

Bowhill Primary School Writing Curriculum

Writing							
	FS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Phonics/Spelling	See LW progression	See LW progression	LW (Autumn)Spelling Shed	Spelling Shed	Spelling Shed	Spelling Shed	Spelling
Handwriting		See Nelson Progression	See Nelson Progression	See Nelson Progression	See Nelson Progression	See Nelson Progression	See Nelson Progression
Grammar and Punctuation (words in bold are terms to be taught and used by children)	Capital letter Full stop	- leaving spaces between words - joining words and joining clauses using 'and' - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' singular, plural, punctuation	- learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - learn how to use sentences with different forms (statement, question, exclamation command) - learn how to use expanded noun phrases to describe and specify - learn how to use present and past tenses correctly and consistently, including the progressive form - learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - learn how to use some features of written Standard English compound, adjective, adverb,	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech with inverted commas inverted commas, subordinate clause, word family. - using and punctuating direct speech - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using the present perfect form of verbs in contrast to the past tense	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech with inverted commas inverted commas, subordinate clause, word family. - using and punctuating direct speech - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using the present perfect form of verbs in contrast to the past tense	- using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis - using a colon to introduce a list - punctuating bullet points consistently	- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using semicolons, colons or dashes to mark boundaries between independent clauses - using hyphens to avoid ambiguity subject, object, active, synonym, antonym ellipsis
Text types	- Narrative - Poems/rhymes - Lists - Information	- Narrative - Instructions - Poetry - Information	- Narrative - Information - Instructions - Non-chronological report - Poetry - Recount	- Information - Recount - Narrative - Poetry - Newspaper - Letter - Explanation - Persuasive	- Information - Recount - Narrative - Poetry - Newspaper - Letter - Explanation - Persuasive	- Narrative - Poetry - Non-chorological report - Recount - Information - Persuasive letter - Explanation - Balanced argument	- Narrative - Poetry - Non-chorological report - Recount - Information - Persuasive letter - Explanation - Balanced argument
Composition	Spell words by	saying out loud what	encapsulating what they	discussing writing similar	discussing writing similar	identifying the audience	identifying the audience

Plan	identifying sounds in them and representing the sounds with a letter or letters	they are going to write about composing a sentence orally before writing it	want to say, sentence by sentence - writing down ideas and/or key words, including new vocabulary - planning or saying out loud what they are going to write about	to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas	to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas	for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Composition Draft and write	- Write recognisable letters, most of which are correctly formed - Write simple phrases and sentences that can be ready by others.	sequencing sentences to form short narratives	- about personal experiences and those of others (real and fictional) - writing narratives - writing about real events - writing poetry - writing for different purposes	- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings)	- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings)	- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining)	- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining)
Composition Evaluate and edit		- re-reading what they have written to check that it makes sense - read their writing aloud, clearly enough to be heard by their peers and the teacher - discuss what they have written with the teacher or other pupils	- read aloud what they have written with appropriate intonation to make the meaning clear - evaluating their writing with the teacher and other pupils - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proofreading to check	- assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors - read their own writing aloud to a group or the whole class, using	- assessing effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors - read their own writing aloud to a group or the whole class, using appropriate intonation	- assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing	- assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing

WRITING		Bowhill Primary School		Curriculum Overview			
			for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	appropriate intonation and controlling the tone and volume so that the meaning is clear	and controlling the tone and volume so that the meaning is clear	between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

EYFS

AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Target: 40-60 emerging	Target: 40-60 developing	Target: 40-60 secure	Target: ELG emerging	Target: ELG developing	Target: ELG secure
Composition: - Recognise letters all around us and that they have a meaning - Writing names if ready	Composition: - write cvc words and simple sentences - E.g. The cat sat on the mat.	Composition: - Write sentences with vocabulary support - Eg. I am Zog. I can fly up into the sky.	Composition: - Write sentences with more content and specific vocabulary support - Eg. First he helped the carrot. Then he got the Evil Pea. - Beginning to recognise our own mistakes through conferencing	Composition: - Use story narrative - Story sequencing - Once upon a time, There once was - Continue conferencing	Composition: - Writing more content - Developing independence - Extended writing - Avoiding and, and, and.
Phonics focus: Phase 2 (see Little Wandle progression)	Phonics focus: Phase 2 (see Little Wandle progression)	Phonics focus: Phase 3 (see Little Wandle progression)	Phonics focus: Phase 3 (see Little Wandle progression)	Phonics focus: Phase 4 (see Little Wandle progression)	Phonics focus: Phase 4 (see Little Wandle progression)
Handwriting focus: <i>Begins to use anticlockwise movement & retrace vertical lines</i> <i>Using felt tip pens for writing</i>	Handwriting focus: All phase 2 letter shapes and correct orientation <i>Using felt tip pens for writing</i> <i>Begins to form recognisable letters</i>	Handwriting focus: learning the phase 3 letter shapes and all capital letters <i>Uses a pencil & holds it effectively to form recognisable letters, most of which are correctly formed.</i>	Handwriting focus: Letter shapes becoming more consistent in size Begin writing with pencil when ready.	Handwriting focus: Introduction to writing on lines with correctly placed ascenders and descenders	Handwriting focus: Letters to become slightly smaller and sitting on lines more consistently
Possible outcomes: Gives meaning to marks they make as they draw, write, paint Begins to break the flow of speech into words Continues a rhyming string	Possible outcomes: Hears & says the initial sound in words Can segment the sounds in simple words & blend them together Links sounds to letters, naming & sounding the letters of alphabet	Possible outcomes: Uses some clearly identifiable letters to communicate meaning, some correctly in sequence Writes own name & labels, captions Attempts to write short sentences in meaningful contexts.	Possible outcomes: Children use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words.	Possible outcomes: They write simple sentences which can be read by themselves & others. Some words are spelt correctly. (Developing)	Possible outcomes: They write simple sentences which can be read by themselves & others. Some words are spelt correctly. (Secure) Exceeders: Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

Year One

AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Composition: - Compose a sentence orally before writing it. - Form lower cases letters correctly and some capital letters - Leave spaces between our words - Begin to punctuate sentences using a full stop and capital letter. - Re-read and check it makes sense	Composition: - sequence sentences to form a short narrative - That a sentence must include a subject and verb. - Beginning to punctuate sentences using a question mark and an exclamation mark (GDS)	Composition: - Join words with ‘and’ - Use regular plural noun suffixes -s or -es - Use adjectives to describe - Begin to use a capital letter for pronoun I	Composition: - Use suffixes (-ing, -ed,) added to verbs where no change is needed to spelling of root word - Begin to sequence sentences to form a short narrative. - Use a capital letter for names of people - Punctuate sentences with question marks and exclamation marks - Joining clauses with and	Composition: - Beginning to punctuate sentences using a question mark or exclamation mark. - Precise verbs to inform - Sequence sentences to write an information text - Beginning to use and, but, because (GD)	Composition: - Beginning to punctuate sentences using question mark or exclamation mark. - Use the prefix -un to change the meaning of verbs - Use suffixes (-ed, -ing, -er, -est,) added to verbs where no change is needed to spelling of root word - Choose to write for a variety of purposes
Phonics focus: Review Phase 3/4	Phonics focus: Phase 5	Phonics focus: Phase 5	Phonics focus: Phase 5	Phonics focus: Revisit and Review Prep for phonics screening check	Phonics focus: Phase 5
Handwriting focus: Letter formation: c a o d g q s f e (set 1) i l t u j y (set 2)	Handwriting focus: Letter formation: r n m h k b p (set 3) v w x z (set 4)	Handwriting focus: Letter formation (capitals): E F H I T L A K M N V	Handwriting focus: Letter formation: W X Y Z B D C G O Q S P R U J	Handwriting focus: Practising numbers Break letters (b g j p q x y z)	Handwriting focus: Letter formation: Practising consistent size and height of small letters (6mm)
Genre Narrative	Genre Narrative Captions, labels and lists	Genre Poetry Information	Genre Narrative Instructions	Genre Narrative Information	Genre Poetry Narrative

Year Two

AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Composition - Sequence sentences to write a simple, short narrative based on the core text - Plan or say out loud what we are going to write - Re-read writing to check that it makes sense. - Secure the grammatical patterns in a statement sentence (subject, verb) - Re-cap using and to join clauses and begin to join clauses with more co-ordinating conjunctions (but)	Composition: - Use adjectives to describe and specify - Securely use coordinating conjunctions (and, but) and begin to use 'or' as well. - Start to use some subordinating conjunctions like because. - Use the suffixes -er and -est within our writing. - Write questions correctly punctuated with a question mark. - Distinguish between a statement and a question sentence. - Use suffixes s, es, ed, ing	Composition: - Write about real events. - Write own version of an extended, coherent narrative - Re-read writing to check verbs indicate tenses correctly and consistently - Use more subordinating conjunctions (when, if, that, because.) - Identify features of an information text - Continue to use questions with the correct punctuation as sub-headings. - Use -ly to turn adjectives into adverbs	Composition: - Secure use of apostrophes for contraction and introduce the use of apostrophes for possession. - Use subordinating conjunctions more consistently. (when, if, that, because) - Secure use commas in a list to sperate items. - Organise writing into sections to make it easier for the reader to find information. - Securely use questions as sub-headings.	Composition: - Form adjectives using suffixes -ment, -ness - Write an extended, complex narrative. - Maintain clear story voice and character. - Ensure there is some story development, clear actions and setting development.	Composition: - Write with increased stamina. - Form adjectives using suffixes, such as -ful and -less - Write sentences using a range of different sentence starters. (Time adverbials) - Maintain and develop both story voice, character and plot. - Draft and edit my writing to ensure I have chosen the best words. - Write and perform my poem to a specific audience
Grammar and Punctuation: Secure Year 1 objectives: - leaving spaces between words - joining words and joining clauses using 'and' - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' singular, plural	Grammar and Punctuation: - learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms - learn how to use expanded noun phrases to describe and specify	Grammar and Punctuation: - learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - learn how to use sentences with different forms (statement, question, exclamation command)	Grammar and Punctuation: - learn how to use some features of written Standard English apostrophes for possessive (singular)	Grammar and Punctuation: Revisit and review: - learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - learn how to use expanded noun phrases to describe and specify	Grammar and Punctuation: learn how to use present and past tenses correctly and consistently, including the progressive form
Handwriting focus: Joining: to the top, from the letter e, from the letter l, horizontal join	Handwriting focus: Practise size and height Practise capital letters Joining: from the letter o, to the letter a	Handwriting focus: Practise size and height of small letters Joining: to the letter r, horizontal join, from the letter r, to ascenders	Handwriting focus: Practise printing the whole alphabet (focus g) Joining: from the letter o, to/from letter c, s, to the letter y, to the letter g, from the letter w Review the 4 joins	Handwriting focus: Joining: s, joining to the letter y, joining to the letter g, from the letter w Review the 4 joins	Handwriting focus: Practising height and size (5mm) Punctuation Joining: to and from the letter i, to from and s, from the letter e
Genre Narrative Information Poetry	Genre Instructions Recount	Genre Narrative Recount	Genre Poetry Information	Genre Narrative Information	Genre Non-chronological report Narrative

Year Three

AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Composition: Revisit and review: (Yr2) proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) Direct instruction: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - proofread for spelling and punctuation errors - read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Composition: Revisit and review: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Direct instruction: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings)	Composition: Revisit and review: - organising paragraphs around a theme - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Direct instruction: - in narratives, creating settings, characters and plot	Composition: Revisit and review: - organising paragraphs around a theme - in narratives, creating settings, characters and plot - proofread for spelling and punctuation errors - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Direct instruction: - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Composition: Revisit and review: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - proofread for spelling and punctuation errors Direct instruction: - assessing the effectiveness of their own and others' writing and suggesting improvements	Composition: Revisit and review: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - in non-narrative material, using simple organisational devices [for example, headings and sub-headings) - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - assessing the effectiveness of their own and others' writing and suggesting improvements
Grammar and Punctuation: extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	Grammar and Punctuation: - using and punctuating direct speech with inverted commas - using and punctuating direct speech	Grammar and Punctuation: - using conjunctions, adverbs and prepositions to express time and cause - using the present perfect form of verbs in contrast to the past tense	Grammar and Punctuation: Revisit and review: (Yr2) apostrophes for contracted forms and the possessive (singular) Direct instruction - using fronted adverbials - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns	Grammar and Punctuation: - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Secure use of possessive apostrophes for plural nouns	Grammar and Punctuation: Secure extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
Handwriting focus: Forming descenders and ascenders Diagonal join to a small letter Diagonal join to a tall letter	Handwriting focus: Joining: to to and from l, joining to y, forming letter s, joining from l Practise spacing between letters	Handwriting focus: Writing with a slant, Forming capital letters Practise 't' to the correct height Practise spacing letters consistently Double letters	Handwriting focus: Joining: to/from the letter e, to the letter k, from the letter a Practise horizontal join	Handwriting focus: Punctuation Joining: diagonal join to y, to and from r, from w	Handwriting focus: Number formation Writing silent letters Joining from f Decorated capital letters
Genre Non-chronological report Narrative Letter	Genre Information Recount	Genre Narrative Poetry	Genre Newspaper Narrative	Genre Letter Explanation	Genre Narrative Persuasive

Year Four

AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Composition: Revisit and review: All objectives have been previously taught Direct Instruction: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - in narratives, creating settings - proofread for spelling and punctuation errors	Composition: Revisit and review: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - proofread for spelling and punctuation errors Direct Instruction: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme	Composition: Revisit and review: - organising paragraphs around a theme - in narratives, creating settings - proofread for spelling and punctuation errors - in narratives, creating settings, Direct Instruction: - in narratives, creating characters - assessing effectiveness of their own and others' writing and suggesting improvements	Composition: Revisit and review: - organising paragraphs around a theme - in narratives, creating settings and characters - proofread for spelling and punctuation errors Direct Instruction: - in non-narrative material, using simple organisational devices [for example, headings and sub-headings - in narratives, creating plot	Composition: Revisit and review: - proofread for spelling and punctuation errors - assessing effectiveness of their own and others' writing and suggesting improvements Direct Instruction: - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Composition: Revisit and review: - in non-narrative material, using simple organisational devices [for example, headings and sub-headings - in narratives, creating settings, character and plot - read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear - proofread for spelling and punctuation errors - assessing effectiveness of their own and others' writing and suggesting improvements - organising paragraphs around a theme
Grammar and Punctuation: Revisit and review: (Yr3)Secure extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although (Yr3)Secure use of possessive apostrophes for plural nouns Direct Instruction: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	Grammar and Punctuation: Revisit and review: (Yr3) Using and punctuating direct speech with inverted commas Direct Instruction: - using and punctuating direct speech accurately - using conjunctions, adverbs and prepositions to express time and cause	Grammar and Punctuation: Revisit and review: - using and punctuating direct speech accurately Direct Instruction: - using fronted adverbials - using commas after fronted adverbials	Grammar and Punctuation: Revisit and review: - using and punctuating direct speech accurately - using conjunctions, adverbs and prepositions to express time and cause Direct Instruction: - indicating possession by using the possessive apostrophe with plural nouns	Grammar and Punctuation: Revisit and review: - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition subordinate clause, word family.	Grammar and Punctuation: Revisit and review: - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech accurately - using fronted adverbials - using commas after fronted adverbials Direct Instruction: - using the present perfect form of verbs in contrast to the past tense
Handwriting focus: Joining: from the letter e, to/from the letter s Practising the correct height and size of letters (4mm) Practise double letters	Handwriting focus: Practise consistent spacing Practise diagonal and horizontal joins Joining to the letter y Speedwriting	Handwriting focus: Practising the correct height and size of letters (4mm) Practise spacing within words Joining: to and from w, from m, from w to a	Handwriting focus: Joining: Diagonal joining line, from l, diagonal join to ascenders, to and from f, to and from e Speedwriting	Handwriting focus: Practise punctuation Practise consistency in forming and joining letters Printing to make captions Joining to and from v	Handwriting focus: Practise break letters (bgjpqxyz) Speedwriting Printing
Genre Non-chronological report Narrative Letter	Genre Information Recount	Genre Narrative Poetry	Genre Newspaper Narrative	Genre Letter Explanation	Genre Narrative Persuasive

Year Five

AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Composition: Revisit and review: (Yr4)organising paragraphs around a theme (Yr4)in narratives, creating settings, characters and plot Direct Instruction: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - using a wide range of devices to build cohesion within and across paragraphs - proofread for spelling and punctuation errors	Composition: Revisit and review: (Yr4)in non-narrative material, using simple organisational devices [for example, headings and sub-headings - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Direct Instruction: - précising longer passages - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet - assessing the effectiveness of their own and others’ writing	Composition: Revisit and review: - using a wide range of devices to build cohesion within and across paragraphs Direct instruction: - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Composition: Revisit and review: - in writing narratives, considering how authors have developed characters and settings in what pupils have read - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Direct instruction: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Composition: Revisit and review: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet Direct instruction: - ensuring the consistent and correct use of tense throughout a piece of writing	Composition: Revisit and review: - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing
Grammar and Punctuation: Revisit and review: (Yr4)extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although (Yr4)using conjunctions, adverbs and prepositions to express time and cause (Yr4) using commas after fronted adverbials (Yr4) using and punctuating direct speech	Grammar and Punctuation: Revisit and review: (Yr4)choosing nouns or pronouns appropriately for clarity Direct instruction - using the perfect form of verbs to mark relationships of time and cause - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - punctuating bullet points consistently	Grammar and Punctuation: Revisit and review: (Yr4)indicating possession by using the possessive apostrophe with plural nouns (Yr4)using and punctuating direct speech - cohesion and to avoid repetition - using expanded noun phrases to convey complicated information concisely Direct instruction - using brackets, dashes or commas to indicate parenthesis - using a colon to introduce a list - using commas to clarify meaning or avoid ambiguity in writing	Grammar and Punctuation: Revisit and review: (Yr4)using and punctuating direct speech - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Direct instruction: - using expanded noun phrases to convey complicated information concisely	Grammar and Punctuation: Revisit and review: - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - using brackets, dashes or commas to indicate parenthesis - using a colon to introduce a list - using commas to clarify meaning or avoid ambiguity in writing Direct instruction: - using modal verbs or adverbs to indicate degrees of possibility	Grammar and Punctuation: Revisit and review: - using the perfect form of verbs to mark relationships of time and cause - using commas to clarify meaning or avoid ambiguity in writing - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility
Handwriting focus: Joining: To and from r, from and to s Ensuring height and size (3mm)	Handwriting focus: Practise break letters (bgjpqxyz) Printing Forming ascenders correctly	Handwriting focus: Formation of k Formation of y Speed and fluency	Handwriting focus: Punctuation Ensure consistency in letter sizing Speedwriting Forming and joining f and small letters	Handwriting focus: Writing with a slant Printing Speedwriting Decorated capital letters	Handwriting focus: Revising difficult joins: ve, we, oe, fe, re Looking at different handwriting styles
Genre Narrative Balanced Argument	Genre Poetry Non-chorological report	Genre Narrative Recount	Genre Information Persuasive letter Narrative	Genre Explanation Narrative Poetry	Genre Balanced argument Narrative

Year Six

AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Composition: - In narratives, describe settings, characters and atmosphere. - Integrate dialogue in narratives to convey character and advance the action. - Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader - Make choices in drafting and revising writing, showing understanding of how these enhance meaning. - Select vocabulary and apply grammatical structures that reflect what the writing requires (e.g. using passive verbs to affect how information is presented) - using expanded noun phrases to convey complicated information concisely	Composition: - Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. direct address in instructions) - In non-narrative writing, continue to use simple devices to structure the writing and support the reader (e.g. headings etc) - Use paragraphs to organise writing - Use a wide range of devices to build cohesion within and across paragraphs - conjunctions and adverbials of time - Proof read for spelling, punctuation and grammatical errors	Composition: - Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (persuasive writing) - Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using modal verbs to suggest degrees of possibility)) - Build on devices used to aid cohesion within and across paragraphs and learn new cohesive devices - place, pronouns, synonyms - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Composition: - Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (poetic style of Jackie Morris) - in narratives, describing settings, characters and atmosphere through the use of expanded noun phrases and different clause structures - using commas to clarify meaning or avoid ambiguity in writing - Select vocabulary and grammatical structures that reflect what the writing requires - non-finite verb structures, - using passive verbs to affect the presentation of information in a sentence - using brackets, dashes or commas to indicate parenthesis - ensuring the consistent and correct use of tense throughout a piece of writing - using a colon to introduce a list - punctuating bullet points consistently	Composition: - Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using modal verbs to suggest degrees of possibility)) - in narratives, describing settings, characters and atmosphere through the use of dialogue and show not tell devices - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. - using semi-colons, colons or dashes to mark boundaries between independent clauses - evaluate and edit by: □ assessing the effectiveness of their own and others' writing	Composition: - Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. the use of first person in a diary) - using hyphens to avoid ambiguity - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. - Redraft writing, making changes where appropriate to ensure that meaning is clear and writing is directed at a particular audience
Grammar and Punctuation: Revisit and review: (Yr5)using the perfect form of verbs to mark relationships of time and cause (Yr5)using commas to clarify meaning or avoid ambiguity in writing (Yr5)using expanded noun phrases to convey complicated information concisely (Yr4)using and punctuating direct speech accurately Direct Instruction: subject, object	Grammar and Punctuation: Revisit and review: - using semicolons, colons or dashes to mark boundaries between independent clauses Direct Instruction: - using hyphens to avoid ambiguity - using semicolons, colons or dashes to mark boundaries between independent clauses	Grammar and Punctuation: Revisit and view: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Direct Instruction - using passive verbs to affect the presentation of information in a sentence synonym, antonym	Grammar and Punctuation: Revisit and review: - using passive verbs to affect the presentation of information in a sentence - using hyphens to avoid ambiguity Direct instruction: active, ellipsis - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Grammar and Punctuation: Revisit and review: - using passive verbs to affect the presentation of information in a sentence - using hyphens to avoid ambiguity - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Yr5) using modal verbs or adverbs to indicate degrees of possibility	Grammar and Punctuation: Revisit and review: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Handwriting focus: Developing individual writing style Revise slanting Practise keeping letters in correct proportion Practising writing fluently and legibly Joining descenders	Handwriting focus: Forming and joining the letter t Joining to/from o Punctuation Practise slanting	Handwriting focus: Practise capital letters Practise spacing Practising writing fluently and legibly Diagonal join	Handwriting focus: Horizontal join Forming letter at the correct height and size (3mm) Leaving the correct space between letters Joining to r	Handwriting focus: Printing Double letters Spacing within words	Handwriting focus: Ensuring letters are the correct proportion Fluency Speedwriting
Genre Narrative Balanced Argument	Genre Poetry Non-chorological report	Genre Narrative Recount	Genre Information Persuasive letter Narrative	Genre Explanation Narrative Poetry	Genre Balanced argument Narrative