Welbourn Church of England Primary School Writing Year group overviews

 ‘Believe, Excite, Succeed, Together’

Topaz Class

|  |  |  |  |
| --- | --- | --- | --- |
| **Year R/ 1**  | **AUTUMN** | **SPRING** | **SUMMER** |
| HANDWRITING | Reception | Sitting positionCorrect pencil gripForm lower case letters in the correct direction: starting and finishing in the correct place. Form digits 0-9**Focus on correct letter formation using RWI stage 1a planning**Around letters’ c a o d g q ‘Down letters’ l t b p k h I j m n r u y‘Curly letters’ e f s ‘Zig-zag letters’ v w z x  | Form capital lettersForm lower case letters in the correct direction: starting and finishing in the correct place. **Focus on correct letter formation using RWI stage 1a planning**Around letters’ c a o d g q ‘Down letters’ l t b p k h I j m n r u y‘Curly letters’ e f s ‘Zig-zag letters’ v w z x | Form lower case letters in the correct direction: starting and finishing in the correct place. **Focus on correct letter formation using RWI stage 1a planning**Around letters’ c a o d g q ‘Down letters’ l t b p k h I j m n r u y‘Curly letters’ e f s ‘Zig-zag letters’ v w z x |
| Year 1 | **Focus on how letters sit on the line using RWI stage 1b planning**Small letters are ‘boat letters’ a c e I m n o r s u v w x z Letters that go below the water line are ‘water letters’ g j p q y f Letters as tall as the sun ‘sun letters’ b d h k l t  | **Focus on how letters sit on the line using RWI stage 1b planning**Small letters are ‘boat letters’ a c e I m n o r s u v w x z Letters that go below the water line are ‘water letters’ g j p q y f Letters as tall as the sun ‘sun letters’ b d h k l t  | **Focus on how letters sit on the line using RWI stage 1b planning**Small letters are ‘boat letters’ a c e I m n o r s u v w x z Letters that go below the water line are ‘water letters’ g j p q y f Letters as tall as the sun ‘sun letters’ b d h k l t  |
| COMPOSITION | Compose simple statement sentences orally Focus on simple sentence building from oral compositionSequencing sentences to form short narratives with support and scaffoldDiscussion: talk about what has been writtenRead aloud: Read their writing clearly to others  | Sequencing sentences to form short narrativesRe-reading for senseRe-reading for checkingDiscussion: talk about what has been writtenRead aloud: Read their writing clearly to others | Independently thinking about what to writeTalk about what they what to writeDraft their writing Re-reading to check Discussion: talk about what has been writtenRead aloud: Read their writing clearly to others |
| GRAMMAR | Leave spaces between words Introduce joining words using *and* Introduce joining clauses with *and*Recognise capital letters for people, places, days of the week Introduce using the pronoun *I* | Leave spaces between words Continue to join words and clauses using *and*Use capital letters for people, places, days of the weekUse the personal pronoun *I* | Leave spaces between words Join words and clauses using *and*Continue to use capital letters for people, places, days of the week and I |
| PUNCTUATION | Introduce use of full stops to demarcate a sentence(s)Introduce capital letters to demarcate a sentence(s)Capital letters for namesUse a capital letter for the pronoun I | Recognise question marks and exclamation marks in modelled textWith increasing independence, continue to use full stopsWith increasing independence, continue to use capital letters | Begin to use question marks in own writingBegin to use exclamation marks in own writingContinue to use full stops and capital letters to demarcate sentencesUse capital letters for names and pronoun I |
| SPELLING | RWI programme for graphemes and associated spellingsName the letters of the alphabet in order and use letter names.Prefixes and suffixes: plural adding s and es Prefixes and suffixes: -ing, -ed, -er, -estUnderstand how words can be spoken in syllablesSpelling rules Linked RWI red words for CEW  | RWI programme for graphemes and associated spellings Days of the week (including capital letters)Prefixes and suffixes: re-cap -ing, -ed, -er, -estPrefixes and suffixes: unCompound wordsLinked RWI red words for CEW | RWI programme for graphemes and associated spellingsRevise and embedLinked RWI red words for CEW  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 2** | **AUTUMN** | **SPRING** | **SUMMER** |
| HANDWRITING | Form lower case letters of the correct size in relation to on anotherStart using some of the diagonal and horizontal strokes required to joinWrite capital letters and digits of the correct size, orientation and relationship to one another and to lower case lettersUse spacing that reflect the size of the letters**First 40 joins from year 2 Charles Cripps (See school handwriting guidance) e.g ab, ib, ob**  | Form lower case letters of the correct size in relation to on anotherStart using some of the diagonal and horizontal strokes required to joinWrite capital letters and digits of the correct size, orientation and relationship to one another and to lower case lettersUse spacing that reflect the size of the letters**Second 40 joins from year 2 Charles Cripps (see school handwriting guidance) e.g ash, ish, oss** | Form lower case letters of the correct size in relation to one anotherStart using some of the diagonal and horizontal strokes required to joinWrite capital letters and digits of the correct size, orientation and relationship to one another and to lower case lettersUse spacing that reflect the size of the letters**Third 41 joins from year 2 Charles Cripps (see school handwriting guidance) e.g ast, ate, ave** |
| COMPOSITION | Write narratives about experiences: personal and of othersWrite about real events; poetry; for different purposes Orally compose sentences before writing as for **Y1**Begin to plan writing Begin to construct narratives with a clear beginning middle and endBuild writing sentence by sentence linked to oral compositionIntroduce evaluating writing with othersReread to check for senseBegin to proof-read for basic spelling & punctuation errorsPerforming and reading aloud | Write narratives about experiences: personal and of othersWrite about real eventsCompose writing for different non-fiction purposes Develop planning of own writing Continue to construct narratives with a clear beginning middle and end linked to oral compositionsEvaluate writing with the teacher and peersContinue to proof-read for basic spelling and punctuation errorsIntroduce making simple additions to develop writingReread for sense and introduce revising, including for consistency in verbs used to indicate timePerforming and reading aloud with intonation | Write narratives about experiences: personal and of othersWrite about real events and include greater detail Compose writing for different non-fiction purposes and poetry Continue to develop planning and write down ideas and/ or key words, including new vocabularyFurther construct narratives with a clear beginning middle and end linked to oral compositionsContinue to evaluate writing with the teacher and peersFurther proof-read for basic spelling and punctuation errorsMake simple additions, revisions and corrections based on rereading for sense, including for consistency in verbs used to indicate timeOpportunities to perform and reading aloud with intonation |
| GRAMMAR | Sentence types: statement, question, commandEmbed use of conjunction and from Y1Introduce range of coordinating conjunction: but, or, so Introduce expanded noun phrases using adjectives Past and present tense | Using suffixes and compounding to form nounsUsing suffixes to form adjectivesUsing suffixes to turn adjectives into adverbsIntroduce past and present progressive verbsIntroduce subordinating conjunctions: because, when, ifContinue to use coordinating conjunctions to join clausesExpanded noun phrases | Extend purpose e.g. noun phrase for certain effectsDevelop use of suffixesVary use of verbs: simple and progressive formsVary conjunctions: coordinating and subordinating to join clausesEmbed use of expanded noun phrases |
| PUNCTUATION | Revisit use of full stops from **Y1** Revisit use of capital letters to demarcate sentences from **Y1**Reintroduce use of capital letters for names from **Y1**Recognise question marks | Introduce commas to separate items in a listRecognise and begin to use apostrophes for contraction Continue to use full stops and capital letters to demarcate statement and command sentencesUse question marks to demarcate question sentencesRevisit exclamation marks from **Y1**  | Commas to separate items in a listIntroduce use of apostrophe to mark singular possessionContinue to embed use of full stops, capital letters and question marks to demarcate sentencesUse exclamation marks  |
| SPELLING | Active Spelling Year 2 Term 1 Weeks 1 – 6* **Making or sound ‘all’**
* **C making the s sound before i/e/y**
* **Dge at the end of a word**
* **Suffix ‘ly’ y for I at the end of words**
* **O making the u sound**
* **Keep the y before ing**
 | Active Spelling Year 2 Term 1 Weeks 7 – 12* **Adding ing to words ending in e**
* **Double the final consonant when adding ‘ed’**
* **Suffixes ment and ness**
* **Le and el endings**
* **Silent kn**
* **Possessive apostrophes for singular nouns**
 | Active Spelling Year 2 Term 2 Weeks 1 – 6 * **Ar making the or sound after w**
* **Or making the er sound after a w**
* **Ge at the end of a word**
* **‘ly’ endings**
* **S making the z sound**
* **Y to I for ‘ed’**
 | Active Spelling Year 2 Term 1 Weeks 7 – 12* **Adding ‘er’ and ‘ed’ to words ending in e**
* **Double final consonant when adding ing**
* **Suffixes ful and less**
* **Al and il endings**
* **Silent gn**
* **Homophones**
 | Active Spelling Year 2 Term 3 Weeks 1 – 6* **A making the o sound after w and qu**
* **Ey making the ee sound**
* **Ge and dge**
* **Tion**
* **Adding es**
* **Y to I and er and est**
 | Active Spelling Year 2 Term 3 Weeks 7 – 12* **Adding est**
* **Doubling final consonant**
* **Suffixes ment, ness, ful and less**
* **Le, el, al and il endings**
* **Silent wr**
* **Contractions**
 |

Emerald Class

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3** | **AUTUMN** | **SPRING** | **SUMMER** |
| HANDWRITING | Revisit all individual letter formations in letter familiesFocus on introducing diagonal strokes between two letters with correct entry and exit pointFocus on horizontal strokes to join two letters (o, r, v, w)Embed appropriate word spaces from KS1**First 60 joins from year 3 and 4 Charles Cripps (See school handwriting policy) e.g. an, as, au**  | Focus on consistency of ascenders and descendersJoin more that pairs of letters but with a focus on accuracy of formation for all the lettersIncrease expectation for some joined handwriting, especially when publishing final drafts of writingFocus on the quality of handwriting and legibility for self and others **Second 60 joins from year 3 and 4 Charles Cripps (see school handwriting policy) eer, eet, ell** | Continue to develop the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedFocus on letter and join consistency Continue to increase expectation for greater use of joined handwriting, especially when publishing final drafts of writingFocus on the quality of handwriting and legibility for self and others**Final 59 joins from year 3 and 4 Charles Cripps (see school handwriting policy) tru, uck, udd** |
| COMPOSITION | Identify clear purpose for each writing opportunityDiscuss and record ideas using simple familiar planning formats from KS1Focus on orally composing and rehearsing sentences before draftingEmbed use of conjunctions to extend sentences and increase use of complex sentences with subordinating conjunctions Introduce paragraphing for non-narrative structuresBegin to use recognise the purpose of headings and sub-headings within non-narrative text organisationFocus on character development linked to narrativesFocus on clear plot sequencing in narrativesRead aloud own writing to support proof-reading and basic editingDevelop strategies for proof-reading: identifying spelling and basic punctuation errors | Identify clear purpose for writing and begin to identify how these impacts on the features required within the writingExplore and discuss similar writing (vocabulary, structure, grammar) to inform planning and drafting of own writingDiscuss and record ideas using simple planning formats to support writing structureContinue to orally compose and rehearse sentencesIncorporate a range of sentence structures into draft writingDevelop the use of paragraphs within non-narrative writing opportunities and include appropriate organisational devicesFocus on the development of settings and different plot structures in narrativesBegin to evaluate and edit others’ writing and suggest improvements to taught grammarContinue to develop proof-reading  | Identify clear purpose for writing and specific text form features requiredContinue to explore and discuss similar writing (vocabulary, structure, grammar) to inform planning and drafting of own writingDiscuss and record ideas using planning formats which build on previous familiar formats and incorporate Y3 requirements for composition and grammatical structuresContinue to orally compose and rehearse sentencesIncorporate a range of complex and simple sentence structures into draft writingContinue to develop the use of paragraphs within non-narrative writing opportunities and include appropriate organisational devices. Progress to introducing paragraphs for narrative sequencing, if appropriateFocus on inclusion of character, setting and different plot structures into simple narrativesEvaluate and edit own and others’ writing and suggest improvements to support consistency of tense nd grammarContinue to develop accurate proof-reading |
| GRAMMAR | Extend sentences using subordinating conjunctions to express time, place and cause: when, before, after, so becauseIdentify and use **a** or **an** correctly: a rock/ an animalForm nouns using a range of prefixes e.g. anti autoExplores words in word families: e.g. solve/solution/dissolveIntroduce paragraphs to group material in writingBegin to use headings and sub-headings to aid presentation Revisit use of simple and progressive verbs from **Y2** | Introduce adverbs to express time, place and cause: then, next, soon, thereforeExtend range of conjunctions to express time, place and cause: when, before, after, so becauseContinue to form nouns using a range of prefixesContinue to explore words in word familiesDevelop use of paragraphs to group material in writingVay verb choices for precision | Vary nouns using a range of prefixesExplore words in word familiesContinue to extend sentences using **conjunction**s to express time, place and causeContinue to extend sentences using **adverbs** to express time, place and causeContinue to extend sentences using **prepositions** to express time, place and causeIntroduce present perfect tenseContinue to develop use of simple paragraphs for non-fiction writing and organised with headings |
| PUNCTUATION | Consolidate **Y2** punctuation with particular focus on accurate sentence demarcation -capital letters, full stops & question marksRevisit use of exclamation marksRevisit use of apostrophes for contraction | Introduce an awareness of inverted commas to punctuate direct speechRevisit use of apostrophes for singular possession Revisit and embed use of commas in lists | Use inverted commas to punctuate direct speech |
| SPELLING | Commonly misspelled wordsDictionary skillsDictated sentencesActive Spelling Year 3 Term 1 Weeks 1 – 6* **Sure endings**
* **Adding ly y to an I**
* **Ou**
* **Ch for k sound**
* **Gue**
* **Y for an I**
 | Active Spelling Year 3 Term 1 Weeks 7 - 12* **Prefix in**
* **Prefix il**
* **Prefix ation**
* **Tion**
* **Ei**
* **CEW**
 | Dictated sentencesActive Spelling Year 3 Term 2 Weeks 1 – 6* **Ture**
* **Ly endings**
* **Ous**
* **Ch making sh sound**
* **Qu / que**
* **Y for an I**
 | Active Spelling Year 3 Term 1 Weeks 7 – 12* **Prefix ir**
* **Prefix re**
* **Sion**
* **Cian**
* **Eigh**
* **CEW**
 | Dictated sentencesActive Spelling Year 3 Term 3 Weeks 1 – 6* **Sure**
* **Adding ly with y to an I**
* **Ou and ous**
* **Ch making k sound**
* **Sc**
* **Y for an I**
 | Active Spelling Year 4 Term 1 Weeks 7 – 12* **Prefix im**
* **Prefix un**
* **Prefix super**
* **Ssion**
* **Ey**
* **Homophones**
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 4** | **AUTUMN** | **SPRING** | **SUMMER** |
| HANDWRITING | use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]**First 60 joins from year 3 and 4 Charles Cripps (See school handwriting policy) e.g. an, as, au** | use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]**Second 60 joins from year 3 and 4 Charles Cripps (See school handwriting policy) eer, eet, ell** | use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]**Final 59 joins from year 3 and 4 Charles Cripps (See school handwriting policy) tru, uck, udd** |
| COMPOSITIONYear 3 and 4  | Identify clear purpose and writing form for each writing opportunity linked to similar modelled textsDiscuss and record ideas using familiar planning format for deconstruction and construction as used in Y3, e.g. boxed up planning, story mappingFocus on orally rehearsing use of extended sentences to be used within paragraphs Plan key vocabulary and phrases for require writing formsRevisit organisation of writing into paragraphs for non-narrative structures, as for Y3Introduce paragraphing for narrative structure (e.g. starting a new paragraph for a change in time, subject, or place)Create character and plot in narrativeIntroduce dialogue between characters and to support plot development in narrativeRead for overall coherence Proof-read for spelling and grammar errors, particularly focusing on basic sentence demarcation | Discuss and record planning ideas using extended planning formats based on boxed up and story mappingPlan for key vocabulary and phrases relevant to text form and contextOrganise draft writing into appropriate paragraphs and use organisation devices to support the readerRead for making senseReading for spelling and grammarProvide detail for the reader through ‘show not tell’ techniquesCreate settings and plot in narrativeRead aloud to support development of peer evaluateBegin to edit and improve grammar and vocabulary for consistency, including tenseBegin to edit for cohesion with use of pronounsProof-read for spelling and punctuation errors | Explore and discuss writing type and learn from its structure, vocabulary and grammarContinue to rehearse writing orally, particularly use of speech in narrativesBuild new vocabulary into writingUse a range of sentence structures learnt across LKS2Organise writing into paragraphs for both narrative and non-narrative text formsIn narrative, create setting, character and plotUse non- narrative organisational devicesEdit and improve grammar and vocabulary to improve consistencyEdit and improve the use of pronounsContinue to embed independent proof-read for spelling and punctuation errorsRead writing aloud to an audience, using appropriate tone, intonation and volume so that the meaning is clear |
| VOCABULARY AND GRAMMAR | Begin to vary sentence length by selecting and using conjunctions, prepositions and adverbs from Y3Extend understanding and vocabulary choices for subordinating conjunctionsIntroduce modifying expanded noun phrases with prepositional phrasesIntroduce speech punctuation to demarcate dialogueRevisit and embed understanding of adverbs | Vary sentence length by selecting and using conjunctions, prepositions and adverbs from Y3Extend sentences and clause structures by varying clause position with sentencesIntroduce fronted adverbialsUse expanded noun phrases to provide greater detail for the readerPunctuate speechUse pronouns to aid cohesion and reduce repetition | Vary sentence length and sentence openersContinue to extend sentences and clause structures by varying clause position with sentencesUse fronted adverbialsUse expanded noun phrases to provide greater detail for the readerContinue to use limited dialogue and punctuate direct speechEmbed use of pronouns to aid cohesion and reduce repetition |
| PUNCTUATION | Consolidate and embed **KS1** punctuation marks, particularly basic sentence demarcationRevisit and embed use of apostrophes for contraction from Revisit use of inverted commas to punctuate speech | Introduce use of plural possessive apostrophe, including for irregular pluralsEmbed commas in a list from **Y2**Introduce commas to mark fronted adverbialsInverted commas to punctuate speech | Commas to mark fronted adverbialsEmbed inverted commas and associated speech punctation  |
| SPELLING | Active Spelling Year 4 Term 1 Weeks 1 – 6* **Double the final consonant when adding ed, ing, er, en**
* **Adding ly**
* **Ou**
* **Ch making k sound**
* **Gue**
* **Y for an I**
 | Active Spelling Year 4 Term 1 Weeks 7 – 12* **Prefix inter**
* **Prefix auto**
* **Ation**
* **Tion**
* **CEW**
* **CEW**
 | Active Spelling Year 4 Term 2 Weeks 1 – 6* **Ture**
* **Adding ly**
* **Ous**
* **Ch making sh sound**
* **qu / que**
* **y for an I**
 | Active Spelling Year 4 Term 2 Weeks 7 – 12* **prefix sub**
* **prefix mis**
* **sion**
* **possessive apostrophes with plurals**
* **CEW**
* **CEW**
 | Active Spelling Year 4 Term 3 Weeks 1 – 6* **Sure**
* **Adding ly**
* **Ou and ous**
* **Ch making sh and k sound**
* **Sc**
* **Y for an I**
 | Active Spelling Year 4 Term 1 Weeks 7 – 12* **Prefix anti**
* **Prefix dis**
* **Homophones**
* **Ssion**
* **CEW**
* **CEW**
 |

Amethyst Class

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 5** | **AUTUMN** | **SPRING** | **SUMMER** |
| HANDWRITING | Write legibly, fluently and with increasing speed by:choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task**First 60 joins from year 5 and 6 Charles Cripps (See school handwriting policy) e.g am, au, aw** | **Second 60 joins from year 5 and 6 Charles Cripps (See school handwriting policy) e.g. fif, for, fri** | **Final 60 joins from year 5 and 6 Charles Cripps (See school handwriting policy) e.g. uck, uit, ull** |
| COMPOSITIONN | Explore and discuss how authors have developed narrative elementsConsider how grammatical choices affect meaningBegin to select the appropriate form for writing purposesBegin to identify appropriate tone required for audiencePlan and collate information and make notes to inform writingIntroduce précising information Revisit and use cohesive devices from **Y4**In narratives, develop characters and settingsIn narratives, begin to integrate dialogue to convey characterBuild cohesion within paragraphs using techniques from **LKS2**Develop proofreading from **LKS2**Introduce assessing effectiveness of own writingBegin to edit vocabulary and grammar to enhance effect and clarify meaningDevelop consistent and correct tense from **Y4**Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Continue to explore how authors develop narrative elementsDevelop understanding of how grammatical choices affect meaningConsider layout and organisation of information to support the readerSelect the appropriate form for writing purposes and identify appropriate tone required for audienceContinue to make notes to inform planning and writingPrécis informationUse range of cohesive devices within paragraphsBegin to develop cohesion across paragraphs In narratives, develop atmosphere in addition to characters and settingsIn narratives begin to integrate dialogue to advance the actionFurther develop proofreading for spelling and punctuation errorsContinue to develop assessing effectiveness of own and others’ writingEdit vocabulary and grammar to enhance effect and clarify meaningEmbed consistency and correct use of tense Introduce subject and verb agreement and relating to appropriate registerPerform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Further explore how authors develop narrative and non-narrative to impact on reader, and how grammatical choices affect meaningUse more complex and purposeful organisation techniques Select the appropriate form for writing purposes and identify appropriate tone and formalityContinue to make notes to inform writing and précis informationContinue to use a wider range of cohesive devices within and across paragraphsPlan more complex narrative structuresIn narratives, describe settings, characters and atmosphere In narratives begin to integrate dialogue Further develop proofreading for spelling and punctuation errorsFurther develop assessing effectiveness of own and others’ writingEdit vocabulary and grammar to enhance effect and clarify meaningSecure consistent and correct use of tense Develop subject and verb agreement aIntroduce identifying and choosing the appropriate register |
| VOCABULARY AND GRAMMAR | Revisit and extend adverbials from **Y4** e.g. meanwhile, later that day, silently, within moments, all night, nearby –ing and –ed openers Revisit expanded noun phrases from **Y4** Revisit and extend subordinate clausesIntroduce relative clauses (implied pronounIntroduce modals to indicate degrees of possibilityBegin to recognise vocabulary and structures appropriate for formal speech structures Convert nouns and adjectives using suffixes | Extend understanding and use of perfect form of verbsUse range of verb prefixesUse modal verbsContinue to develop use of relative clausesContinue to develop range and position of subordinating conjunctions/ clauses within sentencesExtend and use expanded noun phrases to convey complicated information conciselyDevelop understanding of vocabulary and structures appropriate for formal speech structures  | Extend understanding and use of perfect form of verbsUse range of verb prefixesExtend use of modal verbs and adverbials to indicate degrees of possibilityContinue to subordination, including use of relative clausesFurther develop use of expanded noun phrases to convey complicated information conciselyRecognise vocabulary and structures appropriate for formal speech and writing |
| PUNCTUATION | Embed basic sentence demarcation from **KS1 and LKS2**Revisit and embed use of apostrophesRevisit use of commas from LKS2Introduce use of parenthesis using brackets and dashesRevisit use of speech punctuation and inverted commas | Introduce commas for clarityIntroduce pairs of commas to mark parenthesis compared to using brackets and dashesContinue to mark parenthesis using brackets and dashes | Make choices for in-sentence punctuation to support the reader, including making parenthesisContinue to focus on commas for clarity and to avoid ambiguity |
| SPELLING | Active Spelling Year 5 Term 1 Weeks 1 – 6* **Able**
* **Ible**
* **Prefixes lks2 revision**
* **Prefixes lks2 revision**
* **Ant**
* **Ent**
 | Active Spelling Year 5 Term 1 Weeks 7 – 12* **Homophones**
* **Ous lks2 revision**
* **Tion / sion lks2 revision**
* **Silent letters k**
* **Ough**
* **CEW**
 | Active Spelling Year 5 Term 2 Weeks 1 – 6* **Ably**
* **Ibly**
* **Hyphens**
* **Ff – r**
* **Ance**
* **Ence**
 | Active Spelling Year 5 Term 2 Weeks 7 – 12* **Homophones**
* **Tious**
* **Tial**
* **Silent letters t**
* **Ie for ee**
* **CEW**
 | Active Spelling Year 5 Term 3 Weeks 1 – 6* **Able, ably with prefix**
* **Ible, ibly with prefixes**
* **Hyphens**
* **CEW**
* **Ancy**
* **ency**
 | Active Spelling Year 5 Term 3 Weeks 7 – 12* **homophones**
* **cious**
* **cial**
* **silent letters W**
* **ei**
* **CEW**
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 6** | **AUTUMN** | **SPRING** | **SUMMER** |
| HANDWRITING | Write legibly, fluently and with increasing speed by:choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task**First 60 joins from year 5 and 6 Charles Cripps (See school handwriting policy) e.g am, au, aw** | **Second 60 joins from year 5 and 6 Charles Cripps (See school handwriting policy) e.g. fif, for, fri** | **Final 60 joins from year 5 and 6 Charles Cripps (See school handwriting policy) e.g. uck, uit, ull** |
| COMPOSITION | Consider and explore how authors develop narrative and non-narrative to impact on reader from **Y5** Identify how grammatical choices affect meaning from **Y5**Continue to organise non-narrative using a variety of techniques Select the appropriate form for writing purposes and identify appropriate level of formality linked to audienceIdentify the appropriate register for own writingRevisit making notes to inform writing and précis information from **Y5**Plan writing and develop initial ideas, drawing on reading and research Revisit range of cohesive devices to use within and across paragraphsIn narratives, describe settings, characters and atmosphere In narratives, revisit how to integrate dialogue to convey characterProof read for spelling and punctuation errorsAssess effectiveness of own and others’ writing by referring back to planning and intended impact on readerEdit vocabulary and grammar to enhance effect and clarify meaningEdit for consistent and correct use of tense, and check for subject and verb agreement Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Identify the audience and purpose of writing Continue to select the appropriate form with reference to modelsContinue to plan writing noting and developing initial ideas, drawing on reading and research where necessaryOrganise non-narrative using layout, language and authorial voice from reading Understand how to Identify the appropriate level of formality and register linked to audiencePrecis information Continue to use a range of cohesive devices from across KS2, both within and across paragraphsIn narratives, focus on describing settings, characters In narratives, develop techniques for building atmosphere In narratives, revisit how to integrate dialogue to advance the actionProof read for spelling and punctuation errorsAssess effectiveness of own and others’ writing by referring back to planning and intended impact on readerMake vocabulary and grammar edit to enhance the intended effect of the writing and to clarify meaningEnsure consistency of tense throughout compositionsCheck for subject and verb agreement  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | *Writing in the Summer term to provide opportunities for children to select writing form, grammar, vocabulary and punctuation to address reader through own composition and presentation choices.*Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningIn narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionPrécising longer passagesUse a wide range of devices to build cohesion within and across paragraphsSelect further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underliningEvaluate own and others’ writing by assessing the effectiveness of compositionsPropose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningEmbed consistent and correct use of tense throughout a piece of writingEnsure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerProofread for spelling and punctuation errors |
| VOCABULARY AND GRAMMAR | Embed grammar from **LKS2**: expanded noun phrases to provide clarity; use of adverbials; range of subordinationRevisit converting nouns and adjectives using suffixesRevisit use of modal verbs from **Y5**Revisit and develop use of subordinate clauses and relative clauses (including implied pronoun) from **Y5**Consider formal and informal speech structuresIntroduce active and passive  | Continue to develop active and passive verb useRevise verb forms including perfect form of verbs from LKS2/ Y5Secure modal verbsFurther develop subordination, including relative clausesIntroduce subjunctive form | Embed range of KS2 vocabulary and grammarEdit vocabulary and grammar choices to develop authorial voice and intended impact on audienceEdit vocabulary and grammar choices appropriate to register and level of formality |
| PUNCTUATION | Revisit commas to clarifyRevisit and use different punctuation to mark parenthesisIntroduce and use bullet pointsBegin to use colons to introduce listsIntroduce semi-colons and colons to separate independent clauses | Revisit and embed range of LKS2 and Year 5 punctuation marksIntroduce hyphens to avoid ambiguityContinue to focus on semi-colons and colons to separate independent clauses | Embed range of KS2 punctuationMake choices relating to punctuation marks to support the reader |
| SPELLING | Active Spelling Year 6 Term 1 Weeks 1 – 6* **Able**
* **Ible**
* **Prefixes revised from lks2**
* **Prefixes revised from lks2**
* **Ant**
* **Ent**
 | Active Spelling Year 6 Term 1 Weeks 7 – 12* **Homophones**
* **Ous lks2 revision**
* **Tion / sion**
* **Silent letter b**
* **Ough**
* **CEW**
 | Active Spelling Year 6 Term 2 Weeks 1 – 6* **Ably**
* **Ible**
* **Hyphens**
* **Ff – r**
* **Ance**
* **Ence**
 | Active Spelling Year 6 Term 1 Weeks 7 - 12* **Homophones**
* **Tious**
* **Tial**
* **Silent letters g and d**
* **Ei after c**
* **CEW**
 | Active Spelling Year 6 Term 3 Weeks 1 – 6* **Able / ably**
* **Ibly**
* **Hyphens**
* **F – rr**
* **Ancy**
* **Ency**
 | Active Spelling Year 6 Term 3 Weeks 7 - 12* **Homophones**
* **Cious**
* **Cial**
* **Silent letters n and g**
* **Ei after c**
* **CEW**
 |