

Harpfield Primary Academy

Writing Curriculum

This document outlines our class novels which have been selected with intent to create links across the curriculum or to provide a rich stimulus for writing. To support the contextualisation of key spelling words from each year group, these have been mapped into writing units below. Grammar is further mapped out to fit alongside genre features and text specific writing.

Each year group has a Place Value of Punctuation and Grammar unit to begin the year with (PVPG). This enables children to recap and reinforce grammatical knowledge for a discrete period of weeks before applying it into the contexts of writing.

Read, Write Inc provides children with discrete phonics learning to teach the children how to go from correctly forming letters to putting letters together to make sounds. They then apply this to word level learning in their phonics lessons and into their writing across all areas of learning to support them with making phonetic attempts at spelling.

Children also receive discrete Spelling Shed lessons to learn spelling rules for their year group expectations alongside discrete handwriting teaching and learning. Poetry is outlined progressively as part of our curriculum maps as found below.

Our cycle of writing involves pupils completing a diagnostic piece of writing in the context of their final write. This enables our teachers to ensure that their cohort specific gap analysis can inform their teaching of writing to cater to the needs of the children. Children then have the opportunity to apply a plan, draft, edit and publish cycle to write for a range of purposes. Our aim is to provide children with writing opportunities which enthuse and inspire them to write cohesively and confidently.

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>PVPG- see Appendix for overview</u>					
Text/ curriculum link	<u>Room on the Broom</u>	<u>1. Superworm or Stick Man</u>	<u>1. Story of choice</u> <u>2. What Ladybird Heard</u>	<u>1 and 2. Troll</u>	<u>1. Gruffalo</u> <u>2. Story of choice</u>	<u>1 and 2. Zog</u>
Writing	Lists, captions to begin the year.	1. Narrative Simple story retell- familiar story of choice Non-chronological report- Witches' pets	1. Narrative- Repetitive story structures 2. Non-chronological report - Minibeasts	1. Narrative - Character description- The Bridge Troll 2. Instructions- How to make a slimy, soggy fish pie	1. Narrative- Character description- The Buffalink 2. Narrative- basic story structures- beginning, middle and end	1. Recount- Letter Leaving home- princess 2. Persuasive poster- Join Madame Dragon's school for dragons!
Spellings (contextual application opportunities)	do, one, are, the, to, a, be, there, of, some, they, friend, you, is - s or -es e.g. wings, bushes	1. once, a, one, there, so, said, some, to, was, full, is, she, has, he, my, I f/ l/ z/ k at the end of single vowels e.g. off, well, buzz, back -ed no double consonant e.g. posted, signed, looked, waited	1. pull, they, friend, house, come, said, ask, we, here, by, love, of -nk e.g. bank, think, honk, sunk Division of words into syllables e.g. pocket, rabbit, carrot, thunder, sunset 2. so, were, where, has, go, ask, by, no, push, put, a, are, -s e.g. eyes wh- e.g. white	1. was, has, his, one, friend(ly), there, so, love(s), a, of, the, they, are, to, be, do he, you words ending in -er faster, scarier, bigger plural -s e.g. arms plural -es e.g. hooves 2. your, is, to, some, of, you, do, be so, has, the, one, put, there, are, a, ask -ing e.g. mixing, washing -s or -es e.g. seeds, bases	1. has, a, his, no, they, are, so, some, friendly, there, one, love, you, me words ending in -er faster, scarier, bigger plural -s horns 2. Assess application of taught red words as they are demonstrated in context. -tch e.g. catch, fetch, kitchen, notch, hutch -v at the end of words e.g. have, give, live	1. I, to, is, a, love, one, he, so, they, full, of, me, be, by, my, the, do, you, our suffix -ed (do not double consonant) posted, signed, wanted, pushed 2. are, a, some, come, school, one, you, be, do, the, friend, love, they, is, today, your, ask, to, she, here, says -est e.g. greatest -er e.g. better

<p>Grammar and genre features</p>	<p>Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person formal Statements giving factual information Coordinating conjunctions Adverbs/adverbials of place Expanded noun phrases Capital letters for proper nouns Commas for lists</p>	<p>1. Beginning Middle End First, then, next, last Past tense</p> <p>2. Capital letters for proper nouns Past tense Spellings- days of the week for the date Chronological order Statements exclamations Sign off</p>	<p>2. Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Coordinating conjunctions Adverbs/adverbials of place Expanded noun phrases Capital letters for proper nouns Commas for lists</p>	<p>2. Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information Coordinating conjunctions Expanded noun phrases The imperative Positional language Question marks</p>	<p>2. Beginning Middle End Finger spaces Using 'and' Capital letter full stop mark exclamation mark personal pronoun 'I'</p>	<p>2. Deals and bargains Direct address (can include flattery) Facts and statistics Opinion (can be expert opinion) Rhetorical questions Emotive/exaggerated language Triples/the rule of three Personal pronouns Expanded noun phrases Coordinating conjunctions Question marks Exclamation marks</p>
<p>Spelling Shed</p> <p>Discrete spelling teaching sequence</p> <p>Read, Write Inc to support phonic spelling alongside this. Where a sound children are encountering in Spelling Shed for a rule has not yet been taught, please carry out a Speed Sound lesson to begin the Spelling Shed input.</p>	<p>Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'</p>	<p>Compound words and words with unstressed vowels</p>	<p>Words with the split digraph 'o-e'</p>	<p>Words where the digraph 'er' is stressed</p>	<p>Words where the digraph 'ou' makes an /ow/ sound</p>	<p>Words with the trigraph 'igh'</p>
<p>Words with the /k/ spelt 'k' and 'nk' spelling pattern</p>	<p>Words with the digraphs 'ai' and 'oi'</p>	<p>Words with the split digraph 'u-e'</p>	<p>Words where the digraph 'er' is unstressed</p>	<p>Words where the digraph 'ow' makes an /ow/ or /oa/ sound</p>	<p>Words with the digraph 'or' and the trigraph 'ore'</p>	
<p>Words with the 'ch' trigraph</p>	<p>Words with the digraphs 'ay' and 'oy'</p>	<p>Words with the digraph 'ar'</p>	<p>Words with the digraphs 'ir' and 'ur'</p>	<p>Words ending in 'y' /ee/ and 've' /v/</p>	<p>Words where 'aw' and 'au' make an /or/ sound</p>	
<p>Adding '-s' and '-es' to make plurals</p>	<p>Words with the split digraph 'a-e'</p>	<p>Words with the digraph 'ee'</p>	<p>Words where the digraph 'oo' makes an /oo/ sound</p>	<p>Words with the digraphs 'ie' and 'ew'</p>	<p>Words with the trigraphs 'air' and 'ear'</p>	
<p>Adding the suffixes '-ing' and '-ed'</p>	<p>Words with the split digraph 'e-e'</p>	<p>Words where the digraph 'ea' makes an /ee/ sound</p>	<p>Words where the digraph 'oo' makes an /u/ sound</p>	<p>Words where the 'ie' makes an /igh/ sound</p>	<p>Words where the trigraphs 'ear' and 'are' make an /air/ sound</p>	
<p>Adding the prefix 'un-' and the suffixes '-er' and '-est'</p>	<p>Words with the split digraph 'i-e'</p>	<p>Words where the digraph 'ea' makes an /e/ sound</p>	<p>Words where the digraphs 'oa' and 'oe' make an /oa/ sound</p>	<p>Words where 'ie' makes an /ee/ sound</p>	<p>Words with the digraphs 'ph' and 'wh'</p>	

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PVPG					
Text/ curriculum link	The Snow Queen History/ Geography link	The Snow Queen	Toby and the Great Fire of London History link (Iron Man reading to begin)	1. History link to transport 2. Iron Man	1. Fairytales 2. Science link	1. Seaside trip link 2. Fairytale with villain
Writing	1. Non-chronological report- Antarctic Animals	1. Setting description- Introduction to setting	Recount- Diary- Timmy's adventure - Great Fire of London	1. Non-chronological report- How boats have changed over time 2. Instructions- how to build your own Iron Man	1. Narrative- character description- The Giant 2. Explanation- What is the life cycle of a butterfly?	1. Recount- seaside postcard (condensed cycle) 2. Narrative- fairytale with villain
Spellings Purple spellings are a Year 1 recap	1. many, wild, only, after, water(s), cold, great, find, beautiful, even, plants, only -ful e.g. beautiful, joyful -less e.g. careless, fearless u as 'o' e.g. other, mother, brother, nothing comparatives and superlatives e.g. bigger/biggest	Christmas, every, both, child, class, told, hour(s), half, hold, mind, whole, sure, Mr, Mrs, again, pass, grass, wild, sure -ing e.g. looking, searching -est e.g. greatest, happiest -ful e.g. delightful, wonderful -il e.g. pencil, fossil, nostril s and si as 'zh' sound e.g. television, treasure	father, hour, told, every, because, great, half, kind, mind, parents, money, could, sugar, path, break, find, any suffix 'ed' and irregular verb spellings for past tense apostrophe for omission -y at end of words e.g. cry, fly, dry, try, reply Adding -es to nouns/verbs ending in y e.g. flies, tries, replies, carries -ing/ -ed/ -y to one syllable ending consonant and vowel e.g. patting/ patted, humming/ hummed	1. door, old, both, every, even, improve, last, prove, should, great, move, last, past, old -ful e.g. beautiful, joyful -less e.g. careless, fearless -el e.g. camel, tunnel, squirrel i spell ey e.g. valley, chimney 2. would, everybody, only, many, should, because, fast, busy, any, find, sure, after, move, improve -al e.g. metal, pedal, capital, hospital single apostrophe e.g. the iron man's arm	1. after, should, sure, told, climb, poor, find, even, eye, clothes, old, any, children, mind, people, many, gold participial adjectives -ing e.g. flowing un- e.g. unkind adding ing, ed, er, est and y to words ending e after consonant e.g. hiking/ hiked/ hiker, nicer/ nicest, shiny n as kn e.g. gnaw, knee 2. beautiful, plant, because, last, whole, again, only, hold plural -ies butterfly/ butterflies suffix -ly quickly	1. great, sure, path, only, most, cold, even, water, many, beautiful, pretty, children, again, gold, money, could, bath suffix 'ed' and irregular verb spellings for past tense adding -ed, -ing, -er and -est to a root word ending y after consonant e.g. copied/copier, happy/ happier/ happiest 2. Steak, gold, climb, children, floor, behind, kind, cold, people, clothes, who, even r as wr e.g. wrong, wrap -le e.g. table, apple, bottle -ness e.g. coldness, darkness

						<i>'or' as 'a' before l and ll e.g. ball, all, call, walk, talk ge/ dge e.g. bridge, dodge c as s e.g. race, fancy, ice</i>
Grammar and genre features	<p>1.</p> <p>Heading and subheadings Brief introduction Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Present progressive Statements Questions Commands/imperative Capital letters for proper nouns Commas for lists Apostrophes for possession (GDS)</p>	<p>Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of three Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands Question marks Exclamation marks Apostrophes for possession (GDS)</p>	<p>Date Salutation Chronological order Past tense First person s. informal Facts and opinions Rhetorical questions Sign off Coordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place Expanded noun phrases Exclamation marks Commas for lists Apostrophes for omission Apostrophes for possession (GDS)</p>	<p>1.</p> <p>Heading and subheadings Brief introduction Technical vocabulary Pictures and captions Third person s. formal Statements giving factual information Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Present progressive Statements Questions Commands/imperative Capital letters for proper nouns Commas for lists Apostrophes for possession (GDS)</p> <p>2.</p> <p>Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Direct address using 'you' Adverbials of place Question marks Commas for lists</p>	<p>2.</p> <p>Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language and technical vocabulary Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Statements Questions Commas for lists Apostrophes for possession (GDS)</p>	

				Apostrophes for possession (GDS) Apostrophes for omission		
Spelling Shed <i>Discrete spelling teaching sequence</i> <i>Read, Write Inc to support phonetic spelling alongside this. Where a sound children are encountering in Spelling Shed for a rule has not yet been taught, please carry out a Speed Sound lesson to begin the Spelling Shed input.</i>	Words where 'dge' makes a /j/ sound	Words where 'wr' makes a /r/ sound at the beginning of words	Words where 'y' makes an /igh/ sound	Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Words where 'ej' makes an /ee/ sound	Words that are homophones
	Words where 'ge' makes a /j/ sound	Words ending in 'le'	Words where '-es' is added to words ending in 'y'	Words where '-ing' is added to single syllable words	Words where 'a' makes an /o/ sound	Words that are homophones or near homophones
	Words where 'g' makes a /j/ sound	Words ending in 'el'	Words where '-ed' is added to words ending in 'y'	Words where '-ed' is added to single syllable words	Words where 'or' and 'ar' make an /er/ or /or/ sound	Words ending in '-tion'
	Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Words ending in 'al'	Words where '-er' and '-est' are added to words ending in 'y'	Words where 'a' makes an /or/ sound	Words where 'si' and 's' makes an /zh/ sound	Words containing an apostrophe for contraction
	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Words ending in 'il'	Words where '-ing' is added to words ending in 'e'	Words where 'o' makes an /u/ sound	Words ending in '-ment' and '-ness'	Words containing an apostrophe for possession
	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words ending in '-ful' and '-less'	Challenge Words

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PVPG					
Text/ curriculum link	Katie in London Landmarks- geography link	War Game History WWI link	Escape from Pompeii	Escape from Pompeii Science link	Dinosaur Trouble	Hodgeheg
Writing	Recount- Postcard- Katie's adventures in London	1. Recount- Letter- a letter home from the front line	1. Setting description- A day in Pompeii and after the eruption 2. Plot weave- story problem- escaping through the streets	1. Non-chronological report (visual) - Rocks	1. Character description Cyclopsaurus	1. Narrative- build on character and setting to write a defeating the monster story with some dialogue. 2. Explanation- How can we cross a busy road? (A hedgehog's guide)
Spellings Purple spellings are a Year 2 recap	perhaps, popular, special, famous, experience, busy, build (building), notice, decide (decided), through, although, surprise, height, reign, library double consonant add -ed e.g. trapped irregular verbs e.g. sink -sank	Across both pieces address, arrive, believe, breathe, busy, describe, early, occasionally, mention, imagine, guard, group, February, position, pressure, probably, remember, medicine caught contractions	1. popular, special, busy, famous, centre, important, peculiar, different, guard(ed), regular, mention, -ness e.g. happiness -less e.g. endless 2. arrived, believe, busy, business, decided, heard, actually, peculiar, caught, strange, different, extreme,	1. through, natural, throughout, history, consider(ed), enough, various, difficult, continue(d), recent, therefore, certain, -ous e.g. marvellous, enormous, famous u as ou e.g. young, touch, double	1. height, earth, centre, although, though, different, extreme(ly), difficult, weight, peculiar, length, strength, naughty, favourite, -ness e.g. slowness -ous e.g. enormous	1. i as y e.g. mystery 2. busy, consider, difficult, extreme(ly), opposite, forward, group, guide, increase, important, straight, notice, position, possible, special, Although, enough, words ending in -ly

			<p>centre, breathe, promised, instantly, appears</p> <p>double consonant add -ed e.g. trapped</p> <p>irregular verbs e.g. sink - sank</p>		<p>apostrophe for possession singular e.g. dinosaur's feet</p>	
<p>Grammar and genre features</p>	<p>Address</p> <p>Date</p> <p>First person</p> <p>Expanded noun phrases</p> <p>Subordinating conjunction</p> <p>Exclamation</p> <p>Adverbials of place</p> <p>Fact</p> <p>opinion</p>	<p>1.</p> <p>2.</p> <p>Introduction</p> <p>Paragraphs pan the character</p> <p>referencing personality and habits</p> <p>Figurative language</p> <p>Short sentences for effect</p> <p>Rhetorical questions</p> <p>Conclusion including a cliffhanger</p> <p>Expanded noun phrases</p> <p>sights, sounds and smells</p> <p>Adverbials of manner including similes</p> <p>Participle phrases (-ing and -ed openers)</p> <p>Adverbials of place</p> <p>Commas in a list</p> <p>Apostrophes for possession</p> <p>Commas for fronted adverbials</p>	<p>1.</p> <p>2.</p> <p>Introduction</p> <p>Paragraphs pan the setting</p> <p>Figurative language</p> <p>Short sentences for effect</p> <p>Rhetorical questions</p> <p>Conclusion including a cliffhanger</p> <p>Expanded noun phrases</p> <p>sights, sounds and smells</p> <p>Adverbials of manner including similes</p> <p>Participle phrases (-ing and -ed openers)</p> <p>Adverbials of place</p> <p>Commas in a list</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p>	<p>1.</p> <p>Heading</p> <p>Brief introduction</p> <p>Subheadings</p> <p>Technical vocabulary</p> <p>Pictures and captions</p> <p>Third person s formal</p> <p>Statements giving factual information</p> <p>Coordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Present perfect tense</p> <p>Commas for lists</p> <p>Apostrophes for possession</p>	<p>1.</p> <p>Introduction</p> <p>Paragraphs pan the character</p> <p>referencing personality and habits</p> <p>Figurative language</p> <p>Short sentences for effect</p> <p>Rhetorical questions</p> <p>Conclusion including a cliffhanger</p> <p>Expanded noun phrases</p> <p>Adverbials of manner including similes</p> <p>Participle phrases (-ing and -ed openers)</p> <p>Relative clauses</p> <p>Adverbials of place</p> <p>Commas in a list</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p> <p>2.</p> <p>Title statement</p> <p>List of equipment or materials</p> <p>Sequenced, chronological steps</p> <p>Diagrams or illustrations</p> <p>Present tense</p> <p>Imperative verbs</p> <p>Detailed information</p> <p>Coordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Commands, using the imperative</p>	<p>1.</p> <p>2.</p> <p>Title</p> <p>Introductory paragraph</p> <p>Paragraphs detailing a process</p> <p>Facts</p> <p>Present tense</p> <p>Formal language</p> <p>Technical vocabulary</p> <p>Coordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of manner</p> <p>Apostrophes for possession</p>

					<p>Statements using the pronoun 'you'</p> <p>Adverbs of manner</p> <p>Adverbs of time</p> <p>Commas for lists</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p>	
<p>Spelling Shed</p> <p><i>Discrete spelling teaching sequence</i></p> <p><i>If writing lessons indicate a specific phonics based gap in spelling, please deliver a RWI speed sound lesson to address the gap as the opener to the Spelling Shed input.</i></p>	Words where the digraph 'ou' makes an /ow/ sound	Words with the prefix 're-'	Words with the digraph 'ai' and tetragraph 'aigh'	Words ending in 'al'	Words with the suffix '-er'	Words ending in '-sion'
	Words where the digraph 'ou' makes a /u/ sound	Words with the prefix 'dis-' (Teach prefix un also)	Words with the digraph 'ei' and tetragraph 'eigh'	Words ending in 'le'	Words where the digraph 'ch' makes a /k/ sound	Challenge Words
	Words where 'y' makes an /i/ sound	Words with the prefix 'mis-'	Words where the digraph 'ey' makes an /ai/ sound	Words ending in '-ly' where the base word ends in 'le'	Words ending in '-gue' and '-que'	Revision words
	Words ending in '-sure'	Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Words with the suffix 'ly'	Words ending in '-ly' where the base word ends in '-ic'	Words where the digraph 'sc' makes a /s/ sound	Revision words
	Words ending in '-ture'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words that are homophones	Words ending in '-ly'; exceptions	Words that are homophones	Revision words
	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PVPG					
Text/ curriculum link	Time Train to the Blitz	Time Train to the Blitz	How to Train your Dragon		Science link	Toro Toro
Writing	Characterising speech -Children in the Blitz	Recount -Diary- surviving the Blitz	1. Non-chronological report- dragons 2. Instructions- how to catch a dragon	Narrative- setting description- Isle of Tm	1. Explanation- How does the digestive system work? 2. Characterising Speech- Hansel and Gretel Vs the witch (condensed cycle)	1. Narrative- journey- build on character and setting to write a journey narrative escaping a battle including dialogue. 2. Discussion- should animals be used for entertainment?
Spellings Purple spellings are a Year 2 or Year 3 recap	circle, caught, position, remember, through, question, important, straight, breathe, minute, century ADDITIONAL: built, particular, noticed, early, unsurprisingly, famously, actually	quarter, suppose, strange, sentence, complete, women, forwards, describe, circle, certain, imagine, calendar contractions apostrophes for possession e.g. the town's people	1. breathe, breath, although, therefore, thought, accident, appear, different, naughty, mention, famous, peculiar -ous e.g. tremendous, numerous	special, separate, strange, recent, position, perhaps, group, guard, height, imagine, natural, ordinary, interest words ending in -less endless, sunless words ending in -ness darkness, emptiness participial adjectives	1. different, various, enough, remember, purpose, continues, through, length, material, exercise, potatoes, heart, fruit words ending in -ly really, thoroughly	2. appear, although, bicycle, earth, consider, describe, interest, often, experience, natural, certain, question, through, purpose, important, grammar -ture and -sure e.g. treasure, pressure

			<p>2. disappear, eight, knowledge, favourite, heard, guide, history, increase, island, learn, naughty, experiment, opposite, pressure, possible, caught, possession -ly e.g. thoroughly, gradually -ful e.g. bagful, spoonful -tion e.g. caution, position</p>		<p>2. appear, breathe, caught, continue, decide, extreme, minute, answer(ed), question(ed), position, disappear, favourite</p>	
Grammar and genre features	Introduction Each character shows emotions Each character performs actions Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participle phrases & clauses (-ing and -ed openers) Adverbials of place Apostrophes for omission Inverted commas	Date Salutation Chronological order Past tense First person Facts and opinions Rhetorical questions Sign off Coordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place/preposition phrases Expanded noun phrases Apostrophes for omission Apostrophes for possession Exclamation marks	<p>1. Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person s. formal Statements giving factual information Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense Commas for lists Apostrophes for possession Commas after fronted adverbials</p> <p>2. Title statement List of equipment or materials Sequenced, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Coordinating conjunctions Subordinating conjunctions Expanded noun phrases</p>	Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participle phrases (-ing and -ed openers) Adverbials of place Commas in a list Apostrophes for possession Commas for fronted adverbials Ellipses	<p>1. Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of manner Commas for fronted adverbials Apostrophes for possession</p> <p>2. Introduction Each character shows emotions Each character performs actions Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases</p>	<p>2. Question as a title Statement about the issue and brief points Paragraphs for supporting/against Recommendation Present tense Emotive language Conjunctive adverbs Subordinating conjunctions Co-ordinating conjunctions Adverbs of time Evaluative adverbs Apostrophes for possession Commas for fronted adverbials</p>

			<p>Commands, using the imperative</p> <p>Statements using the pronoun 'you'</p> <p>Adverbs of manner</p> <p>Adverbs of time</p> <p>Commas in a list</p> <p>Commas for fronted adverbials</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p>		<p>Adverbials of manner</p> <p>Participle phrases or clauses (-ing and -ed openers)</p> <p>Adverbials of place</p> <p>Apostrophes for omission</p> <p>Commas for fronted adverbials</p> <p>Inverted commas</p> <p>Ellipses to show a pause or incomplete thought</p> <p>Hyphens to show stutter</p>	
Spelling Shed Discrete spelling teaching sequence	Words that are homophones	Words ending in '-ation'	Words ending in '-sion'	Words where 'au' makes an /ot/ sound	Words that are homophones	Challenge Words
	Words with the prefix 'in-' meaning 'not'	Words ending in '-ation'	Words ending in '-ous'	Words ending in '-tion'	Words spelled with 'c' before 'i' and 'e'	Words that are plurals with possessive apostrophes
	Words with the prefixes 'il-', 'im-' and 'ir-'	Words ending '-ly'	Words ending in '-ous' incl. those where 'ge' from the base word remains	Words ending in '-sion'	Words containing 'sol' and 'real'	Revision words
	Words with the prefix 'sub-' meaning 'below' or further divided	Words ending '-lly'	Words where a suffix is added to words ending in 'y'	Words ending in '-cian'	Words containing 'phon' and 'sign'	Revision words
	Words with the prefix 'inter-' meaning 'between or among'	Words where 'ch' makes a /sh/ sound	Words ending in '-ious' and 'eous'	Words that are adverbs of manner	Words with the prefixes 'super-', 'anti-' and 'auto'	Revision words
	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the prefix 'bi-' meaning 'two'	Revision words

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PVPG					
Text/ curriculum link	<i>The Boy at the Back of the Class (begin to read)</i> History link	<i>The Boy at the Back of the Class</i>	Hugo	Hugo	Greek legends	Greek legends
Writing	Non-chronological report- Mayan V's Anglo-Saxons	1. Recount- diary entry	1. Persuasive advert- visit the toy emporium	1. Narrative- character description- Huey- Lost soul in a train station	1. Setting description- Knossos Palace 2. Explanation (mins) Phases of the moon (science link)	1. Characterising Speech- Evil Sorceress Vs the Three Fairies 2. Narrative- voyage build on character and setting to write a historical voyage narrative including advanced characterisation

<p>Spellings</p> <p>Purple spellings are a previous year group recap.</p>	<p>sacrifice, ancient, attached, aggressive, definite, sufficient, occupy, professional, equipment, apparent, thoroughly, available, necessary, disastrous, bargain suffix -ly e.g. quickly, consequently, immediately</p>	<p>1. excellent, appreciate, persuade, especially, familiar, neighbour, opportunity, explanation, desperate(ly), stomach, frequently, communicate, Soldier, government, disastrous, recognise(d), individual(s). contractions</p>	<p>1. convenience, develop, guarantee, excellent, persuade, privilege, restaurant, variety, programme, apparent -cial/ -tial e.g. artificial, essential -able e.g. reasonable, dependable</p>	<p>1. identity, curiosity, marvellous, individual, twelfth hyphenated spellings, accompany (led), interfered, -cious e.g. ferocious, vicious participial adjectives</p>	<p>1. marvellous, ancient, recognise, soldiers, foreign, (un)familiar, accommodate, community, lightning, ancient, determined, hyphenated spellings participial adjectives</p> <p>2. rhythm, occur, according, immediately, curiosity, average, existence, -ible e.g. reversible, responsible hyphens</p>	<p>1. criticised, temperature, desperate, awkward, physical, curiosity, exaggerating, interrupt(ed), harass common discourse markers e.g. anyway, by the way, to be honest, truth be told, you know what apostrophes for omission</p>
<p>Grammar and genre features</p>	<p>1. Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person s. formal Statements giving factual information Subordinating conjunctions Relative clauses Conjunctive adverbs Commas for lists Apostrophes for possession Parentheses</p>	<p>1. Dates Salutation Chronological order Past tense First person Facts and opinions Rhetorical questions Sign off Subordinating conjunctions Conjunctive adverbs Relative clauses Adverbs/adverbials of time Adverbs/adverbials of place/preposition phrases Expanded noun phrases Commas for parentheses</p>	<p>1. Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive / exaggerated language Triples / the rule of three Modal verbs Adverbs for possibility / degree Personal pronouns Expanded noun phrases Subordinating conjunctions Conjunctive adverbs Commands Commas for lists Hyphens</p>	<p>1. Introduction Paragraphs pan the character referencing personality and habits Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases Adverbials of manner including similes Participle phrases (-ing and -ed openers) Relative clauses Adverbials of place Modal verbs Apostrophes for possession Parentheses Ellipses</p>	<p>1. Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participle phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Parentheses Ellipses</p> <p>2. Title Introductory paragraph</p>	<p>1. Introduction Each character shows emotions Each character performs actions The audience reacts to each character Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participle phrases & clauses (-ing and -ed openers) Relative clauses Adverbials of place Inverted commas Parentheses Ellipses to show stammer, pause or incomplete thought</p>

					Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Subordinating conjunctions Expanded noun phrases Relative clauses Adverbs for cause and effect Adverbs/adverbials of time Commas for parentheses	Hyphens to show stutter
Spelling Shed <i>Discrete spelling teaching sequence</i>	Words ending in '-tious' and '-ious'	Words ending in '-ant'	Words ending in '-able', where the 'e' from the root word remains	Words with 'ie' after 'c'	Words that are homophones or near homophones	Words with hyphens
	Words ending in '-cious'	Words ending in '-ance' and '-ancy'	Words that are adverbs of time	where 'ei' can make an /ee/ sound	Words that are homophones	Challenge Words
	Words ending in '-cial'	Words ending in '-ent' and '-ence'	Words with suffixes where the base word ends in '-fer'	Words where 'ough' makes an /or/ sound	Words that are homophones	Revision words
	Words ending in '-tial'	Words ending in '-able' and '-ible'	Words with 'silent' first letters	Words containing 'ough'	Words that are homophones or near homophones	Revision words
	Words ending in '-cial' and '-tial'	Words ending in '-ably' and '-ibly'	Words with 'silent' letters	Adverbs of possibility and frequency	Words that are homophones or near homophones	Revision words
	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words

Year 6

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
	<i>PVPG</i>					
<i>Text/ curriculum link</i>	<i>Wolf Brother</i> <i>History - Stone Age link</i>	<i>1. Wolf Brother</i>	<i>Harry Potter</i>	<i>Harry Potter</i>	<i>Harry Potter</i> <i>Shakespeare</i> <i>SATs</i>	<i>Shakespeare</i>
<i>Writing</i>	<i>Non-chronological Report- Stone Age creatures</i>	<i>1. Setting Description- Wild Water Woodland</i>	<i>1. Character description- Creatures of Diagon Alley</i>	<i>1. Instructions - How to play quidditch</i>	<i>1. Persuasive advert - items sold in Diagon Alley (from Spring 2)</i>	<i>1. Narrative- Build on character and setting to write a journey story with</i>

		2. Discussion- linked to Wolf Brother	2. Explanation- How does the circulatory system work? (from Aut 2)			advanced characterisation. (The Tempest) 2. Characterising speech- Hero vs. Villain (from Sum 1)
<p>Spellings</p> <p>Purple spellings are a previous year group recap.</p> <p>To fit in topic/writing as appropriate: rhyme language yacht dictionary</p>	<p>ancient, according, individual, convenient(ly), familiar, variety, existence, temperature(s), environment, necessary, aggressive, frequently, muscles, suggest</p> <p>-cious e.g. ferocious, precious, vicious</p>	<p>1. physical, desperate, aggressive, rhythm, temperature, interrupt, environment, appreciate, ancient, apparent</p> <p>-less spellings e.g. faultless</p> <p>-ness spellings e.g. happiness</p> <p>participial adjectives</p> <p>2. individual, average, community, environment, temperature, occur, guarantee, recommend, disastrous, appreciate, criticise</p>	<p>1. prejudice, parliament, relevant, achieve, amateur, controversy, symbol, hindrance, immediately, committee, suggest, conscience, cemetery</p> <p>-able and -ible e.g. understandable, impossible</p> <p>2. explanation, muscle, rhythm, system, heart, exercise, separate, through, vehicle (relate to arteries and veins)</p> <p>suffix -ly quickly, consequently, immediately</p>	<p>1. vegetable, average, guarantee, competition, forty, category, relevant, accommodate, language, mischievous, aggressive, shoulder,</p> <p>-cial/ -tial e.g. artificial, essential</p> <p>-able e.g. reasonable, dependable</p> <p>2. achieve, awkward, bruise, conscious, develop, necessary, leisure, hindrance, familiar, especially, disastrous, embarrass, equipment</p> <p>apostrophe for singular and plural e.g. the broom's direction</p> <p>-ful e.g. bagful, handful, armful</p>	<p>interrupted, mischievous, opportunity, desperate, exaggerate(d), occur(red), immediately, excellent, appreciate, achieve, pronunciation</p> <p>contractions</p>	<p>1. conscious, according, attached, curiosity, individual, foreign</p> <p>hyphenated spellings -cious spellings e.g. ferocious, vicious</p> <p>participial adjectives</p> <p>2. sincerely, signature, appreciate, bargain, suggest, sufficient, environment, correspond, nuisance, secretary, temperature, queue, embarrass</p> <p>-se advise, realise</p> <p>-ce advice</p> <p>double r occurred, scarring</p> <p>hyphenated long-term, climate-saving, plug-in</p>
<p>Grammar and genre features</p>	<p>Heading</p> <p>Brief introduction</p> <p>Subheadings</p> <p>Technical vocabulary</p> <p>Pictures and captions</p> <p>Third person s. formal</p> <p>Statements giving factual information</p> <p>Passive voice</p> <p>Subordinating conjunctions</p> <p>Relative clauses</p>	<p>1. Introduction</p> <p>Paragraphs pan the setting</p> <p>Figurative language</p> <p>Short sentences for effect</p> <p>Rhetorical questions</p> <p>Conclusion including a cliffhanger</p> <p>Expanded noun phrases</p> <p>sights, sounds</p>	<p>1. Headline</p> <p>Byline</p> <p>Orientation</p> <p>Body</p> <p>Facts and statements</p> <p>Pictures and captions</p> <p>Quotations</p> <p>Reorientation</p> <p>Third person</p> <p>Past tense</p>	<p>1. Deals and bargains</p> <p>Direct address (can include flattery)</p> <p>Alliteration and assonance</p> <p>Facts and statistics</p> <p>Opinion (can be expert opinion)</p> <p>Repetition</p> <p>Rhetorical questions</p>	<p>Introduction</p> <p>Each character shows emotions</p> <p>Each character performs actions</p> <p>The audience reacts to each character</p> <p>Short sentences for effect</p> <p>Colloquial language (non-Standard English)</p>	<p>3. Question as a title</p> <p>Statement about the issue and brief points</p> <p>Paragraphs for supporting/against</p> <p>Recommendation</p> <p>Present tense</p> <p>Emotive language</p> <p>Passive voice</p>

	<p>Subjunctive form Conjunctive adverbs Semi-colons Colons Apostrophes for possession Parentheses</p>	<p>and smells Adverbials of manner including similes Participle phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Colons Semi-colons Parentheses Ellipses</p> <p>2. Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Passive voice Subordinating conjunctions Expanded noun phrases Relative clauses Adverbs for cause and effect Adverbs/adverbials of time Evaluative adverbs Semi-colons Colons Parentheses</p>	<p>Passive voice Subordinating conjunctions Relative clauses Conjunctive adverbs</p> <p>2. Introduction Paragraphs pan the character referencing personality and habits Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases Adverbials of manner including similes Participle phrases (-ing and -ed openers) Relative clauses Adverbials of place Modal verbs Apostrophes for possession Colons Semi-colons Parentheses</p>	<p>Emotive/exaggerated language Triples/the rule of three Modal verbs Active voice Adverbs for possibility/degree Personal pronouns Expanded noun phrases Subordinating conjunctions Conjunctive adverbs Commands Semi-colons Colons</p> <p>2. Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands, using the imperative Adverbs of manner Adverbs of time Commas in a list Parentheses Apostrophes for possession Apostrophes for omission Commas</p>	<p>Discourse markers Expanded noun phrases Adverbials of manner Participle phrases & clauses (-ing and -ed openers) Relative clauses Adverbials of place Inverted commas Colons Semi-colons Parentheses Ellipses to show stammer, pause or incomplete thought Dashes to show change of thought or interruption Hyphens to show stutter</p>	<p>Conjunctive adverbs Subordinating conjunctions Subjunctive form Relative clauses Evaluative adverbs Semi-colons Colons Parentheses</p>
Spelling Shed	Challenge Words	Challenge Words	Adding the prefix '-over'	Words with the /f/ sound spelled 'ph'	Words with the suffix '-ably'	Adjectives used to describe settings
Discrete spelling teaching sequence	Challenge Words	Challenge Words	Words with the suffix '-ful'	Words with origins in other countries and languages	Words with the suffix '-ible'	Adjectives used to describe feelings

Challenge Words	Challenge Words	Words that can be nouns and verbs	Words with unstressed vowel sounds	words with the suffix '-ibly'	Adjectives to describe characters
Challenge Words	Challenge Words	Words with an /oa/ sound spelled 'ou' or 'ow'	Words with 'cial'/shuhl/ after a vowel	Words ending in '-ent' and 'sence'	Grammar Vocabulary 1
Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with a 'soft c' spelled 'ce'	Words with 'tial'/shul/	Words ending in '-er', '-or' and '-ar'	Grammar Vocabulary 2
Challenge Words	Words with the long vowel sound /igh/ spelled 'y'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words beginning with 'acc'	Adverbs synonymous with determination	Mathematical Vocabulary

Appendix 1: Punctuation and Grammar units

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>
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<u>Year 1</u>	<u>Noun focus:</u> Common nouns Proper nouns Common and proper nouns	<u>Verb focus:</u> Being verbs Being verbs + to have Regular action verbs Irregular action verbs Action verb or being verb?	<u>Subject focus:</u> What is a subject? Stage 1: Building single clause Sentences Stage 1: Building single clause Sentences Stage 2: Building single clause sentences	<u>Subject/verb focus:</u> Stage 2: Building single clause Sentences Stage 2: Building single clause Sentences Application
<u>Year 2</u>	<u>Noun focus:</u> Common nouns Proper nouns Common or proper noun? Verb focus Being verbs + to have	<u>Verb focus:</u> Regular action verbs Action verb or being verb? Irregular action verbs and verb phrases What is a subject?	<u>Subject/verb focus:</u> Stage 1: Building single clause sentences <u>Subject/verb focus (pronoun focus)</u> Stage 2: Building single clause sentences Stage 3: Building single clause sentences Subject/verb focus (pronoun focus)	<u>Subject/verb focus (pronoun focus):</u> Stage 3: Building single clause Application Co-ordinating conjunctions to join clauses Co-ordinating conjunctions to join clauses and compound subjects
<u>Year 3 and Year 4</u>	<u>Noun focus:</u> Collective/partitive nouns <u>Verb focus:</u> Being verbs + 'to have' Regular action verbs and verb phrases	<u>Verb focus:</u> Irregular action verbs and verb phrases <u>Subject focus</u> What is a subject? Stage 1: Building single clause sentences	<u>Subject/verb focus:</u> Stage 1: Building single clause Sentences (pronouns) Stage 2: Building single clause Sentences Stage 3: Building single clause Sentences	<u>Subject/verb focus:</u> Co-ordinating conjunctions to join clauses Co-ordinating conjunctions to join clauses and compound subjects
<u>Year 5 and Year 6</u>	<u>Noun focus:</u> L1: a recap on noun knowledge (all noun types to be covered) L2: applying in context Being verbs + 'to have'	<u>Verb focus:</u> Regular action verbs and verb phrases Irregular action verbs and verb phrases	<u>Tense focus:</u> present perfect past perfect present progressive past progressive	<u>Subject/verb focus:</u> Co-ordinating conjunctions to join clauses Compound subjects and dummy subjects

Appendix 2: Poetry

	<u>Type of poetry</u>	<u>Explanation</u>	<u>Example</u>	
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<u>Year 1</u>	Acrostic	<p>A poem in which certain letters in each line spell out a word.</p> <p>Most commonly, it is the first letter that spells out the word.</p> <p>The acrostic links to a given theme, e.g. winter.</p> <p>Lines usually end with commas</p>	<p>Apples falling and Umber leaves, Tumbling to the ground. Underfoot are acorns and conkers, Many colours all around Nature at its finest.</p>	
<u>Year 2</u>	Diamante	<p>The poem is presented in the shape of a diamond.</p> <p>The line structure is as follows: Line 1: Beginning subject; Line 2: Two adjectives about line 1; Line 3: Three verbs or words ending 'ing' about line 1; Line 4: A short phrase about line 1, a short phrase about line 7; Line 5: Three verbs or words ending '-ing' about line 7; Line 6: Two adjectives about line 7; Line 7: End subject</p> <p>Precise verbs and adjectives are used in the relevant lines indicated above. - Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines.</p>	<p>Bike Shiny, quiet, Pedalling, spinning, weaving Whizzing round corners, zooming along roads Racing, roaring, speeding Fast, loud, Car</p>	
<u>Year 3</u>	Haiku	<p>The haiku originates from Japan and is similar in structure to a Tanka poem.</p> <p>The mood of a haiku is generally serious, and can relate to many themes, including nature or love.</p> <p>The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables. (17 in total) Each line starts with a capital letter</p>	<p>E.g. The sky is so blue. (5) The sun is so warm up high.(7) I love the summer. (5)</p>	
<u>Year 4</u>	Clerihew	<p>A clerihew is four lines in length and includes rhyming couplets (AABB).</p> <p>The subject of the poem is typically a character who is named on one of the lines.</p> <p>The mood of this type of poem is comic.</p>	<p>Mrs Smith wears a wig, But for his head it's rather big. In windy weather he was carelless. Now Mr Smith's head is hairless.</p>	

<u>Year 5</u>	Kenning	<p>A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so.</p> <p>Kenning poems are a type of riddle which use kennings to describe something or someone.</p> <p>Each line consists of one kenning.</p> <p>There is no set number of lines in each verse.</p> <p>The kennings should be ordered within the poem with consideration of the impact on the reader.</p>	<p>My Sister Dummy-sucker Teddy-thrower Anything-chewer Kiss-giver Dotly-hugger Calm-destroyer Milk-drinker Nappy-leaker Peace-breaker Scream-shrieker Unlike any other My sister.</p>	
<u>Year 6</u>	Iambic Pentameter	<p>Unlike other taught styles, Iambic Pentameter refers to the way in which individual lines are constructed.</p> <p>There are no particular rules about verse length. It is a sequence of ten alternately unstressed and stressed syllables.</p> <p>Children should be encouraged to hear the effect of lines being constructed in this style</p>	<p>Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes A pair of star-cross'd lovers take their life</p>	