



Staynor Hall Community Primary School- Writing curriculum

Writing for the pupils of Staynor Hall Community Primary School

Our writing curriculum is designed to allow pupils to develop the firm foundations of grammar and composition in order to attain high quality outcomes.

Most of our writing units are contextualised within our school topics allowing the children to use subject specific vocabulary and grammar to meet the needs of the purpose.

Aims

- Develop a love of writing and begin to craft stories to become an author.
- Encourage accurate use of composition (grammar and vocabulary)
- Provide purposeful writing experiences

Knowledge

We have designed a progression of knowledge to allow our pupils to become proficient in the following areas:

- Composition (Grammar, syntax and vocabulary)
- Transcription (Spelling and handwriting)

Tiny Steps	Nursery	EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Explore making marks using a range of tools 	<ul style="list-style-type: none"> • Give meaning to marks they make . • To begin to hold writing tools using a quadrupod grip • Use familiar letters to represent meaning in mark making. 	<ul style="list-style-type: none"> • Write words in ways which match spoken sounds. • Write some irregular common words. • Simple sentences/phrases read by self and others. • Secure tripod grip. • Write recognisable letters – most correctly formed. 	<ul style="list-style-type: none"> • Letter formation. • Capital letters. • Full stops. • Simple sentences (CL & FS). • Joins with and, then and so (new for 20122) 	<ul style="list-style-type: none"> • Handwriting: size, space & intro to joining. • Question marks. • Exclamation marks. • Commas. • Apostrophes. • Compound sentences
Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> • Joined handwriting. • Complex sentences. • Speech: New line, new speaker with inverted commas 	<ul style="list-style-type: none"> • Increased legibility of joins. • Paragraphs • Speech: Adding punctuation before the end speech mark. 	<ul style="list-style-type: none"> • Legible, joined handwriting. • Parenthesis , () - Relative clause. • Colon. • Speech: Speech straight after an action. No new line. 	<ul style="list-style-type: none"> • Fluent, legible handwriting • Bullet points. • Semi-colon • Speech: Varying order. • Application of previous skills. 	

Please see link for [EYFS curriculum overview](#) for progression from Tiny Steps to EYFS using development matters.

Weekly writing cycle

- Children will see this weekly writing process- this may be a flexible approach to meet the needs of the children.
- Children practise the skills required throughout the week to produce a piece of writing by the end of the week.
- Children develop their editing skills through a taught session which is focused based on response to marking.
- Modelling of writing is key throughout the week. This will be based on features exposed in 'What a good one looks like' at the beginning of the week.
- Please see link for [EYFS curriculum overview](#) for progression from Tiny Steps to EYFS using development matters.
- Our progression through transcription, handwriting, composition and vocabulary, grammar and punctuation is mapped into our [TAFs](#) for each year group when the children complete independent writing

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Explore and Analyse</p> <p>Immersion- reasons for writing, audience and purpose discussed</p> <p>Through a clear structured text identify key vocabulary and grammar.</p> <p>Vocabulary generation for the working wall</p>	<p>Vocabulary and grammar focus</p> <p>Exploration of explicit grammar and punctuation focuses for the year group- this is completed in a variety of ways</p>	<p>Shared write</p> <p>Shared write, paired write, slow write, model write</p> <p>Use of 'what a good one looks like' or 'What a bad one looks like' to address features expected.</p>	<p>Big write</p> <p>Children to practise the knowledge taught this week.</p> <p>All scaffolds will be available to produce a high quality piece of work.</p> <p>Feedback will be around knowledge taught in the week.</p>	<p>Editing</p> <p>Recap on reasons for writing and vocabulary and grammar</p> <p>Taught session on editing focusing on gaps in knowledge identified from the Big Write.</p> <p>Address misconceptions and identify improvements that can be made.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tran scri ptio n	<p>- Form lowercase and capital letters correctly.</p> <p>-Spell words correctly using the grapheme phoneme correspondenc e (by end of EYFS secure Phase 4).</p> <p>-Write short sentences.</p>	<p>Autumn</p> <p>-Spell words containing phonemes already taught</p> <ul style="list-style-type: none"> • First encounter Y1 common exception words • Name the letters of the alphabet in order. • Using ing where no change is needed in spelling of root words. • Use the spelling rule 's' for plurals. • First encounter writing from memory simple phrases dictated by the teacher. <p>Spring</p> <ul style="list-style-type: none"> • Spell words containing phonemes already taught • Further encounter Y1 common exception words • Use the letter names. • Using 'ed' and 'er'. Spell the days of the week. • Further encounter writing from memory simple sentences dictated by the teacher. <p>Summer</p> <ul style="list-style-type: none"> • Spell words containing phonemes already taught • Further encounter Y1 common exception words • Use letter names to distinguish between alternative spellings of the same sound. • Using spelling rule for 'es'. • Use the prefix 'un' Using 'est' • Write from memory simple multiple sentences dictated by the teacher. 	<ul style="list-style-type: none"> • Distinguishing between homophones and near homophones • -Write from memory simple sentences dictated by the teacher that include words and punctuation 	<p>Write from memory simple sentences, dictated by the teacher, that include words & punctuation taught so far.</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt</p> <p>Focus: suffix- beginning with vowel letter</p> <p>suffix- ation</p> <p>suffix -ly</p> <p>suffix -ous s</p> <p>ound – spelt y</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell words that are often misspelt -Focus: suffix- beginning with vowel letter suffix- ation suffix -ly suffix -ous sound – spelt y • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Place the possessive apostrophe accurately in words with regular plurals, e.g. girls' and in words with irregular plurals, e.g. children's. • Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Understand the guidelines for adding: <ul style="list-style-type: none"> • endings -cial/tial • endings -ance/-ence • i before e rule (including exceptions) • ough string • fer/ferr inflections • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check its spelling in a dictionary. • Be able to use a thesaurus 	<p>Understand the guidelines for adding:</p> <p>Endings cial</p> <p>Use of hyphen</p> <p>I before e rule including Exceptions</p> <p>Ough string</p> <p>Silent letters</p> <ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check its spelling in a dictionary. • Be able to use a thesaurus.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	<p>- Form lowercase and capital letters correctly. -Spell words correctly using the grapheme phoneme correspondence (by end of EYFS secure Phase 4). -Write short sentences.</p>	<p>Autumn -Spell words containing phonemes already taught</p> <ul style="list-style-type: none"> • First encounter Y1 common exception words • Name the letters of the alphabet in order. • Using ing where no change is needed in spelling of root words. • Use the spelling rule 's' for plurals. • First encounter writing from memory simple phrases dictated by the teacher. <p>Spring</p> <ul style="list-style-type: none"> • Spell words containing phonemes already taught • Further encounter Y1 common exception words • Use the letter names. • Using 'ed' and 'er'. Spell the days of the week. • Further encounter writing from memory simple sentences dictated by the teacher. <p>Summer</p> <ul style="list-style-type: none"> • Spell words containing phonemes already taught • Further encounter Y1 common exception words • Use letter names to distinguish between alternative spellings of the same sound. • Using spelling rule for 'es'. • Use the prefix 'un' Using 'est' • Write from memory simple multiple sentences dictated by the teacher. 	<ul style="list-style-type: none"> • Distinguishing between homophones and near homophones • Write from memory simple sentences dictated by the teacher that include words and punctuation • using the suffixes -ment, -ness, -ful, -less, -ly • Follow LW spelling programme 	<ul style="list-style-type: none"> • Follow Spelling shed progression plan 	<ul style="list-style-type: none"> • Follow Spelling shed progression plan 	<ul style="list-style-type: none"> • Follow Spelling shed progression plan 	<ul style="list-style-type: none"> • Follow Spelling shed progression plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	First encounter of writing short sentences, captions and phrases.	<p>Write sentences by:</p> <ul style="list-style-type: none"> -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Develop positive attitudes and stamina towards writing by:</p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional). · writing about real events · Writing poetry · Writing for different purposes. <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> · Planning or saying out loud what they are going to write about. · Writing down ideas and/or key words, including new vocabulary. · Encapsulating what they want to say, sentence by sentence. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. · Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> · Composing and rehearsing sentences orally (including dialogue). · Progressively build a varied and rich vocabulary. · In non-narrative material, using simple organisational devices such as headings and sub-headings. · Use an increasing range of sentence structures for Spag glossary · Organising paragraphs around a theme. 	<p>With greater independence, plan their writing by:</p> <ul style="list-style-type: none"> · Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. · Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> · Composing and rehearsing sentences orally (including dialogue). · Progressively build a varied and rich vocabulary. · In non-narrative material, using simple organisational devices such as headings and sub-headings. · Use an increasing range of sentence structures for Spag glossary. · Organising paragraphs around a theme using adverbials . 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> · 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. · Using a wide range of devices to build cohesion within and across paragraphs. · Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, underlining. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> · 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 · In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> · Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. · In narratives and describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. · Précising (summarising) longer passages · Using a wide range of devices to build cohesion within and across paragraphs · Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points/underlining

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Vocabulary, grammar and punctuation</p>	<ul style="list-style-type: none"> • First encounter using capital letters and full stops 	<ul style="list-style-type: none"> • Develop an understanding of <ul style="list-style-type: none"> • -leaving spaces between words • -joining words and joining clauses using 'and' • -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' • Learning following grammar: • Vocabulary: word, sentence, text, punctuation. • Terminology for pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 	<p>Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks.</p> <p>• Plus:</p> <ul style="list-style-type: none"> -commas for lists -apostrophes for contracted forms - possessive (singular). <p>Learn how to use:</p> <ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command. • Expanded noun phrases to describe and specify • The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, or because) and coordination (using or, and, or but). • Some features of written Standard English • Use and understand the grammatical terminology • - noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Use conjunctions, adverbs and prepositions to express time and cause. • Using the present perfect form of verbs in contrast to the past tense, e.g. has or have <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using adverbs in different parts of a sentence • Using and punctuating direct speech 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use conjunctions, adverbs and prepositions to express time and cause. • Use fronted adverbials. • Using the present perfect form of verbs in contrast to the past tense, e.g. has or have • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Using and punctuating direct speech. • Indicating possession by using the possessive apostrophe with plural nouns. 	<p>Pupils should be taught to develop their understanding of concepts by:</p> <ul style="list-style-type: none"> • 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 pronouns <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. • Using brackets, dashes or commas to indicate parenthesis. • Using a colon to introduce a list. 	<p>Pupils should be taught to develop their understanding of concepts by:</p> <ul style="list-style-type: none"> • 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. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • 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. • Using a colon to introduce a list. • Punctuating bullet point consistently

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Form capital letters and lower case letters correctly.</p> <ul style="list-style-type: none"> • Use a tripod grip. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0–9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting (for example, 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). 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting (for example, 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). 	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Editing	-Ensure others can read sentences with adult support	<ul style="list-style-type: none"> Ensure others including my teacher can read my sentences To read their own sentences Proof-read and check for graphemes covered in early reading programme 	<ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly. 	<p>Proof-read for spelling and punctuation errors.</p> <ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using: -appropriate intonation -controlling tone and volume Proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. Assessing the effectiveness of their own and others' writing and suggesting improvements 	<p>Evaluate and edit by: -</p> <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using: -appropriate intonation -controlling tone and volume Proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. Assessing the effectiveness of their own and others' writing and suggesting 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Proposing changes to enhance effects & clarify by: <ul style="list-style-type: none"> vocabulary grammar -punctuation Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing & choosing the appropriate register. Proof-read for spelling and punctuation errors . Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Year 1

Year 1	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> - Letter formation - Capital letters 		<ul style="list-style-type: none"> - Full stops - Simple sentences - Joining of clauses with 'and' 		<ul style="list-style-type: none"> - Joins with and, then and so
Transcription (Word)	<ul style="list-style-type: none"> • Spell words containing phonemes already taught • First encounter Y1 common exception words • Name the letters of the alphabet in order. • Using ing where no change is needed in spelling of root words. • Use the spelling rule 's' for plurals. • First encounter writing from memory simple phrases dictated by the teacher. 		<ul style="list-style-type: none"> • Spell words containing phonemes already taught • Further encounter Y1 common exception words • Use the letter names. • Using 'ed' and 'er'. Spell the days of the week. • Further encounter writing from memory simple sentences dictated by the teacher. 		<ul style="list-style-type: none"> • Spell words containing phonemes already taught • Further encounter Y1 common exception words • Use letter names to distinguish between alternative spellings of the same sound. • Using spelling rule for 'es'. • Use the prefix 'un' Using 'est' • Write from memory simple multiple sentences dictated by the teacher.
Composition (text)	<ul style="list-style-type: none"> • Saying out loud what they are going to write about. • Discuss what they have written with the teacher 		<ul style="list-style-type: none"> • Re-reading what they have written to check that it makes sense. • Discuss what they have written with other pupils. • Read aloud their writing clearly enough to be heard by the teacher. 		<ul style="list-style-type: none"> • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense and making corrections. • Read aloud their writing clearly enough to be heard by their peers
Grammar and Punctuation	<ul style="list-style-type: none"> • Use terms such as suffix, verbs, letter, word, capital letter and full stop. • Leave spaces between words. • Further encounter using capital letters and full stops to demarcate sentences. • Use capital letters for personal pronoun 'I' and names of people 		<ul style="list-style-type: none"> • Use terms such as suffix, verbs, punctuation and exclamation mark. • Further encounter using capital letters and full stops to demarcate sentences. • Joining words/sentences using 'and' • Begin to use the exclamation mark. • Use capital letters for days of the week. 		<ul style="list-style-type: none"> • Use terms such as prefix, noun, singular, plural and question mark. • Begin to use the question mark. • Use capital letters for names of places
Handwriting	<ul style="list-style-type: none"> • Sit correctly at the table holding a pencil comfortably and correctly. • Begin to form lowercase letters in the correct direction. 		<ul style="list-style-type: none"> • Form capital letters. • Form digits 0 – 9 with increasing accuracy 		<ul style="list-style-type: none"> • Understand which letters belong to which handwriting families and to practise these.
Editing	<ul style="list-style-type: none"> • With adult support correct letter formation and spelling 		<ul style="list-style-type: none"> • Using word mats/ resources correct letter formation and spelling with some support 		<ul style="list-style-type: none"> • Independently access the room and resources to correct letter formation and spelling

Year 1A	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	What happened in the Great fire of London?	Where does our food come from?	Where do we live?	How has Britain changed since 1960?	What was life when Queen Victoria ruled?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> - Letter formation - Capital letters 		<ul style="list-style-type: none"> - Full stops - Simple sentences - Joining of clauses with 'and' 		<ul style="list-style-type: none"> - Joins with and, then and so
GPAS	<ul style="list-style-type: none"> ● Finger spaces ● Capital letter and full stops ● Capital letters for personal pronouns 		<ul style="list-style-type: none"> ● Capital letters for days of the week ● Exclamation mark ● Capital letters and full stops ● Use of and to join sentences 		<ul style="list-style-type: none"> ● Capital letters for names of places ● Question marks
Reasons for writing (audience and purpose)	<ul style="list-style-type: none"> - Diary (with pictures of Vlad) to send/read to firefighters. -Information text about Firefighters - what they do/fire safety teach EYFS 	Instructions (Big write - soup, Independent - sandwich) - invite parents in to make sandwiches -Wanted poster character description for the Farmer - hand out around school	Short story - children are themselves and write a short story describing their dreams about their future - write letter to Martha, walk to post in letterbox (photocopies in 1 envelope) and children receive letter back Letter - Yorkshire wildlife park - send to and ask for pics of them reading them to polar bears and email back	Non-chronological report - Invite grandparents in to hear about it Recount - recount of trip to Castle Museum - Mrs Winter wants to take her children there so can you tell her about them?	Setting description / character description - Oliver Twist foodhall Diary - POV of Victorian schoolchild following themed day
Suggested texts	Vlad and the great fire of London Toby and the Great Fire of London The Great Fire of London (information text)	Patten's pumpkin Oliver's vegetables Pumpkin Soup Farmer duck Jack and the beanstalk	The Lonely Giant (conservation) No Place Like Home -Ronojoy Gosh Shine - Patrick McDonald Little Red riding hood Martha maps it out	The way things work now - David Macaulay A walk in London - Salvatore Rubbino The Great Paper Caper - Oliver Jeffers Before & After by Jean Jullien Katie in London by James Mayhew	Queen Victoria (info buzz) "Rapunze (Victorian) Three Little Pigs" Oliver Twist

Year 1B	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	Did my grown ups play with the same toys as me?	How do we look after our world and how does our world look after us?	Was Humpty Dumpty real?	Is China similar to where I live?	How did we get into space?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> - Letter formation - Capital letters 		<ul style="list-style-type: none"> - Full stops - Simple sentences - Joining of clauses with 'and' 		<ul style="list-style-type: none"> - Joins with and, then and so
GPAS	<ul style="list-style-type: none"> • Finger spaces • Capital letter and full stops • Capital letters for personal pronouns 		<ul style="list-style-type: none"> • Capital letters for days of the week • Exclamation mark • Capital letters and full stops • Use of and to join sentences 		<ul style="list-style-type: none"> • Capital letters for names of places • Question marks
Genres Reasons for writing (audience and purpose)	-Captions for toy shop -Persuade EYFS why their colour crayon is the best	-Setting description so Leaf can find his way home -Littering poster for school council - winning poster goes up around school	Non narrative - alternate ending - After the fall Humpty Dumpty Poem - POV of him to express thoughts and feelings after falling off wall	-Instructions for making a chinese lantern - invite parents in to make lanterns -China factfile - Mrs Winter is thinking of going on holiday to China	-Diary - Man on the moon - Day in the life of Bob -Recount of Eureka - tell their parents about what they did on the trip
Suggested texts	Stanley's stick Not a box Where's my teddy I love my new toy Unplugged The day the crayons quit The paper dolls Ways Into History: Toys and Games	The Way Home for Wolf Leaf The Lonely Giant The secret sky garden (Friendships) A house in the woods Lots: The Diversity of Life on Earth Ice bear	Moon dragons Grey Island, Red boat Humpty Dumpty The castle the King built	The last wolf One day on our blue planet	<p style="text-align: center;">Message from the Moon</p> <p style="text-align: center;">The Big Beyond The Story of Space Travel</p> <p style="text-align: center;">The marvellous Moon map</p> <p style="text-align: center;">The Astronauts cat</p> <p style="text-align: center;">The darkest dark</p> <p style="text-align: center;">Look Inside:Space - Rob Lloyd Jones</p> <p style="text-align: center;">Laika the Astronaut</p> <p style="text-align: center;">Planet Awesome</p> <p style="text-align: center;">Shine. star shine</p> <p style="text-align: center;">The skies above my eyes</p> <p style="text-align: center;">Planets (John Devolle)</p> <p style="text-align: center;">Look Inside:Space - Rob Lloyd Jones</p> <p style="text-align: center;">Mae Jemison- little people big dreams</p>

Year 2

Year 2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Handwriting: size, space & intro to joining. Further encounter the use of exclamation marks 		<ul style="list-style-type: none"> Further encounter the use of question marks Commas. First encounter Compound sentences 		<ul style="list-style-type: none"> Apostrophes Further encounter compound sentences
Transcription (Word)	LW phase 5 review Bridge to spelling LW		LW spelling programme		LW spelling programme
Composition (text)	<p>First encounter writing narratives about personal experiences and those of others (real and fictional). writing about real events writing for different purposes</p> <p>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about.</p>		<p>Further encounter writing narratives about personal experiences and those of others (real and fictional). writing about real events writing poetry writing for different purposes</p> <p>Consider what they are going to write before beginning by: Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence.</p>		<p>Further encounter writing narratives about personal experiences and those of others (real and fictional). writing about real events writing poetry writing for different purposes</p> <p>Consider what they are going to write before beginning by: Further encounter writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence</p>
Grammar and Punctuation Learn how to use:	<p>-Sentences with different forms: statement, question, exclamation, command.</p> <p>-The present and past tenses correctly and consistently including the progressive form.</p> <p>-Some features of written Standard English, e.g. no slang, pronunciation changes.</p> <p>-Use and understand the grammatical terminology- noun, noun phrase statement, question, exclamation, command, suffix adjective, adverb, verb tense (past, present)</p>		<p>-both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks.</p> <p>-Further encounter using sentences with different forms: statement, question, exclamation, command.</p> <p>- First encounter subordination (using when, if, that, or because) and further encounter co-ordination (using or, and, or but).</p> <p>-Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>-Use and understand the grammatical terminology- noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present)</p>		<p>Plus:</p> <p>-First encounter commas for lists</p> <p>- First encounter apostrophes for contracted forms</p> <p>- First encounter possessive (singular).</p> <p>-Further encounter subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>--Use and understand the grammatical terminology- noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
Handwriting	<p>-Capital letter & digits: Correct size, orientation and relationship to one another and to lower case letters.</p> <p>-Use spacing between words that reflects the size of the letters</p>		<p>-Form lower-case letters of the correct size relative to one another</p> <p>-Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>		<p>-Further encounter forming lower-case letters of the correct size relative to one another</p> <p>-Further encounter using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>
Editing	- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.		-Proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly.		-Evaluating their writing with the teacher and other pupils.

Year 2A	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	What happened in the Great fire of London?	Where does our food come from?	Where do we live?	How has Britain changed since 1960?	What was life when Queen Victoria ruled?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Handwriting: size, space & intro to joining. Further encounter the use of exclamation marks 		<ul style="list-style-type: none"> Further encounter the use of question marks Commas. First encounter Compound sentences 		<ul style="list-style-type: none"> Apostrophes Further encounter compound sentences
GPAS	<ul style="list-style-type: none"> statement, question, exclamation, command. present and past tense 		<ul style="list-style-type: none"> statement, question, exclamation, command. Subordination and coordination Expanded noun phrases 		<ul style="list-style-type: none"> Commas in a list Apostrophes for contraction and possession Subordination and coordination
Reasons for writing (audience and purpose)	<p>- Diary (with pictures of Vlad) to send/read to firefighters.</p> <p>-Information text about Firefighters - what they do/fire safety teach EYFS</p>	<p>Instructions (Big write - soup, Independent - sandwich) - invite parents in to make sandwiches</p> <p>-Wanted poster character description for the Farmer - hand out around school</p>	<p>Short story - children are themselves and write a short story describing their dreams about their future - write letter to Martha, walk to post in letterbox (photocopies in 1 envelope) and children receive letter back</p> <p>Letter - Yorkshire wildlife park - send to and ask for pics of them reading them to polar bears and email back</p>	<p>Non-chronological report - Invite grandparents in to hear about it</p> <p>Recount - recount of trip to Castle Museum - Mrs Winter wants to take her children there so can you tell her about them?</p>	<p>Setting description / character description - Oliver Twist foodhall</p> <p>Diary - POV of Victorian schoolchild following themed day</p>
Suggested texts	<p>Vlad and the great fire of London</p> <p>Toby and the Great Fire of London</p> <p>The Great Fire of London (information text)</p>	<p>Pattan's pumpkin</p> <p>Oliver's vegetables</p> <p>Pumpkin Soup</p> <p>Farmer duck</p> <p>Jack and the beanstalk</p>	<p>The Lonely Giant (conservation)</p> <p>No Place Like Home</p> <p>-Ronojoy Gosh</p> <p>Shine - Patrick McDonald</p> <p>Little Red riding hood</p> <p>Martha maps it out</p>	<p>The way things work now - David Macaulay</p> <p>A walk in London - Salvatore Rubbino</p> <p>The Great Paper Caper - Oliver Jeffers</p> <p>Before & After by Jean Jullien</p> <p>Katie in London by James Mayhew</p>	<p>Queen Victoria (info buzz)</p> <p>"Rapunze (Victorian)</p> <p>Three Little Pigs"</p> <p>Oliver Twist</p>

Year 2 B	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	Did my grown ups play with the same toys as me?	How do we look after our world and how does our world look after us?	Was Humpty Dumpty real?	Is China similar to where I live?	How did we get into space?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Handwriting: size, space & intro to joining. Further encounter the use of exclamation marks 		<ul style="list-style-type: none"> Further encounter the use of question marks Commas. First encounter Compound sentences 		<ul style="list-style-type: none"> Apostrophes Further encounter compound sentences
GPAS	<ul style="list-style-type: none"> statement, question, exclamation, command. present and past tense 		<ul style="list-style-type: none"> statement, question, exclamation, command. Subordination and coordination Expanded noun phrases 		<ul style="list-style-type: none"> Commas in a list Apostrophes for contraction and possession Subordination and coordination
Reasons for writing (audience and purpose)	<ul style="list-style-type: none"> -Captions for toy shop -Persuade EYFS why their colour crayon is the best 	<ul style="list-style-type: none"> -Setting description so Leaf can find his way home -Littering poster for school council - winning poster goes up around school 	Non narrative - alternate ending - After the fall Humpty Dumpty Poem - POV of him to express thoughts and feelings after falling off wall	<ul style="list-style-type: none"> -Instructions for making a chinese lantern - invite parents in to make lanterns -China factfile - Mrs Winter is thinking of going on holiday to China 	<ul style="list-style-type: none"> -Diary - Man on the moon - Day in the life of Bob -Recount of Eureka - tell their parents about what they did on the trip
Suggested texts	Stanley's stick Not a box Where's my teddy I love my new toy Unplugged The day the crayons quit The paper dolls Ways Into History: Toys and Games	The Way Home for Wolf Leaf The Lonely Giant The secret sky garden (Friendships) A house in the woods Lots: The Diversity of Life on Earth Ice bear	Moon dragons Grey Island, Red boat Humpty Dumpty The castle the King built	The last wolf One day on our blue planet	Message from the Moon The Big Beyond The Story of Space Travel The marvellous Moon map The Astronauts cat The darkest dark Look Inside:Space - Rob Lloyd Jones Laika the Astronaut Planet Awesome Shine. star shine The skies above my eyes Planets (John Devolle) Look Inside:Space - Rob Lloyd Jones Mae Jemison- little people big dreams

Year 3

Year 3	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Joined handwriting. Prepositions 		<ul style="list-style-type: none"> Complex sentences. Subordination. 		<ul style="list-style-type: none"> Speech: New line, new speaker with inverted commas Present perfect
Transcription (Word)	<ul style="list-style-type: none"> Follow spelling shed progression plan 		<ul style="list-style-type: none"> Follow spelling shed progression plan 		<ul style="list-style-type: none"> Follow spelling shed progression plan
Composition (text)	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> -Composing and rehearsing sentences orally (including dialogue) - Further encounter using noun phrases for description. 		<p>Plan their writing by:</p> <ul style="list-style-type: none"> -Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> -Composing and rehearsing sentences orally (including dialogue). -Progressively build a varied and rich vocabulary. -In non-narrative material, using simple organisational devices such as headings and sub-headings. 		<p>Plan their writing by:</p> <ul style="list-style-type: none"> -Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> -Composing and rehearsing sentences orally (including dialogue). -Progressively build a varied and rich vocabulary. - In non-narrative material, using simple organisational devices such as headings and sub-headings. -Use an increasing range of sentence structures -Organising paragraphs around a theme
Grammar and Punctuation	<ul style="list-style-type: none"> - Further encounter using capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Further encounter use of commas in a list -Further encounter use of apostrophes for contraction and possession. -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. - Further encounter the use of commas in a list 		<ul style="list-style-type: none"> -First encounter using fronted adverbials. -Use conjunctions, adverbs and prepositions to express time and cause. - First encounter of using and punctuating direct speech -Further encounter use of apostrophes for contraction and possession. 		<ul style="list-style-type: none"> -Using the present perfect form of verbs in contrast to the past tense, e.g. has or have <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -Using commas after fronted adverbials. -Further encounter using and punctuating direct speech.
Handwriting	<ul style="list-style-type: none"> Use diagonal and horizontal strokes and know which letters are appropriate to join Ensure joined handwriting is legible with all letters the same height and the correct distance apart from each other 				
Editing	<ul style="list-style-type: none"> - Evaluating their writing with the teacher and other pupils. 		<ul style="list-style-type: none"> - Proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly. 		<ul style="list-style-type: none"> - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Year 3 A	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	How did our homes end up where they are?	Is everybody the same?	How did the Romans change Britain?	What's life like in Poland?	Who were the Mayans?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Joined handwriting. Prepositions 		<ul style="list-style-type: none"> Complex sentences. Subordination. 		<ul style="list-style-type: none"> Speech: New line, new speaker with inverted commas Present perfect
GPAS	<ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks commas in a list Continue to use apostrophes for contraction wider range of conjunctions 		<ul style="list-style-type: none"> conjunctions, adverbs and prepositions Begin to use punctuation for direct speech Continue to use apostrophes for contraction and possession. 		<ul style="list-style-type: none"> present perfect form speech
Genres	Setting Description (river scene) Explorer Guide (after Ravenscar	Letter (about representation/ diversity)	Narrative (Pompeii disaster story) Letter to Roman Centurion (from Murton)	Non Chronological Report	Narrative (Lighthouse Keeper)
Reasons for writing (audience and purpose)	To inform children visiting the moor how to be successful (send to guide)	To share thoughts on diversity / representation in that area.	To share with reading buddies. To share with the centurion how it felt being in the Roman Army.	To display around school to celebrate our Polish community.	To share with the reading buddies.
Suggested texts	Blue John King of the sky The street beneath our feet	Coming to England Windrush child Walter Tull Walter Tull Little Leaders- Bold women/men in black history	Roman Fort Escape from Pompeii	The Dollmaker of Krakow	The chocolate tree The great Kapok tree Where the forest meets the sea One boy's choice A walk through the rainforest

Year 3B	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	What was prehistoric Britain like?	Can the community be your team?	When is Mother Earth not kind?	How has Selby Abbey changed through the years?	Were the Anglo-Saxons better farmers or warriors?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Joined handwriting. Prepositions 		<ul style="list-style-type: none"> Complex sentences. Subordination. 		<ul style="list-style-type: none"> Speech: New line, new speaker with inverted commas Present perfect
GPAS	<ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks commas in a list apostrophes for contraction wider range of conjunctions 		<ul style="list-style-type: none"> conjunctions, adverbs and prepositions Begin to use punctuation for direct speech apostrophes for contraction and possession. 		<ul style="list-style-type: none"> present perfect form speech
Genres	Setting Description (Stonehenge Summer Solstice)	Letter of complaint (About an issue identified in topic)	Narrative (Natural Disaster) Non Chronological report	Leaflet (On Selby Abbey's history)	Narrative (Catch A Lot)
Reasons for writing (audience and purpose)	To send to Stonehenge	To identify an issue on the estate and write to complain for a solution.	To write a disaster story to send to an author. To share with reading buddies to learn about natural disasters.	To inform people visiting Selby about the history of Selby Abbey.	To write a story for the reading buddies in school.
Suggested texts	Stone Age Boy Wolfbane The secrets of stonehenge The Stoneage tablet	Extra Yarn Footpath flowers The flower	The Pebble in my pocket Real-life disasters Blue planet	Swanning around Selby leaflet	Anglo-Saxon Boy Winter of the wolves Beowulf FOund Anglo-saxons The Genius of: The Anglo-Saxons Clever Ideas and Inventions from Past Civilisations

Year 4

Year 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Increased legibility of joins. Apostrophes- plurals Noun phrases with varied vocabulary 		<ul style="list-style-type: none"> Paragraphs Speech- adding punctuation Determiners Possessive pronouns 		<ul style="list-style-type: none"> Speech: Adding punctuation before the end speech mark.
Transcription (Word)	<ul style="list-style-type: none"> Follow spelling shed progression plan 		<ul style="list-style-type: none"> Follow spelling shed progression plan 		<ul style="list-style-type: none"> Follow spelling shed progression plan
Composition (text)	<ul style="list-style-type: none"> With greater independence, plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue). 		<ul style="list-style-type: none"> With greater independence, plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue). Progressively build a varied and rich vocabulary. 		<ul style="list-style-type: none"> With greater independence, plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue). Progressively build a varied and rich vocabulary. In non-narrative material, using simple organisational devices such as headings and sub-headings. Use an increasing range of sentence structures. Organising paragraphs around a theme using adverbials .
Grammar and Punctuation	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Further develop using the present perfect form of verbs in contrast to the past tense, e.g. has or have Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Indicating possession by using the possessive apostrophe with plural nouns. 		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although including at the start of a sentence Further encounter using fronted adverbials. Further encounter using conjunctions, adverbs and prepositions to express time and cause Further encounter choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using and punctuating direct speech. Further encounter indicating possession by using the possessive apostrophe with plural nouns 		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Further encounter using fronted adverbials. Further encounter choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Further encounter using commas in complex sentences Further encounter using and punctuating direct speech. Further encounter indicating possession by using the possessive apostrophe with plural nouns.
Handwriting	With increased accuracy: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the				

Year 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Handwriting	<p><u>With increased accuracy:</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>				
Editing	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● Proof-read for spelling and punctuation errors. ● Read aloud their own writing, to a group or the whole class, using: <ul style="list-style-type: none"> -appropriate intonation -controlling tone and volume . ● Assessing the effectiveness of their own and others' writing and suggesting improvements. 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● Proof-read for spelling and punctuation errors. ● Read aloud their own writing, to a group or the whole class, using: <ul style="list-style-type: none"> -appropriate intonation -controlling tone and volume 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● Proof-read for spelling and punctuation errors. ● Read aloud their own writing, to a group or the whole class, using: -appropriate intonation -controlling tone and volume ● Proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. 		

Year 4 A	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	How did our homes end up where they are?	Is everybody the same?	How did the Romans change Britain?	What's life like in Poland?	Who were the Mayans?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Increased legibility of joins. Apostrophes- plurals Noun phrases with varied vocabulary 		<ul style="list-style-type: none"> Paragraphs Speech- adding punctuation Determiners Possessive pronouns 		<ul style="list-style-type: none"> Speech: Adding punctuation before the end speech mark.
GPAS	<ul style="list-style-type: none"> Sentences with more than one clause Range of conjunctions Present perfect form Nouns or pronouns for clarity and to avoid repetition. 		<ul style="list-style-type: none"> Sentences with more than one clause Range of conjunctions Conjunctions as a starter Adverbs and prepositions Nouns or pronouns for clarity and to avoid repetition. 		<ul style="list-style-type: none"> Fronted adverbials Nouns or pronouns for clarity and to avoid repetition. Commas in complex sentences Punctuating direct speech Possessive apostrophe for plural nouns
Genres	Setting Description (river scene) Explorer Guide (after Ravenscar)	Letter (about representation/ diversity)	Narrative (Pompeii disaster story) Letter to Roman Centurion (from Murton)	Non Chronological Report	Narrative (Lighthouse Keeper)
Reasons for writing (audience and purpose)	To inform children visiting the moor how to be successful (send to guide)	To share thoughts on diversity / representation in that area.	To share with reading buddies. To share with the centurion how it felt being in the Roman Army.	To display around school to celebrate our Polish community.	To share with the reading buddies.
Suggested texts	Blue John King of the sky The street beneath our feet	Coming to England Windrush child Walter Tull Walter Tull Little Leaders- Bold women/men in black history	Roman Fort Escape from Pompeii	The Dollmaker of Krakow	The chocolate tree The great Kapok tree Where the forest meets the sea One boy's choice A walk through the rainforest

Year 4 B	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	What was prehistoric Britain like?	Can the community be your team?	When is Mother Earth not kind?	How has Selby Abbey changed through the years?	Were the Anglo-Saxons better farmers or warriors?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Increased legibility of joins. Apostrophes- plurals Noun phrases with varied vocabulary 		<ul style="list-style-type: none"> Paragraphs Speech- adding punctuation Determiners Possessive pronouns 		<ul style="list-style-type: none"> Speech: Adding punctuation before the end speech mark.
GPAS	<ul style="list-style-type: none"> Sentences with more than one clause Range of conjunctions Present perfect form Nouns or pronouns for clarity and to avoid repetition. 		<ul style="list-style-type: none"> Sentences with more than one clause Range of conjunctions Conjunctions as a starter Adverbs and prepositions Nouns or pronouns for clarity and to avoid repetition. 		<ul style="list-style-type: none"> Fronted adverbials Nouns or pronouns for clarity and to avoid repetition. Commas in complex sentences Punctuating direct speech Possessive apostrophe for plural nouns
Genres	Setting Description (Stonehenge Summer Solstice)	Letter of complaint (About an issue identified in topic)	Narrative (Natural Disaster) Non Chronological report	Leaflet (On Selby Abbey's history)	Narrative (Catch A Lot)
Reasons for writing (audience and purpose)	To send to Stonehenge	To identify an issue on the estate and write to complain for a solution.	To write a disaster story to send to an author. To share with reading buddies to learn about natural disasters.	To inform people visiting Selby about the history of Selby Abbey.	To write a story for the reading buddies in school.
Suggested texts	Stone Age Boy Wolfbane The secrets of stonehenge The Stoneage tablet	Extra Yarn Footpath flowers The flower	The Pebble in my pocket Real-life disasters Blue planet		Anglo-Saxon Boy Winter of the wolves Beowulf FOund Anglo-saxons The Genius of: The Anglo-Saxons Clever Ideas and Inventions from Past Civilisations

Year 5

Year 5	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> ● Legible, joined handwriting. ● Relative clause and relative pronoun. 		<ul style="list-style-type: none"> ● Modal verb ● Speech: Speech straight after an action. No new line.. 		<ul style="list-style-type: none"> ● Parenthesis , () - ● Colons
Transcription (Word)	<ul style="list-style-type: none"> ● Follow spelling shed progression plan 		<ul style="list-style-type: none"> ● Follow spelling shed progression plan 		<ul style="list-style-type: none"> ● Follow spelling shed progression plan
Composition (text)	<p>Plan their writing by:</p> <ul style="list-style-type: none"> ● 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ● 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. ● Using a wide range of devices to build cohesion within and across paragraphs. ● Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, underlining. 		<p>Plan their writing by:</p> <ul style="list-style-type: none"> ● Further develop dotting and developing initial ideas, drawing on reading and research where necessary ● In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> ● Further develop selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ● Further develop using a wide range of devices to build cohesion within and across paragraphs. ● Further develop using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, underlining. 		<p>Plan their writing by:</p> <ul style="list-style-type: none"> ● Further develop 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 ● Further develop in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> ● Further develop selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ● Further develop in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Using a wide range of devices to build cohesion within and across paragraphs. ● Further develop using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, underlining.
Grammar and Punctuation	<p>Pupils should be taught to develop their understanding of concepts by:</p> <ul style="list-style-type: none"> ● Using the perfect form of verbs to mark relationships of time and cause. ● Further develop using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronouns ● Using expanded noun phrases to convey complicated information concisely. 		<p>Pupils should be taught to develop their understanding of concepts by:</p> <ul style="list-style-type: none"> ● Using modal verbs or adverbs to indicate degrees of possibility. ● Use the full range of speech punctuation ● Experiment between speech styles to portray mood/character <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ● Further develop using commas to clarify meaning or avoid ambiguity in writing. ● Further develop using brackets, dashes or commas to indicate parenthesis. 		<ul style="list-style-type: none"> ● Further develop Using brackets, dashes or commas to indicate parenthesis. ● Further encounter using a colon to introduce a list

Year 5	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Handwriting	<ul style="list-style-type: none"> • 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 				
Editing	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof-read for spelling and punctuation errors. 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 		

Year 5 A	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	Were they really human?	What makes a home?	How is the world connected?	Who were the original olympians?	Is it always a wonderful world of work?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> • Legible, joined handwriting. • Relative clause and relative pronoun. 		<ul style="list-style-type: none"> • Modal verb • Speech: Speech straight after an action. No new line.. 		<ul style="list-style-type: none"> • Parenthesis , () - • Colons
GPAS	<ul style="list-style-type: none"> • Relative clauses • Perfect tense • Expanded noun phrases 		<ul style="list-style-type: none"> • Modal verbs or adverbs • Speech punctuation • Commas to clarify meaning • Brackets and commas for parenthesis 		<ul style="list-style-type: none"> • brackets, dashes or commas to indicate parenthesis. • Using a colon in a list
Genres	Narrative (setting description)	Non fiction - Letter	Non- fiction - Information leaflet on trade links/ sustainability / improvements	Greek narrative Non chron on Ancient Greece	Narrative (Literacy) La Luna
Reasons for writing (audience and purpose)	Send to museum curator for their Egyptian exhibition	Send a letter to government/ charities for change/support/awareness	Leaflet to hand out in school / community / send to Greenpeace, Greta Thunberg /activities to show support	Share stories with reading buddies across school. Share information with reading buddies / share with an archeology society / try horrible histories	Share with Horton Park pupils (pen pals)
Suggested texts	Secrets of a sun King- Emma Carroll Egyptian Myths British Museum: So You Think You've Got It Bad? A Kid's Life in Ancient Egypt	On the Move-poems about migration Other words for home Welcome to Nowhere A Story Like The Wind Home Ground Running on the roof of the world The arrival The Island Wisp King of the Sea	Town is by the sea The Silk Roads-illustrated edition	Icarus Was Ridiculous Leo and the Gorgon's Curse The story of Antigone Greek myths Gender Swapped Greek Myths Tales of Brave Brilliant Girls From the Greek Myths	Mary Seacole Tom's midnight garden Wizard of Oz Jaberwocky Street child Just so stories

Year 5 B	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	Who suffered in World War 2?	Why is the view from our window changing?	Were the Vikings really violent?	What is life like in Brazil?	When is Mother Earth not kind?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> • Legible, joined handwriting. • Relative clause and relative pronoun. 		<ul style="list-style-type: none"> • Modal verb • Speech: Speech straight after an action. No new line.. 		<ul style="list-style-type: none"> • Parenthesis , () - • Colons
GPAS	<ul style="list-style-type: none"> • Relative clauses • Perfect tense • Expanded noun phrases 		<ul style="list-style-type: none"> • Modal verbs or adverbs • Speech punctuation • Commas to clarify meaning • Brackets and commas for parenthesis 		<ul style="list-style-type: none"> • brackets, dashes or commas to indicate parenthesis. • Using a colon in a list
Genres	Narrative on Dunkink Information leaflet on part of ww2	Persuasive letter	Narrative - Saga of Biorn Instructions of Viking landing site walk	Non Chron on Brazil Survival guide/ diary	Disaster Narrative (heavy focus on setting description opener)
Reasons for writing (audience and purpose)	Send to British Legion Send to Eden camp / WW2 tea party	Send to influential people (eg. Elon Musk)	Reading buddies around school Display instructions of a Viking walk for local residents/ send to Jorvik	Deadly 60 animals- share with the BBC Bear Grylls/ Ray Mears/ survival expert	Horton Park pupils / reading buddies
Suggested texts	Rose Blanche The boy in the striped pajamas War poetry The Lion, Witch and the Wardrobe Goodnight Mister Tom My secret war diary The extraordinary life of Alan Turing	Varmints House held up by trees The Window Baboushka (Christmas)	Viking boy How to Train Your Dragon Norse Myths Tales of Odin, Thor and Loki Norse Tales: Stories from Across the Rainbow Bridge The Vikings: Raiders, Traders and Adventurers Viking Voyagers The Genius of: The Vikings Clever Ideas and Inventions from Past Civilisations	Journey to the river sea The explorer The Great Kapok Tree Reports on deforestation Expedition Diaries: Amazon Basin	The lost words Earth Shattering Events! The Science Behind Natural Disasters Natural Disasters DIY

Year 6

Year 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Fluent, legible handwriting. Coordinating conjunctions Passive voice 		<ul style="list-style-type: none"> Speech: Varying order. Semi-colon. 		<ul style="list-style-type: none"> Hyphen Bullet points Active and passive voice and object
Transcription (Word)	<ul style="list-style-type: none"> Follow spelling shed progression plan 		<ul style="list-style-type: none"> Follow spelling shed progression plan 		<ul style="list-style-type: none"> Follow spelling shed progression plan
Composition (text)	<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives and describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising (summarising) longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. 		<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives and describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising (summarising) longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining 		<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives and describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising (summarising) longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining.
Grammar and Punctuation	<ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause. Further develop using expanded noun phrases to convey complicated information concisely. Further develop 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. 		<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis. Using a colon to introduce a list. Using semi-colons, colons or dashes to mark boundaries between independent clauses. 		<ul style="list-style-type: none"> Punctuating bullet points consistently Using hyphens to avoid ambiguity Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs.

Year 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Handwriting	<ul style="list-style-type: none"> • 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 				
Editing	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to enhance effects & clarify by: - vocabulary - grammar - punctuation • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing & choosing the appropriate register. • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to enhance effects & clarify by: - vocabulary - grammar - punctuation • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing & choosing the appropriate register. • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to enhance effects & clarify by: - vocabulary - grammar - punctuation • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing & choosing the appropriate register. • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		

Year 6 A	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	Were they really human?	What makes a home?	How is the world connected?	Who were the original olympians?	Is it always a wonderful world of work?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Fluent, legible handwriting. Coordinating conjunctions Passive voice 		<ul style="list-style-type: none"> Speech: Varying order. Semi-colon. 		<ul style="list-style-type: none"> Hyphen Bullet points Active and passive voice and object
GPAS	<ul style="list-style-type: none"> Present perfect Relative clauses Modal verbs Expanded noun phrases 		<ul style="list-style-type: none"> Commas to clarify meaning Brackets, dashes, commas for parenthesis Semi-colons, colons or dashes to mark boundaries between independent clauses 		<ul style="list-style-type: none"> Hyphens Vocabulary and structures to support formal speech subjunctive
Genres	Narrative (setting description)	Non fiction - Letter	Non- fiction - Information leaflet on trade links/ sustainability / improvements	Greek narrative Non chron on Ancient Greece	Narrative (Literacy) La Luna
Reasons for writing (audience and purpose)	Send to museum curator for their Egyptian exhibition	Send a letter to government/ charities for change/support/awareness	Leaflet to hand out in school / community / send to Greenpeace, Greta Thunberg /activities to show support	Share stories with reading buddies across school. Share information with reading buddies / share with an archeology society / try horrible histories	Share with Horton Park pupils (pen pals)
Suggested texts	Secrets of a sun King-Emma Carroll Egyptian Myths British Museum: So You Think You've Got It Bad? A Kid's Life in Ancient Egypt	On the Move-poems about migration Other words for home Welcome to Nowhere A Story Like The Wind Home Ground Running on the roof of the world The arrival The Island Wisp	Town is by the sea The Silk Roads-illustrated edition	Icarus Was Ridiculous Leo and the Gorgon's Curse The story of Antigone Greek myths Gender Swapped Greek Myths Tales of Brave Brilliant Girls From the Greek Myths	Mary Seacole Tom's midnight garden Wizard of Oz Jaberwocky Street child Just so stories

Year 6 B	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	Who suffered in World War 2?	Why is the view from our window changing?	Were the Vikings really violent?	What is life like in Brazil?	When is Mother Earth not kind?
Knowledge acquisition featured in the unit (N.C)	<ul style="list-style-type: none"> Fluent, legible handwriting. Coordinating conjunctions Passive voice 		<ul style="list-style-type: none"> Speech: Varying order. Semi-colon. 		<ul style="list-style-type: none"> Hyphen Bullet points Active and passive voice and object
GPAS	<ul style="list-style-type: none"> Present perfect Relative clauses Modal verbs Expanded noun phrases 		<ul style="list-style-type: none"> Commas to clarify meaning Brackets, dashes, commas for parenthesis Semi-colons, colons or dashes to mark boundaries between independent clauses 		<ul style="list-style-type: none"> Hyphens Vocabulary and structures to support formal speech subjunctive
Genres	Narrative on Dunkirk Information leaflet on part of ww2	Persuasive letter	Narrative - Saga of Biorn Instructions of Viking landing site walk	Non Chron on Brazil Survival guide/ diary	Disaster Narrative (heavy focus on setting description opener)
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Suggested texts	Rose Blanche The boy in the striped pajamas War poetry The Lion, Witch and the Wardrobe Goodnight Mister Tom My secret war diary The extraordinary life of Alan Turing	Varmints House held up by trees The Window Baboushka (Christmas)	Viking boy How to Train Your Dragon Norse Myths Tales of Odin, Thor and Loki Norse Tales: Stories from Across the Rainbow Bridge The Vikings: Raiders, Traders and Adventurers Viking Voyagers The Genius of: The Vikings Clash deep and toasting	Journey to the river sea The explorer The Great Kapok Tree Reports on deforestation Expedition Diaries: Amazon Basin	The lost words Earth Shattering Events! The Science Behind Natural Disasters Natural Disasters DIY