|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Leader** | | | **Date** | | | **Review Date** | | |
| Mrs Laura Poole | | | September 2021 | | | September 2023 | | |
| **Curriculum Area** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** |
| Genre Coverage | **F.1 Fiction**  Story sentences  Short Narrative  Character description sentences  **F.2 Non Fiction**  Lists  Captions  Instructions  Letters  **F.3 Poetry**  Rhyming / repetitive language | **1.1 Narrative** Character/setting Description  Short stories  **1.2 Non-Fiction**  Instructional writing  Non-Chronological report  **1.3 Recount**  Narrative re-tell (patterned language)  **1.4 Poetry**  Choral , repetitive language | **2.1 Narrative**  Character/Setting Description  Extended stories (fantasy)  **2.2 Non-Fiction**  Explanation text  Information report  **2.3 Recount**  Familiar event (3rd person)  **2.4 Poetry**  Form, shape and structure | **3.1 Narrative**  Setting / Character Description  Extended stories (adventure)  **3.2 Non-Fiction**  Non-Chronological report  Procedural report  **3.3 Recount**  Informal letter writing  **3.4 Poetry**  Narrative Poetry | **4.1 Narrative**  Setting / Character Description  Extended stories (action)  **4.2 Non-Fiction**  Explanation text  Persuasion text  **4.3 Recount**  Autobiography  **4.4 Poetry**  Performance Poetry | | **5.1 / 6.1 Narrative**  Setting / Character Description  Extended stories (alternate perspective)  Extended stories (flashback)  **5.2 / 6.2 Non-Fiction**  Non-chronological report (appropriate to audience/purpose)  Persuasion: speech writing  Formal letter  **5.3 / 6.3 Recount**  Biography  **5.4 / 6.4 Poetry**  The power of imagery (free verse) | |
| Writing Composition NB: where specific objectives link to certain genres, see noting) | | | | | | | | |
| Writing organisation | I am learning to use phonic knowledge to write words which match spoken sounds.  I am learning to write irregular common words.  I am learning to use finger spaces between words. | I am learning to use appropriate sized finger spaces between words.  I am learning to begin to form lower case letters in the correct direction.  *(starting and finishing in the correct place.)*  I am learning to form digits 0-9.  I am learning to use capital letters for names of people, places, days of the week and pronoun I.  I am learning to demarcate my sentences with capital letters.  I am learning to demarcate my sentences with full stops. | I am learning to use spacing between words that reflects the letter sizes.  I am learning to demarcate sentences using capital letters and full stops.  I am learning to write letters the correct size, orientation and size. | I am learning to begin to use paragraphs to organise and group ideas.  I am learning to use headings and subheadings to organise texts. (3.2) | I am learning to use paragraphs to organise ideas around a theme.  I am learning to use adverbials to add cohesion to my writing. (4.1, 4.3, 4.4) | | I am learning to use paragraphs to organise ideas.  I am learning to use a range of cohesive devices: (5.1, 5.3, 5.4)  *(Conjunctions*  *Adverbials*  *Linking ideas across paragraphs)*  I am learning to demonstrate a confident and established voice.  I am learning to use vocabulary to create atmosphere and reflect appropriate formality. (5.1, 5.3, 5.4)  I am learning to add detail, qualification and precision to my writing. (5.1, 5.4)  *(modify adjectives*  *figurative language)* | I am learning to use simple devices for structuring my writing. (6.2)  *(headings, subheadings, bullet points)*  I am learning to use a range of devices to build cohesion with and across paragraphs. (6.1, 6.3, 6.4)  *(conjunctions, adverbials, pronouns)*  I am learning to select language that shows good awareness of the reader.  I am learning to describe settings, atmosphere and characters within a narrative. (6.1, 6.3, 6.4) |
| Sentence Structures | I am learning to write simple sentences which can be read myself and others | I am learning to sequence sentences to form short narratives. (1.1, 1.3) | I am learning to use statements in my writing. 2.1, 2.2)  I am learning to use questions in my writing. (2.1, 2.2)  I am learning to write exclamation sentences. (2.1  I am learning to write commands. (2.1) | I am learning to vary my sentence structures. (3.1, 3.2, 3.3) | I am learning to use fronted adverbials. (4.1, 4.3, 4.4)  I am learning to use subordinate clauses at the beginning of sentences.  I am learning to expand noun phrases. (4.1, 4.3)  *(modifying adjectives, nouns and prepositional phrases)* | | I am learning to use relative clauses.  I am learning to use subordinate clauses.  I am learning to  vary my sentence structure.  *(short sentences, varied openers, change of clause position)* | I am learning to establish authorial voice through a range of sentence structures. |
| Tenses |  | I am learning to write simple sentences in the past tense.  I am learning to write simple sentences in the present tense. | I am learning to use the past and present tense mostly correctly and consistently. | I am learning to use the present perfect form of verbs in replace of simple past. | I am learning to use the correct tense and person. | | I am learning to ensure tenses and correct and consistent. | I am learning to use verb tenses consistently and correctly throughout my writing. |
| Dialogue |  |  |  | I am learning to use inverted commas to punctuate direct speech. (3.1) | I am learning to use inverted commas and other punctuation to punctuate direct speech accurately. (4.1)  (*including commas in reporting clauses)* | | I am learning to punctuate direct and indirect speech accurately. (5.1, 5.3) | I am learning to use contracted forms in dialogue. (6.1, 6.3)  I am learning to integrate dialogue to convey character and advance the action. (6.1) |
| Word Classes and sentence functions | I am learning to use some determiners.  *(through both speech and written work*)  I am learning to use conjunctions such as ‘and’ and ‘but’ to join ideas. | I am learning to join clauses using the conjunction ‘and’ correctly.  I am learning to use capital letters and full stops.  I am learning to use question marks.  I am learning to use exclamation marks. | I am learning to use coordination  (and / or / but)  I am learning to use subordination (when / if / that / because)  I am learning to use expanded noun phrases for description and specification. (3.1) | I am learning to express time, place and cause: (3.1, 3.2, 3.3)  *(conjunctions- when, so, because, before, after; adverbs – then, soon, next; and prepositions – before, beneath, after, during.)*  I am learning to use accurate a / an determiners.  I am learning to use appropriate choice of pronouns and nouns within and across sentences. | I am learning to use a variety of fronted adverbials with commas.  I am learning to use conjunctions, adverbs and prepositions.  I am learning to use commas after subordinate clauses.  I am learning to use a variety of pronouns to avoid repetition. | | I am learning to indicate degree of possibility through modal verbs and adverbs. | I am learning to use passive verbs to affect how information is presented. (6.1, 6.2, 6.3)  I am learning to use modal verbs to suggest degrees of possibility.  I am learning to use both formal and informal structures in my writing.  I am learning to use the subjunctive form. (6.3) |
| Editing and improving |  | Rehearse spellings out loud to practice what they are going to write.  Re-read what has been written to check it makes sense. | Planning and saying out loud what will be written.  Make simple additions, revisions and corrections to their own writing. | Assessing the effectiveness of their own and others’ writing and suggesting improvements  Proofread for spelling and punctuation errors | Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Read own writing aloud using clear intonation and volume | | Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Proofread independently to check spelling and punctuation errors. | Ensure accurate subject verb agreement, choosing the appropriate register.  Perform own compositions, using appropriate intonation, volume and movement. |
| Punctuation | Capital letters  Full stops | Capital Letters  Full Stops  !  Begin ? | Capital letters  Full Stops  ? accurately  !  , for lists  Apostrophe for contraction and singular possession. | Capital letters  Full Stops  ? accurately  !  , for lists  Apostrophe for contraction and singular possession  Inverted commas | Capital letters  Full Stops  ? accurately  !  , for lists  Apostrophe for contraction and singular possession  Inverted commas  Apostrophe to mark plural possession.  Use commas after fronted adverbials.  Use commas following a reporting clause. | | Capital letters  Full Stops  ? accurately  !  , for lists  Apostrophe for contraction and singular possession  Inverted commas  Apostrophe to mark plural possession.  Use commas after fronted adverbials.  Use commas following a reporting clause.  Brackets, dashes and commas to indicate parenthesis. | Capital letters  Full Stops  ? accurately  !  , for lists  Apostrophe for contraction and singular possession  Inverted commas  Apostrophe to mark plural possession.  Use commas after fronted adverbials.  Use commas following a reporting clause.  Brackets, dashes and commas to indicate parenthesis.  Commas for subordinate clauses  Commas for clarity  Semi colons  Colons  Dashes  Hyphens |
| Writing Transcription | | | | | | | | |
| Spelling | Some words are spelt correctly and others are phonetically plausible. | Use **some** regular **plural noun suffixes** –*s* or –*es* correctly [for example, *dog*, *dogs; wish*, *wishes*].  Use **some** suffixes that can be added to verbs where no change is needed in the spelling of root words correctly.  Can use the 40+ taught phonemes to spell some words correctly.  Can spell **some** common exception words.  Makes phonetically plausible attempts to spell some unknown words.  Spell the days of the week.  Name the letters of the alphabet in order.  Use letter names to distinguish between alternative spellings of the same sound. | Segment spoken words into phonemes and represent these by graphemes, spelling **many** correctly and making phonetically plausible attempts at others.  Formation of nouns using suffixes. –ness, -er / compound words.  Formation of adjectives using suffixes. (-ful / -less)  Suffixes –er / -est and –ly to turn adjectives into adverbs.  Spell **many** common exception words. | Spelling **some** of the Year 3/4 statutory spelling rules correctly and spell words with prefixes, suffixes (e.g. anti, auto and super).  Including **all** previously taught spellings.  Investigate word families. | Know the difference between plural and possessive –s.  Know standard English form. | | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]  Verb prefixes [for example, dis–, de–, mis–, over– and re–]  Year 5/6 spelling lists. | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]  Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little].  Year 5/6 spelling lists. |
| Handwriting | Printed letter formation | Develop cursive script. | Cursive script. | Produce fluent, legible and joined handwriting. | Produce fluent, legible and joined handwriting. | | Maintain fluent, legible and joined handwriting. | Maintain fluent, legible and joined handwriting when writing at speed. |
| Terminology:  reinforce previously taught word classes through flashcards | | | | | | | | |
| Vocabulary  *Definition*  Punctuation to be taught discretely including appropriate terminology | Letter  *a written symbol which represents a sound.*  Capital letter  *an upper case letter which starts a sentence and names.*  Word  *a group of letters* | Singular  *a single word or form.*  Plural  *more than one.*  Exclamation  *sentence that expresses strong emotion.*  Sentence  *a set of words that make sense together.* | Noun  *an object, person, place or thing*  Noun phrase *a group of words about a noun*  Expanded noun phrase *a group of words including a determiner, adjectives and noun*  Adjective  *describes a noun*  Adverb  *describes a verb / action*  Verb  *an action word*  Statement  *a basic fact or opinion*  Command  *a sentence which tells someone to do something*  Suffix  *a group of letters at the end of a word.*  Prefix  *a group of letters at the start of a word.*  Homophone  *two different words, sound the same.* | Preposition  *the position of something in relation to something else*  Conjunction  *a joining word; links two clauses together*  Word family  *words linked by origin, grammar and meaning*  Word class  *categories all words fit into.*  Clause  *a group of words with a verb.*  Phrase  *a group of word without a verb.*  Direct speech  *actual words spoken* | Determiner  *relates to how many or which one*  Pronoun  *nouns used in place of proper nouns*  Possessive pronoun  *pronouns indicating possession*  Adverbial  *Words or phrases to show time, place or manner.*  Main clause  *A simple sentence, makes sense alone.*  Reporting clause  *reports what someone has said or thought.*  Subordinate clause  *Relies on a main clause to make sense, includes a subordinating conjunction.* | | Modal verb  *indicates degrees of possibility and certainty*  Relative pronoun  *begins a relative clause (who, which, where, that etc.)*  Relative clause  *Attached to the middle or end of a clause, adds extra detail to the noun*  Parenthesis  *words or phrases marked by brackets, dashes or commas.*  Cohesive devices  *words or phrases that link paragraphs or sections of a text.*  Progressive tense  *was/were auxiliary verb and -ing suffix*  *(was/were -ing)*  Perfect tense  *Has / had auxiliary verb and -ed suffix*  *(has/had -ed suffix)* | Active  *subject, verb, object*  Passive  *object, verb, subject*  Synonym  *different word, same meaning*  Antonym  *word with the opposing meaning*  Subjunctive  *Formal and suggestive forms of the verb* |