



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.



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

Barrowby Church of England Primary School



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



Week 1	<p>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.</p>	<p>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</p>	<p>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)</p>	<p>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</p>	<p>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.</p>	<p>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</p>
Week 2	<p>POETRY: Nursery rhymes and Action rhymes 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)</p>	<p>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.</p>	<p>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)</p>	<p>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.</p>	<p>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)</p>	<p>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,.</p>
Week 3	<p>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</p>	<p>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’.</p>	<p>FICTION: Fantasy Stories and imaginary settings Reception: Hear and represent sounds including digraphs (see ELS scheme) Y1- Composition: Compose short descriptive phrases.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>

Barrowby Church of England Primary School



	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	NON- FICTION: Information Writing Reception: Orally rehearse a sentence, remember their sentence and use phonic knowledge to write with increasing independence. Y1- Composition Use appropriate presentational features e.g. flow charts/ diagrams Y1- Grammar and Punctuation To develop word specific knowledge of spelling	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

Barrowby Church of England Primary School



			including homophones.		known, and learn some new words with each spelling including a few common homophones.	the week and the personal pronoun 'I'.
Week 6	<p>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</p>	<p>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.</p>	<p>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>)</p>	<p>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)</p>	<p>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.</p>	<p>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.</p>
Ongoing	<p>Reception:</p> <ul style="list-style-type: none"> Discrete handwriting lesson following the Nelson scheme. Introduction to and formation of graphemes linked in Phonics sessions to ELS Scheme <p>Year 1:</p> <ul style="list-style-type: none"> Discrete handwriting lesson following the Nelson scheme. Spellings linked in Phonics sessions to ELS Scheme 					



Year 1/2 - Writing, Grammar and Punctuation Curriculum Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<p><i>Different Stories by the same author- Author study: Room on the Broom, Gruffalo, Stick Man by Julia Donaldson</i></p> <p>Outcome <i>Using patterned and rhythmic language in varied ways. Identifying and describing characters</i></p>	<p><i>Traditional Tales e.g. Jack and the Beanstalk</i></p> <p>Outcome <i>Character description/profile Setting Description</i></p>	<p><i>Fantasy Stories and imaginary settings</i></p> <p>Katie and the Dinosaurs The Dinosaur's Day by Scholastic online text Dinosaur Farm by Fran Preston-Gannon Stone Girl, Bone Girl by Laurence Anholt Fossil Girl by Catherine Brighton</p> <p>Outcome <i>Write an imaginary Dinosaur adventure story- imaginary land (linked to Katie and the Dinosaurs) using adjectives and similes</i></p>	<p><i>Character and Setting Descriptions and Patterned Language</i></p> <p>Jurassic Park DVD Sally and the Limpet by Simon James Dear Greenpeace by Simon James My Friend Whale by Simon James</p> <p>Outcome <i>Story retell Letter writing Sentence structure</i></p>	<p><i>Extended Stories</i></p> <p>The Owl who was Afraid of the Dark by Jill Tomlinson</p> <p>Outcome <i>Story about a character with an irrational fear Stories with familiar settings Ugly Duckling (Various versions- KS1 area)</i></p> <p>Outcome <i>Pond setting description Character empathy Fish is fish by Leo Lionni</i></p> <p>Outcome <i>Description of our world using expanded noun phrases</i></p>	<p><i>Author study: Beatrix Potter</i></p> <p>Outcome <i>The Chases through Mr McGregor's garden (DVD stimulus) focussing on tension and anxiety. Stories with familiar settings The Feather by Dot Cleeve</i></p> <p>Outcome <i>Story retell</i></p>
Vocabulary	<p><i>Subordination- (when, if, that, because)</i></p> <p><i>Statement, alliteration, onomatopoeia</i></p>	<p><i>Capital letter, full stop, exclamation mark, verb, present/past tense.</i></p>	<p><i>Extend verb vocabulary through the use of a thesaurus</i></p> <p><i>New English vocabulary to be introduced: Punctuation, noun phrase</i></p>	<p><i>Topic specific vocab linked to Science and Geography work e.g. endangered, environment, protect, species etc</i></p> <p><i>Comma, adjective, time conjunctions, conjunctions</i></p>	<p><i>Write down ideas including new vocabulary. Tense (past and present)</i></p>	<p><i>Capital letter, full stop, exclamation mark, verb, present/past tense.</i></p>
Non - fiction	<p><i>Instructions- How to make a Pizza (Recipe Big Book)</i></p> <p>Outcome <i>How to make a pizza instruction</i></p>	<p><i>Information Texts- Who was Guy Fawkes? By Twinkl web text</i></p> <p>Outcome <i>Information Writing- why do we remember Guy Fawkes?</i></p>	<p><i>Explanations</i></p> <p>Dinosaur body bits by Scholastic Fossil hunting (SATs paper) How the Dinosaurs Died (Scholastic)</p> <p>Outcome <i>Write an explanation What happened to the Dinosaurs?</i></p>	<p><i>Information Texts</i></p> <p>Tracks of a Panda by Nick Downson , Ice Bear by Nicola Davis</p> <p>Outcome <i>Information Writing- why are species endangered? Categorising and organising information Fact file about an endangered animal</i></p>	<p><i>Retrieval and Recounts</i></p> <p>The pond/ A First Book of Nature by Nicola Davis-</p> <p>Outcome <i>Rutland Water recount Pond dipping instructions</i></p>	<p><i>Historical Comprehension/ Information</i></p> <p>The Great fire of London by Scholastic</p> <p>Outcome <i>Great Fire of London diary</i></p>

Barrowby Church of England Primary School



Vocabulary	Develop topic specific vocabulary to use in reports Find the meaning of new words using dictionaries. New English vocabulary to be introduced: subordination, statement, command, noun phrases	Find and use new and interesting words and phrases related to historical context and use vocabulary related to non-fiction e.g. contents, glossary etc	Prefix Suffix Compound words	Find and use new and interesting words and phrases (linked to reading) Non-fiction features: subheading, label, caption	Suffix, prefix, root word	Time conjunctions: first, next, meanwhile
Poetry	Poems on a Theme-Harvest Poems by Oxford Reading Tree Outcome To create specific effects through sentence structure, punctuation and vocabulary	Patterns on the Page- Poetry Anthology by Oxford Reading Tree Outcome Shape poems based on musical rhythms	Poems on a Theme Tyrannosaurus Rex by Paul Cookson Breaking Free online poem Outcome Breaking Free poem Use precise vocabulary to describe specific aspects in order to create a feeling of wonder and respect in the reader.	Poems on a Theme Dinosaur Museum- SATs paper Outcome Dinosaur poem based on comprehension Express opinions about the layout of a poem on the page for best effect on the reader.	Really Looking Riddles (KS1 teaching resources compilation) Outcome Pond Creature riddle	Silly Stuff Beatrix Potter poems Outcome Poems inspired by Beatrix Potter characters
Vocabulary	Adjective, comma	adjective, adverb, pattern, repeat, verse	Use appropriate language to make sections hang together: time conjunctions; adverbs	Adjectives, theme, layout,	Make adventurous word and language choices appropriate to the style and purpose of the text	
Suggested support for children with additional needs.	Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books Multisensory approaches: model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps ICT: use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.	Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books Multisensory approaches: model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps ICT: use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.	Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books Multisensory approaches: model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps ICT: use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.	Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books Multisensory approaches: model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps ICT: use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.	Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books Multisensory approaches: model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps ICT: use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.	Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual whiteboards, word mats, word books, sentence books Multisensory approaches: model grammar rather than using the metalinguistic and explicit vocabulary. Children can illustrate response in reading comprehension Summarise and sequence with mind maps ICT: use to support with written outcomes and use software such as Nessie, wordshark, Clicker 5, Dragon dictate.



Week 1	<p>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.</p>	<p>NON-FICTION: Information Texts Y1-Composition Use planning to establish clear sections for writing Y2-Composition Draw on knowledge and experience of text in deciding and planning what to write. Select from different presentational features to suit particular writing purposes on paper and on screen. Y1/2-Grammar and Punctuation Compose sentences using tense consistently (past and present)</p>	<p>FICTION: Fantasy Stories and imaginary settings Y1/2- Composition Compose sentences using tense consistently (present and past) Y1/2- Grammar and Punctuation To sustain correct tense (past in most circumstances)</p>	<p>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.</p>	<p>FICTION: Extended Stories 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.</p>	<p>FICTION: Author study Y1-Composition Write about fictional events Y2- Composition Re-read what they have read to check it makes sense. 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 Use of the progressive form of verbs in the present and past tense</p>
Week 2	<p>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) Y2- Grammar and Punctuation Begin to use subordination in sentences (when, if, that, because)</p>	<p>NON-FICTION: Information Texts Y1- Composition Maintain consistency in non-fiction writing. Use genre specific features, such as sub-headings, bullet points, captions and labels. Y2-Composition Maintain consistency in non-narrative including purpose and tense Y1- Grammar and Punctuation Use capital letters for proper nouns. Y2- Grammar and Punctuation Use question marks and commas to separate items in a list</p>	<p>FICTION: Fantasy Stories and imaginary settings Y1/2- Composition Sustain form in narrative, including use of person and time Y2- Composition Use ambitious verbs for effect. Y1/2 Grammar and Punctuation Use a variety of verbs to denote speech (children not yet punctuation direct speech)</p>	<p>FICTION: Character and Setting Descriptions and Patterned Language Y1- Composition Compose alliterative sentences. Y2- Composition Make adventurous word and language choices appropriate to the style and purpose of the text Y1- Grammar and Punctuation Compose simple and compound sentences that make sense. Y2- Grammar and Punctuation To use commas in lists</p>	<p>FICTION: Extended Stories Y1- Composition Sequence sentences to form short narratives Y2- Composition Sustain form in narrative, including use of person and time Y1/2- Grammar and Punctuation Compose sentences using tense consistently (present and past)</p>	<p>NON-FICTION: Historical Comprehension/ Information 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</p>

Barrowby Church of England Primary School



<p>Week 3</p>	<p>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</p>	<p>FICTION: Traditional Stories 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.</p>	<p>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</p>	<p>FICTION: Character and Setting Descriptions and Patterned Language Y1- Composition Compose descriptive sentences including adjectives. Y2- Composition Use expanded noun phrases to add detail and interest. Y1- Grammar and Punctuation Compose simple and compound sentences that make sense. Y2- Grammar and Punctuation To use commas in lists</p>	<p>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</p>	<p>FICTION: Stories with familiar settings 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.</p>
<p>Week 4</p>	<p>POETRY: Poems on a Theme Y1- Composition Write poems using simple structures from reading stimulus Y2- Composition Select from different presentational features to suit particular writing purposes on paper and on screen Use alliteration and Onomatopoeia in poetry writing Y1- Grammar and Punctuation List adjectives in poetic phrases. Y2- Grammar and Punctuation Use commas in lists</p>	<p>FICTION: Traditional Stories 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</p>	<p>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 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</p>	<p>NON-FICTION- Information Texts 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.</p>	<p>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.</p>	<p>NON-FICTION: Historical Comprehension/ Information Y1- Composition Share information in a sequential form. Explain events using 'what', 'how'. Y2- Composition Use direct questions to stimulate interest/response Y1- Grammar and Punctuation Read and spell common exception words independently and automatically. Y2- Grammar and Punctuation Spell words with suffixes 'ed', 'ing', 'es and longer words, including -ment, -ness, -ful, -less, -ly</p>



			<p>Practise taught spelling patterns including common inflections and use of double letters</p> <p>Read and spell less common alternative graphemes including trigraphs.</p>		<p>Use apostrophes to mark omissions</p>	
Week 5	<p>NON-FICTION: Instructions Y1- Composition Select from different presentational features to suit particular writing purposes on paper and on screen. Y2- Composition Use planning to establish clear sections for writing Y1/2- Grammar and Punctuation To identify and use imperative verbs. Y2- Grammar and Punctuation Recognise apostrophes Use apostrophes for contracted forms</p>	<p>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 Y2- Grammar and Punctuation Use adjectives and adverbs</p>	<p>NON-FICTION: Explanations 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.</p>	<p>NON-FICTION: Information Texts Y1/2- Composition Use planning to establish clear sections for writing Y1- Grammar and Punctuation Write a question using the correct punctuation Y2- Grammar and Punctuation Use question sentences and question marks. Use commas to separate items in a list</p>	<p>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.</p>	<p>NON-FICTION: Historical Comprehension/ Information Y1/2- Composition Recount historical events in diary form. Y1/2- Grammar and Punctuation Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p>
Week 6	<p>NON-FICTION: Instructions 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</p>	<p>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</p>	<p>NON-FICTION: Explanations 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>)</p>	<p>NON-FICTION- Information Texts 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)</p>	<p>FICTION: Stories with familiar settings Y1/2- 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</p>	<p>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</p>

Barrowby Church of England Primary School



	<p>Write sentences with different forms (statement, question, exclamation, command) Use subordination in sentence construction</p>	<p>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</p>	<p>Y2- Grammar and Punctuation Understand how the prefix <i>un</i> changes the meaning of verbs and adjectives e.g. unkind, undoing, untie</p>		<p>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.</p>	<p>Use alliteration in poetry writing Use onomatopoeia Explore spelling pattern <i>tion-station, national</i></p>
<p>Ongoing</p>	<p>Year 1: re read work to check it makes sense.</p> <ul style="list-style-type: none"> Discrete handwriting lesson following the Nelson scheme. Spellings linked in Phonics sessions to ELS Scheme <p>Year 2: proof read work and make corrections and edits to make simple additions, revisions and corrections independently.</p> <p>Spelling and transcription</p> <ul style="list-style-type: none"> 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 					



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: Write a story based in the Stone Age, reflecting details of the time. Use <i>Stone Age Boy</i> and <i>Ug</i> - <i>The Iron Man</i> - <i>The Coming of the Iron Giant (poem)</i>	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	I was born in the Stone Age- Michael Rosen Outcome Write and perform a poem to describe Stone Age hunting (Link to music) - <i>The Coming of the Iron Man</i> - <i>Please Mrs Butler</i>			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.		Visual literacy: Aladdin Market clip Outcome Write and perform a free verse poem to describe and convey emotions inspired by a sunset over the Nile/ senses stirred by Aladdin's market.
Sugges ted	<i>Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual</i>	<i>Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual whiteboards,</i>	<i>Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual whiteboards,</i>	<i>Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual</i>	<i>Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual whiteboards,</i>	<i>Seating: notes of TWB can be printed off for pupils. Resources: pencil grips, chunky pencils, individual</i>

Barrowby Church of England Primary School



	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.	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.	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.	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.	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.	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.
Vocabulary	<i>Poetry, atmosphere, structure, stanza, inference, nouns, pronouns, adjectives.</i>			<i>Poetry, atmosphere, structure, stanza, inference, nouns, nouns, conjunctions, prepositions, adjectives.</i>		<i>Poetry, atmosphere, structure, stanza, inference, nouns, nouns, conjunctions, prepositions, adjectives.</i>
Week 1	FICTION: Stone Age Boy Composition Plan writing by discussing writing similar to that which they are planning to write. Grammar and Punctuation Develop understanding by extending the range of sentences with more than one clause.	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.	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 Use themed and topic specific language in description. 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 and in planning frameworks. Grammar and Punctuation Recognise and use the third person. Use inverted commas to add quotes.	POETRY: Free verse Composition Discuss and recording ideas. Continue and develop poetic structures linked to reading. Grammar and Punctuation Organise verses/ stanzas around a theme.
Week 2	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	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. Grammar and Punctuation Organise their writing into paragraphs using sub-headings. Use the past tense consistently and accurately.	POETRY: Free verse 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.



			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]			Grammar and Punctuation Use apostrophes for possession
Week 3	<p>FICTION: Stone Age Boy Composition Make predictions based on what has happened so far and use the authorial intent to inform language and sentence choices.</p> <p>Grammar and Punctuation Understand and use the 1st person and past tense to create their diary entry.</p>	<p>FICTION: The Iron Man Composition Write in the style of a familiar author or story, using similar language and sentence structure.</p> <p>Grammar and Punctuation Understand when to begin a new paragraph and how to structure this.</p>	<p>FICTION: How to Train Your Dragon Composition In re-drafting, extend the range of sentences with more than one clause by using a wider range of punctuation</p> <p>Grammar and Punctuation Use fronted adverbials and commas after fronted adverbials</p>	<p>FICTION: Greek Myths and Legends Composition Edit work to include themes and topic specific language and phrasing. Use a thesaurus to elevate and improve language choices.</p> <p>Grammar and Punctuation Form nouns using a range of prefixes [for example super-, anti-, auto-]</p>	<p>FICTION: Adventure Stories Composition Compose sentences to create tension and atmosphere. Describe a setting, adding in vocabulary to create mystery.</p> <p>Grammar and Punctuation Explore word families</p>	<p>NON-FICTION: Instructions Composition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use simple organisational devices [for example, headings and sub-headings]. Proof-read for spelling and punctuation errors.</p> <p>Grammar and Punctuation Extend the range of sentences with more than one clause by using a wider range of conjunctions Use conjunctions, adverbs and prepositions to express time and cause. Use imperative verbs effectively and purposefully.</p>
Week 4	<p>FICTION: Stone Age Boy Composition Use plot devices, character and setting to write an alternative ending.</p> <p>Grammar and Punctuation Use the past tense consistently and accurately.</p>	<p>FICTION: The Iron Man Composition Write in the style of a familiar author or story, using similar language and sentence structure.</p> <p>Grammar and Punctuation Experiment with different paragraph/ sentence openers to a new paragraph to create 'flow'.</p>	<p>FICTION: How to Train Your Dragon Composition Write in the style of a familiar author or story, using similar language and sentence structure. Draft and write by composing sentences orally, building a varied and rich vocabulary.</p> <p>Grammar and Punctuation Ensure tense is used consistently throughout.</p>	<p>FICTION: Greek Myths and Legends Composition Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Grammar and Punctuation Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for</p>	<p>FICTION: Adventure Stories Composition Use paragraphs as a way to group related material</p> <p>Grammar and Punctuation Use fronted adverbials to sequence and link paragraphs across a longer piece.</p>	<p>FICTION: Adventure Stories Composition Draft and write by composing sentences orally, building a varied and rich vocabulary.</p> <p>Grammar and Punctuation Use subordination</p>

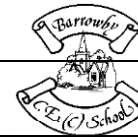


				example, a rock, an open box]		
Week 5	<p>NON- FICTION: Stone Age Sentinel Composition Plan writing by comparing non-fiction to that which they are planning to write by using subheadings, headings and diagrams. Proofread. Write in a factual style and understand that does not include personal opinion. Grammar and Punctuation Recognise and use third person. Recognise formal language. Use inverted commas to add quotes.</p>	<p>NON - FICTION: How to Wash a Woolly Mammoth Composition Identify and use vocabulary and grammar linked to text type in their own writing. Grammar and Punctuation Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although. Organise their writing into paragraphs using sub-headings.</p>	<p>NON – FICTION: Persuasive Writing Composition Understand the differences between Standard English and non- Standard English and begin to apply what they have learnt in writing. 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']</p>	<p>POETRY: An ode to the Ancient Greeks Composition Discuss and record ideas. Organising stanzas around a theme. Grammar and Punctuation Using conjunctions, adverbs and prepositions to express time and cause.</p>	<p>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</p>	<p>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.</p>
Week 6	<p>POETRY: I was born in the Stone Age Composition Discuss and record ideas. Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising stanzas around a theme. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Grammar and Punctuation Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause.</p>	<p>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 imperative verbs effectively and purposefully.</p>	<p>NON – FICTION: Non Chronological Reports Composition Discuss and record ideas in short note form and in planning frameworks. Write in a factual style and understand that does not include personal opinion. Grammar and Punctuation Recognise and use the third person. Use inverted commas to add quotes. Organise writing into paragraphs using sub-headings.</p>	<p>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. Grammar and Punctuation Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Understand how capital letters are used in poetry and how this is different in standard prose.</p>	<p>FICTION: Adventure Stories Composition Proofread for spelling and punctuation errors. Grammar and Punctuation Use direct speech. Use the present perfect form of verbs in contrast to the past tense. 'I have finished'.</p>	<p>FICTION: Adventure Stories Composition Create chronological narratives; write in sequence. Write a simple beginning, middle and end. Evaluate and improve writing. Grammar and Punctuation Use commas in lists</p>

Barrowby Church of England Primary School



ongoing	<ul style="list-style-type: none">• 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. <p>Spelling and transcription Spelling lessons following Essential Spelling scheme</p>
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	Autumn- Romans		Spring- Grantham		Summer- Anglo Saxons	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	James and the Giant Peach by Roald Dahl Outcome: Diary recount	Escape from Pompeii by Christina Balit Outcome: Letter writing	Paddington by Michael Bond Outcome: Story writing	Easter Praise- Play script Outcome: Performance Moondial by Helen Creswell Outcome: Write a prologue Setting description	Charlotte's Web by E.B White Outcome: Character profile Book/film review/ comparison Persuasive letter The Sword in the Stone- play- Scholastic Outcome: Text review	The heroic tale of Hiltgunt and Waldere by Rosalind Kerven (Scholastic) Outcome: Recount Beowulf (Various authors) 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	PGL leaflet (for recount) Outcome: Leaflet/recount	Roman Newspaper Outcome: Newspaper report	Grantham tourist board The Grantham Journal		Anglo- Saxon information texts (various online texts)	How to be an Anglo Saxon soldier (for instructions/persuasion)
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; empathy</i>
Poetry	The destruction of Pompeii by Paul Perro	Pompeii by Scholastic		Nature poetry (Various sources)- linked to Belton house visit		Anglo Saxon riddles from the ancient manuscript the Exeter Book
vocabulary	<i>distinctive; structure; creative; stanza.</i>	<i>Simile; poetry; figurative; expressive</i>		<i>Simile; poetry; figurative; expressive; distinctive; structure; creative; rap</i>		<i>Persuasion; intrigue; propaganda</i>

Barrowby Church of England Primary School



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Suggested support for children with additional needs.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 1</p>	<p>FICTION: <i>James and the Giant Peach</i> Composition compose and rehearse sentences orally (including dialogue), building a varied and rich vocabulary and an increasing range of sentence structures Proof read for spelling and punctuation errors Grammar and Punctuation Use conjunctions, adverbs to express time and cause.</p>	<p>FICTION: <i>Escape from Pompeii</i> Composition Create character, plot and setting Grammar and Punctuation Use conjunctions, adverbs and prepositions to express time and cause</p>	<p>FICTION: <i>Paddington</i> Composition Compose and rehearsing sentences orally (including dialogue). 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.</p>	<p>FICTION: <i>Moondial</i> Composition In narratives, create settings, characters and plot Grammar and Punctuation Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials.</p>	<p>FICTION: <i>Charlotte's Web</i> Composition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure. Grammar and Punctuation Use noun phrases, adverbs and adjectives to create variety and interest.</p>

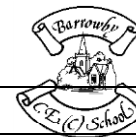
Barrowby Church of England Primary School



Week 2	<p>FICTION: James and the Giant Peach Composition Organise paragraphs around a theme Grammar and Punctuation extending the range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>FICTION: Escape from Pompeii Composition Make changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Grammar and Punctuation use fronted adverbials</p>	<p>FICTION: Paddington Composition Progressively build a varied and rich vocabulary and an increasing range of sentence structures. Grammar and Punctuation Use the present perfect form of verbs in contrast to the past tense</p>	<p>FICTION: Moondial Composition Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Grammar and Punctuation Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns .</p>	<p>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 and vocabulary. Grammar and Punctuation Use brackets / parenthesis</p>	<p>NON- FICTION: Instructions/ persuasion Composition Use confident structure Grammar and Punctuation Use fronted adverbials to give cohesion Use pronouns or nouns with or across sentences to aid basic cohesion</p>
Week 3	<p>FICTION: James and the Giant Peach Composition Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Grammar and Punctuation Use fronted adverbials</p>	<p>NON- FICTION: Roman Newspaper Composition organise paragraphs around a theme. Grammar and Punctuation Use the present perfect form of verbs in contrast to the past tense.</p>	<p>FICTION: Paddington Composition organise paragraphs around a theme Grammar and Punctuation Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>FICTION: Moondial Composition Proof-read 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. Grammar and Punctuation Use and punctuating direct speech.</p>	<p>FICTION: Charlotte's Web Composition Give stories a clear beginning, middle and end Create more detailed characters and settings along a coherent plot Grammar and Punctuation Use noun phrases, adverbs and adjectives to create variety and interest; adjectives modified for emphasis.</p>	<p>FICTION: Plays Composition create short play scripts with a well developed structure and pace Grammar and Punctuation Make stage notes. Use italics for emphasis.</p>
Week 4	<p>FICTION: James and the Giant Peach Composition Create character and plot Grammar and Punctuation Use and punctuate direct speech</p>	<p>NON- FICTION: Roman Newspaper Composition Proof read for spelling and punctuation errors Grammar and Punctuation Use and punctuating direct speech</p>	<p>NON- FICTION: Grantham Tourist Board Composition In non-narrative material, using simple organisational devices [for example, headings and sub-headings, captions, labels] Grammar and Punctuation Identify how paragraphs are used to organise and sequence information.</p>	<p>POETRY: Nature poetry Composition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Practice ideas orally. Create their own poems which include rhyming couplets. Grammar and Punctuation Write in the first person Understand the formation of poetry Think about how poetry is organised into stanzas.</p>	<p>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 Attempt to use technical and precise vocabulary in non-narrative writing.</p>	<p>FICTION: Plays Composition create short play scripts with a well developed structure and pace Grammar and Punctuation Make stage notes. Use italics for emphasis.</p>



Week 5	<p>NON- FICTION: PGL leaflet Composition using simple organisational devices [for example, headings and sub-headings] Grammar and Punctuation using the present perfect form of verbs in contrast to the past tense</p>	<p>POETRY: Pompeii Composition Plan their 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 recording ideas. Grammar and Punctuation Create adverbial phrases</p>	<p>NON- FICTION: Grantham Tourist Board Composition In non-narrative material, 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.</p>	<p>FICTION: Play text Speaking Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Listening and Responding Read extensively favourite authors or genres and experiment with other types of text.</p>	<p>NON- FICTION: Anglo- Saxon information texts Composition Develop ideas based upon historical facts, wider reading and other knowledge learnt. Grammar and Punctuation Use capital letters, ? and ! accurately</p>	<p>POETRY: Riddles Composition Use technical and precise vocabulary Establish writer view point. Grammar and Punctuation Use basic grammar accurately, reflecting standard English.</p>
Week 6	<p>POETRY: The destruction of Pompeii 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 recording ideas Grammar and Punctuation -using the present perfect form of verbs in contrast to the past tense</p>	<p>POETRY: Pompeii Composition Proof read 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. Grammar and Punctuation Use adverbs and adjectives for description</p>	<p>NON- FICTION: Grantham Tourist Board Composition Assess the effectiveness of their own and others' writing and suggest improvements Grammar and Punctuation Write in the 3rd person</p>	<p>FICTION: Play text Drama Improvise what would happen if new characters were introduced to an imagined world. Use freeze-frame to explore thoughts of different characters.</p>	<p>FICTION: The Sword in the Stone Composition In narratives, create settings, characters and plot . 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 Use noun phrases, adverbs and adjectives to create variety and interest; adjectives modified for emphasis.</p>	<p>POETRY: Riddles Composition Expand noun phrases Use language for effect e.g. persuasive. Grammar and Punctuation Use past and present tense accurately. Proof read to identify errors.</p>
ongoing	<p>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</p>					



Year 5 - Writing, Grammar and Punctuation Curriculum

	Autumn- The Shang Dynasty		Spring- Vikings		Summer- Leisure and Entertainment	
Fiction	Who Let the Gods Out? By Maz Evans Outcomes: Stories related to 'Who Let the Gods out'; Beegu; The Polar Express/Edgar the Dragon	Planet Description video- Literacy Shed Outcome: Planet description	Jotun visual literacy- Literacy Shed Outcome: Setting description/ short narrative	Lion the Witch and the Wardrobe by CS Lewis Outcome: Narrative dialogue, internal monologue in a narrative description, narrative with a flashback scene using different tenses.	Windrush Child by Benjamin Zephaniah Outcome: Letter writing	The Famous Five By Enid Blyton Outcome: Story writing Chapter continuation including a dilemma
vocabulary	<i>subjunctive forms, perfect form of verbs to mark relationships of time and cause. Relative clauses</i>	<i>Tense forms and verbs</i>	<i>Relative clause</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		National Space Centre information leaflet Outcome: Non Chronological report-Planetarium info Stargazing for Beginners- DK Outcome: Persuasive advert-Visit my planet! Newspaper report extracts- Outcome: Moon landing, Space X Newspaper article	Anglo Saxon Chronicle Outcome: Report	Viking Burial example text- BBC bitesize Outcome: Explanation	Butlins holiday brochure - Travel journal extracts Outcome: Persuasive writing- holiday brochure	
vocabulary		<i>Expanded noun phrase Past tense/ present tense Persuasion Article, subheading, headline</i>	<i>Colon, passive verbs, tense, subheading, paragraph, commas, caption, bullet point, hyphens, report, witness statement</i>	<i>Expanded noun phrases</i>	<i>headings, bullet points, underlining, persuade</i>	
Poet		Collection of 'Folk Poems' from The Book of Songs (BBC) Outcome: Folk poem	Psalm 8 (CC RE)			Travel poems Outcome: Camping recount poem-based travel experience
Vocabulary		<i>Rhyme Modal verbs structures</i>	<i>Comma, semi colon, dash, passive verbs</i>			<i>intonation, volume, and movement perfect form</i>

Barrowby Church of England Primary School



Suggested support for children with additional needs.	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>
	Week 1	<p>FICTION- <i>Who Let the God's Out?</i> Composition Consider how the author has developed characters and settings in what they have read, listened to or seen performed. Grammar and Punctuation Develop their use of commas to clarify meaning or avoid ambiguity in writing.</p>	<p>NON FICTION- <i>Stargazing for Beginners</i> Composition 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.</p>	<p>FICTION Composition In narrative, describe settings, characters and atmosphere. Grammar and Punctuation Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>FICTION- <i>The Lion, The Witch and the Wardrobe</i> Composition 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.</p>	<p>FICTION- <i>Windrush Child</i> Composition Use not making 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</p>
Week 2	<p>FICTION- <i>Who Let the God's Out?</i> Composition Plan writing drawing on the information gathered within a story through note-taking. Grammar and Punctuation Use brackets, dashes or commas to indicate parenthesis. Include the use of brackets, dashes or commas to indicate</p>	<p>NON FICTION- <i>National Space Centre leaflet</i> 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,</p>	<p>FICTION - <i>Jotun</i> 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.</p>	<p>FICTION- <i>The Lion, The Witch and the Wardrobe</i> Composition Write in narrative, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Grammar and Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p>FICTION- <i>Windrush Child</i> 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.</p>	<p>FICTION- <i>The Famous Five</i> Composition Develop precise in writing longer passages. Grammar and Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>



	parenthesis within written work.	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				
Week 3	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 Recognise vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive forms.	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 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.	FICTION - Jotun 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. Grammar and Punctuation Use modal verbs or adverbs to indicate degrees of possibility.	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 Use expanded noun phrases to convey complicated information concisely.	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 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 Write stories following structure studied and plans made. Grammar and Punctuation Use the perfect form of verbs to mark relationships of time and causes.	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.	POETRY - Jabberwocky 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 Use a colon to introduce a list.	FICTION- The Lion, The Witch and the Wardrobe Composition Integrate dialogue in order to convey character and advance the action. 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- vocab 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.

Barrowby Church of England Primary School



Week 5	<p>FICTION- <i>Who Let the God's Out?</i> Composition Proof-read for spelling and punctuation errors as well as to assess the effectiveness of their own and others' writing. Grammar and Punctuation Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>POETRY- <i>Folk Poems</i> 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.</p>	<p>NON- FICTION- <i>Anglo Saxon Chronicle</i> 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.</p>	<p>FICTION- <i>The Lion, The Witch and the Wardrobe</i> 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.</p>	<p>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. Use commas to clarify meaning or avoid ambiguity in writing.</p>	<p>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.</p>
Week 6	<p>FICTION- <i>Who Let the God's Out?</i> 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.</p>	<p>FICTION- <i>Planet Descriptions</i> 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.</p>	<p>NON- FICTION- <i>Viking Burial</i> Composition Continue their understanding of further organisational and presentational devices to structure text and to guide the reader- titles, captions, bullet points Grammar and Punctuation When planning out reports and witness statements, punctuate bullet points consistently.</p>	<p>NON- FICTION- <i>Balanced argument</i> Composition Assess the effectiveness of their own and others' writing. Grammar and Punctuation Use expanded noun phrases to convey complicated information concisely</p>	<p>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.</p>	<p>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.</p>
Ongoing	<p>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. Spelling and transcription Spelling lessons following Essential Spelling scheme</p>					

Barrowby Church of England Primary School





Year 6- Writing, Grammar and Punctuation Curriculum						
	Autumn- WW2		Spring- Walk on the Wild Side		Summer- London	
Fiction	Alchemist's Letter Visual Literacy Outcome: Letter writing	Secrets of a Sun King by Emma Carroll Outcome: Diary Entry	The Girl who Stole an Elephant by Nizrana Farook Outcome: Newspaper report	Oktapoti Visual Literacy Outcome: Narrative with speech	Kensuke's Kingdom by Michael Morpurgo Outcome: Narrative	Matilda Play Script Matilda Roald Dahl Romeo and Juliet
vocabulary	<i>Comma, hyphen, brackets, adverb, adverbial. Common noun, collective noun, abstract noun, proper noun, verb, adjective, subordinate/ embedded clause.</i>		<i>Comma, hyphen, brackets, adverb, adverbial. Common noun, collective noun, abstract noun, proper noun, verb, adjective, subordinate/embedded clause.</i>		<i>Comma, hyphen, brackets, adverb, adverbial. Common noun, collective noun, abstract noun, proper noun, verb, adjective, active and passive, subordinate/embedded clause.</i>	<i>Tension, suspense</i>
Non		Bomber Command leaflet and various other selected texts for non fiction comprehensions Outcome: Leaflet		Cross Curricular History Link: The Mayas Outcome: Non Chronological Report	London Outcome: Olympic commentary	Persuasive Writing: Outcome: London travel guide – visit London Biography of Shakespeare
vocabulary		<i>Semi colon, colon, phrase</i>		<i>Semi colon, colon, phrase, clauses, modal, prepositions, adverbials, active, passive, determiner, article.</i>	<i>Semi colon, colon, phrase, passive, active, passive verbs, third person,</i>	<i>cohesion, fact/opinion, persuasion.</i>
Poetry	War Poems Outcome: War Poem linked to topic research	The Living Years Outcome: Verse modification	The Raven by Edgar Allen Poe Outcome: Narrative poetry	Just So Stories by Rudyard Kipling Outcome: Rhyming poetry		Landmark Poetry Outcome: Descriptive verse
Vocabulary	<i>Omission, possession, apostrophe,</i>	<i>speech marks, inverted commas</i>				<i>Omission, possession, apostrophe, stanza, verse, structure Topic related vocabulary</i>

Barrowby Church of England Primary School



Suggested support for children with additional needs.	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>
	Week 1	<p>FICTION: Alchemist's Letter Composition Demonstrate a good understanding of paragraphing. Grammar and Punctuation Use subordinate/embedded clauses for extra detail.</p>	<p>FICTION: <i>Secrets of a Sun King</i> Sustain writing in the first person. Grammar and Punctuation Use punctuation for parenthesis.</p>	<p>FICTION: <i>The Girl who Stole an Elephant</i> Sustain writing in the past tense. Grammar and Punctuation Use punctuation for parenthesis; brackets, dashes or commas.</p>	<p>FICTION: <i>Oktapoti</i> Use descriptive language and literary features for description e.g. simile, metaphor, onomatopoeia Grammar and Composition Revise correct use of speech Direct/Indirect speech and how to punctuate both and convert between the two.</p>	<p>FICTION: <i>Kensuke's Kingdom</i> Sustain writing in the past tense/first person Practise writing in the 3rd person narrative, sustaining the tense. Grammar and Punctuation Use punctuation for parenthesis.</p>
Week 2	<p>FICTION: Alchemist's Letter Composition Use a variety of sentence structures for different purposes. Grammar and Punctuation Use subordinate/embedded clauses for extra detail.</p>	<p>FICTION: <i>Secrets of a Sun King</i> Practise writing in the 3rd person narrative, sustaining the tense. Grammar and Punctuation Revise word classes e.g. adverb, proper nouns etc.</p>	<p>FICTION: <i>The Girl who Stole an Elephant</i> Practise writing in the 3rd person narrative, sustaining the tense. Grammar and Punctuation Revise word classes within varying sentences. E.g. label the V, N, P etc.</p>	<p>FICTION: <i>Oktapoti</i> Use descriptive language and literary features for description e.g. simile, metaphor, onomatopoeia Grammar and Composition Revise correct use of speech</p>	<p>FICTION: <i>Kensuke's Kingdom</i> Use descriptive language and literary features for description e.g. simile, metaphor, personification, onomatopoeia. Grammar and Punctuation Revise correct use of speech</p>	<p>FICTION: <i>Matilda</i> Use descriptive language and literary features for description e.g. simile, metaphor, personification, onomatopoeia. Grammar and Punctuation Use subordinate/embedded clauses for extra detail.</p>



				Direct/Indirect speech and how to punctuate both and convert between the two.	Direct/Indirect speech and how to punctuate both and convert between the two. Revise word classes e.g. adverb, proper nouns etc. Use subordinate/embedded clauses for extra detail.	
Week 3	<p>FICTION: <i>Alchemist's Letter</i> Composition Use descriptive language and literary features for description e.g. simile, metaphor, onomatopoeia. Grammar and Punctuation Revise word classes e.g. adverb, proper nouns etc.</p>	<p>POETRY: <i>The Living Years</i> Composition Use the correct structure for each poetry form looking at rhyme, number of syllables etc. To revise correct use of speech</p>	<p>FICTION: <i>The Girl who Stole an Elephant</i> Composition Use descriptive language and literary features for description e.g. simile, metaphor, onomatopoeia. Grammar and Punctuation Use subordinate/embedded clauses for extra detail.</p>	<p>NON- FICTION: Composition Use appropriate language features e.g. persuasive language for the brochure, formal tone for the report. Select the appropriate form for recount, biography, description, report. draw on reading to make notes and develop ideas. Grammar and Punctuation Move a piece of writing forward with the use of well punctuated speech. Understand and use passive verbs and active verbs.</p>	<p>FICTION: <i>Kensuke's Kingdom</i> Composition Use a variety of sentence structures for different purposes. Demonstrate a good understanding of paragraphing, structuring a short narrative effectively. Grammar and Punctuation Use the active and passive voice appropriately and for effect.</p>	<p>NON-FICTION: <i>Shakespeare Autobiography</i> Composition Use a wide range of devices to build cohesion within and across paragraphs. Grammar and Punctuation Use varied techniques for cohesion within and across paragraphs.</p>
Week 4	<p>FICTION: <i>Secrets of a Sun King</i> Composition Use a variety of sentence structures for different purposes. Grammar and Punctuation Use subordinate/embedded clauses for extra detail.</p>	<p>NON FICTION: <i>See Y6 Non Fiction text lists</i> Composition To use the structural features of a nonfiction text e.g. sub titles, captions, introduction, and conclusion. Grammar and Punctuation Develop understanding of how to use : and ;</p>	<p>FICTION: <i>The Girl who Stole an Elephant</i> Composition Use a variety of sentence structures for different purposes. Grammar and Punctuation Use subordinate/embedded clauses for extra detail.</p>	<p>NON- FICTION: Composition Use a wider range of devices to build cohesion within and across paragraphs. Editing: assess the effectiveness of their own writing. Ensure and self-check the consistency and correct use of tense throughout a piece. Proof read for spelling and punctuation errors. Grammar and Punctuation Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with who, which, were, when, whose, that or with an</p>	<p>FICTION: <i>Kensuke's Kingdom</i> Composition Use sophisticated punctuation across writing and self-check and correct their use. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Grammar and Punctuation Understand and use informal and formal tones, balancing both throughout pieces of writing.</p>	<p>NON-FICTION: <i>Persuasive information – visit London</i> Composition To use appropriate language features e.g. persuasive language for the brochure, formal tone for the report. Grammar and Punctuation Use language and grammar appropriate for the text type and audience given.</p>



				implied/omitted relative pronoun.		
Week 5	<p>FICTION: <i>Secrets of a Sun King</i> Composition Demonstrate a good understanding of paragraphing. Grammar and Punctuation Use subordinate/embedded clauses for extra detail.</p>	<p>NON FICTION: See Y6 Non Fiction text list Composition To use appropriate language features e.g. persuasive language for the brochure. Grammar and Punctuation Develop understanding of when to use : and ;</p>	<p>FICTION: <i>The Girl who Stole an Elephant</i> Composition Demonstrate a good understanding of paragraphing. Reading link: Begin to structure more detailed responses when responding to questions about a text. (3 mark SATS questions) Grammar and Punctuation Understand and use modal verbs.</p>	<p>POETRY: Rudyard Kipling Composition Use the correct structure for each poetry form looking at rhyme, number of syllables etc. Grammar and Punctuation Plan and draft writing adapting this to different genres</p>	<p>NON FICTION: <i>London</i> Composition To use the structural features of a nonfiction text e.g. sub titles, captions, introduction, and conclusion. Grammar and Punctuation Develop understanding of how to use : and ; Use a semi colon for a range of purposes.</p>	<p>POETRY: <i>Landmark Poetry</i> Composition Use of literary features to personalise writing outcomes. Gather language/vocabulary in the form of a shape poem. Grammar and Punctuation Revise use of apostrophe for omission and possession.</p>
Week 6	<p>POETRY: <i>War Poetry</i> Composition Develop use of literary features linked to class text. Grammar and Punctuation To revise use of apostrophe for omission and possession.</p>	<p>NON FICTION: See Y6 Non Fiction text lists Composition To use appropriate language features e.g. formal tone for the report Grammar and Punctuation Redraft work and use grammar features taught.</p>	<p>POETRY: <i>The Raven</i> Composition Develop use of literary/poetic features. Grammar and Punctuation Revise use of apostrophe for omission and possession.</p>	<p>POETRY: Rudyard Kipling Composition Use figurative language and consider the impact on their reader Grammar and Punctuation Use adverbs to add precision</p>	<p>NON FICTION: <i>London</i> Composition Editing: assess the effectiveness of their own writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure and self-check the consistency and correct use of tense throughout a piece. Proof read for spelling and punctuation errors Grammar and Punctuation Show use of the active and passive voice.</p>	<p>POETRY: <i>Landmark Poetry</i> Composition Use the correct structure for each poetry form looking at rhyme, number of syllables etc. Grammar and Punctuation Use ambitious/new vocabulary Use a thesaurus for editing and redrafting.</p>
Ongoing	<p>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</p>					

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