

Millfield's English coverage and progression

Throughout Nursery, Children will:					
Show a preference for a dominant hand	Scribbles made of lines  Add some marks to their drawings which they give meaning to	Imitate and copy some patterns	Make marks on their picture to stand for their name  Mock handwriting and mock letters	Begin to form some letters in their name correctly	Writing their name using some recognisable letters

Throughout Reception, Children will:					
Making marks, drawing pictures and building strength. Name writing and Phase 2 phonics sounds. Introduction of capital letters and reason for them.  Name writing on lists, whiteboards, in chalk etc. Writing for a purpose, eg role play	Name writing and Phase 2 phonics sounds. VC/CVC word writing. Writing simple captions using capital letters. Writing simple sentence and full stops.  Christmas cards. Lists to Santa. Writing to inform - different jobs. Name writing Signs for models/areas. Forest school Linking sounds to writing. Writing simple captions using capital letters.	Phonics continued at children's own level. Writing CVC words. Putting them into sentences related to topics. Tricky word writing. Lots of adult modelling writing, structure support to build sentences.  Descriptive writing - Characters from story. Story writing - Re-telling parts of a story. Writing sentence of more words using finger spaces and full stops. Speech bubbles linked to key phrases in stories.	Phonics continued at children's own level. Writing CVC words. Putting them into sentences related to topics. Tricky word writing. Lots of adult modelling writing, structure support build sentences.  Descriptive writing - Pirates, animals Letters - writing to the pirate in response to his questions.	Building independence and stamina with sentence writing. Children to write phonetically plausible sentences related to topic. Speech bubbles to illustrate stories.  Planting - instruction writing. Life - Cycle - Writing to inform.	Building independence and stamina with sentence writing. Children to write phonetically plausible sentence related to topic.  Exceeding - introduce own narrative in writing.  Story writing. Trip recount Writing to Year 1 teachers.

### **I can write a story**

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| <ul style="list-style-type: none"><li>• I can use a pencil/pen</li><li>• I can write my name</li><li>• I can write some letters correctly</li><li>• I can hear initial and dominant sounds in words and write them in correct sequence</li></ul> | <ul style="list-style-type: none"><li>• I have developed a comfortable and stable pencil grip</li><li>• I can write most letters accurately</li><li>• I am beginning to link words together into phrases and sentences</li></ul> | <ul style="list-style-type: none"><li>• I can write all letters accurately</li><li>• I can think of, remember and write simple sentences</li><li>• I remember to use finger spaces, capital letters and full stops</li><li>• I can read my sentences back and check for sense/mistakes</li></ul> |
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### **I can use my imagination to create**

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| <ul style="list-style-type: none"><li>• I can explore a range of media and techniques including pencils, charcoal, chalk, paint, pastels, clay, collage, printing...</li><li>• I retell familiar stories using story language</li></ul> | <ul style="list-style-type: none"><li>• I can plan what I want to create and make choices about what I want to use</li><li>• I can change stories to make them my own</li></ul> | <ul style="list-style-type: none"><li>• I can talk about my work and the materials, tools and techniques I have used</li><li>• I can review my work and make changes to make it better.</li><li>• I can invent and perform my own stories with characters, settings, problems and solutions</li></ul> |
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Throughout Year 1, children will:		
<b>Transcription</b> <ul style="list-style-type: none"> <li>Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Form digits 0-9.</li> <li>Understand which letters belong to which handwriting 'families' (eg. letters that are formed in similar ways) and to practise these.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>Say out loud what they are going to write about.</li> <li>Compose a sentence orally before writing.</li> <li>Sequence sentences to form short narratives.</li> <li>Discuss what they have written with the teacher or other pupils.</li> <li>Reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>Use adjectives to describe.</li> <li>Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> </ul>	
Autumn	Spring	Summer
<b>Own adventure stories</b> <i>(Naughty Bus by Jan Oke and Jerry Oke)</i> Theme: Journeys and exploration	<b>Own version defeat a monster narratives</b> <i>(Billy and the Beast by Nadia Shireen)</i> Theme: Heroes and villains	<b>Pamphlets</b> <i>(Dinosaurs and all that Rubbish by Micheal Foreman)</i> Theme: Nature and environment
<b>Word:</b> Identify and use words with the 'ay' phoneme. Leaving spaces between words.	<b>Word:</b> Spell words with the suffix –s or –es. Leaving spaces between words.	<b>Word:</b> Verb suffixes where root word is unchanged (-er and -ing)
<b>Sentence:</b> Use adjectives to describe.	<b>Sentence:</b> Joining words and joining clauses using 'and.'	<b>Sentence:</b> Joining words and joining clauses using 'and' and 'but.'
<b>Text:</b> Saying out loud what they are going to write about. Sequencing sentences to form short narratives. Read aloud their writing clearly enough to be heard by their peers and the teacher.	<b>Text:</b> Sequencing sentences to form short narratives. Read aloud their writing clearly enough to be heard by their peers and the teacher.	<b>Text:</b> Sequencing sentences to form short narratives.
<b>Punctuation:</b> Use capital letters and full stops to demarcate sentences.	<b>Punctuation:</b> Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and pronoun 'I.'	<b>Punctuation:</b> Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
<b>Fact files about the moon</b> <i>(Sidney, Stella and the Moon by Emma Yarlett)</i> Theme: Journeys and exploration	<b>Own version superhero narratives</b> <i>(Send for a superhero by Micheal Rosen and Katharine McEwan)</i> Theme: Heroes and villains	<b>Own Version narrative</b> <i>(The Sea Saw by Tom Percival)</i> Theme: Nature and environment
<b>Word:</b> Identify the phonemes / au/, /oo/ and /igh/ within words.	<b>Word:</b> Spell words with the suffix –s or –es.	<b>Word:</b> Verb suffixes where root word is unchanged (–ing, –ed, –er and –est)
<b>Sentence:</b> Use 'because' to explain or reason. Joining words and joining clauses using 'and.' Use adjectives to describe.	<b>Sentence:</b> Joining words and joining clauses using 'and.'	<b>Sentence:</b> Joining words and joining clauses using 'and.'

Text: Sequencing sentences to form short narratives. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Text: Composing a sentence orally before writing it. Sequencing sentences to form short narratives.	Text: Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense
Punctuation: Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Punctuation: Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and pronoun 'I.'	Punctuation: Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
<b>Own version losing/finding narratives</b> ( <i>Lost and Found</i> by Oliver Jeffers) Theme: Friendship and kindness	<b>Egg-spotter's guide (non-fiction reports)</b> ( <i>The Odd Egg</i> by Emily Gravett) Theme: Similarities and differences	<b>Sequels</b> ( <i>The Magic Bed</i> by John Burningham) Theme: Imagination and creativity
Word: Spell question words beginning with 'wh'. Spell words with the suffix -ful. How the prefix un- changes the meaning of verbs and adjectives.	Word: Spell words with the suffix -est.	Word: Spell words with the suffix -s or -es.
Sentence: Joining words and joining clauses using 'and' and 'but.' Use expanded noun phrases to describe and specify.	Sentence: Joining words and joining clauses using 'and.'	Sentence: Joining words and joining clauses using 'and.'
Text: Sequencing sentences to form short narratives. Use correct choice and consistent use of present tense and past tense throughout writing.	Text: Sequencing sentences to form short narratives. Discuss what they have written with the teacher or other pupils.	Text: Sequencing sentences to form short narratives. Discuss what they have written with the teacher or other pupils.
Punctuation: Use commas to separate items in a list. Use capital letters and full stops to demarcate sentences.	Punctuation: Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Punctuation: Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'
<b>Yeti and the Bird by Nadia Shireen</b> ( <i>Own version narratives about unlikely friendships</i> ) Theme: Friendship and kindness	<b>Fact file</b> ( <i>Leo and the Octopus</i> by Isabelle Marinov) Theme: Similarities and differences	<b>Own version mystery narratives</b> ( <i>Julian is a Mermaid</i> by Jessica Love) Theme: Imagination and creativity
Word: Spell words with the suffix -ful, -er, -est.	Word: Leaving spaces between words.	Word: Verb suffixes where root word is unchanged (-ing)
Sentence: Joining words and joining clauses using 'and' and 'but.' Use expanded noun phrases to describe and specify.	Sentence: Joining words and join clauses using 'and.'	Sentence: Joining words and join clauses using 'and.' Sequencing sentences to form short narratives using time conjunctions.

Text: Use correct choice and consistent use of present tense and past tense throughout writing.	Text: Sequencing sentences to form short narratives.	Text: Composing a sentence orally before writing it. Discussing what they have written with the teacher or other pupils.
Punctuation: Use capital letters and full stops to demarcate sentences.	Punctuation: Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'	Punctuation: Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Throughout Year 2, children will:		
<b>Transcription</b> <ul style="list-style-type: none"> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to use lower case letters.</li> <li>Form lower case letters of the correct size, relative to one another.</li> <li>Use spacing between words that reflects the size of the letters.</li> <li>Begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>Write narratives about personal experiences and those of others (real and fictional)</li> <li>Write about real events.</li> <li>Write simple poetry.</li> <li>Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</li> <li>Encapsulate what they want to say, sentence by sentence.</li> <li>Make simple additional, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>Reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>Proofread to check for errors in spelling.</li> <li>Grammar and punctuation (eg to check that the ends of sentences are punctuated correctly)</li> <li>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	
Autumn	Spring	Summer
<b>Non-chronological leaflets</b> <i>(Wolves by Emily Gravett)</i> Theme: A twist in the tale	<b>Information texts</b> <i>(The Bear under the Stairs by Helen Cooper)</i> Theme: Bravery vs fear	<b>Own Version Dragon Stories</b> <i>(The Dragon Machine by Helen Ward)</i> Theme: Fictional worlds and fantasy
<b>Word:</b>	<b>Word:</b> Distinguishing between homophones and near-homophones.	<b>Word:</b> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].
<b>Sentence:</b> Expanded noun phrases for description and specification. Correct choice and consistent use of present tense and past tense throughout writing.	<b>Sentence:</b> Joining words and joining clauses using ‘and’. Subordination (using when, if, that, because) and co-ordination (using or, and, but).	<b>Sentence:</b> Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification.
<b>Text:</b> Writing narratives about personal experiences and those of others. Encapsulating what they want to say, sentence by sentence.	<b>Text:</b> Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Writing narratives about personal experiences and those of others (real and fictional).	<b>Text:</b> Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
<b>Punctuation:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	<b>Punctuation:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	<b>Punctuation:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list.
<b>Factual reports</b> <i>(Houses Held up by Trees Ted Kooser)</i> Theme: Creation and conservation	<b>Own version adventure narratives</b> <i>(The Minpins by Roald Dahl)</i> Theme: Bravery vs fear	<b>Own version fantasy world narrative</b> <i>(Toys in Space by Mini Grey)</i>

		Theme: Fictional worlds and fantasy
<p>Word: Formation of adjectives using suffixes such as -ful, -less.</p>	<p>Word: Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</p>	<p>Word: Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>
<p>Sentence: Subordination (using when, if, that, because) and coordination (using or, and, but). Expanded noun phrases for description and specification.</p>	<p>Sentence: Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification.</p>	<p>Sentence: Expanded noun phrases to describe and specify. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>
<p>Text: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Text: Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</p>	<p>Text: Sentences with different forms: statement, question, exclamation, command. The present and past tenses correctly and consistently including the progressive form.</p>
<p>Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name).</p>	<p>Punctuation: Commas to separate items in a list</p>	<p>Punctuation: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists.</p>
<p><b>Persuasive letters</b> (<i>The Journey home by Frann Preston-Gannon</i>) Theme: Creation and conservation</p>	<p><b>Rhyming poems</b> (<i>The Owl and the Pussy-Cat by Edward Lear</i>) Theme: Change and relationships</p>	<p><b>Informative booklet</b> (<i>The Great Fire of London by Emma Adams</i>) Theme: Urban metropolis</p>
<p>Word: Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p>	<p>Word: Formation of adjectives using suffixes such as –ful, –less.</p>	<p>Word: Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</p>
<p>Sentence: Expanded noun phrases for description and specification. Subordination (using when, if, that, because) and coordination (using or, and, but).</p>	<p>Sentence: Subordination (using when, if, that, because) Expanded noun phrases for description and specification.</p>	<p>Sentence: Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification.</p>
<p>Text: Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of</p>	<p>Text: Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of</p>	<p>Text: Correct choice and consistent use of present tense and past tense throughout writing. Understand how the grammatical patterns in a sentence indicate its</p>

present tense and past tense throughout writing.	present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress.	function as a statement, question, exclamation or command.
Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list	Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling.	Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
	Revision: Capital letters for names and for the personal pronoun I [Revision of Year 1].	
<b>Environmental campaign</b> ( <i>We are Water Protectors</i> by Carole Lindstrom) Theme: Creation and conservation	<b>Sequel narratives</b> ( <i>Grandad's Camper</i> by Harry Woodgate) Theme: Change and relationships	<b>Guidebooks</b> ( <i>Lizzy and the Cloud</i> by The Fan Brothers) Theme: Urban metropolis
Word: Formation of adjectives using suffixes such as -ly	Word: Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	Word: Formation of adjectives using suffixes such as -ful, -less.
Sentence: Subordination (using when, if, that, because). Expanded noun phrases for description and specification. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].	Sentence: Expanded noun phrases to describe and specify. Subordination (using when, if, that, or because).	Sentence: Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification.
Text: Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Text: Sentences with different forms: statement, question, exclamation, command. The past tense correctly and consistently, including the progressive form.	Text: Correct choice and consistent use of present tense and past tense throughout writing. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling.	Punctuation: Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).	Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list.
Revision: Capital letters for names and for the personal pronoun I [Year 1 revision].		



Throughout Year 3, children will:		
<b>Transcription</b> <ul style="list-style-type: none"> <li>To use a neat, joined handwriting style with increasing accuracy and speed.</li> <li>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>To proofread their own and others work to check for errors (with increasing accuracy) and to make improvements.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To compose and rehearse sentences orally (including dialogue).</li> <li>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction)</li> <li>To make deliberate ambitious word choices to add detail.</li> <li>To begin to create settings, characters and plot in narrative.</li> </ul>	
Autumn	Spring	Summer
<b>Own version dilemma narratives</b> <i>(The Heart and the Bottle by Oliver Jeffers)</i> Theme: Magic and wonder	<b>Narrative poems</b> <i>(Jim, A Cautionary Tale by Hilaire Belloc)</i> Theme: Confidence and caution	<b>Newspaper reports</b> <i>(Escape from Pompeii by Christina Balit)</i> Theme: Hope and healing
<b>Word:</b> Spell words containing the suffix –ness. Word families based on common words, showing how words are related in form and meaning.	<b>Word:</b>	<b>Word:</b>
<b>Sentence:</b> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because].	<b>Sentence:</b> Expressing time, place and cause using conjunctions and adverbs [if and then]. Use fronted adverbials for time, place and manner, e.g. later that day. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<b>Sentence:</b> Expressing time, place and cause using conjunctions, adverbs, or prepositions. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Use fronted adverbials.
<b>Text:</b> Use of the present perfect form of verbs instead of the simple past. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<b>Text:</b> Discussing and recording ideas. Reading 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.	<b>Text:</b> Introduction to paragraphs as a way to group related material. Assessing the effectiveness of their own and others' writing and suggesting improvements. Proof-reading for spelling and punctuation errors.
<b>Punctuation:</b> Using commas after fronted adverbials. Using and punctuating direct speech.	<b>Punctuation:</b>	<b>Punctuation:</b> Introduction to inverted commas to punctuate direct speech. Use of inverted commas and other punctuation to indicate direct speech.
	<b>Revision:</b> Revision of alternative spellings of known phonemes, e.g. liar and fire [Year 1/2 revision]	

Own historical narratives ( <i>The First Drawing</i> ) Theme: Magic and wonder	Extended fantasy narratives ( <i>Our Tower by Joseph Coelho</i> ) Theme: Confidence and caution	Own version myths/legends ( <i>The Pied Piper of Hamelin by Michael Morpurgo</i> ) Theme: Hope and healing
Word: Spell homophones.	Word: Word families based on common words, showing how words are related in form and meaning.	Word: Coverage of tion/sion/tian.
Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Sentence: Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs. Use of the present perfect form of verbs instead of the simple past.	Sentence: Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Expressing time, place and cause using conjunctions, adverbs, or prepositions. Use fronted adverbials.
Text: Introduction to paragraphs as a way to group related material. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Text: Introduction to paragraphs as a way to group related material. Organising paragraphs around a theme. In narratives, creating settings, characters and plot.	Text: Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of paragraphs to organise ideas around a theme.
Punctuation: Introduction to inverted commas to punctuate direct speech. Use of inverted commas and other punctuation to indicate direct speech. Use of commas after fronted adverbials.	Punctuation: Introduction to inverted commas to punctuate direct speech.	Punctuation: Place the possessive apostrophe accurately in words with regular plurals. Use of a comma after a fronted adverbial.
Brochures ( <i>The Barnabus Project by The Fan Brothers</i> ) Theme: Dreams and curiosity	Narrative poems ( <i>Cloud Tea Monkeys by Mal Peet and Elspeth Graham</i> ) Theme: Overcoming adversity	Sequels ( <i>Flotsam by David Wiesner</i> ) Theme: From mystery to discovery
Word:	Word: Word families based on common words, showing how words are related in form and meaning.	Word: See revision.
Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore].	Sentence: Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Expressing time, place and cause using conjunctions, adverbs, or prepositions. Use of the present perfect form of verbs instead of the simple past.	Sentence: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Expressing time, place and cause using conjunctions, adverbs, or prepositions. Use fronted adverbials. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
Text: Introduction to paragraphs as a way to group related material.	Text: Beginning to use paragraphs as a way to group related material.	Text: Use of paragraphs to organise ideas around a theme.

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].	Headings and sub-headings to aid presentation. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	
Punctuation: Introduction to inverted commas to punctuate direct speech.	Punctuation:	Punctuation: Use of commas after fronted adverbials.
Revision: Expanded noun phrases [Year 2]		Revision: Identify spelling patterns for words ending in -er and -ure [Year 1/2]
<b>Persuasive information leaflets</b> ( <i>The Tin Forest</i> ) Theme: Dreams and curiosity	<b>Extended fantasy narratives</b> ( <i>Small in the City</i> by Sydney Smith) Theme: Overcoming adversity	<b>Own version mystery narratives</b> ( <i>The Mysteries of Harris Burdick</i> by Chris Van Allsberg) Theme: From mystery to discovery
Word:	Word:	Word:
Sentence: 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]. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Sentence: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials.	Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions. Use of the present perfect form of verbs instead of the simple past. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Using fronted adverbials. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Text: Introduction to paragraphs as a way to group related material. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Text: Beginning to use paragraphs as a way to group related material. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Text: Introduction to paragraphs as a way to group related material. Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Punctuation:	Punctuation: Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech.	Punctuation: Introduction to inverted commas to punctuate direct speech. Use of inverted commas and other punctuation to indicate direct speech.

Throughout Year 4, children will:		
<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>To increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>To consistently organise their writing into paragraph around a theme to add cohesion and to aid the reader.</li> <li>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</li> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</li> <li>To write a range of narratives that are well structured and well paced.</li> <li>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>To begin to read aloud their own writing to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul>	
Autumn	Spring	Summer
<p><b>Retellings - alternative perspectives</b>  <i>(Odd and the Frost Giants by Neil Gaiman)</i>            Theme: Taking courage</p>	<p><b>Fantasy story sequels</b>  <i>(Winter's Child by Angela McAllister)</i>            Theme: Darkness and light</p>	<p><b>Tutankhamun biographies</b>  <i>(The Story of Tutankhamun by Patricia Cleveland-Peck)</i>            Theme: Unearthing civilisations</p>
Word:	Word:	Word: Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes.
<p><b>Sentence:</b>            Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.            Expressing time, place and cause using conjunctions, adverbs, or prepositions.            Use fronted adverbials.            Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>	<p><b>Sentence:</b>            Expressing time, place and cause using conjunctions, adverbs, or prepositions.            Using fronted adverbials.            Use of topic-specific vocabulary.            Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition</p>	<p><b>Sentence:</b>            Expressing time, place and cause using conjunctions, adverbs, or prepositions.            Use of the present perfect form of verbs instead of the simple past.            Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.            Using fronted adverbials.</p>
<p><b>Text:</b>            Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p><b>Text:</b>            Introduction to paragraphs as a way to group related material.            Use of paragraphs to organise ideas around a theme.</p>	<p><b>Text:</b>            Introduction to paragraphs as a way to group related material.            Headings and sub-headings to aid presentation.</p>
<p><b>Punctuation:</b>            Use of commas after fronted adverbials.</p>	<p><b>Punctuation:</b>            Introduction to inverted commas to punctuate direct speech.            Use of inverted commas and other punctuation to indicate direct speech.            Apostrophes to mark plural possession.</p>	<p><b>Punctuation:</b>            Use of commas after fronted adverbials.</p>
<p><b>Tourist Brochure</b>  <i>(The Baker by the Sea by Paula White)</i>            Theme: Taking courage</p>	<p><b>Own version narratives</b>  <i>(The Selfish Giant by Oscar Wilde)</i>            Theme: Darkness and light</p>	<p><b>Newspaper reports</b>  <i>(Shackleton's Journey by William Grill)</i>            Theme: Unearthing civilisations</p>

<p>Word: Word families based on common words, showing how words are related in form and meaning.</p>	<p>Word: Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes.</p>	<p>Word: Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes.</p>
<p>Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions. Using the present perfect form of verbs in contrast to the past tense. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Use fronted adverbials.</p>	<p>Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Using fronted adverbials. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Using fronted adverbials.</p>
<p>Text: Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>	<p>Text: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>Text: Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Proof-reading for spelling and punctuation errors.</p>
<p>Punctuation: Use of commas after fronted adverbials.</p>	<p>Punctuation: Use of inverted commas and other punctuation to indicate direct speech. Use of commas after fronted adverbials. Introduction to inverted commas to punctuate direct speech.</p>	<p>Punctuation: Use of commas after fronted adverbials. Introduction to inverted commas to punctuate direct speech.</p>
<p><b>Sequel stories</b> (<i>FArTHER</i> by Grahame Baker Smith) Theme: Invention and innovation</p>	<p><b>Narrative retelling as a play script</b> (<i>Tar Beach</i> by Faith Ringgold) Theme: Finding freedom</p>	<p><b>Own version narratives set in other worlds</b> (<i>The Lion the Witch and the Wardrobe</i> by CS Lewis) Theme: Different worlds</p>
<p>Word:</p>	<p>Word: Place the possessive apostrophe accurately in words with regular plurals. Word families based on common words, showing how words are related in form and meaning.</p>	<p>Word: Apply their growing knowledge of root words, prefixes and suffixes.</p>
<p>Sentence: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using the present perfect form of verbs in contrast to the past tense.</p>	<p>Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Using fronted adverbials.</p>	<p>Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Using fronted adverbials. Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>
<p>Text:</p>	<p>Text:</p>	<p>Text:</p>

<p>Introduction to paragraphs as a way to group related material. Use of paragraphs to organise ideas around a theme. Assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>Reading 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.</p>	<p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>
<p>Punctuation: Using commas after fronted adverbials.</p>	<p>Punctuation: Use of commas after fronted adverbials. Apostrophes to mark plural possession.</p>	<p>Punctuation: Use inverted commas to punctuate direct speech. Read aloud their own writing to a group or whole class.</p>
<p><b>Two explanation texts - informal and formal</b> <i>(Until I Met Dudley by Roger McGough and Chris Riddell)</i> Theme: Invention and innovation</p>	<p><b>Explanations of a life cycle</b> <i>(Varmints by Helen Ward)</i> Theme: Finding freedom</p>	<p><b>Nonsense poems</b> <i>(Jabberwocky by Lewis Carroll)</i> Theme: Different worlds</p>
<p>Word: Place the possessive apostrophe accurately in words with regular plurals.</p>	<p>Word:</p>	<p>Word: Use further prefixes and suffixes and understand how to add them.</p>
<p>Sentence: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>	<p>Sentence: Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using fronted adverbials. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>
<p>Text: Assessing the effectiveness of their own and others' writing and suggesting improvements. Proof-read for spelling and punctuation errors.</p>	<p>Text: Use of paragraphs to organise ideas around a theme. Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.</p>	<p>Text: Assessing the effectiveness of their own and others' writing and suggesting improvements.</p>
<p>Punctuation: Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns.</p>	<p>Punctuation: Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Punctuation:</p>



Throughout Year 5, children will:		
<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</li> <li>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as model for their own.</li> <li>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>To proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.</li> <li>To consistently link ideas across paragraphs.</li> <li>To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> <li>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</li> <li>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</li> <li>To regularly use dialogue to convey a character and to advance the action.</li> <li>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	
Autumn	Spring	Summer
<p><b>Newspaper articles</b>  <i>(The Last Bear by Hannah Gold)</i>  Theme: Evolution and inheritance</p>	<p><b>Sequels</b>  <i>(The Island by Armin Greder)</i>  Theme: Belonging and equality</p>	<p><b>Epic stories</b>  <i>(The Odyssey by Gillian Cross)</i>  Theme: Power vs principles</p>
<p><b>Word:</b>  Use dictionaries to check the spelling and meaning of words.</p>	<p><b>Word:</b>  Use further prefixes and suffixes and understand the guidance for adding them.</p>	<p><b>Word:</b>  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>
<p><b>Sentence:</b>  Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.  Using expanded noun phrases to convey complicated information concisely.  Using modal verbs or adverbs to indicate degrees of possibility.  Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p><b>Sentence:</b>  Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.  Using passive verbs to affect the presentation of information in a sentence.  Using the perfect form of verbs to mark relationships of time and cause.  Using expanded noun phrases to convey complicated information concisely.  Using modal verbs or adverbs to indicate degrees of possibility.</p>	<p><b>Sentence:</b>  Using the perfect form of verbs to mark relationships of time and cause.  Using expanded noun phrases to convey complicated information concisely.  Using modal verbs or adverbs to indicate degrees of possibility.  Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>
<p><b>Text:</b>  Using passive verbs to affect the presentation of information in a sentence</p>	<p><b>Text:</b>  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>	<p><b>Text:</b>  Using a wide range of devices to build cohesion within and across paragraphs.  Assessing the effectiveness of their own and others' writing.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
Punctuation:	Punctuation:	Punctuation:

Using commas to clarify meaning or avoid ambiguity in writing. Punctuating bullet points consistently	Using commas to clarify meaning or avoid ambiguity in writing.	Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list.
Revision:	Revision:	Revision:
Balanced discussions <i>(The Hidden Forest by Jeannie Baker)</i> Theme: Evolution and inheritance	Biographies <i>(The Lizzie and Belle Mysteries by JT Williams)</i> Theme: Belonging and equality	Mythical narratives <i>(Percy Jackson by Rick Riordan)</i> Theme: Power vs principles
Word: 3 words to be explicitly taught, used and applied from the year 5/6 word list: according, desperate, persuade.	Word: Use further prefixes and suffixes and understand the guidance for adding them. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	Word: Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused.
Sentence: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using modal verbs or adverbs to indicate degrees of possibility.	Sentence: Using expanded noun phrases to convey complicated information concisely. Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs or modal verbs. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	Sentence: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Indicate degrees of possibility using modal verbs [for example, might, should, will, must]. Use expanded noun phrases as a descriptive device.
Text: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary.	Text: Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	Text: The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
Punctuation: Begin using brackets, dashes or commas to indicate parenthesis.	Punctuation: Using brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Using hyphens to avoid ambiguity. Punctuating bullet points consistently.	Punctuation: Using commas to clarify meaning or avoid ambiguity in writing. Using semi-colons, colons or dashes to mark boundaries between independent clauses.
Revision:	Revision:	Revision:
Science-fiction narratives <i>(Robot Girl by Malorie Blackman)</i> Theme: Ambition and desire	Fairytale reworkings <i>(The Sleeper and the Spindle by Neil Gaiman and Chris Riddell)</i> Theme: Legends and folklore	Discussion texts <i>(The Strange Case of Origami Yoda by Tom Angleberger)</i> Theme: Mystery and truth



<p>Word:</p> <p>Use further prefixes and suffixes and understand the guidance for adding them - Continue to distinguish between homophones and other words which are often confused.</p>	<p>Word:</p> <p>Use further prefixes and suffixes and understand the guidance for adding them - Continue to distinguish between homophones and other words which are often confused.</p>	<p>Word:</p>
<p>Sentence:</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs.</p> <p>Use of expanded noun phrases to convey complicated information concisely.</p>	<p>Sentence:</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs or modal verbs.</p> <p>Use of expanded noun phrases to convey complicated information concisely.</p>	<p>Sentence:</p> <p>Converting nouns or adjectives into verbs using suffixes.</p>
<p>Text:</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p>	<p>Text:</p> <p>Devices to build cohesion within a paragraph.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p>	<p>Text:</p> <p>Devices to build cohesion within a paragraph.</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p>
<p>Punctuation:</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Punctuation:</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Punctuation:</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Punctuation of bullet points to list information.</p>
Revision:	Revision:	Revision:
<p><b>Memoirs</b> (<i>Hidden Figures</i> by Margot Lee Shetterly) Theme: Ambition and desire</p>	<p><b>Alternative perspective prequels</b> (<i>The Lost Happy Endings</i> by Carol Ann Duffy) Theme: Legends and folklore</p>	<p><b>Expanded explanations</b> (<i>Curiosity</i> by Markus Motum) Theme: Mystery and truth</p>
<p>Word:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes.</p>	<p>Word:</p> <p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p>	<p>Word:</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>
<p>Sentence:</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs or modal verb.</p> <p>Use of expanded noun phrases to convey complicated information concisely.</p>	<p>Sentence:</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronouns.</p> <p>Indicate degrees of possibility using modal verbs.</p> <p>Use expanded noun phrases as a descriptive device.</p> <p>Linking ideas across paragraphs using adverbials.</p>	<p>Sentence:</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Indicating degrees of possibility using adverbs or modal verbs.</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>
<p>Text:</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p>	<p>Text:</p> <p>The difference between structures typical of informal speech and structures appropriate for formal</p>	<p>Text:</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary,</p>

Devices to build cohesion within a paragraph.	speech and writing.	grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.
Punctuation: Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Punctuation: Using commas to clarify meaning or avoid ambiguity in writing. Using semi-colons, colons or dashes to mark boundaries between independent clauses.	Punctuation: Use of commas to clarify meaning or avoid ambiguity. Brackets, dashes or commas to indicate parenthesis.
Revision:	Revision:	Revision:

Throughout Year 6, children will:		
<p>Transcription</p> <ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.</li> <li>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</li> </ul>	<p>Composition</p> <ul style="list-style-type: none"> <li>To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g. heading, bullet points, underlining).</li> <li>To use a wide range of device to build cohesion within and across paragraphs.</li> <li>To habitually proof read for spelling and punctuation errors.</li> <li>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> <li>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literacy language, characterisation, structure, etc).</li> <li>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul>	
Autumn	Spring	Summer
<p><b>Non-chronological reports</b> (<i>Children of the Benin Kingdom</i> by Dina Orji) Theme: Lessons from history</p>	<p><b>Visitor's guide to the Stonewall Inn</b> (<i>Stonewall</i> by Rob Sanders and Jamey Christoph) Theme: Enterprise and activism</p>	<p><b>Extended narrative</b> (<i>The Wind in the Wall</i> by Sally Gardner) Theme: Fate vs freewill</p>
Word:	<p>Word:</p> <p>How words are related by meaning as synonyms and antonyms.</p>	<p>Word:</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.</p>
<p>Sentence:</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing. Using passive verbs to affect the presentation of information in a sentence. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>Sentence:</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p>	<p>Sentence:</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility.</p>
<p>Text:</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Text:</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. The difference between structures typical of informal speech and</p>	<p>Text:</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>

	structures appropriate for formal speech and writing. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. Layout devices.	
Punctuation: Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. Punctuating bullet points consistently.	Punctuation: Punctuation of bullet points to list information.	Punctuation: Using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using brackets, dashes or commas to indicate parenthesis. Using semicolons, colons or dashes to mark boundaries between independent clauses.
Revision:	Revision:	Revision:
<b>Extended own version narratives</b> <i>(The Arrival by Shaun Tan)</i> Theme: Migration and movement	<b>Own version fairytale</b> <i>(The Princess Blankets by Carol Ann Duffy)</i> Theme: Fate vs freewill	<b>Analytical essays</b> <i>(Rain Player by David Wisniewski)</i> Theme: Fate vs freewill
Word: Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Word: How words are related by meaning as synonyms and antonyms.	Word:
Sentence: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that. Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using modal verbs.	Sentence: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using modal verbs or adverbs to indicate degrees of possibility.
Text: Précising longer passages.	Text: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal writing. The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Text: Linking ideas across paragraphs using adverbials of time. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. Layout devices.

Punctuation:	Punctuation:	Punctuation: Use of the colon to introduce a list and use of semi-colons within lists.
Revision:	Revision: Apostrophes to mark plural possession. (LKS2)	Revision: Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision].
<b>Extended blog entry</b> <i>(Leila and the Blue Fox by Kiran Millwood Hargrave)</i> Theme: Migration and movement	<b>Collection of letters</b> <i>(The Three Little Pigs Project by the Guardian)</i> Theme: Utopia vs dystopia	<b>The Suitcase Project</b> <i>(Some Places More than Others by Renee Watson)</i> Theme: Crossing borders
Word: Use dictionaries to check the spelling and meaning of words.	Word:	Word:
Sentence: Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Sentence: Devices to build cohesion within a paragraph. Use of the passive to affect the presentation of information in a sentence.	Sentence: Using expanded noun phrases to convey complicated information concisely. Using adverbs to indicate degrees of possibility.
Text: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Use of the passive to affect the presentation of information in a sentence. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].	Text: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].	Text: Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Assessing the effectiveness of their own and others' writing.
Punctuation: Use of commas to clarify meaning or avoid ambiguity. Use of the semi-colon, colon and dash to mark the boundary between independent clauses.	Punctuation: Brackets, dashes or commas to indicate parenthesis. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] (use of hyphenated adjectives).	Punctuation: Using commas to clarify meaning or avoid ambiguity in writing. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list.
Revision:	Revision:	Revision:
<b>Narrative poem sequels</b> <i>(The Promise by Nicola Davies)</i> Theme: Evolution and inheritance	<b>Own version dystopian narrative</b> <i>(The Last Wild by Piers Torday)</i> Theme: Utopia vs dystopia	<b>New chapters</b> <i>(A Beautiful Lie by Irfan Master)</i> Theme: Crossing borders
Word:	Word: Use further prefixes and suffixes and understand the guidance for adding them.	Word:

	Verb prefixes [for example, dis–, de–, mis–, over– and re–].	
<p>Sentence:</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Sentence:</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs or modal verbs.</p> <p>Use of the passive to affect the presentation of information in a sentence.</p>	<p>Sentence:</p>
<p>Text:</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Text:</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Layout devices.</p>	<p>Text:</p> <p>Devices to build cohesion within a paragraph.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections.</p>
<p>Punctuation:</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Punctuation:</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p>	<p>Punctuation:</p>
<p>Revision:</p> <p>Using conjunctions, adverbs and prepositions to express time and cause. (LKS2)</p>	<p>Revision:</p> <p>Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision].</p> <p>Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] [KS1/LKS2 Revision].</p>	<p>Revision:</p>

## Writing Genres Coverage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to entertain	8	5	8	7	6	5
Writing to inform	4	5	4	4	3	3
Writing to persuade	0	2	1	1	1	2
Writing to discuss	0	0	0	0	2	3

## Theme Coverage

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Adventure/dreams		2		2	2	2	
Bravery/courage		2	2	2	2		
Creativity		2	2				2
Cultural heritage		2				2	2
Diversity				2	2		2
Fantasy including myths and legends			4	2	2	2	2
Historical			2		2		2
Hope			2	2		2	
Mystery				2		2	
Nature/environment		2					
Relationships including friendships		2	2			2	2
Science					2	2	