Welbourn Church of England Primary School Writing Year group overviews

‘Believe, Excite, Succeed, Together’

Topaz Class

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| **Year R/ 1** | | **AUTUMN** | **SPRING** | **SUMMER** |
| HANDWRITING | Reception | Sitting position  Correct pencil grip  Form 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 letters  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 | 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 composition  Sequencing sentences to form short narratives with support and scaffold  Discussion: talk about what has been written  Read aloud: Read their writing clearly to others | Sequencing sentences to form short narratives  Re-reading for sense  Re-reading for checking  Discussion: talk about what has been written  Read aloud: Read their writing clearly to others | Independently thinking about what to write  Talk about what they what to write  Draft their writing  Re-reading to check  Discussion: talk about what has been written  Read 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 week  Use 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 names  Use a capital letter for the pronoun I | Recognise question marks and exclamation marks in modelled text  With increasing independence, continue to use full stops  With increasing independence, continue to use capital letters | Begin to use question marks in own writing  Begin to use exclamation marks in own writing  Continue to use full stops and capital letters to demarcate sentences  Use capital letters for names and pronoun I |
| SPELLING | | RWI programme for graphemes and associated spellings  Name 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, -est  Understand how words can be spoken in syllables  Spelling 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, -est  Prefixes and suffixes: un  Compound words  Linked RWI red words for CEW | RWI programme for graphemes and associated spellings  Revise and embed  Linked RWI red words for CEW |

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| **Year 2** | **AUTUMN** | | **SPRING** | | **SUMMER** | |
| HANDWRITING | Form lower case letters of the correct size in relation to on another  Start using some of the diagonal and horizontal strokes required to join  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  Use 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 another  Start using some of the diagonal and horizontal strokes required to join  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  Use 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 another  Start using some of the diagonal and horizontal strokes required to join  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  Use 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 others  Write 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 end  Build writing sentence by sentence linked to oral composition  Introduce evaluating writing with others  Reread to check for sense  Begin to proof-read for basic spelling & punctuation errors  Performing and reading aloud | | Write narratives about experiences: personal and of others  Write about real events  Compose 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 compositions  Evaluate writing with the teacher and peers  Continue to proof-read for basic spelling and punctuation errors  Introduce making simple additions to develop writing  Reread for sense and introduce revising, including for consistency in verbs used to indicate time  Performing and reading aloud with intonation | | Write narratives about experiences: personal and of others  Write 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 vocabulary  Further construct narratives with a clear beginning middle and end linked to oral compositions  Continue to evaluate writing with the teacher and peers  Further proof-read for basic spelling and punctuation errors  Make simple additions, revisions and corrections based on rereading for sense, including for consistency in verbs used to indicate time  Opportunities to perform and reading aloud with intonation | |
| GRAMMAR | Sentence types: statement, question, command  Embed use of conjunction and from Y1  Introduce range of coordinating conjunction: but, or, so  Introduce expanded noun phrases using adjectives  Past and present tense | | Using suffixes and compounding to form nouns  Using suffixes to form adjectives  Using suffixes to turn adjectives into adverbs  Introduce past and present progressive verbs  Introduce subordinating conjunctions: because, when, if  Continue to use coordinating conjunctions to join clauses  Expanded noun phrases | | Extend purpose e.g. noun phrase for certain effects  Develop use of suffixes  Vary use of verbs: simple and progressive forms  Vary conjunctions: coordinating and subordinating to join clauses  Embed 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 list  Recognise and begin to use apostrophes for contraction  Continue to use full stops and capital letters to demarcate statement and command sentences  Use question marks to demarcate question sentences  Revisit exclamation marks from **Y1** | | Commas to separate items in a list  Introduce use of apostrophe to mark singular possession  Continue to embed use of full stops, capital letters and question marks to demarcate sentences  Use 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

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| **Year 3** | **AUTUMN** | | **SPRING** | | **SUMMER** | |
| HANDWRITING | Revisit all individual letter formations in letter families  Focus on introducing diagonal strokes between two letters with correct entry and exit point  Focus 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 descenders  Join more that pairs of letters but with a focus on accuracy of formation for all the letters  Increase expectation for some joined handwriting, especially when publishing final drafts of writing  Focus 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 unjoined  Focus on letter and join consistency  Continue to increase expectation for greater use of joined handwriting, especially when publishing final drafts of writing  Focus 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 opportunity  Discuss and record ideas using simple familiar planning formats from KS1  Focus on orally composing and rehearsing sentences before drafting  Embed use of conjunctions to extend sentences and increase use of complex sentences with subordinating conjunctions  Introduce paragraphing for non-narrative structures  Begin to use recognise the purpose of headings and sub-headings within non-narrative text organisation  Focus on character development linked to narratives  Focus on clear plot sequencing in narratives  Read aloud own writing to support proof-reading and basic editing  Develop 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 writing  Explore and discuss similar writing (vocabulary, structure, grammar) to inform planning and drafting of own writing  Discuss and record ideas using simple planning formats to support writing structure  Continue to orally compose and rehearse sentences  Incorporate a range of sentence structures into draft writing  Develop the use of paragraphs within non-narrative writing opportunities and include appropriate organisational devices  Focus on the development of settings and different plot structures in narratives  Begin to evaluate and edit others’ writing and suggest improvements to taught grammar  Continue to develop proof-reading | | Identify clear purpose for writing and specific text form features required  Continue to explore and discuss similar writing (vocabulary, structure, grammar) to inform planning and drafting of own writing  Discuss and record ideas using planning formats which build on previous familiar formats and incorporate Y3 requirements for composition and grammatical structures  Continue to orally compose and rehearse sentences  Incorporate a range of complex and simple sentence structures into draft writing  Continue to develop the use of paragraphs within non-narrative writing opportunities and include appropriate organisational devices. Progress to introducing paragraphs for narrative sequencing, if appropriate  Focus on inclusion of character, setting and different plot structures into simple narratives  Evaluate and edit own and others’ writing and suggest improvements to support consistency of tense nd grammar  Continue to develop accurate proof-reading | |
| GRAMMAR | Extend sentences using subordinating conjunctions to express time, place and cause: when, before, after, so because  Identify and use **a** or **an** correctly: a rock/ an animal  Form nouns using a range of prefixes e.g. anti auto  Explores words in word families: e.g. solve/solution/dissolve  Introduce paragraphs to group material in writing  Begin 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, therefore  Extend range of conjunctions to express time, place and cause: when, before, after, so because  Continue to form nouns using a range of prefixes  Continue to explore words in word families  Develop use of paragraphs to group material in writing  Vay verb choices for precision | | Vary nouns using a range of prefixes  Explore words in word families  Continue to extend sentences using **conjunction**s to express time, place and cause  Continue to extend sentences using **adverbs** to express time, place and cause  Continue to extend sentences using **prepositions** to express time, place and cause  Introduce present perfect tense  Continue 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 marks  Revisit use of exclamation marks  Revisit use of apostrophes for contraction | | Introduce an awareness of inverted commas to punctuate direct speech  Revisit use of apostrophes for singular possession  Revisit and embed use of commas in lists | | Use inverted commas to punctuate direct speech | |
| SPELLING | Commonly misspelled words  Dictionary skills  Dictated sentences  Active 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 sentences  Active 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 sentences  Active 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** |

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| **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 unjoined  increase 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 unjoined  increase 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 unjoined  increase 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** | |
| COMPOSITION  Year 3 and 4 | Identify clear purpose and writing form for each writing opportunity linked to similar modelled texts  Discuss and record ideas using familiar planning format for deconstruction and construction as used in Y3, e.g. boxed up planning, story mapping  Focus on orally rehearsing use of extended sentences to be used within paragraphs  Plan key vocabulary and phrases for require writing forms  Revisit organisation of writing into paragraphs for non-narrative structures, as for Y3  Introduce paragraphing for narrative structure (e.g. starting a new paragraph for a change in time, subject, or place)  Create character and plot in narrative  Introduce dialogue between characters and to support plot development in narrative  Read 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 mapping  Plan for key vocabulary and phrases relevant to text form and context  Organise draft writing into appropriate paragraphs and use organisation devices to support the reader  Read for making sense  Reading for spelling and grammar  Provide detail for the reader through ‘show not tell’ techniques  Create settings and plot in narrative  Read aloud to support development of peer evaluate  Begin to edit and improve grammar and vocabulary for consistency, including tense  Begin to edit for cohesion with use of pronouns  Proof-read for spelling and punctuation errors | | Explore and discuss writing type and learn from its structure, vocabulary and grammar  Continue to rehearse writing orally, particularly use of speech in narratives  Build new vocabulary into writing  Use a range of sentence structures learnt across LKS2  Organise writing into paragraphs for both narrative and non-narrative text forms  In narrative, create setting, character and plot  Use non- narrative organisational devices  Edit and improve grammar and vocabulary to improve consistency  Edit and improve the use of pronouns  Continue to embed independent proof-read for spelling and punctuation errors  Read 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 Y3  Extend understanding and vocabulary choices for subordinating conjunctions  Introduce modifying expanded noun phrases with prepositional phrases  Introduce speech punctuation to demarcate dialogue  Revisit and embed understanding of adverbs | | Vary sentence length by selecting and using conjunctions, prepositions and adverbs from Y3  Extend sentences and clause structures by varying clause position with sentences  Introduce fronted adverbials  Use expanded noun phrases to provide greater detail for the reader  Punctuate speech  Use pronouns to aid cohesion and reduce repetition | | Vary sentence length and sentence openers  Continue to extend sentences and clause structures by varying clause position with sentences  Use fronted adverbials  Use expanded noun phrases to provide greater detail for the reader  Continue to use limited dialogue and punctuate direct speech  Embed use of pronouns to aid cohesion and reduce repetition | |
| PUNCTUATION | Consolidate and embed **KS1** punctuation marks, particularly basic sentence demarcation  Revisit 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 plurals  Embed commas in a list from **Y2**  Introduce commas to mark fronted adverbials  Inverted commas to punctuate speech | | Commas to mark fronted adverbials  Embed 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

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| **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 letters  choosing 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 elements  Consider how grammatical choices affect meaning  Begin to select the appropriate form for writing purposes  Begin to identify appropriate tone required for audience  Plan and collate information and make notes to inform writing  Introduce précising information  Revisit and use cohesive devices from **Y4**  In narratives, develop characters and settings  In narratives, begin to integrate dialogue to convey character  Build cohesion within paragraphs using techniques from **LKS2**  Develop proofreading from **LKS2**  Introduce assessing effectiveness of own writing  Begin to edit vocabulary and grammar to enhance effect and clarify meaning  Develop 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 elements  Develop understanding of how grammatical choices affect meaning  Consider layout and organisation of information to support the reader  Select the appropriate form for writing purposes and identify appropriate tone required for audience  Continue to make notes to inform planning and writing  Précis information  Use range of cohesive devices within paragraphs  Begin to develop cohesion across paragraphs  In narratives, develop atmosphere in addition to characters and settings  In narratives begin to integrate dialogue to advance the action  Further develop proofreading for spelling and punctuation errors  Continue to develop assessing effectiveness of own and others’ writing  Edit vocabulary and grammar to enhance effect and clarify meaning  Embed consistency and correct use of tense  Introduce subject and verb agreement and relating to appropriate register  Perform 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 meaning  Use more complex and purposeful organisation techniques  Select the appropriate form for writing purposes and identify appropriate tone and formality  Continue to make notes to inform writing and précis information  Continue to use a wider range of cohesive devices within and across paragraphs  Plan more complex narrative structures  In narratives, describe settings, characters and atmosphere  In narratives begin to integrate dialogue  Further develop proofreading for spelling and punctuation errors  Further develop assessing effectiveness of own and others’ writing  Edit vocabulary and grammar to enhance effect and clarify meaning  Secure consistent and correct use of tense  Develop subject and verb agreement a  Introduce 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 clauses  Introduce relative clauses (implied pronoun  Introduce modals to indicate degrees of possibility  Begin to recognise vocabulary and structures appropriate for formal speech structures  Convert nouns and adjectives using suffixes | | Extend understanding and use of perfect form of verbs  Use range of verb prefixes  Use modal verbs  Continue to develop use of relative clauses  Continue to develop range and position of subordinating conjunctions/ clauses within sentences  Extend and use expanded noun phrases to convey complicated information concisely  Develop understanding of vocabulary and structures appropriate for formal speech structures | | Extend understanding and use of perfect form of verbs  Use range of verb prefixes  Extend use of modal verbs and adverbials to indicate degrees of possibility  Continue to subordination, including use of relative clauses  Further develop use of expanded noun phrases to convey complicated information concisely  Recognise vocabulary and structures appropriate for formal speech and writing | |
| PUNCTUATION | Embed basic sentence demarcation from **KS1 and LKS2**  Revisit and embed use of apostrophes  Revisit use of commas from LKS2  Introduce use of parenthesis using brackets and dashes  Revisit use of speech punctuation and inverted commas | | Introduce commas for clarity  Introduce pairs of commas to mark parenthesis compared to using brackets and dashes  Continue to mark parenthesis using brackets and dashes | | Make choices for in-sentence punctuation to support the reader, including making parenthesis  Continue 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** |

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| **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 letters  choosing 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 audience  Identify the appropriate register for own writing  Revisit 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 paragraphs  In narratives, describe settings, characters and atmosphere  In narratives, revisit how to integrate dialogue to convey character  Proof read for spelling and punctuation errors  Assess effectiveness of own and others’ writing by referring back to planning and intended impact on reader  Edit vocabulary and grammar to enhance effect and clarify meaning  Edit 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 models  Continue to plan writing noting and developing initial ideas, drawing on reading and research where necessary  Organise non-narrative using layout, language and authorial voice from reading  Understand how to Identify the appropriate level of formality and register linked to audience  Precis information  Continue to use a range of cohesive devices from across KS2, both within and across paragraphs  In narratives, focus on describing settings, characters  In narratives, develop techniques for building atmosphere  In narratives, revisit how to integrate dialogue to advance the action  Proof read for spelling and punctuation errors  Assess effectiveness of own and others’ writing by referring back to planning and intended impact on reader  Make vocabulary and grammar edit to enhance the intended effect of the writing and to clarify meaning  Ensure consistency of tense throughout compositions  Check 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 meaning  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  Précising longer passages  Use a wide range of devices to build cohesion within and across paragraphs  Select further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining  Evaluate own and others’ writing by assessing the effectiveness of compositions  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Embed consistent and correct use of tense throughout a piece of writing  Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  Proofread for spelling and punctuation errors | |
| VOCABULARY AND GRAMMAR | Embed grammar from **LKS2**: expanded noun phrases to provide clarity; use of adverbials; range of subordination  Revisit converting nouns and adjectives using suffixes  Revisit 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 structures  Introduce active and passive | | Continue to develop active and passive verb use  Revise verb forms including perfect form of verbs from LKS2/ Y5  Secure modal verbs  Further develop subordination, including relative clauses  Introduce subjunctive form | | Embed range of KS2 vocabulary and grammar  Edit vocabulary and grammar choices to develop authorial voice and intended impact on audience  Edit vocabulary and grammar choices appropriate to register and level of formality | |
| PUNCTUATION | Revisit commas to clarify  Revisit and use different punctuation to mark parenthesis  Introduce and use bullet points  Begin to use colons to introduce lists  Introduce semi-colons and colons to separate independent clauses | | Revisit and embed range of LKS2 and Year 5 punctuation marks  Introduce hyphens to avoid ambiguity  Continue to focus on semi-colons and colons to separate independent clauses | | Embed range of KS2 punctuation  Make 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** |