



ENGLISH

Our aim is that all pupils will become fluent readers and creative writers who can reason and articulate choices and preferences about the use of English. Children are encouraged to embed and apply their understanding of both spoken and written language across the curriculum, through a wide range of learning opportunities that develop a love for reading and an understanding of grammatical features which can then be applied to their written work.

WRITING

Vision:

Our aim is for all children to be confident in the application of skills in writing through transcription and composition. Our vision is that they can successfully apply grammar and spelling knowledge to write fluent, informative and enjoyable written pieces.

Intent:

Through high quality teaching our children will learn how to speak clearly, articulating their thoughts and points of view with clarity whilst also thinking about the listener and develop as creative and skilled writers. Children will be encouraged to develop a handwriting style which is legible and joined.

Writing is taught is a cohesive and progressive way to ensure development of composition, grammar and punctuation skills across a range of genres and writing outcome text types. Children will always write for a purpose, whether this is based on real/ first hand experiences or is topic related.



Implementation:

Children are taught the essential skills of writing (composition, grammar, punctuation, spelling and handwriting) whilst also using a rich and varied range of vocabulary inspired and stimulated by the high-quality texts that they read in their English Reading lessons. Lessons will be planned to meet the needs of the learners and facilitate progress across a sequence of days/ weeks that develop children's use of grammar and punctuation to improve composition. Handwriting lessons are taught discreetly and writing fluency is promoted in all English lessons and across the wider curriculum. Spelling is also, taught discreetly and key skills are embedded in English lessons as part of the writing process.

For pupils with SEND, it is important to focus on the pupils' strengths as well as identifying areas where they need more help, practice and consolidation. In general, pupils should have the opportunity to develop all of the concepts in writing, spelling, grammar and punctuation, regardless of their SEN or disability. However, the approach to these concepts may have to be done differently with different groups of pupils.

Impact:

By the end of each year, each phase of education and by the time children leave the school; our carefully sequenced Writing Curriculum will allow children to be fluent and confident writers who can successfully and purposefully write across a range of genres. They will be critical and evaluative writers who understand the need for editing and proof reading to enhance written outcomes for the reader/ audience.

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Year R/Y1 Writing, Grammar and Punctuation Curriculum Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<i>Stories with familiar themes</i> ORT- The Toy's party Funny Bones by Janet and Allan Ahlberg Outcomes: <i>Story retell, Story writing, Story endings</i>	<i>Imaginary Settings</i> Polar Express The Snowman by Raymond Briggs Zog by Julia Donaldson Oliver's Fruit Salad by Vivien French Outcomes: <i>Setting descriptions Story narrative</i>	<i>Fantasy Stories and imaginary settings</i> Crunch, munch, dinosaur lunch by Paul Bright, DVD clips Ice Age, Dawn of the Dinosaurs, Lost and Found, Tom and the Island of Dinosaurs Outcomes: <i>Short stories, Story retell Story descriptions</i>		<i>Fantasy stories</i> Castles Outcomes: <i>Stories focussing on setting</i> <i>Traditional Tales</i> Billy Goat's Gruff, The Three Little Pigs Outcomes: <i>Stories focussing on character</i>	<i>Stories with familiar settings</i> Owl Babies by Martin Waddell Outcomes: <i>Re tell familiar stories</i>
Vocabulary	<i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop,</i>	<i>question mark, exclamation mark, adjectives, nouns, proper nouns.</i>	<i>word, singular, plural, sentence, punctuation, full stop, question/ exclamation mark, prefix, suffix, alliteration, adjectives, nouns, proper nouns.</i>		<i>Story language e.g. once upon a time, they all lived happily ever after Character, setting</i>	<i>Setting, adjective, description, nouns, punctuation, capital letter</i>
Non fiction	<i>Information</i> Look here: Senses, Keeping Healthy Outcomes: Report- what are my senses? How do I use them? (c/c Science)	<i>Instructions</i> How to make a puppet by Claire Llewellyn Outcomes: Instructions: How to make a puppet.	<i>Information Writing- Sir David Attenburgh – Titanosaur,</i> Outcomes: Recount	<i>Information Texts</i> Pandas Outcomes: <i>Explanations</i>	<i>Finding Information</i> Castles Outcomes: Information Writing Label/ captions	<i>Historical Information</i> The Great fire of London by Scholastic Outcomes: Recount/diary <i>Topical Information</i> Madagascar Outcomes: Information Writing
Vocabulary	<i>letter, capital letter, word, singular, plural, sentence, punctuation, proper nouns.</i>	<i>full stop, question mark, exclamation mark, verb, imperative verbs, nouns,</i>	<i>question mark, exclamation mark, proper nouns. Topic vocab e.g. fossil, museum etc Time conjunctions: first, next, then, finally</i>	<i>prefix, suffix, adjectives, nouns</i>	<i>Labels, captions, sentence, non fiction</i>	<i>Historical vocab e.g. Gt Fire Time conjunctions: first, next, then, finally</i>
Poetry	<i>Nursery rhymes and Action rhymes</i> Outcomes: Nursery Rhyme	<i>Poems on a theme</i> Outcomes: Autumn poetry inspired by nature (compilation available on G Drive)		<i>Poems on a Theme</i> Outcomes: Dinosaur poem	<i>Patterns on the Page</i> Spring Poetry Outcomes: Acrostic, shape poems	

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Vo ca bu	alliteration, adjectives, verbs.	alliteration, adjectives, verbs and adverbs		exclamation mark, alliteration, adjectives, verbs, prefix, suffix,	Verse, adjective, alliteration	
Suggested support for children	<i>Seating:</i> notes of TWB can be printed off for pupils. <i>Resources:</i> pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books <i>Multisensory approaches:</i> model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps <i>ICT:</i> use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.					



Week 1	POETRY: Nursery rhymes and Action rhymes Reception Use a dominant hand to mark make. Use a tripod grip to make marks or write some recognisable letters. Y1- Composition Orally rehearse what they want to write about (planning) Compose simple sentences to convey story/ meaning. Y1- Grammar and Punctuation Use full stops and capital letters to demarcate sentences.	POETRY: Poems on a theme Reception Form some recognisable letters in words in the correct orientation Y1- Composition Write poems using simple structures from reading stimulus Y1- Grammar and Punctuation List adjectives in poetic phrases	FICTION: Fantasy Stories and imaginary settings Reception Form upper and lower case letters using the correct formation and orientation. Y1- Composition Compose sentences using tense consistently (present and past) Y1- Grammar and Punctuation To sustain correct tense (past in most circumstances)	NON- FICTION: Information Writing Reception: Create texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. Y1-Composition Identify topic specific vocabulary and use them to describe/explain Y1- Grammar and Punctuation Spell less common alternative graphemes including trigraphs	POETRY: Patterns on the Page Reception: Form most letters of the alphabet unaided. Y1-Composition Plan what is to be written (verbally and written). Y1-Grammar and Punctuation Join clauses using 'and', 'so', 'but' etc.	FICTION: Stories with familiar settings Reception: Write recognisable letters and simple words in response to a stimulus. Y1-Composition Write about fictional events Y1- Grammar and Punctuation Leave spaces between words Join words and clauses using 'and'. Use capital letters for names of people and places, days of the week
Week 2	POETRY: Nursery rhymes and themes Reception Give letters a correct and clear shape and orientation Y1- Composition Compose alliterative and rhythmic sentences. Y1- Grammar and Punctuation Use coordination in sentences (and, but)	FICTION: Stories with familiar themes Reception Form some recognisable letters in words in the correct orientation Y1- Composition Maintain consistency in narrative writing. Y1- Grammar and Punctuation Use capital letters for proper nouns.	FICTION: Fantasy Stories and imaginary settings Reception: Write for meaning Y1- Composition Sustain form in narrative, including use of person and time Y1- Grammar and Punctuation Use a variety of verbs to denote speech (children not yet punctuation direct speech)	NON-FICTION: Explanations Reception: Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Y1- Composition Compose alliterative sentences. Y1- Grammar and Punctuation Compose simple and compound sentences that make sense.	POETRY: Patterns on the Page Reception: Sit and position words/letters on a line. Y1- Composition Sequence sentences to form short narratives Y1- Grammar and Punctuation Compose sentences using tense consistently (present and past)	FICTION: Stories with familiar settings Reception Write simple phrases and sentences that can be read by others. Y1- Grammar and Punctuation Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns: dropping –e at the end of a root word before –ing, –ed,.
Week 3	FICTION: Stories with familiar themes Reception Give letters a correct and clear shape and orientation Y1/2- Composition Sustain form in narrative, including use of person and time Y1- Grammar and Punctuation	NON FICTION: Instructions Reception Write for a purpose. Y1- Composition Sequence sentences to form short captions Y1- Grammar and Punctuation Leave spaces between words Join words and clauses using 'and'.	FICTION: Fantasy Stories and imaginary settings Reception: Hear and represent sounds including digraphs (see ELS scheme) Y1- Composition: Compose short descriptive phrases.	NON-FICTION: Explanations Reception: To start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own	FICTION: Fantasy stories Reception: Hold a sentence in their head and use phonic knowledge to compose a sentence independently. Y1- Composition Read and write written work with appropriate intonation to make the meaning clear.	NON-FICTION: Historical Information Reception Write simple phrases and sentences that can be read by others that convey simple facts. Y1- Composition Include new vocabulary in their writing.



	Order words in a sentence so that it makes sense and conveys meaning (SVO)	Use capital letters for names of people and places, days of the week	Re-read what they have to check that it makes sense. Discuss what they have written with the teacher or other pupils. Y1- Grammar and Punctuation: Begin to punctuate sentences using an exclamation mark.	name or other common words. Y1- Composition Compose question sentences using who, what, when, where and why Y1- Grammar and Punctuation Write a question using the correct punctuation. To begin to identify and use verbs and adverbs.	Y1-Grammar and Punctuation Join clauses using 'and', 'so', 'but' etc. Making amendments using new vocab	Y1-Grammar and Punctuation Identify and use adjectives for description
Week 4	FICTION: Stories with familiar themes Reception Write name from memory Y1-Composition Use planning to establish clear sections/ideas for writing Y1-Grammar and Punctuation Compose sentences using tense consistently (past and present)	FICTION: Imaginary Settings Reception Begin to hear sounds in VC, CV, CVC words, consistent with their phonic knowledge Y1- Composition Re-read what they have read to check it makes sense. Y1- Grammar and Punctuation Recognise past tense and use the 'ed' suffix.	FICTION: Fantasy Stories and imaginary settings Reception: Orally rehearse a sentence, remember their sentence and use phonic knowledge to write with increasing independence. Y1-Composition Write legibly, using upper and lower case letters appropriately within words, observing correct spacing within and between words Form and use the four basic handwriting joins Y1- Grammar and Punctuation Spell high and medium frequency words independently and automatically (see ELS)	NON-FICTION: Explanations Reception: To use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences Y1- Composition Sequence sentences to form short explanations. Y1- Grammar and Punctuation Begin to identify and use verbs and adverbs.	FICTION: Traditional Tales Reception: To use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences Y1- Composition Form and use the four basic handwriting joins. Y1- Grammar and Punctuation Expand noun phrases to describe and specify	NON-FICTION: Historical Information Reception Write simple phrases and sentences that can be read by others that convey simple facts. Y1- Composition Share information in a sequential form. Explain events using 'what', 'how'. Y1- Grammar and Punctuation Read and spell common exception words independently and automatically.
Week 5	NON-FICTION: Information Reception Write name from memory Y1- Composition Select from different presentational features to suit particular writing purposes on paper and on screen. Y1- Grammar and Punctuation To identify and use imperative verbs.	FICTION: Imaginary Settings Reception Begin to hear sounds in VC, CV, CVC words, consistent with their phonic knowledge Y1- Composition Draw on knowledge and experience of texts in deciding and planning what and how to write Y1- Grammar and Punctuation Use adjectives	FICTION: Fantasy Stories and imaginary settings Reception: Orally rehearse a sentence, remember their sentence and use phonic knowledge to write with increasing independence. Y1-Composition Write legibly, using upper and lower case letters appropriately within words, observing correct spacing within and between words	POETRY: Poems on a Theme Reception: Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Y1- Composition Use planning to establish clear sections for writing Y1- Grammar and Punctuation Write a question using the correct punctuation	NON-FICTION: Finding Information Reception: Spell some HRW words independently (see ELS) Y1- Composition Write narratives/recounts about personal experiences and those of others Y1- Grammar and Punctuation Spell the days of the week. Learn new ways of spelling phonemes for which one or more spellings are already	NON-FICTION: Historical Information Reception Write simple phrases and sentences that can be read by others that convey simple facts. Y1- Composition Recount historical events in diary form. Y1- Grammar and Punctuation Use a capital letter for names of people, places, the days of



			Form and use the four basic handwriting joins Y1- Grammar and Punctuation Spell high and medium frequency words independently and automatically (see ELS)		known, and learn some new words with each spelling including a few common homophones.	the week and the personal pronoun 'I'.
Week 6	NON-FICTION: Information Reception Begin to write for a purpose. Y1- Composition Use appropriate language to make sections hang together Y1- Grammar and Punctuation Write simple statements to convey information/ instructions, starting with the imperative verb	FICTION: Imaginary Settings Reception Begin to hear sounds in VC, CV, CVC words, consistent with their phonic knowledge Y1- Composition Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words Y1- Grammar and Punctuation Use adjectives for effect.	NON- FICTION: Information Writing Reception: Orally rehearse a sentence, remember their sentence and use phonic knowledge to write with increasing independence. Y1- Composition Draw on knowledge and experience of texts in deciding and planning what and how to write Y1- Grammar and Punctuation Use the progressive form of verbs in the present or past tense (<i>she is drumming, he was shouting</i>)	POETRY: Poems on a Theme Reception: Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Maintain consistency in non-narrative including purpose and tense Y1-Composition Identify adjectives and use them to describe characters and/or setting. Y1- Grammar and Punctuation Compose sentences using tense consistently (past or present)	NON-FICTION: Finding Information Reception: Re read what they have written to an adult. Y1- Composition Sequence sentences to form short narratives and descriptions. Y1- Grammar and Punctuation Read and spell phonically decodable two-syllable and three-syllable words Leave spaces between words Join words and clauses using 'and'. Use expanded noun phrases.	NON-FICTION: Topical Information Reception Write simple phrases and sentences that can be read by others that convey simple facts. Y1- Composition Write information using simple structures e.g. bullet points, sub headings, labels Y1- Grammar and Punctuation Use topic related vocabulary in information writing.
Ongoing	Reception: - Discrete handwriting lesson following the Nelson scheme. - Introduction to and formation of graphemes linked in Phonics sessions to ELS Scheme Year 1: - Discrete handwriting lesson following the Nelson scheme. - Spellings linked in Phonics sessions to ELS Scheme					



Year 1/2 - Writing, Grammar and Punctuation Curriculum Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<i>Different Stories by the same author</i> Shirley Hughes and Quentin Blake Outcome <i>Using patterned and rhythmic language in varied ways. Identifying and describing characters</i>	<i>Stories with familiar settings</i> The Lighthouse Keeper's Lunch and related stories Hello Lighthouse Outcome <i>Story retell</i> Lighthouse inspired narrative	<i>Traditional/adventure stories</i> Katie and the Dinosaurs The Hunt for Gold Toy story Outcome <i>Write an imaginary wild west themed adventure story. Character Descriptions and Patterned Language</i> Outcome Being a cowboy		<i>Extended Stories: Looking at structure</i> <i>The Secret Garden</i> Outcome Setting description <i>Stories with familiar settings</i> The Tiny Seed Outcome Story of a seed's journey	<i>Stories on a theme</i> Outcome Stories set in a garden including minibeast-beginning, middle and end Outcome Story retell
Vocabulary	<i>Subordination- (when, if, that, because), Statement, alliteration, onomatopoeia</i>	<i>Capital letter, full stop, exclamation mark, verb, present/past tense.</i>	<i>Extend verb vocabulary through the use of a thesaurus</i> <i>Punctuation, noun phrase</i>		<i>Write down ideas including new vocabulary. Tense (past and present)</i>	<i>Capital letter, full stop, exclamation mark, verb, present/past tense.</i>
Non-fiction	<i>Information Texts</i> Online resources Grace Darling /Florence Nightingale A Lighthouse Story Outcome Biography Report Explanation		<i>Non- chronological reports</i> How to be a Cowboy Outcome WANTED poster	<i>Explanations</i> Christopher Columbus Outcome Settlers in USA <i>Non chronological reports</i> Pocahontas Outcome Life and legacy non fiction	<i>Recounts, instructions and invitations</i> Eddie's Garden Mr Bloom (online) Outcome Gardening instructions Planting instructions	<i>Instructions</i> How to grow a seed Outcome Instructions
Vocabulary	<i>Develop topic specific vocab to use in reports. Find the meaning of new words using dictionaries. subordination, statement, command, noun phrases</i>		<i>Prefix</i> <i>Suffix</i> <i>Compound words</i>	<i>Find and use new and interesting words and phrases (linked to reading)</i> <i>Non-fiction features: subheading, label, caption</i>	<i>Suffix, prefix, root word</i>	<i>Time conjunctions: first, next, meanwhile</i>

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Poetry		<i>Patterns on the Page- Poetry</i> The water Sings the Blue Outcome Shape poems based on the movements of the waves and the sea	<i>Poems on a Theme</i> The Wildest Cowboy Outcome <i>Descriptive poems</i>	Silly Stuff She'll be coming round the Mountain Outcome Poem in theme of song-changing language for meaning	<i>Really Looking</i> Riddles (KS1 teaching resources compilation) Outcome Minibeast riddle	<i>Silly Stuff</i> Minibeast Bop Outcome Poems with rhythm and repetition
Vocabulary		<i>adjective, adverb, pattern, repeat, verse</i>	<i>Use appropriate language to make sections hang together: time conjunctions; adverbs</i>	<i>Adjectives, theme, layout,</i>	<i>Make adventurous word and language choices appropriate to the style and purpose of the text</i>	<i>Rhythm, beat, repetition</i>
Week 1	FICTION: Different Stories by the same author Y1- Composition Orally rehearse what they want to write about (planning) Compose simple sentences to convey story/ meaning. Y2- Composition Use planning to establish clear sections for writing Compose sentences using tense consistently (present and past.). Y1/2- Grammar and Punctuation Use full stops and capital letters to demarcate sentences.	FICTION: Stories with familiar settings Y1- Composition Sequence sentences to form short narratives. Y2- Composition Write about fictional events Plan their writing by writing down key ideas/words, including new vocabulary Y1- Grammar and Punctuation Leave spaces between words Join words and clauses using 'and'. Use capital letters for names of people and places, days of the week Y2- Grammar and Punctuation Punctuate sentences using capital letters, full stops and exclamation marks.	FICTION: Traditional/ Adventure stories Y1/2- Composition Compose sentences using tense consistently (present and past) Y1/2- Grammar and Punctuation To sustain correct tense (past in most circumstances)	NON-FICTION- Explanations Y1- Composition Sequence sentences to form short explanations. Y2- Composition Draw on knowledge and experience of text in deciding and planning what to write. Y1- Grammar and Punctuation Begin to identify and use verbs and adverbs. Y2- Grammar and Punctuation Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters.	FICTION: Stories with familiar settings Y1/2-Composition Plan what is to be written (verbally and written). Y2- Composition Use expanded noun phrases for description. Y1-Grammar and Punctuation Join clauses using 'and', 'so', 'but' etc. Y2-Grammar and Punctuation Join clauses using 'and', 'so', 'but' etc. Further extend sentences using subordination.	NON-FICTION: Instructions Y1/2- Grammar and Punctuation Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns: dropping -e at the end of a root word before -ing, -ed, -er, est, -y Y2- Grammar and Punctuation Use of sentence types- FOCUS: commands and questions Y1 Composition: Write a series of simple sentences including simple expanded noun phrases.
Week 2	FICTION: Different Stories by the same author Y1/2- Composition Compose alliterative and rhythmic sentences. Y1- Grammar and Punctuation Use coordination in sentences (and, but)	FICTION: Stories with familiar settings Y1- Composition Re-read what they have read to check it makes sense. Y2- Composition Evaluate their writing Check that verb usage indicate time correctly	FICTION: Traditional/ Adventure stories Y1/2- Composition Sustain form in narrative, including use of person and time Y2- Composition Use ambitious verbs for effect.	NON-FICTION: Explanations Y1/2- Composition Use planning to establish clear sections for writing Y1- Grammar and Punctuation Write a question using the correct punctuation	FICTION: Stories familiar settings Y1- Composition Sequence sentences to form short narratives Y2- Composition Sustain form in narrative, including use of person and time	NON-FICTION: Instructions Y1/2- Grammar and Punctuation Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns: dropping -e at the end of a



	Y2- Grammar and Punctuation Begin to use subordination in sentences (when, if, that, because)	Y1- Grammar and Punctuation Recognise past tense and use the 'ed' suffix. Y2- Grammar and Punctuation Use of the progressive form of verbs in the present and past tense Identify and use adjectives for description	Y1/2 Grammar and Punctuation Use a variety of verbs to denote speech (children not yet using punctuation for direct speech)	Y2- Grammar and Punctuation Use question sentences and question marks. Use commas to separate items in a list	Y1/2- Grammar and Punctuation Compose sentences using tense consistently (present and past)	root word before -ing, -ed, -er, est, -y Y1 Composition: Write a series of simple sentences including simple expanded noun phrases. Y2- Grammar and Punctuation Use of sentence types- FOCUS: commands and questions
Week 3	FICTION: Different Stories by the same author Y1/2- Composition Sustain form in narrative, including use of person and time Y1- Grammar and Punctuation Order words in a sentence so that it makes sense and conveys meaning (SVO) Y2- Grammar and Punctuation How grammatical patterns in a sentence indicate its function as a statement	FICTION: Stories with familiar settings Y1- Composition Re-read what they have read to check it makes sense. Y2- Composition Evaluate their writing Check that verb usage indicate time correctly Y1- Grammar and Punctuation Recognise past tense and use the 'ed' suffix. Y2- Grammar and Punctuation Use of the progressive form of verbs in the present and past tense Identify and use adjectives for description	POETRY: Poems on a Theme Y1- Composition: Compose short poetic phrases. Re-read what they have to check that it makes sense. Discuss what they have written with the teacher or other pupils. Y1- Grammar and Punctuation: Begin to punctuate sentences using an exclamation mark. Y2- Composition Draw on knowledge and experience of texts in deciding and planning what and how to write. Y2- Grammar and Punctuation Experiment with sentence structure for effect; write adverbial phrases	NON-FICTION- Non chronological reports Y1/2- Composition Maintain consistency in non-narrative including purpose and tense Y1/2- Grammar and Punctuation Compose sentences using tense consistently (past and present)	FICTION: Extended Stories Y1- Composition Read and write written work with appropriate intonation to make the meaning clear. Y2- Composition Proof read to check for errors in spelling, grammar and punctuation Y1-Grammar and Punctuation Join clauses using 'and', 'so', 'but' etc. Making amendments using new vocab Y2-Grammar and Punctuation Join clauses using 'and', 'so', 'but' etc. Further extend sentences using subordination. Making amendments using new vocab	FICTION: Stories on a theme Y1- Composition Include new vocabulary in their writing. Y2- Composition Plan their writing by writing down key ideas/words, including new vocabulary Evaluate their writing Check that verb usage indicates time correctly Y1-Grammar and Punctuation Identify and use adjectives for description Y2-Grammar and Punctuation Punctuate sentences using capital letters, full stops and exclamation marks.
Week 4	NON-FICTION: Information Texts Y1- Composition Select from different presentational features to suit particular writing purposes on paper and on screen. Y2- Composition Use planning to establish clear	FICTION: Stories with familiar settings Y1- Composition Re-read what they have read to check it makes sense. Y2- Composition Evaluate their writing Check that verb usage indicate time correctly	FICTION: Character Descriptions and patterned language Y1/2-Composition Select from different presentational features to suit particular writing purposes. Write legibly, using upper and lower case letters	NON-FICTION: Non chronological reports Y1/2- Composition Use appropriate presentational features e.g. subheadings/bullet points Y1- Grammar and Punctuation To develop word specific	FICTION: Stories with familiar settings Y1/2- Composition Sequence sentences to form short narratives and descriptions. Y1- Grammar and Punctuation	POETRY: Really Looking Y1-Composition Write about imagined events Y2- Composition Re-read what they have read to check it makes sense. Y1- Grammar and Punctuation Leave spaces between words



	sections for writing Y1/2- Grammar and Punctuation To identify imperative verbs. Y2- Grammar and Punctuation Recognise apostrophes Use apostrophes for contracted forms	Y1- Grammar and Punctuation Recognise past tense and use the 'ed' suffix. Y2- Grammar and Punctuation Use of the progressive form of verbs in the present and past tense Identify and use adjectives for description	appropriately within words, observing correct spacing within and between words Form and use the four basic handwriting joins Y1- Grammar and Punctuation Spell high and medium frequency words independently and automatically (see ELS) Y2- Grammar and Punctuation Practise taught spelling patterns including common inflections and use of double letters Read and spell less common alternative graphemes including trigraphs.	knowledge of spelling including homophones. Y2- Grammar and Punctuation Adding suffixes to verbs where no change is needed to the root word. Identify and use compound words.	Read and spell phonically decodable two-syllable and three-syllable words Leave spaces between words Join words and clauses using 'and'. Use expanded noun phrases. Y2- Grammar and Punctuation Punctuate sentences using capital letters, full stops and exclamation marks. Use the prefix un-. Use knowledge of common inflections in spelling, such as plurals, -ly, -er Use expanded noun phrases	Join words and clauses using 'and'. Use capital letters for names of people and places, days of the week Y2-Grammar and Punctuation Use of the progressive form of verbs in the present and past tense
Week 5	NON-FICTION: Information Texts Y1/2- Composition Use appropriate language to make sections hang together Y1- Grammar and Punctuation Write simple statements to convey information/ instructions, starting with the imperative verb Y2- Grammar and Punctuation Write sentences with different forms (statement, question, exclamation, command)	POETRY: Patterns on the Page Y1/2- Composition Draw on knowledge and experience of texts in deciding and planning what and how to write Y2- Composition Make adventurous word and language choices appropriate to the style and purpose of the text Y1- Grammar and Punctuation Use adjectives to describe and add detail. Y2- Grammar and Punctuation Use adjectives and adverbs	NON-FICTION: Non chronological reports Y1/2- Composition Use appropriate presentational features e.g. flow charts/ diagrams Y1- Grammar and Punctuation To develop word specific knowledge of spelling including homophones. Y2- Grammar and Punctuation Adding suffixes to verbs where no change is needed to the root word. Identify and use compound words.	NON-FICTION: Non chronological reports Y1/2- Composition Use appropriate presentational features e.g. flow charts/ diagrams Y1- Grammar and Punctuation To develop word specific knowledge of spelling including homophones. Y2- Grammar and Punctuation Adding suffixes to verbs where no change is needed to the root word. Identify and use compound words. Use topic and historical related vocabulary for precision and accuracy.	POETRY: Really Looking Y1- Composition Form and use the four basic handwriting joins. Y2- Composition Draw on knowledge and experience of texts in deciding and planning what and how to write Make adventurous word and language choices appropriate to the style and purpose of the text. Y1- Grammar and Punctuation Expand noun phrases to describe and specify Y2- Grammar and Punctuation To use commas in lists To distinguish between exclamations and questions. Use apostrophes to mark omissions	POETRY: Silly Stuff Y1/2- Composition Write poems using simple structures e.g. repetition, shape, acrostic Y1- Grammar and Punctuation Use alliteration in poetry writing Y2- Grammar and Punctuation Use alliteration in poetry writing Use onomatopoeia Explore spelling pattern <i>tion-station, national</i>



Week 6	NON-FICTION: Information Texts Y1/2- Composition Use appropriate language to make sections hang together Y1- Grammar and Punctuation Write simple statements to convey information/ instructions, starting with the imperative verb Y2- Grammar and Punctuation Use subordination in sentence construction	POETRY: Patterns on the Page Y1/2- Composition Select from different presentational features to suit particular writing purposes. Y1- Composition Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words Y2- Composition Form and use the four basic handwriting joins Y1- Grammar and Punctuation Use adjectives for effect. Y2- Grammar and Punctuation Use commas to list in sentences	NON-FICTION: Non chronological reports Y1/2- Composition Draw on knowledge and experience of texts in deciding and planning what and how to write Y1- Grammar and Punctuation Use the progressive form of verbs in the present or past tense (<i>she is drumming, he was shouting</i>) Y2- Grammar and Punctuation Understand how the prefix <i>un</i> changes the meaning of verbs and adjectives e.g. unkind, undoing, untie	POETRY: Poems on a Theme Y1-Composition Identify adjectives and use them to describe characters and/or setting. Y1- Grammar and Punctuation Spell less common alternative graphemes including trigraphs Y2- Composition Make adventurous word and language choices appropriate to the style and purpose of the text Select from different presentational features to suit particular writing purposes. Y2- Grammar and Punctuation To use apostrophes to denote possession.	NON-FICTION: Retrieval and Recounts Y1- Composition Write narratives/recounts about personal experiences and those of others Y2- Composition Group written sentences together in chunks of meaning or subject (paragraphs). Y1- Grammar and Punctuation Spell the days of the week. Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some new words with each spelling including a few common homophones. Y2- Grammar and Punctuation Compose complex sentences. To use the possessive apostrophe (singular nouns) eg Megan's, the man's.	POETRY: Using Senses Y1/2- Composition Recount events in poetic form e.g. life cycle of a butterfly Y1/2- Grammar and Punctuation Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.
Fiction	<i>Different Stories by the same author</i> Shirley Hughes and Quentin Blake Outcome <i>Using patterned and rhythmic language in varied ways. Identifying and describing characters</i>	<i>Stories with familiar settings</i> The Lighthouse Keeper's Lunch and related stories Hello Lighthouse Outcome <i>Story retell</i> Lighthouse inspired narrative	<i>Traditional/adventure stories</i> Katie and the Dinosaurs The Hunt for Gold Toy story Outcome <i>Write an imaginary wild west themed adventure story. Character Descriptions and Patterned Language</i> Outcome Being a cowboy		<i>Extended Stories: Looking at structure</i> <i>The Secret Garden</i> Outcome Setting description <i>Stories with familiar settings</i> The Tiny Seed Outcome Story of a seed's journey	<i>Stories on a theme</i> Outcome Stories set in a garden including minibeast- beginning, middle and end Outcome Story retell
Ongoing	Year 1: re read work to check it makes sense. - Discrete handwriting lesson following the Nelson scheme. - Spellings linked in Phonics sessions to ELS Scheme Year 2: proof read work and make corrections and edits to make simple additions, revisions and corrections independently. Spelling and transcription - Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections - Spellings linked with Essential Spelling scheme					

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Year 3 - Writing, Grammar and Punctuation Curriculum						
	Autumn- Stone Age		Spring- Ancient Greeks		Summer- Egyptians	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Stone Age Boy by Satoshi Kitamura Outcome Alternative ending Write a diary entry, in the first person about life in the Stone Age	Iron Man by Ted Hughes Outcome: Create a diary based on the adventures of the Iron Man	How to Train Your Dragon by Cressida Cowell Outcome: Retell a story using authorial style in terms of language and sentence structure.	Greek Myths and Legends (Theseus and the Minotaur and Icarus and Daedalus) Outcome: Greek myth	Varjak Paw by S F Said Outcome Adventure stories Write an adventure story based on a mummy curse!	Egyptian Cinderella by Shirley Climo Outcome Descriptions Howard Cater's Adventure-diary recount/ letter in narrative
Vocab	<i>Diary, time conjunctions, first person, past tense, prefixes and suffixes.</i>	<i>Dictionary, alternative, tense, adjectives, suffixes, characters, predict, narrative, setting, paragraph, structure.</i>	<i>Letter, formal, informal, structure, paragraph, tense, , conjunction word family, clause, direct speech, consonant,</i>	<i>Story, myth, legend, conjunctions, first person, past tense, prefixes and suffixes.</i>	<i>Adventure, tradition, conjunctions, first person, past tense, prefixes and suffixes.</i>	<i>Letter, diary, formal, informal, structure, paragraph, tense</i>
Non-fiction	Stone Age Sentinel (various authors)- Newspaper report Outcome: Write a chronological report in a newspaper style, reporting on the development of tools from the Stone Age to the Iron Age.	How to Wash a Woolly Mammoth by Michelle Robinson – Instructions Outcome Write clear instructions for how to build a Roundhouse.	DK Ancient Greece Outcome Non chronological report Usborne- Inside Ancient Greece- Outcome Persuasive Writing		Tutankhamun tomb opening newspaper extract Outcome Newspaper Article Newspaper article about the discovery of Tutankhamun's tomb	How to Mummify a Body- instructions Outcome Instructions- How to mummify a body.
vocabu	<i>Prefixes, suffixes, headline, sub-heading, formal language, third person, planning, chronological, factual.</i>	<i>Stone Age words, instructions, imperative, headings and sub-headings, proof read, adverbs, prepositions.</i>	<i>Non-chronological, notes, factual, formal language, third person, planning, chronological, factual, persuasion, opinion</i>		<i>Non-chronological, notes, factual, formal language, third person, planning, chronological, factual</i>	<i>Appropriate technical vocabulary, instructions, imperative, headings and sub-headings, proof read, adverbs, prepositions.</i>
Poetry				An ode to the Ancient Greeks- Collins Outcome Write and perform a poem to retell one of the mythical tales, e.g. The Myth of the Minotaur.		Limericks - Outcome Create a limerick based on the The River Nile Include crocodiles, boats, or magical adventures along the river.

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Suggested				Poetry, atmosphere, structure, stanza, inference, nouns, nouns, conjunctions, prepositions, adjectives.		Poetry, atmosphere, structure, stanza, inference, nouns, nouns, conjunctions, prepositions, adjectives.
Vocabulary	FICTION: Stone Age Boy Composition Discussing writing similar to that they are planning to write in order to understand and learn structure. Grammar and Punctuation Extending the range of sentences with more than one clause by using a wider range of conjunctions.	FICTION: The Iron Man Composition Draft and write by: organising paragraphs around a theme. in narratives, creating settings, characters and plot. Grammar and Punctuation Introduction to paragraphs as a way to group related material. Use expanded noun phrases to describe. Apostrophes to mark where letters are missing in spelling and to mark singular possession.	FICTION: How to Train Your Dragon Composition Spend time recalling the features of this genre, understanding how to construct a recount. Grammar and Punctuation Use basic sentence punctuation including capital letters, full stops, question marks, exclamation marks	FICTION: Greek Myths and Legends Composition Write narratives about personal experiences and those of others (real/fictional) Grammar and Punctuation Identify what are vowels and what are consonants.	NON-FICTION: Tutankhamun tomb opening Composition Discuss and record ideas in short note form, Consider what they are going to write before beginning by writing down ideas/ key words/ discussing and recording ideas. Grammar and Punctuation Recognise and use the third person. Use inverted commas to add quotes.	POETRY: Limerick Composition Discuss and recording ideas. Continue and develop poetic structures linked to reading. Grammar and Punctuation Organise verses/ stanzas around a theme.
Week 1	FICTION: Stone Age Boy Composition understand and learn from text structure, vocabulary and grammar of texts and use this in their own Grammar and Punctuation Extend sentences by using a wider range of time conjunctions, e.g. after that, later, that afternoon.	FICTION: The Iron Man Composition Draft and write by: organising paragraphs around a theme. in narratives, creating settings, characters and plot. Grammar and Punctuation Use paragraphs as a way to group related material.	FICTION: How to Train Your Dragon Composition Plan and draft writing. In re-drafting, extend the range of sentences with more than one clause by using a wider range of conjunctions. Grammar and Punctuation Use nouns, verbs, adjectives, adverbs to add clarity and detail Use conjunctions for expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	FICTION: Greek Myths and Legends Composition Include dialogue in narrative to develop character. Grammar and Punctuation Use inverted commas to denote speech	NON-FICTION: Tutankhamun tomb opening Composition Write in a factual style and understand that does not include personal opinion. Describe a setting, adding in vocabulary to create mystery. Grammar and Punctuation Organise their writing into paragraphs using sub-headings. Use the past tense consistently and accurately.	POETRY: Limerick Composition Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Grammar and Punctuation Use figurative devices such as adjectives, similes and alliteration
Week 2	FICTION: Stone Age Boy Composition	FICTION: The Iron Man Composition Write in the style of a familiar author or story, using similar	FICTION: How to Train Your Dragon Composition	FICTION: Greek Myths and Legends Composition	NON-FICTION: Tutankhamun tomb opening Composition	NON-FICTION: Poetry Handwriting: Write using diagonal and horizontal strokes, joining



	Use plot devices, character and setting to write an alternative ending. Grammar and Punctuation Use conjunctions, adverbs and prepositions to express time and cause.	language and sentence structure. Grammar and Punctuation Understand when to begin a new paragraph and how to structure this.	In re-drafting, extend the range of sentences with more than one clause by using a wider range of punctuation Assessing the effectiveness of their own writing and suggesting improvements Grammar and Punctuation Use fronted adverbials and commas after fronted adverbials	Edit work to include themes and topic specific language and phrasing. Use a thesaurus to elevate and improve language choices. Grammar and Punctuation Form nouns using a range of prefixes [for example super-, anti-, auto-]	Compose sentences to create tension and atmosphere. Describe a setting, adding in vocabulary to create mystery. Grammar and Punctuation Explore word families	letters where possible and ascenders and descenders do not touch.
Week 3	FICTION: Stone Age Boy Composition Proof read for spelling and punctuation Handwriting Writing are spaced sufficiently so that ascenders and descenders of letters do not touch. Grammar and Punctuation Using fronted adverbials, using commas.	FICTION: The Iron Man Composition Increase the legibility, consistency and quality of handwriting. Read aloud their own writing, to whole class, using intonation and controlling tone. Grammar and Punctuation Using commas after fronted adverbials, indicate possession by using possessive apostrophes.	FICTION: How to Train Your Dragon Composition Draft and write by composing sentences orally, building a varied and rich vocabulary. Proof read for spelling and punctuation errors. Grammar and Punctuation Ensure tense is used consistently throughout.	FICTION: Greek Myths and Legends Composition Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Grammar and Punctuation Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	FICTION: Adventure Stories Composition Use paragraphs as a way to group related material Grammar and Punctuation Use fronted adverbials to sequence and link paragraphs across a longer piece, using commas to punctuate.	FICTION: Adventure Stories Composition Draft and write by composing sentences orally, building a varied and rich vocabulary. Grammar and Punctuation Use commas in lists, use of conjunctions. Using a wide range of nouns and pronouns.
Week 4	NON- FICTION: Stone Age Sentinel Composition Plan to write by discussing non-fiction to that which they are planning to write by using subheadings, headings and diagrams. Write in a factual style and understand that does not include personal opinion. Grammar and Punctuation Recognise and use third person. Use inverted commas to add quotes. Organise their writing into paragraphs using sub-headings.	NON - FICTION: How to Wash a Woolly Mammoth Composition Identify and use vocabulary and grammar linked to text type in their own writing. Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary. How the grammatical structure in a sentence indicates its function. (statement, questions, exclamation, command) Grammar and Punctuation Extend the range of sentences with more than one clause by using a wider range of	NON – FICTION: Persuasive Writing Composition Discussing writing similar to what they are planning to write in order to understand and learn from its structure. How the grammatical structure in a sentence indicates its function. (statement, questions, exclamation, command) Grammar and Punctuation Use of the present perfect form of verbs instead of the simple past [for example, 'He has gone out to play' contrasted with 'He went out to play']	POETRY: An ode to the Ancient Greeks Composition Discuss and record ideas. Organising stanzas around a theme. Understand feature of using and writing in standard English. Write poetry Grammar and Punctuation Using conjunctions, adverbs and prepositions to express time and cause.	FICTION: Adventure Stories Composition Discuss and record ideas in a range of styles, e.g. storyboards, notes, pictures. Describe characters, setting and/or plot in a simple way, with some interesting details. Grammar and Punctuation Develop their understanding by extending the range of sentences with more than one clause by using a wider range of time conjunctions, e.g. after that, later, that afternoon	FICTION: Adventure Stories Composition Write in the style of a familiar author or story, using similar language and sentence structure. Grammar and Punctuation Use commas to separate clause Use apostrophes for possession.



	Choosing nouns and pronouns to avoid repetition.	conjunctions, including when, if, because and although.				
Week 5	NON- FICTION: Stone Age Sentinel Composition Proofread for spelling and punctuation errors. Handwriting Increase legibility of handwriting. Grammar and Punctuation Use inverted commas to add quotes. Organise their writing into paragraphs using sub-headings.	NON FICTION: How to Wash a Woolly Mammoth Composition Use simple organisational devices [for example, headings and sub-headings]. Proof-read for spelling and punctuation errors. Grammar and Punctuation Use conjunctions, adverbs and prepositions to express time and cause. Use of present perfect form of verbs. Use imperative verbs effectively and purposefully. Standard English to turn adjectives into adverbs.	NON – FICTION: Persuasive Writing / Non Chronological report. Composition Write in a factual style and understand that does not include personal opinion. Handwriting Use the diagonal and horizontal strokes and needed to join letters. Grammar and Punctuation Recognise and use the third person. Use inverted commas to add quotes. Organise writing into paragraphs using sub-headings.	POETRY: An ode to the Ancient Greeks Composition Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. Handwriting Form lower case letters of correct size – Using diagonal and horizontal strokes that are needed to join letters. Grammar and Punctuation Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	FICTION: Adventure Stories Composition Proofread for spelling and punctuation errors. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Handwriting Use of capital letters and lower-case letters formed accurately – Writing being sufficiently spaces and understanding when some joins are best left unjoined. Grammar and Punctuation Use direct speech. Use the present perfect form of verbs instead of simple past tense.	FICTION: Adventure Stories Composition Create chronological narratives; write in sequence. Evaluate and improve writing by correcting errors and proof reading for mistakes. Grammar and Punctuation Use of grammar terms and word classes (Nouns, pronouns, adjectives, conjunctions, speech marks)
Week 6	Stone Age Boy by Satoshi Kitamura Outcome Alternative ending Write a diary entry, in the first person about life in the Stone Age	Iron Man by Ted Hughes Outcome: Create a diary based on the adventures of the Iron Man	How to Train Your Dragon by Cressida Cowell Outcome: Retell a story using authorial style in terms of language and sentence structure.	Greek Myths and Legends (Theseus and the Minotaur and Icarus and Daedalus) Outcome: Greek myth	Varjak Paw by S F Said Outcome Adventure stories Write an adventure story based on a mummy curse!	Egyptian Cinderella by Shirley Climo Outcome Descriptions Howard Cater's Adventure-diary recount/ letter in narrative



ongoing	• Capital letters and full stops, exclamation marks and question marks • Understand what key words are in a sentence i.e. noun, adjective, verb and adverb. • Understanding past and present tense and be able to use both appropriately • Understand where to use a comma • How to plan and draft writing adapting this to different genres. Proof reading their work for spelling and punctuation errors. Knowledge and use of conjunctions to join clauses in a sentence. • Vowels and consonants • Inverted commas to denote speech. Spelling and transcription Spelling lessons following Essential Spelling scheme
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	Autumn- Romans		Spring- Grantham		Summer- Anglo Saxons	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<i>James and the Giant Peach</i> by Roald Dahl Outcome: Diary recount	<i>Escape from Pompeii</i> by Christina Balit Outcome: Descriptive Recount	<i>Paddington</i> by Michael Bond Outcome: Story writing	<i>Moondial</i> by Helen Creswell Outcome: Write a prologue Setting description <i>Easter Performance</i> - Play script Outcome: Performance	<i>Charlotte's Web</i> by E.B White Outcome: Character Profile	<i>The Land of Roar</i> by Jenny McLachlan Outcome: Recount Outcome: Dialogue, descriptions, formal letter
vocabulary	<i>Behaviour; characterisation; setting; paragraphs; diary; myth; legend;</i>	<i>time; firstly; secondly; then; finally; while; since; afterwards; next; since; meanwhile; eventually</i>	<i>paragraph; adverbs</i>	<i>Imaginary; characterisation; description</i>	<i>Persuade; inform; empathise; understand; review</i>	<i>Playscripts; improvise; dialogue; performer; audience; actor; actress</i>
Non fiction	<i>PGL leaflet (for recount)</i> Outcome: Leaflet/recount	<i>Roman Newspaper</i> Outcome: Newspaper report	<i>Grantham tourist board / The Grantham Journal</i> Outcome: Persuasive writing about Grantham		<i>Anglo- Saxon information texts (various online texts)</i> Outcome: Anglo-Saxon non-chronological report.	<i>King Alfred the Great information</i> Outcome: King Alfred Biography
vocabulary	<i>heading; sub-heading; captions; phrase; sequence</i>	<i>Paragraphs; report; recount; persuade; dictionary; thesaurus; adverb; adverbial phrase; clause; apostrophe; possession;</i>	<i>Notes; paragraphs; thesaurus; simile; dictionary; prose; information; journal; leaflet; layout</i>		<i>Inform; organise; topic related technical vocab</i>	<i>Instructions, adverbials, fronted adverbials; explore</i>
Poetry	<i>The destruction of Pompeii</i> by Paul Perro	<i>Pompeii – Volcano Poetry</i> by Scholastic		<i>Nature poetry</i> (Various sources)- linked to Belton house visit		
vocabulary	<i>distinctive; structure; creative; stanza.</i>	<i>Simile; poetry; figurative; expressive</i>		<i>Simile; poetry; figurative; expressive; distinctive; structure; creative; rap</i>		

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Suggested support for children with additional needs.						
	FICTION: James and the Giant Peach Composition To identify diary features. To write sentences with more than one clause. Grammar and Punctuation Use conjunctions, adverbs to express time and cause. Write sentences with more than one clause.	FICTION: Escape from Pompeii Composition Create settings, characters and plot. Compose and rehearse sentences orally, building a varied and rich vocabulary and increasing the range of sentence structure. Grammar and Punctuation Use the present perfect form of verbs in contrast to the past tense Maintain consistent tense throughout a piece of writing.	FICTION: Paddington Composition Progressively build a varied and rich vocabulary and an increasing range of sentence structures. Grammar and Punctuation Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	FICTION: Moondial Composition In narratives, create settings, characters and plot Discuss and record ideas Grammar and Punctuation Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials Understand grammatical terminology: pronoun	FICTION: Charlotte's Web Composition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure. In narratives, create settings, characters and plot. Grammar and Punctuation Use present perfect for of verbs in contrast to past tense.	NON- FICTION: Biography Composition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Grammar and Punctuation Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	Week 1 FICTION: James and the Giant Peach Composition Draft by: organising paragraphs around a theme Discuss writing similar to that which they are planning to write in order to understand and learn its structure, vocabulary and grammar (First Person) Grammar and Punctuation Extend the range of sentences with more than one clause by using a wider range of conjunctions	FICTION: Escape from Pompeii Composition Chose nouns or pronouns appropriate for clarity and cohesion and to avoid repetition. Using descriptive language to evoke atmosphere and emotion. Grammar and Punctuation Use fronted adverbials Use apostrophes to make plural possession Understand grammatical terminology: adverbial	FICTION: Paddington Composition Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. Grammar and Punctuation Use and punctuate direct speech Understand the difference between plural and possessive -s	FICTION: Moondial Composition Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Grammar and Punctuation Express time, place and cause using conjunctions [for example when, before, after, while, so, because]	FICTION: Charlotte's Web Composition Draft by: Organise paragraphs around a theme Grammar and Punctuation Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns	NON- FICTION: Biography Composition Draft by: Organise paragraphs around a theme Grammar and Punctuation Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Chose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Week 2	FICTION: James and the Giant Peach Composition Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Handwriting	FICTION: Escape from Pompeii Composition Draft by using of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition. Grammar and Punctuation Understand grammatical terminology: determiner. Handwriting	FICTION: Paddington Composition Organise paragraphs around a theme Grammar and Punctuation Understand grammatical terminology: possessive pronoun Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand, when adjacent to	FICTION: Moondial Composition Draft by: discussing writing similar to which they are planning to write. Proof-read for spelling and punctuation errors. Grammar and Punctuation Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	FICTION: Charlotte's Web Composition Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Grammar and Punctuation Understand grammatical terminology: possessive pronoun	NON- FICTION: Biography Composition Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand, when adjacent to

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	Increase the legibility, consistency and quality of their 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.	one another, are best left unjoined.		Handwriting: Increase legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant.	one another, are best left unjoined.
Week 3	NON- FICTION: PGL leaflet Composition Use simple organisational devices [for example, headings and sub-headings] Grammar and Punctuation Use commas after fronted adverbials	NON- FICTION: Roman Newspaper Composition Discuss writing similar to that which they are planning to write in order to understand and learn its structure, vocabulary and grammar (First Person) Grammar and Punctuation Use of inverted commas and other punctuation to indicate direct speech	NON- FICTION: Grantham Tourist Board Composition Discuss writing similar to that which they are planning to write in order to understand and learn its structure, vocabulary and grammar. – explore features persuasive texts. Grammar and Punctuation Use standard forms for verb inflections instead of local spoken language e.g. we were instead of we was.	POETRY: Nature poetry Composition Reading link: listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Grammar and Punctuation Chose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	NON- FICTION: Anglo- Saxon information texts Composition Plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organise paragraphs around a theme. Grammar and Punctuation Use conjunctions, adverbs and prepositions to express time and cause.	FICTION: Land of Roar Recount Composition Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increased range of sentence structures. Grammar and Punctuation Use and punctuate direct speech
Week 4	NON- FICTION: PGL leaflet Composition Discuss and record ideas Proof-read for spelling and punctuation errors Handwriting Assess the effectiveness of their own and others' writing and suggest improvements Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	NON- FICTION: Roman Newspaper Composition Proof-read for spelling and punctuation errors Grammar and Punctuation Use of commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns	NON- FICTION: Grantham Tourist Board Composition In non-narrative material, draft by using simple organisational devices [for example, headings and sub-headings, captions, labels] Grammar and Punctuation Mark and annotate headings, key sentences and words in printed text or on screen. Make short notes.	FICTION: Play text Speaking speak audibly and fluently with an increasing command of Standard English. Composition Reading link: Prepare poems and plays to read aloud and to perform Plan writing by discussing writing similar to that which they are planning to write	NON- FICTION: Anglo- Saxon information texts Composition In non-narrative material, use simple organisational devices [for example, headings and sub-headings] Grammar and Punctuation Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.	FICTION: Land of Roar Recount Composition In narratives, creating settings, characters and plot Grammar and Punctuation Use inverted commas and other punctuation to indicate direct speech.



Week 5	POETRY: <i>The destruction of Pompeii</i> by Paul Perro Composition Plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and record ideas Grammar and Punctuation Use expanded noun phrases and prepositional phrases.	POETRY: <i>Volcano Poetry</i> Composition Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Grammar and Punctuation Use adverbs and adjectives for description	NON- FICTION: <i>Grantham Tourist Board</i> Composition Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. Grammar and Punctuation Chose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition: Write in the 3rd person Handwriting Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	FICTION: <i>Play text Spoken Language</i> Perform Playscript: Select and use appropriate registers for effective communication	NON- FICTION: <i>Anglo- Saxon information texts</i> Composition Assess the effectiveness of their own and other's writing and suggest improvements Grammar and Punctuation Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Understand grammatical terminology: pronoun. 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.	FICTION: <i>Land of Roar Recount</i> Composition Proofread for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Handwriting: Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Week 6	<i>James and the Giant Peach</i> by Roald Dahl Outcome: Diary recount	<i>Escape from Pompeii</i> by Christina Balit Outcome: Descriptive Recount	<i>Paddington</i> by Michael Bond Outcome: Story writing	<i>Moondial</i> by Helen Creswell Outcome: Write a prologue Setting description <i>Easter Performance- Play script</i> Outcome: Performance	<i>Charlotte's Web</i> by E.B White Outcome: Character Profile	<i>The Land of Roar</i> by Jenny McLachlan Outcome: Recount Outcome: Dialogue, descriptions, formal letter
Ongoing	Basic sentence punctuation – capital letters, full stops, exclamation marks, question marks Plan and draft writing adapting this to different genres Proof read work for spelling and punctuation errors including how to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Knowledge and use of conjunctions to join clauses in a sentence ie expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] How to use inverted commas to denote speech How to set work out in paragraphs including sub-headings Spelling and transcription Spelling lessons following Essential Spelling scheme					



Year 5 - Writing, Grammar and Punctuation Curriculum

	Autumn- The Shang Dynasty		Spring- Vikings		Summer- Leisure and Entertainment	
Fiction	<i>Who Let the Gods Out?</i> By Maz Evans Outcomes: Stories related to 'Who Let the Gods out' Outcome: Diary entry- Day in the life of Elliot	<i>Planet Description</i> video- Literacy Shed Outcome: Planet description Edgar the Dragon	<i>Jotun visual literacy-</i> Literacy Shed Outcome: Setting description/ short narrative	<i>Lion the Witch and the Wardrobe</i> by CS Lewis Outcome: Narrative dialogue, internal monologue in a narrative description, narrative with a flashback scene using different tenses.	<i>Windrush Child</i> by Benjamin Zephaniah Outcome: Letter writing	<i>The Famous Five</i> By Enid Blyton Outcome: Story writing Chapter continuation including a dilemma
vocabulary	<i>Relative clauses</i> <i>Relative pronouns</i> <i>Parenthesis – brackets, commas, dashes.</i> <i>Fronted adverbials</i>	<i>Tense forms and verbs</i> <i>Correct subject and verb agreement</i>	<i>Relative clause</i> <i>Figurative language</i>	<i>semi-colons, colons or dashes, relative clause, independent clause, modal verbs, dialogue</i>	<i>Characters, atmosphere, setting, dialogue, paragraphs, expanded noun phrases</i>	<i>Semi colon; hyphen; cohesion; paragraphs; colon; dash; clause</i>
Non fiction		<i>National Space Centre</i> information leaflet Outcome: Non-Chronological Report-Planetarium info <i>Stargazing for Beginners-</i> DK Outcome: Moon landing, Space X Newspaper article	<i>Anglo Saxon Chronicle</i> Outcome: Non chronological Report	<i>Viking Burial</i> example text- BBC bitesize Outcome: Explanation	<i>Butlins holiday brochure -</i> Travel journal extracts Outcome: Persuasive writing- holiday brochure	
vocabulary		<i>Expanded noun phrase</i> <i>Past tense/ present tense</i> <i>Persuasion</i> <i>Article, subheading, headline</i>	<i>Colon, passive verbs, tense, subheading, paragraph, commas, caption, bullet point, hyphens, report, witness statement</i>	<i>Commas, caption, bullet point, hyphens</i>	<i>headings, bullet points, underlining, persuade</i>	
Poetry		<i>Folk Poems</i> Collection of 'Folk Poems' from The Book of Songs (BBC) Outcome: Folk poem	<i>Psalm 8 (CC RE)</i>			<i>Travel poems</i> Outcome: Camping recount poem-based travel experience
Vocabulary		<i>Rhyme</i> <i>Modal verbs</i> <i>structures</i>	<i>Comma, semi colon, dash, passive verbs</i>			<i>intonation, volume, and movement</i> <i>perfect form</i>
Suggested	FICTION- <i>Who Let the God's Out?</i> Handwriting and presentation	NON FICTION- <i>Stargazing for Beginners</i> Composition	FICTION Composition In narrative, describe settings, characters and atmosphere.	FICTION- <i>The Lion, The Witch and the Wardrobe</i> Composition	FICTION- <i>Windrush Child</i> Composition Use not making and developing initial ideas,	FICTION- <i>The Famous Five</i> Composition Describing settings, characters and atmosphere



	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Composition Identify the audience and purpose for writing. Consider how the author has developed characters and settings in what they have read, listened to or seen performed. Grammar and Punctuation Use expanded noun phrases to convey complicated information concisely.	Develop their note making skills and develop initial ideas, drawing on reading and research where necessary. Grammar and Punctuation Use a colon to introduce a list and will develop their understanding of how to punctuate bullet points consistently.	Grammar and Punctuation Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Develop their understanding of noting and developing initial ideas, drawing on reading and research where necessary. Grammar and Punctuation Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	drawing on reading and research where necessary. Grammar and Punctuation Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Grammar and Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses.
Week 1	FICTION- Who Let the God's Out? Composition Plan writing drawing on the information gathered within a story through note-taking. In narratives, describing setting, characters and atmosphere. Grammar and Punctuation Word classes (parenthesis)	NON FICTION- National Space Centre leaflet Composition Use a wide range of devices to build cohesion within and across paragraphs. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Grammar and Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses	POETRY- Psalm 8 Composition Identify the audience for and purpose of the writing. Select the appropriate form and use other similar writing as models for their own. Grammar and Punctuation Continue to develop their understanding of punctuation and apply their understanding to their poetry.	FICTION- The Lion, The Witch and the Wardrobe Composition Write in narrative, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Integrate dialogue to convey character and advance action Grammar and Punctuation Use expanded noun phrases to convey complicated information concisely.	FICTION- Windrush Child Composition Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Grammar and Punctuation Use expanded noun phrases to convey complicated information concisely.	FICTION- The Famous Five Composition Develop precise in writing longer passages. Grammar and Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses.
Week 2	FICTION- Who Let the God's Out? Composition Develop an understanding of organizational and presentational devices in the form of play scripts/stories to structure their work. Grammar and Punctuation	NON FICTION- Newspaper Composition Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points and underlining) Suggest changes to vocabulary, grammar and punctuation during the editing	POETRY - Psalm 8 Composition Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Grammar and Punctuation Use passive verbs to affect the presentation of information in a sentence.	FICTION- The Lion, The Witch and the Wardrobe Composition Write in narrative, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	FICTION- Windrush Child Composition Writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Grammar and Punctuation	FICTION- The Famous Five Composition Use a wide range of devices to build cohesion within and across paragraphs- sentence starters Grammar and Punctuation Use dictionaries to check the spelling and meaning of words. To use the first three or four

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	Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.	stage of writing to enhance effects and clarify meaning. Consistent and correct use of tense throughout a piece of writing. Grammar and Punctuation Use expanded noun phrases to convey complicated information concisely.		Grammar and Punctuation Use modal verbs or adverbs to indicate degrees of possibility. Use formal tone and technical vocabulary where appropriate.	Use expanded noun phrases to convey complicated information concisely.	letters of a word to check spelling, meaning or both of these in a dictionary.
Week 3	FICTION- Who Let the God's Out? Composition Write stories following structure studied and plans made. Grammar and Punctuation Use brackets, dashes or commas to indicate parenthesis.	POETRY- Folk Poems Composition Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Use further organisational and presentational devices to structure text and to guide the reader when writing their poems, riddles and rhymes. Grammar and Punctuation Use and understand grammatical terminology. Use semi-colons, colons or dashes to mark boundaries between independent clauses.	NON- FICTION- Anglo Saxon Chronicle Composition Ensure the consistent and correct use of tense throughout piece of writing. Grammar and Punctuation Use passive verbs to affect the presentation of information in a sentence	FICTION- The Lion, The Witch and the Wardrobe Composition Integrate dialogue in order to convey character and advance the action. Ensure consistent and correct use of tense throughout a piece of writing Grammar and Punctuation Use the perfect form of verbs to mark relationships of time and cause.	FICTION- Windrush Child Composition Proof-read for spelling and punctuation errors. Grammar and Punctuation Use a thesaurus to improve vocabulary /add deeper meaning to text.	FICTION- The Famous Five Composition Use a wide range of devices to build cohesion within and across paragraphs- vocabab reference Grammar and Punctuation Use dictionaries to check the spelling and meaning of words. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Week 4	FICTION- Who Let the God's Out? Composition Proof-read for spelling and punctuation errors as well as to assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Grammar and Punctuation Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Handwriting and presentation	POETRY- Folk Poems Composition Perform their poems and then assess the effectiveness of their own and others' writing. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Grammar and Punctuation Recognise vocabulary and structures that are appropriate for poems and rhymes. Use modal verbs or adverbs to indicate degrees of possibility.	NON- FICTION- Anglo Saxon Chronicle Composition Continue their understanding of further organisational and presentational devices to structure text and to guide the reader- subheadings, paragraphs Grammar and Punctuation Use commas to clarify meaning or and hyphens to avoid ambiguity in writing. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	FICTION- The Lion, The Witch and the Wardrobe Composition/ Grammar and Punctuation Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	NON- FICTION Composition Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in composition. Grammar and Punctuation Use passive verbs to affect the presentation of information in a sentence.	POETRY Composition Use note making and develop initial ideas, drawing on reading and research where necessary. Assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Grammar and Punctuation Punctuate bullet points consistently. Use the perfect form of verbs to mark relationships of time and cause.



	Choosing the writing implement that best is best suited for a task.				Use commas to clarify meaning or avoid ambiguity in writing.	
Week 5	FICTION- Who Let the God's Out? Composition Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Grammar and Punctuation Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	FICTION- Planet Descriptions Composition Write well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings about characters, settings and the story as a whole. Compose relevant questions to extend their understanding and knowledge. Ensure meaning is clear. Grammar and Punctuation Use tense consistently and accurately. Handwriting and presentation Choosing the writing implement that best is best suited for a task.	NON- FICTION- Anglo Saxon Chronicle Composition Use a wide range of devices to build cohesion within and across paragraphs. Grammar and Punctuation When planning out reports and witness statements, punctuate bullet points consistently. Handwriting and presentation Choosing the writing implement that best is best suited for a task.	NON- FICTION-Viking Burial Composition Assess the effectiveness of their own and others' writing. Grammar and Punctuation Use expanded noun phrases to convey complicated information concisely Handwriting and presentation Choosing the writing implement that best is best suited for a task.	NON- FICTION Composition Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Grammar and Punctuation Use hyphens to avoid ambiguity. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Handwriting and presentation Choosing the writing implement that best is best suited for a task.	POETRY Ensure the consistent and correct use of tense throughout a piece of writing. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Use proof-reading for spelling and punctuation errors. Grammar and Punctuation To select appropriate vocabulary, understanding how such choices can change and enhance meaning.
Week 6	<i>Who Let the Gods Out?</i> By Maz Evans Outcomes: Stories related to 'Who Let the Gods out' Outcome: Diary entry- Day in the life of Elliot	<i>Planet Description video-</i> Literacy Shed Outcome: Planet description Edgar the Dragon	<i>Jotun visual literacy-</i> Literacy Shed Outcome: Setting description/ short narrative	<i>Lion the Witch and the Wardrobe</i> by CS Lewis Outcome: Narrative dialogue, internal monologue in a narrative description, narrative with a flashback scene using different tenses.	<i>Windrush Child</i> by Benjamin Zephaniah Outcome: Letter writing	<i>The Famous Five</i> By Enid Blyton Outcome: Story writing Chapter continuation including a dilemma
ongoing	Basic sentence punctuation – capital letters, full stops, exclamation marks Plan and draft writing adapting this to different genres Set out work with paragraphs including sub-headings and bullet points. Proof read work for spelling and punctuation errors and evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements					



	Knowledge and use of conjunctions to join clauses in a sentence i.e. expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Use inverted commas to denote speech with additional related punctuation.
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Spelling and transcription

Spelling lessons following Essential Spelling scheme



Year 6- Writing, Grammar and Punctuation Curriculum						
	Autumn- WW2		Spring- Walk on the Wild Side		Summer- London	
Fiction	Alchemist's Letter Video Clip Outcome: Letter	Secrets of a Sun King by Emma Carroll Outcome: Diary		Oktapoti Visual Literacy Outcome: Narrative with speech	Alma Video Clip, Haunted House extract, model text of Alma Outcome: Narrative	End of Year Production Outcome: Write another scene in play script style to add onto the Year 6 production.
vocabulary	Comma, hyphen, brackets, adverb, adverbial. Common noun, collective noun, abstract noun, proper noun, verb, adjective, subordinate/ embedded clause.	Colons, semi colons, verbs, adjectives, nouns, adverbs, prepositions, pronouns, determiners.			Comma, hyphen, brackets, adverb, adverbial. Common noun, collective noun, abstract noun, proper noun, verb, adjective, active and passive, subordinate/embedded clause.	Tension, suspense
Non	WW2 accounts of Evacuation Outcome: Recount of being evacuated	Examples of persuasive adverts: Fairytale Cottage, Five Palms Hotel Outcome: Persuasive advert	The Girl who Stole an Elephant by Nizrana Farook Examples of newspaper reports: Once Upon a Time Outcome: Newspaper report	History Link: The Maya History lessons Viking non chronological report example Outcome: Non Chronological report	Autobiography example: David Attenborough Outcome: Autobiography of their choice	London- Matilda The Musical, Matilda 1996 film Outcome: Review of Matilda Musical vs Matilda 1996 Film
vocabulary	Subordinate clause, subordinate conjunction, verb, adverb, adjective, noun, preposition, determiner, proper noun.	First person, second person, third person, verbs, adjectives, nouns, adverbs, prepositions, pronouns, determiners.	Comma, hyphen, brackets, adverb, adverbial. Common noun, collective noun, abstract noun, proper noun, verb, adjective, subordinate/embedded clause.	Semi colon, colon, phrase, clauses, modal, prepositions, adverbials, active, passive, determiner, article.	Semi colon, colon, phrase, passive, active, passive verbs, third person,	Semi colon, colon, phrase, passive, active, passive verbs, third person,
Poetry		The Living Years Outcome: Verse modification	Reading Link: The Raven by Edgar Allen Poe Outcome: Narrative poetry			Matilda poetry Outcome: Descriptive verse
Vocabulary		speech marks, inverted commas				Omission, possession, apostrophe, stanza, verse, structure Topic related vocabulary

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Suggested support for children with additional needs.	<i>Seating:</i> notes of TWB can be printed off for pupils. <i>Resources:</i> pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books <i>Multisensory approaches:</i> model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps <i>ICT:</i> use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.	<i>Seating:</i> notes of TWB can be printed off for pupils. <i>Resources:</i> pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books <i>Multisensory approaches:</i> model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps <i>ICT:</i> use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.	<i>Seating:</i> notes of TWB can be printed off for pupils. <i>Resources:</i> pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books <i>Multisensory approaches:</i> model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps <i>ICT:</i> use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.	<i>Seating:</i> notes of TWB can be printed off for pupils. <i>Resources:</i> pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books <i>Multisensory approaches:</i> model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps <i>ICT:</i> use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.	<i>Seating:</i> notes of TWB can be printed off for pupils. <i>Resources:</i> pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books <i>Multisensory approaches:</i> model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps <i>ICT:</i> use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.	<i>Seating:</i> notes of TWB can be printed off for pupils. <i>Resources:</i> pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books <i>Multisensory approaches:</i> model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps <i>ICT:</i> use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.
	FICTION: Alchemist's Letter Composition, Grammar and Punctuation Write a description using expanded noun phrases. Using prepositions in phrases. Use similes and metaphors to convey thoughts and feelings	POETRY: The Living Years Composition Identifying the audience for and purpose the writing (Use the correct structure for each poetry form looking at rhyme, number of syllables etc) Grammar and Punctuation To revise correct use of speech	FICTION WITH NON-FICTION OUTCOME: The Girl who Stole an Elephant Composition Draft a letter using model text, identifying audience and purpose. Identify features of a newspaper report, using further organisational and presentational devices to structure text and guide the reader (Headings, columns, subheadings etc) Write introduction to a newspaper report, sustaining writing in the past tense. Grammar and Punctuation Distinguish between the language of speech and writing and choose the appropriate register- Direct and Indirect speech.	FICTION: Oktapodi Composition In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action by storymapping the narrative. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Grammar and Punctuation The difference between structures typical of informal speech and structures for formal speech and writing- Integrate dialogue in	SHORT NON-FICTION EXTRACT: Bull Sharks Consolidate their understanding of grammar, punctuation, and spelling through focused revision activities in preparation for end-of-Key Stage assessments. Grammar and Punctuation Use brackets, dashes or commas to indicate parenthesis	FICTION: Alma Composition In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Explore how atmosphere and suspense is created via model texts Grammar and Punctuation Use brackets, dashes or commas to indicate parenthesis



			Using relative clauses beginning with who, which, where, when, whose, that Revise possessive pronouns	narratives to convey character and advance the action		
Week 2	FICTION: Alchemist's Letter Composition Draft a letter using model text, identifying audience and purpose. Grammar and Punctuation Use Subordinate and Main Clauses	FICTION: Secret of a Sun King Diary Composition Draft a diary entry using model text, identifying audience and purpose. Consider how authors (Emma Carroll) have developed character and settings in what pupils have read Using a wide range of devices to build cohesion within and across paragraphs. Grammar and Punctuation Using colons to introduce a list and use of semi-colons within lists	FICTION WITH NON-FICTION OUTCOME: The Girl who Stole an Elephant Composition Draft a newspaper report using model text, identifying audience and purpose. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form Grammar and Punctuation Using modal verbs or adverbs to indicate degrees of possibility	FICTION: Oktapodi Composition Draft a narrative, using a wide range of devices to build cohesion within and across paragraphs. Grammar and Punctuation Use expanded noun phrases to convey complicated information concisely. Use of passive to affect the presentation of information I a sentence. Using passive verbs to affect the presentation of information in a sentence.	SHORT FICTION EXTRACT: Diary Entry Consolidate their understanding of grammar, punctuation, and spelling through focused revision activities in preparation for end-of-Key Stage assessments. Grammar and Punctuation How hyphens can be used to avoid ambiguity	FICTION: Alma Composition In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Explore how atmosphere and suspense is created via model texts Draft a narrative using model text, identifying audience and purpose. Grammar and Punctuation Use brackets, dashes or commas to indicate parenthesis
Week 3	FICTION: Alchemist's Letter Composition Proof- read for spelling and punctuation errors and amend accordingly. Handwriting Maintain legibility in joined handwriting when writing at speed. Grammar and Punctuation Word Classes	FICTION: Secret of a Sun King Diary Composition Proof- read for spelling and punctuation errors and amend accordingly. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Handwriting	FICTION WITH NON-FICTION OUTCOME: The Girl who Stole an Elephant Composition Draft a newspaper report using model text, identifying audience and purpose. Proof- read for spelling and punctuation errors and amend accordingly. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	FICTION: Oktapodi Composition Proof- read for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Handwriting Maintain legibility in joined handwriting when writing at speed.	MIXTURE OF FICTION AND NON FICTION SHORT EXTRACTS: Consolidate their understanding of grammar, punctuation, and spelling through focused revision activities in preparation for end-of-Key Stage assessments. Grammar and Punctuation	FICTION: Alma Composition Proof- read for spelling and punctuation errors and amend accordingly. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Handwriting



		Maintain legibility in joined handwriting when writing at speed. Grammar and Punctuation Using commas to clarify meaning or avoid ambiguity	Grammar and Punctuation Revise relative pronouns and relative clauses	Grammar and Punctuation Formal and informal language, using subjunctive forms.	Revise using conjunctions, adverbs and prepositions to express time and cause Revise Apostrophes to mark where letters are missing in spelling and to mark singular and possession in nouns [for example, the girl's name]	Maintain legibility in joined handwriting when writing at speed.
Week 4	Non Fiction: WW2 Evacuation Recount Composition Identify audience for and purpose of writing (language features of a recount) Noting and developing initial ideas, drawing on reading and research. Grammar and Punctuation Using a range of clauses and cohesive devices	NON FICTION: Persuasive advert Composition Identify appropriate language features e.g. formal tone for the report Plan a persuasive advert Grammar and Punctuation Word classes Recognise vocabulary and structures that are appropriate for formal speech, eg subjunctive form	FICTION WITH NON-FICTION OUTCOME: The Girl who Stole an Elephant Composition Proof- read for spelling and punctuation errors and amend accordingly. Handwriting Maintain legibility in joined handwriting when writing at speed.	NON- FICTION: History Link: Non chronological report on the Maya Composition Identify audience for and purpose of writing (language features of a recount) Precising longer paragraphs Grammar and Punctuation Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Subordinating and coordinating conjunctions	SATS WEEK	POETRY: Narrative Matilda Poetry Composition Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Grammar and Punctuation Use expanded noun phrases to convey complicated information concisely.
Week 5	Non Fiction: WW2 Evacuation Recount Composition Draft a recount using model text, identifying audience and purpose. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Grammar and Punctuation	NON FICTION: Persuasive advert Composition Draft a persuasive advert, identifying audience and purpose. Grammar and Punctuation Using brackets, dashes or commas to indicate parenthesis.	POETRY: The Raven Composition Reading Link: Read and interpret a wide range of poems. Identifying audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for our own. Grammar and Punctuation Revise word classes (verb, noun, adverb, adjective,	NON- FICTION: Non chronological report on the Maya Composition/ Grammar and Punctuation Using further organisational and presentational devices to structure text and to guide the reader (for example headings, bullet points, underlining) Grammar and Punctuation	NON FICTION: Autobiography Composition Noting and developing initial ideas, drawing on reading and research where necessary. Grammar and Punctuation Ensuring correct subject and verb agreement when using singular and plural.	POETRY: Narrative Matilda Poetry Composition Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.



	Past, present and future tense- using the perfect form of verbs to mark relationships of time and cause		preposition, determiner, conjunctions etc)	Punctuation of bullet points to list information Revise the present and past tenses correctly and consistently including the progressive form		Use a wide range of devices to build cohesion within and across paragraphs. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Grammar and Punctuation Use expanded noun phrases to convey complicated information concisely.
Week 6	Non Fiction: WW2 Evacuation Recount Composition Proof- read for spelling and punctuation errors. Assess effectiveness of their own and others work Ensure consistent and correct use of tense Handwriting and presentation Write legibly, fluently and with increasing speed.	NON FICTION: Persuasive advert Composition Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Handwriting and presentation Write legibly, fluently and with increasing speed. Grammar and Punctuation Year 6 SATS Paper	POETRY: The Raven Composition Reading Link: Read and interpret a wide range of poems. Identifying audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for our own. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. Grammar and Punctuation Year 6 SATS Paper	NON- FICTION: Non chronological report on the Maya Composition Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Handwriting and presentation Write legibly, fluently and with increasing speed. Grammar and Punctuation How words are related by meaning as synonyms and antonyms	NON FICTION: Autobiography Composition Noting and developing initial ideas, drawing on reading and research where necessary. Grammar and Punctuation Ensuring correct subject and verb agreement when using singular and plural.	FICTION: Year 6 End of Year Performance Composition Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. .
Ongoing	Basic sentence punctuation – capital letters, full stops, exclamation marks, colons, semi-colons Plan and draft writing adapting this to different genres Proof read work for spelling and punctuation errors including how to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Knowledge and use of conjunctions to join clauses in a sentence i.e. expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Use inverted commas to denote speech with additional related punctuation Set work out in paragraphs including sub-headings and bullet points. Spelling and transcription Spelling lessons following Essential Spelling scheme					