

## Osmotherley CP Primary School Writing Curriculum

*“Reading is like breathing in. Writing is like breathing out.” Pam Allyn*

### **Intent**

At Osmotherley Primary School, reading and writing knowledge and skills are the focus in KS1. Our English curriculum is planned to meet the requirements of the [Statutory Framework for EYFS 2021](#) and the [Primary National Curriculum for English 2014](#) and aims to provide the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. A writing curriculum progression ladder ensures that knowledge and skills are sequenced and develop incrementally. New knowledge builds on prior learning. Deliberate practice is planned to ensure that opportunities to practise writing are identified in all curriculum subjects.

Teachers across the school have strong subject knowledge and are well trained in the most up to date teaching of early writing. They are ambitious for all children to make rapid progress towards expected standards and achieve their potential.

It is our aim that all pupils are supported to develop foundational skills in writing before they leave KS1 so that they are prepared for the demands of writing across the curriculum subjects in KS2. Social disadvantage and injustice is addressed ensuring that all pupils have their entitlement to a cultural capital and become educated citizens.

At Osmotherley Primary School, we know that quality teaching of early reading and early writing is vital to ensure that children develop competence, fluency and automaticity in transcription (handwriting and spelling) and in composition. We understand the importance of the early development of speaking and listening skills and the vocabulary through quality adult interactions in early years and exposure to a wealth of stories to encourage a love of books and reading, alongside the discrete teaching of writing skills. Our aim is to instil a love of reading in all pupils as we know that writing well depends on reading widely. Teachers read a range of quality books to the children to ensure that they experience different types of text and build a wide vocabulary to use in their own writing. All children have daily whole class reading, weekly

'Reading Buddy' sessions, monthly mobile library visits and author visits. Each classroom has an inviting reading area and a 'Recommended Read' basket for each year group.

Teachers at Osmotherley Primary School are ambitious and determined in their approach to teaching writing. There is an expectation that all children will be fluent in joined handwriting by the end of KS1. Any children who are experiencing difficulties in handwriting, spelling or grammar are identified early and given extra help so that they can keep up with the learning of their peers.

## Implementation

At Osmotherley Primary School, pupils have daily English lessons. As soon as children start in Reception at Osmotherley School, phonics is taught systematically following the systematic synthetic phonics programme, 'Little Wandle Letters and Sounds Revised'. All pupils follow this programme and learn the 42 sounds of the English language and how to blend the sounds together and to segment words into those sounds. Small sequential steps and deliberate practice to ensure that phonic knowledge is embedded and children can read and spell words. When children have mastered phonics, they continue learning to spell following the 'Scode' spelling programme, a phonics based spelling approach including studying the etymology of words. Scode is delivered across a two year cycle in Sapling and Oak's classes. Handwriting skills begin in Reception, from learning to sit comfortably and hold a pencil with an effective grip, building control and then learning to form individual letters and numbers correctly. Osmotherley Primary School follows the Penpals handwriting programme.

Spelling, grammar and punctuation are taught in steps that build on prior learning to ensure progression. During the first half of the academic year, grammar and punctuation is the main focus of teaching to ensure these skills and knowledge are secure before applying into different writing genres to reduce working memory overload. Writing is taught through a writing sequence: Children are given the opportunity to 'actively read' texts of different genres. They investigate the features of effective writing for different purposes and audiences, then they plan their own writing and write drafts. They also learn to review and edit to improve their writing.

Displays around the school support remembering of key vocabulary and spelling and 'Published Work' displays celebrate children's writing

Within both Key Stages, prior learning tasks are set at the beginning of each unit of learning, to establish what has been remembered from previous learning. The unit is taught in small sequenced steps to ensure that the children's working memory is not overloaded and opportunities for deliberate practice are planned to ensure that essential knowledge is committed to their long term memories. Recalls of essential knowledge are used at 2, 6 and 12 weeks to check that knowledge has transferred to the long term memory so that children

know more, remember more and can do more. Essential knowledge, including key vocabulary, is shared with pupils, parents and carers each term. At Osmotherley School, we invite parents to termly open mornings and half-termly celebration assemblies where they can see their children's writing or hear it being read out. Parents of children in EYFS and KS1 can view their children's writing on our online platforms: Tapestry and Seesaw.

## Impact


At the end of each unit, spaced recalls at 2, 6 and 12 weeks are used to assess the essential knowledge that the children are expected to remember. This essential knowledge is shared with parents and carers at the start of each learning unit. Individual children who have gaps in key essential knowledge after the week 12 recall, have 5 minute keep up sessions with a member of staff to address the gaps.

Monitoring of writing is conducted by the subject leader, the headteacher and the governors through lesson visits, book scrutiny, pupil voice interviews and analysis of essential knowledge gaps.

## Writing Curriculum Progression and End Points

Small Steps (**Handwriting**/ **Phonics & Spelling**/ **Grammar & Punctuation**/ **Composition**)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	<p>Sit correctly at a table</p> <p>Holding a pencil comfortably and correctly</p> <p>Use the pencil to make marks on paper</p>	<p>Make marks with control</p> <p>Form lower case letters correctly: long legged giraffe and one armed robot letters - l, t, y, u, j, i, r, n, m, p, h, b.</p> <p>Form digits 1-3 correctly</p>	<p>Form lower case letters correctly: curly caterpillar letters. a, o, c, d, g, e, f, q, s.</p> <p>Form digits 1-8 correctly</p>	<p>Form lower case letters correctly: zig-zag monster letters. k, v, w, x, z.</p> <p>Form digits 1-9 correctly</p> <p>Form letters correctly: uppercase</p> <p>Develop (dynamic) tripod grip (in almost all cases)</p>	<p>Form capital letters correctly.</p>	<p>Children will know how to write letters on a line with some consistency in size.</p>

						
<p><b>Word Reading</b> Children will recognise and say the sounds s,a,t,p,l,n, m,d,g,o,c,k,ck,e,u,r,h,b,f,l.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will read tricky words: is, I, the.</p>	<p><b>Word Reading</b> Children will recognise and say the sounds ff,ll,ss,j,v, w,x,y,z,zz,qu,ch, sh,th,nk,</p> <p>Children will sound talk and blend CVC words.</p> <p>Children will read tricky words: go, she, of, the, has.</p>	<p><b>Word Reading</b> Children will recognise and say the sounds ai, ee, igh, oa, oo (short), oo (long), ar, or.</p> <p>Children will read CVC words fluently.</p> <p>Children will sound talk and blend words with known digraphs.</p> <p>Children will read tricky words: was, you, by, they, are.</p>	<p><b>Word Reading</b> Children will recognise and say the sounds ur, ow, oi, ear, air, er.</p> <p>Children will sound talk and blend words with known digraphs.</p> <p>Children will read tricky words: be, into, my, sure, all.</p>	<p><b>Word Reading</b> Children will read words containing digraphs fluently.</p> <p>Children will read tricky words: some, said, have, like, were.</p>	<p><b>Word Reading</b> Children will read tricky words: do, there, says, little, what, out, today, here, one, so.</p>	
<p><b>Write own name</b> Retell stories verbally</p>	<p><b>Segment and write three-letter CVC words.</b></p>	<p>Children will know how to write the tricky words I, is, the.</p> <p>Children will know how to write a short statement with finger spaces including phase 2 graphemes. e.g “a big cat”</p>	<p>Children will know how to write words containing digraphs.</p> <p>Children will know how to write the tricky words: as, and, has, his, her, go, no, to, into, she, he, of ,we, me, be.</p>	<p>Know that a sentence starts with a capital letter Plan, draft, edit verbally Children will know how to write a short sentence with finger spaces and using phase 3 digraphs.</p> <p>Children will know how to write the tricky words: was, you, they, my, are.</p>	<p>Children will know how to read what they have written to check it makes sense.</p> <p>Children will know how to write a short sentence with finger spaces and using phase 3 digraphs and known tricky words.</p>	

				Write a label (using phonic knowledge)	Write a list (using phonic knowledge)	Write a caption (using phonic knowledge) Write simple sentences(using phonic knowledge)
<b>Y1</b>	<p>Know how to form all lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Know how to leave finger spaces between words</p>		Understand which letters belong to which handwriting 'families'			
	<p><u>Little Wandle SSPP</u></p> <p>Review Phase 3 and 4</p> <p><u>Phase 5</u></p> <p>/ai/ ay play,</p> <p>/ow/ ou cloud</p> <p>/oi/ oy toy</p> <p>/ea/ ea each</p> <p>Tricky words phase 2-4: the, put*, pull*, full*, push*, to, into, I, no, go, of, he, she, we, me, be,</p>	<p>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Tricky words phase 5: their, people, oh, your, Mr, Mrs, ask*, could, would,</p>	<p>/ee/ y funny</p> <p>/e/ ea head</p> <p>/w/ wh wheel</p> <p>/oa/ oe ou toe shoulder</p> <p>/igh/ y fly</p> <p>/oa/ ow snow</p> <p>/j/ g giant</p> <p>/f/ ph phone</p> <p>/l/ le al apple metal</p>	<p>/ur/ or word /oo/ u oil awful could /or/ au, aur, al, author, dinosaur, floor, walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water /o/ a want /air/ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze</p> <p>Tricky words: once, laugh, because, eye</p>	Review	<p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>Tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe</p>

	<p>was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today</p>	<p>should, our, house, mouse, water, want</p>	<p>/s/ c ice  /v/ ve give  /u/ o-e o ou some, mother, young  /z/ se cheese  /s/ se ce mouse fence  /ee/ ey donkey  /oo/ ui ou fruit soup  Tricky words: any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work</p>			
--	---	---	---	--	--	--

	<p>Naming the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Write dictated sentences</p> <p>Common exception words- the, put*, pull*, full*, push*, to, into, I, no, go, of, he, she, we, me, be, was, you, they, are, my, by, said, so, do, some, come, love, were, there, one, here, at, says, is, his, has, ask,</p>	<p>Know how to write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Know how to spell words containing each of the 40+ phonemes already taught</p> <p>Common exception- words your, our, house</p>	<p>Know how to add prefixes and suffixes: -s or -es (as the plural marker for nouns and the third person singular marker for verbs)</p> <p>Understand singular/plural</p> <p>Common exception words- where, school, friend</p> <p>Deliberate practice: write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Know how to spell the days of the week</p> <p>Common exception words- once</p> <p>Deliberate practice: write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Know how to add prefixes and suffixes: -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>Deliberate practice: write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Know how to add prefixes and suffixes: - the prefix un-</p> <p>Know how to apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences</p>
	<p>Review prior knowledge in grammar and punctuation</p> <ul style="list-style-type: none"> <li>● Writing their name using a capital letter and correct spelling</li> <li>● Writing labels and lists</li> <li>● Writing a single sentence using finger spaces,</li> </ul>	<p>New learning-</p> <p>Capital letters for names and I</p> <p>Separate words with spaces</p> <p>Write more than one sentence using capital letters and full stops</p> <p>Introduce question marks and exclamation marks</p> <p>Conjunction 'and'</p>	<p>Orally rehearse sentences before writing</p> <p>New learning-</p> <p>Capital letters for names and I</p> <p>Separate words with spaces</p> <p>Write more than one sentence using capital letters and full stops</p> <p>Introduce question marks and exclamation marks</p> <p>Conjunction 'and'</p>	<p>Know how to plan, draft, retell and edit with an adult</p> <p>Read own writing aloud</p>		

	capital letter and full stop					
Y2	<p>Know how to form lowercase letters of the correct size relative to one another</p> <p>Know how to write capital letters and digits of the correct size, relationship to one another and to lowercase letters</p> <p>Know how to use spacing between words that reflects the size of the letters.</p>					<p>Know how to join all letters and know the letters that should be unjoined</p>



<p>/ch/ sound coded ch, -tch</p> <p>Common exception words; child, children</p> <p>/th/ sound coded th</p> <p>Common exception words; clothes, father, bath, path</p> <p>/u/ sound coded u, o, ou</p> <p>Common exception words; could, should, would, sugar</p> <p>Homophones- won/one, sun/son</p> <p>Apostrophes for contractions</p> <p>Homophones there/their/they're</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Know how to segment spoken words into phonemes and represent these by graphemes, spelling many correctly (SSPP)</p> <p>/oo/ sound coded oo, ue, ew, o</p> <p>Common exception words; move, prove, improve, who</p> <p>Homophones to/too, blue/blew</p> <p>/ul/ sound coded -le, -el, -al, -il</p> <p>Common exception words; beautiful, people</p> <p>Suffixes: -ful, -ness</p> <p>Common exception words; child, wild</p> <p>/j/ sound coded j, -ge, g, -dge</p> <p>Know how to write from memory simple sentences, dictated by the teacher,</p>	<p>/s/ sound coded s, ss, c</p> <p>Common exception words; class, grass, pass, steak, most, fast, last, parents, past, Mrs, Christmas</p> <p>Suffixes: -ness, -less</p> <p>Plurals changing y to an i +es</p> <p>/o/ sound coded o, a</p> <p>Common exception words; because, everybody</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>/er/ sound coded ur, er, or, ir</p> <p>Common exception words; every, everybody, after, father, water, Mr</p> <p>Suffixes -er, -est, -ed, -y</p> <p>/igh/ sounds coded i_e, i, igh, ie, -y</p> <p>Common exception words; find, kind, mind, behind, child, wild, climb, eye</p> <p>Homophones quiet/quiet, here/hear</p> <p>/h/ sound coded h, wh</p> <p>Common exception words; who, whole, half, hold, behind, hour</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>/i/ coded i, y, -y</p> <p>Common exception words; money, busy, any, many, every, everybody, pretty, improve, Christmas, children, beautiful</p> <p>Apostrophes</p> <p>/r/ coded r</p> <p>Common exception words; great, break, pretty, grass, prove, improve</p> <p>Missing from Scode /r/ coded wr</p> <p>/or/ coded or, ar, aw, al</p> <p>Code breakers; breakers, warm, war, towards, talk, walk</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>/sh/ coded sh, ch, ti</p> <p>Common exception words; sure, sugar</p> <p>/n/ coded n, kn, gn</p> <p>Common exception words; find, kind, mind, behind, children, only, even, plant, any, many, again, money, parents</p> <p>Homophones night/knight</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
--	--	---	--	--	--

		that include words and punctuation taught so far.				
--	--	---	--	--	--	--

	<p><u>Review prior knowledge in grammar and punctuation (Y1)</u></p> <p>Capital letters for names and I</p> <p>Separate words with spaces</p> <p>Write more than one sentence using capital letters and full stops</p> <p>Introduce question marks and exclamation marks</p> <p>Conjunction 'and'</p>	<p><u>New learning:</u></p> <p>Commands</p> <p>Exclamations (begin with what or how)</p> <p>Commas in a list, including a comma when listing adjectives</p> <p>Apostrophes- contractions, singular possession</p> <p>Nouns and proper nouns</p> <p>Expanded noun phrases</p> <p>Adverbs</p> <p>Co-ordinating conjunctions- and, but, or</p> <p>Sub-ordinating conjunctions- when, because, if, that</p>	<p><u>New learning:</u></p> <p>Commands</p> <p>Exclamations (begin with what or how)</p> <p>Commas in a list, including a comma when listing adjectives</p> <p>Apostrophes- contractions, singular possession</p> <p>Nouns and proper nouns</p> <p>Expanded noun phrases</p> <p>Adverbs</p> <p>Co-ordinating conjunctions- and, but, or</p> <p>Sub-ordinating conjunctions- when, because, if, that</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Write short narratives</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Write a non- chronological report</p> <p>Write a recount</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Write poems including rhyming words</p>
<p>Know how to plan, draft, retell and edit with an adult</p> <p>Read own writing aloud</p>						

<p><b>Y3</b></p>	<p>Use the diagonal and horizontal strokes that are needed to join all letters consistently and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>					
	<p>/er/ sound coded ur, er, ir, ear, ar, our, or, re</p> <p>Curriculum words; century, natural, surprise, purpose, answer, consider, exercise, different, certain, interest, perhaps, quarter, circle, heard, earth, early, learn, separate, regular, peculiar, particular, grammar, popular, forward, calendar, centre</p> <p>Suffixes- er &amp; est</p> <p>Homophones: weather/whether</p>	<p>/i/ sound coded i, y, -y</p> <p>Curriculum words; difficult, consider, possible, continue, interest, notice, experiment, position, imagine, accident, increase, history, minute, February, library, probably, ordinary, busy, business, build, fruit</p> <p>Homophones: links/lynx, sink/sync</p> <p>Suffix -ly</p> <p>Prefixes: il, im, in, ir</p>	<p>Apostrophe- contractions</p> <p>/ul/ sound coded -le, -al, -el. -il, -ul</p> <p>Curriculum words; bicycle, circle, possible, accidental, actual, material, natural, occasional, difficult</p> <p>Suffix: -ful, -ly</p> <p>Homophones- angle/angle, heel/heal/he'll</p> <p>Know how to write from memory simple sentences, dictated by the teacher,</p>	<p>/s/sound coded s,ss,c,-ce,-se,sc</p> <p>Curriculum words; sentence, suppose, special, strength, consider, possess, possible, address, recent, centre, medicine, bicycle, accident, decide, circle, certain.</p> <p>Homophones: mist/missed, accept/except, scene/seen</p> <p>Prefix: dis &amp; mis</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include</p>	<p>Suffix: -ous</p> <p>Curriculum words; various</p> <p>Prefix: super &amp; sub</p> <p>Apostrophe- possession (singular)</p> <p>Words ending sure/ture</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>/igh/ coded i_e, i, -y, y</p> <p>Curriculum words; arrive, decide, describe, surprise, guide, opposite, medicine, favourite, promise, imagine, notice, library, bicycle, peculiar, material, island, height, eight</p> <p>Common confusions quiet/quite</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Know how to write from memory simple sentences, dictated by</p>

	<p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Know how to use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Know what a word family is</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>that include words and punctuation taught so far.</p>	<p>words and punctuation taught so far.</p>		<p>the teacher, that include words and punctuation taught so far.</p>
	<p><u>Review prior knowledge in grammar and punctuation (Y2)</u></p>	<p><u>New learning:</u></p> <p>Types of sentences- simple, compound using a</p>	<p><u>New learning:</u></p> <p>Types of sentences- simple, compound using a</p>			

	<p>Commands</p> <p>Exclamations (begin with what or how)</p> <p>Commas in a list, including a comma when listing adjectives</p> <p>Apostrophes- contractions, singular possession</p> <p>Nouns and proper nouns</p> <p>Expanded noun phrases</p> <p>Adverbs</p> <p>Co-ordinating conjunctions- and, but, or</p> <p>Sub-ordinating conjunctions- when, because, if, that</p>	<p>co-ordinating conjunction (FANBOYS) and complex using a sub-ordinating conjunction (ISAWAWABUB)</p> <p>Main clause and a subordinate clause</p> <p>Inverted commas in speech</p> <p>‘a’ or ‘an’ , vowels and consonants, exceptions e.g. honest</p> <p>Adverbs for when, where and how</p> <p>Prepositions</p> <p>Present perfect and past perfect tense</p> <p>Understand the terminology - synonym/antonym</p> <p>Paragraphs</p>	<p>co-ordinating conjunction (FANBOYS) and complex using a sub-ordinating conjunction (ISAWAWABUB)</p> <p>Main clause and a subordinate clause</p> <p>Inverted commas in speech</p> <p>‘a’ or ‘an’ , vowels and consonants, exceptions e.g. honest</p> <p>Adverbs for when, where and how</p> <p>Prepositions</p> <p>Present perfect and past perfect tense</p> <p>Understand the terminology - synonym/antonym</p> <p>Paragraphs</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Write narratives, including dialogue</p> <p>Know the features of non-chronological reports</p> <p>Write non-chronological reports</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Understand the structure of narrative poems</p> <p>Write narrative poems</p> <p>Year A</p> <p>Know the features of myths and legends</p> <p>Write myths and legends</p> <p>Year B</p> <p>Know the features of biography</p> <p>Write a biography</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Year A</p> <p>Know the features of a one-side argument</p> <p>Write a persuasive letter or poster</p> <p>Year B</p> <p>Know the features of diary writing</p> <p>Write a diary extract</p>
<p>Know how to plan, draft, retell and edit</p>						

		Read own writing aloud				
Y4	<p>Use the diagonal and horizontal strokes that are needed to join all letters consistently and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>					
	<p>/ee/ coded ea, ee, ie, ei, e, e_e</p> <p>Curriculum words; breathe, increase, believe, reign, recent, extreme, complete</p> <p>Hip homophones- meat/meet, week/weak, steal/steel, bean/been, piece/peace</p> <p>Prefixes- re and ad</p> <p>Know how to write from memory simple sentences, dictated by</p>	<p>/g/ coded g, gu, gue, gh</p> <p>Curriculum words; grammar, group, guide, guard</p> <p>Homophones- grown/groan</p> <p>/ai/ coded a_e, a, ai, ay, ey, eigh, ei</p> <p>Curriculum word;; separate, favourite, famous, occasion, strange, potatoes, weight, eight, eighth, reign, straight</p>	<p>/l/ coded l, ll</p> <p>Curriculum words; length, learn, library, believe, island, particular, popular, regular, calendar</p> <p>Suffix- ly</p> <p>/ar/ coded ar, a, al</p> <p>Curriculum words; heart, guard, separate, regular, peculiar, particular, grammar, popular, forward, calendar, February, library, ordinary, various, actual, answer, natural, imagine, material,</p>	<p>/u/ coded u, o, ou</p> <p>Curriculum words; woman, purpose, enough, though, although, thought, through</p> <p>Suffixes; -ous (recap of -ed, -er, -ing &amp; -est)</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Apostrophes- plurals, irregular &amp; possession</p> <p>Curriculum words; potatoes, woman, women</p> <p>/sh/ coded sh, ch, ti, si, ssi, ci</p> <p>Curriculum words; mention, position, occasion, occasionally, possession, special, question</p> <p>Suffixes- -cian, -tion</p>	<p>/k/ coded c, k, -ck, ch, que</p> <p>Curriculum words; continue, calendar, particular, complete, increase, consider, circle, describe, caught, peculiar, difficult</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>

	<p>the teacher, that include words and punctuation taught so far.</p>	<p>Homophones- grate/great, stake/steak, mane/main, pain/pane, mail/male, sale/sail</p> <p>Apostrophes for contractions and possession (singular revision)</p> <p>Know how to use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Know what a word family is</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>favourite, famous, occasion, potato, strange</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		<p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	
	<p><u>Review prior knowledge in grammar and punctuation (Y3)</u></p> <p>Types of sentences- simple, compound using a co-ordinating conjunction (FANBOYS)</p>	<p><u>New learning:</u></p> <p>What the main clause is in a compound sentence and a complex sentence</p> <p>What a subordinate clause is in a complex sentence</p>	<p><u>New learning:</u></p> <p>What the main clause is in a compound sentence and a complex sentence</p> <p>What a subordinate clause is in a complex sentence</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Know the features of non-chronological reports</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Understand the structure of narrative poems</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Year A</p>



	<p>and complex using a subordinating conjunction (ISAWAWABUB)</p> <p>Main clause and a subordinate clause</p> <p>Inverted commas in speech</p> <p>'a' or 'an', vowels and consonants, exceptions e.g. honest</p> <p>Adverbs for when, where and how</p> <p>Prepositions</p> <p>Present perfect and past perfect tense</p> <p>Understand the terminology - synonym/antonym</p> <p>Paragraphs</p>	<p>Expanded noun phrases using a prepositional phrase e.g. the strict Maths teacher, with the curly hair</p> <p>Adverb and adverbial</p> <p>Fronted adverbial using a comma</p> <p>Apostrophes for plural possession</p> <p>The use of commas in direct speech</p> <p>Pronouns and possessive pronouns</p> <p>Standard and non-standard English</p> <p>Determiners and articles</p> <p>Use of paragraphs, appropriate pronoun or noun to aid cohesion</p>	<p>Adverb and adverbial</p> <p>Fronted adverbial using a comma</p> <p>Apostrophes for plural possession</p> <p>The use of commas in direct speech</p> <p>Pronouns and possessive pronouns</p> <p>Standard and non-standard English</p> <p>Determiners and articles</p> <p>Use of paragraphs, appropriate pronoun or noun to aid cohesion</p>	<p>Write non-chronological reports</p> <p>Narrative writing</p>	<p>Write narrative poems</p> <p>Year A</p> <p>Know the features of myths and legends</p> <p>Write myths and legends</p> <p>Year B</p> <p>Know the features of biography</p> <p>Write a biography</p>	<p>Know the features of a one-side argument</p> <p>Write a persuasive letter or poster</p> <p>Year B</p> <p>Know the features of diary writing</p> <p>Write a diary extract</p>
--	---	---	--	---	--	---

Y5	Know how to write legibly and fluently		Know how to write legibly, fluently and with increasing speed		Deliberate Practice: write legibly, fluently and with increasing speed	
	<p>/f/ sound coded f, ff, ph, gh</p> <p>Curriculum words; familiar, foreign, forty, frequently, profession, sacrifice, sufficient, physical</p> <p>Homophones: father/further, affect/effect, profit/prophet</p> <p>Use further prefixes and suffixes and understand the guidance for adding them (See Scode)</p> <p>Know how to use dictionaries to check the spelling and meaning of words</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include</p>	<p>Words ending in ent/ant, ence/ance</p> <p>Curriculum words; equipment, government, development, excellent, environment, parliament, convenient, apparent, ancient, sufficient, relevant.</p> <p>Homophones: complement/compliment</p> <p>Suffix: ment</p> <p>Prefix: anti</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Words ending in ency/ancy, ent/ant/ence/ance</p> <p>Curriculum words; frequent, apparent, convenient, ancient, sufficient, existence, occurrence, convenience, hindrance, nuisance.</p> <p>Homophones: effect/affect, aloud/allowed, heard/herd</p> <p>Apostrophe: contractions V's pronouns</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>/s/ sound coded s, ss</p> <p>Curriculum words; sentence, suppose, special, strength, consider, correspond, recognise, curiosity, desperate, controversy, secretary, sacrifice, signature, sincere, nuisance, restaurant, especially, suggest, persuade, soldier, system, symbol, stomach, sufficient, aggressive, embarrass, necessary, harass, cemetery</p>	<p>/s/ sound coded c, -se, -ce, sc</p> <p>Curriculum words; bruise, conscience, existence, convenience, hindrance, muscle, conscious, disastrous, marvellous, mischievous.</p> <p>Homophones: cereal/serial, advice/advise, practice/practise, device/devise</p> <p>Suffix: -ous</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>/n/ sound coded n, nn, kn, gn</p> <p>Curriculum words; natural, naughty, notice, answer, necessary, neighbour, nuisance, language, guarantee, explanation, lightning, definite, determined, signature, bargain, interrupt, interfere.</p> <p>Prefixes: in, inter</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>

	words and punctuation taught so far.			Homophones: past/passed, desert/dessert, guest/guessed  Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
--	--------------------------------------	--	--	---	--	--

	<p><u>Review prior knowledge in grammar and punctuation (Y4)</u></p> <p>What the main clause is in a compound sentence and a complex sentence</p> <p>What a subordinate clause is in a complex sentence</p> <p>Expanded noun phrases using a prepositional phrase e.g. the strict Maths teacher, with the curly hair</p> <p>Adverb and adverbial</p> <p>Fronted adverbial using a comma</p> <p>Apostrophes for plural possession</p> <p>The use of commas in direct speech</p> <p>Pronouns and possessive pronouns</p> <p>Standard and non-standard English</p>	<p>New learning:</p> <p>Simple sentences have one clause- short and snappy including the use of expanded noun phrases using different preposition phrases</p> <p>Compound sentences with 2 main clauses</p> <p>Complex sentences- main clause and a subordinate clause, varying position of the subordinate clause and use of commas to separate clauses</p> <p>Adverbs and modal verbs</p> <p>Relative clauses and relative pronouns</p> <p>Parenthesis punctuated with brackets, commas or dashes</p> <p>Commas to clarify meaning and to avoid ambiguity</p>	<p>New learning:</p> <p>Simple sentences have one clause- short and snappy including the use of expanded noun phrases using different preposition phrases</p> <p>Compound sentences with 2 main clauses</p> <p>Complex sentences- main clause and a subordinate clause, varying position of the subordinate clause and use of commas to separate clauses</p> <p>Adverbs and modal verbs</p> <p>Relative clauses and relative pronouns</p> <p>Parenthesis punctuated with brackets, commas or dashes</p> <p>Commas to clarify meaning and to avoid ambiguity</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Know the features of historical stories</p> <p>Write a historical story</p> <p>Know the features of newspaper reports</p> <p>Write a newspaper report</p> <p>Write narrative including hyperbole, onomatopoeia, metaphor and personification</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Know the features of non-chronological reports</p> <p>Write non-chronological reports</p> <p>Know the features of stories from other cultures</p> <p>Write a story from another culture</p> <p>Know the features of suspense stories</p> <p>Write a story with suspense</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Understand the structure of poems including metaphor</p> <p>Write poems including metaphors</p> <p>Know the features of a balanced argument</p> <p>Write a balanced argument</p> <p>Know the features of stories from other cultures - setting</p> <p>Write a story from another culture</p>
--	---	---	---	---	--	---

	<p>Determiners and articles</p> <p>Use of paragraphs, appropriate pronoun or noun to aid cohesion</p>	<p>Cohesion within and between paragraphs</p> <p>Know how to use a thesaurus.</p>	<p>Cohesion within and between paragraphs</p> <p>Know how to use a thesaurus.</p>			
--	---	---	---	--	--	--

Plan before writing/ Know how to draft, retell and edit/ Read own writing aloud/ Know the work of significant authors

<p><b>Y6</b></p>	<p>Know how to write legibly and fluently</p>				<p>Deliberate Practice: Know how to write legibly, fluently and with increasing speed</p>	
	<p>/sh/ coded sh, ch, ti, si, ssi, ci</p> <p>Curriculum; shoulder, competition, dictionary, explanation, pronunciation, conscience, conscious, ancient, sufficient, appreciate, especially</p> <p>Homophones- stationary/stationery</p> <p>Suffixes; ous, cian</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>/ul/ coded -le, -al, -el, -il, ul</p> <p>Curriculum words; vehicle, muscle, vegetable, available, individual, symbol, prejudice.</p> <p>Homophones- complement/compliment, principle/principal, bridle/bridal, angle/angel</p> <p>Words ending in able/ible</p> <p>Suffixes- al, -ful</p> <p>Prefixes- ultra, multi</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Code ough making the sounds /or/ /u(f), /oa/</p> <p>Curriculum words; thorough</p> <p>/ee/ coded ei, ie</p> <p>Curriculum words; achievement, mischievous</p> <p>/i/ coded i, y, -y</p> <p>Curriculum words; privilege, individual, identity, immediate, critic, determined, bargain, symbol, system, physical, rhythm, dictionary, category, variety, opportunity, yacht</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>/r/ coded r, rr, wr, rh</p> <p>Curriculum words; recognise, relevant, recommend, restaurant, frequent, hindrance, disastrous, programme, professional, privilege, prejudice, embarrass, rhyme, committee</p> <p>Homophones- past/passed, desert/dessert, guest/guessed</p> <p>Words with 'silent' letters; /m/ coded mb, mn</p> <p>Prefixes- co, con</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include</p>	<p>Words ending in ture/sure</p> <p>Curriculum words; temperature, signature, leisure, average</p> <p>Homophones- weary/wary</p> <p>Suffixes- -ly, -ally</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Double Bubble (double letters within words)</p> <p>Curriculum words; accommodate, accompany, according, attached, marvellous, suggest, sufficient, exaggerate, community, committee</p> <p>Homophones- programme/program</p> <p>Hyphen Academy &amp; Direction of a word</p> <p>Curriculum words; awkward</p> <p>Prefixes- self, ex, co</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include</p>

				words and punctuation taught so far.		words and punctuation taught so far.
	<p><u>Review prior knowledge in grammar and punctuation (Y5)</u></p> <p>Simple sentences have one clause- short and snappy including the use of expanded noun phrases using different preposition phrases</p> <p>Compound sentences with 2 main clauses</p> <p>Complex sentences- main clause and a subordinate clause, varying position of the subordinate clause and use of commas to separate clauses</p> <p>Adverbs and modal verbs</p> <p>Relative clauses and relative pronouns</p> <p>Parenthesis punctuated with brackets, commas or dashes</p>	<p><u>New learning:</u></p> <p>Simple sentences can include a wider range of adverbials in different positions</p> <p>Compound sentences can include different types of simple sentences</p> <p>Complex sentences use at least one dependent clause</p> <p>A relative clauses</p> <p>Correct subject and verb agreement</p> <p>Present perfect (has/have + past participle)</p> <p>Past perfect (had + past participle)</p> <p>Understand the terminology: subject/ object/ active/ passive</p> <p>Know how to use bullet points (higher level)</p>	<p><u>New learning:</u></p> <p>Simple sentences can include a wider range of adverbials in different positions</p> <p>Compound sentences can include different types of simple sentences</p> <p>Complex sentences use at least one dependent clause</p> <p>A relative clauses</p> <p>Correct subject and verb agreement</p> <p>Present perfect (has/have + past participle)</p> <p>Past perfect (had + past participle)</p> <p>Understand the terminology: subject/ object/ active/ passive</p> <p>Know how to use bullet points (higher level)</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Know the features of non-chronological reports</p> <p>Write non-chronological reports</p> <p>Year A</p> <p>Know the features of historical stories</p> <p>Write a historical story</p> <p>Year B</p> <p>Know the features of newspaper reports</p> <p>Write a newspaper report</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Write narrative including:</p> <p>-different inference techniques</p> <p>-an extended metaphor</p> <p>-questions to draw the reader in</p> <p>Year A</p> <p>Know the features of stories from other cultures</p> <p>Write a story from another culture</p> <p>Year B</p> <p>Know the features of suspense stories</p> <p>Write a suspense story</p>	<p>Application of grammar and punctuation in writing genres</p> <p>Year A</p> <p>Know the features of a balanced argument</p> <p>Write a balanced argument</p> <p>Year B</p> <p>Know the features of stories from other cultures</p> <p>Write a story from another culture</p> <p>Understand the structure of poems including extended figurative language</p> <p>Write a poems including extended figurative language</p>

	<p>Commas to clarify meaning and to avoid ambiguity</p> <p>Cohesion within and between paragraphs</p> <p>Know how to use a thesaurus.</p> <p>Know how to choose the correct tense</p>	<p>Semi colons, colons and dashes</p> <p>Know how to use ellipsis for cohesion</p> <p>Know how to differentiate between general hyphens and hyphens used for prefixes</p> <p>Subjunctive form (when it is used and how it is formed)</p> <p>Understand cohesion and ambiguity</p> <p>Know how to use cohesion within a paragraph</p> <p>Know how to use cohesion across paragraphs (adverbials for time, place and number)</p>	<p>Semi colons, colons and dashes</p> <p>Know how to use ellipsis for cohesion</p> <p>Know how to differentiate between general hyphens and hyphens used for prefixes</p> <p>Subjunctive form (when it is used and how it is formed)</p> <p>Understand cohesion and ambiguity</p> <p>Know how to use cohesion within a paragraph</p> <p>Know how to use cohesion across paragraphs (adverbials for time, place and number)</p>			
--	---	--	--	--	--	--

Terminology/Vocabulary English Appendix 2: Vocabulary, grammar and punctuation						
Rec	Y1	Y2	Y3	Y4	Y5	Y6



<p><b>Understand, identify and use:</b></p> <ul style="list-style-type: none"> <li>- letter</li> <li>- word</li> <li>- phoneme</li> <li>- grapheme</li> <li>- digraph</li> <li>- trigraph</li> <li>- finger space</li> <li>- segment</li> <li>- sound talk</li> <li>- blend</li> </ul>	<p><b>Understand, identify and use:</b></p> <ul style="list-style-type: none"> <li>- letter</li> <li>- capital letter</li> <li>- word</li> <li>- singular</li> <li>- plural</li> <li>- sentence</li> <li>- punctuation</li> <li>- full stop</li> <li>- question mark</li> <li>- exclamation mark</li> </ul>	<p><b>Understand, identify and use:</b></p> <ul style="list-style-type: none"> <li>- noun</li> <li>- noun phrase</li> <li>- statement</li> <li>- question</li> <li>- exclamation</li> <li>- command</li> <li>- compound</li> <li>- adjectives</li> <li>- suffix</li> <li>- adjective</li> <li>- verb</li> <li>- adverb</li> <li>- tense (past, present)</li> <li>- apostrophe</li> <li>- comma</li> </ul>	<p><b>Understand, identify and use:</b></p> <ul style="list-style-type: none"> <li>-preposition</li> <li>-conjunction</li> <li>-word family</li> <li>-prefix</li> <li>-clause</li> <li>-subordinate clause</li> <li>-direct speech</li> <li>-consonant</li> <li>-consonant letter</li> <li>-vowel letter</li> <li>-inverted commas (or 'speech marks')</li> </ul>	<p><b>Understand, identify and use:</b></p> <ul style="list-style-type: none"> <li>-determiner</li> <li>-pronoun</li> <li>-possessive pronoun</li> <li>-adverbial</li> </ul>	<p><b>Understand, identify and use:</b></p> <ul style="list-style-type: none"> <li>-modal verb</li> <li>-relative pronoun</li> <li>-relative clause</li> <li>-parenthesis</li> <li>-bracket</li> <li>-dash</li> <li>-cohesion</li> <li>-ambiguity</li> </ul>	<p><b>Understand, identify and use:</b></p> <ul style="list-style-type: none"> <li>-subject</li> <li>-object</li> <li>-active</li> <li>-passive</li> <li>-synonym</li> <li>-antonym</li> <li>-ellipsis</li> <li>-hyphen</li> <li>-colon</li> <li>-semi-colon</li> <li>-bullet points</li> </ul>
--	---	---	---	--	--	---