p>Writing from a different viewpoint</p>	<p>Goodnight Mr Tom</p>  <p>Narrative: cohesion between paragraphs, adverbials, advanced punctuation for clarity and effect</p> <p>Explanation: adapt tone and formality depending on audience and mood</p>	<p>Romeo and Juliet</p>  <p>Narrative: write a longer narrative focussing on mood and atmosphere</p>
Writer's Knowledge	<p>Clear voice Manipulate formality Write for purpose Edit for precision Clear audience awareness</p>	<p>Use expanded noun phrases and adverbial phrases</p> <p>Passive voice</p>	<p>Dialogue used to: Reveal relationships</p> <p>Confident manipulation of</p>	<p>Use of varied sentence structures around speech</p> <p>Dialogue used to build atmosphere</p>	<p>Dialogue is fully integrated into narrative structure</p>	<p>Use expanded noun phrases and adverbial phrases</p> <p>Precise technical vocabulary</p>



Year 6



	<p>Rhetorical questions Emotive language Modal verbs Counterarguments Evidence and statistics</p>	<p>Precise technical vocabulary</p> <p>Advanced cohesive devices</p> <p>Use varied sentence structures for clarity and impact</p> <p>Maintain a confident, authoritative tone</p>	<p>paragraphing for new speakers</p>	<p>and create subtext (what is implied, not said)</p>		<p>Advanced cohesive devices</p> <p>Use varied sentence structures for clarity and impact</p> <p>Dialogue used to build atmosphere and create subtext</p>
<p>Non-Fiction Focus</p>	<p>Biography based on the Suffragettes: Craft a well-structured polished biography with clear narrative flow</p> 	<p>Formal letter Produce a well-structured letter with clear introduction and strong conclusion</p>	<p>Non-chronological report about the Amazon integrating diagrams, tables and captions</p>	<p>Cardiology for Kids</p>  <p>Explanation text of how cardiovascular system works Produce a well-structured, authoritative explanation with clear cohesion</p>	<p>Discussion text linked to WWII Craft balance, unbiased arguments with clear evidence</p> 	<p>Recount (first person) Produce a well-crafted cohesive recount with a clear narrative voice.</p>

Year 6



<p>Writer's Knowledge</p>	<p>Use a formal authoritative tone throughout Embed clauses for sophistication Include balanced detail, selecting the most relevant information</p>	<p>Demonstrate precise control of tone, formality and register Present logical, persuasive arguments with clarity Sophisticated, cohesive devices and varied sentence structures</p>	<p>Passive voice Precise technical vocabulary Advanced cohesive devices Diagrams, tables and captions</p>	<p>Maintain a formal, impersonal tone throughout Use precise, subject-specific vocabulary confidently Use cohesive devices across paragraphs for clarity and flow</p>	<p>Confidently use a formal register throughout Use advanced cohesive devices Write a sophisticated conclusion that: Summarises key arguments Evaluate them</p>	<p>Include insightful reflection on the significance of events Produce a well-crafted cohesive recount with a clear narrative voice Manipulate sentence structure for effect, including; Passive voice where appropriate, embedded clauses for sophistication</p>
<p>Poetry</p>	<p>Talking Turkeys </p>	<p>Nonsense poetry; One fine day </p>	<p>Sonnet</p>			
<p>Grammar</p>	<p>Ensure subject verb agree when singular or plural</p>	<p>Adverbials</p>	<p>Subjunctive form</p>	<p>Writing in active voice when subject is performing an action</p>	<p>Recap of all grammar taught in KS2</p>	<p>Independent choice of grammatical style</p>

Year 6



				Writing in passive voice when subject has something done to it		
Punctuation	Bullet points to list information Formal/informal speech	Use of a hyphen including for ambiguity	Semi-colon, colon to mark boundaries between independent clauses Ellipsis	Marking boundaries with a dash Negative adjectives (3x) then a dash plus a question relating to adjectives	Recap of all punctuation taught in KS2	Recap of all punctuation taught in KS2
Vocab	Formality awareness	Cohesion Rhetorical ambiguity	Subjunctive Relevant Authoritative	Persuasion Conclusion Engaging Consistent	Cohesion Haiku Logic	Sonnet Sophistication Atmosphere Fable
Spelling	-ance, -ancy, -ent Letter string -ough Words ending -able, -ible, -ably, -ibly	Endings which sound like -cious, -tious Ending which sound like -cial, -tial	Words with silent letter (doubt/island/knight etc) Synonyms/antonyms Adding suffix -fer	Words with ei after c Distinguishing between homophones	Recap all of spelling taught in KS2	Recap all of spelling taught in KS2
Organisational Features (Sentences)	Dialogue to convey character Consider how authors develop	Ensure consistent tense through a piece of writing	One word/definition sentence Write longer passages	Dash-question sentence Active passive voice	Independent choice of organisational features	Independent choice of organisational features

Year 6



	<p>character and setting</p> <p>Plan writing by independently identifying the audience</p>	<p>Build cohesion with and across paragraphs</p>	<p>Use organisational devices to structure and guide the reader</p> <p>Subjunctive form</p>			
Handwriting	<p>Pupils will focus on maintaining a consistent and fluent style</p> <p>Practice maintaining legibility when writing at speed</p> <p>Improve handwriting through writing more sustained passages of writing, both copied and from their imagination</p>					
Oracy	<p>Speak fluently to an audience</p> <p>Consciously adapt tone, pace and volume of voice</p>	<p>Use and innovate an increasingly sophisticated range of sentence stems with accuracy</p>	<p>Be comfortable using idioms and expression</p>	<p>Use humour effectively</p>	<p>Very sentence structures and lengths for effect</p>	<p>Perform own writing using tone, volume and movement</p> <p>Respond and offer increasingly complex questions based on evidence</p> <p>Reflect on own oracy skills</p>
Editing	<p>Use a dictionary and thesaurus to support editing. Children to become increasingly independent editors.</p>					

