



# Progression Document - Writing



## West Rise Curriculum

**At West Rise, we develop writing enthusiasts who...**

*Know how to engage the reader with powerful and emotive language.*

*Are able to write with confidence and passion, conveying personal opinions and factual detail.*

*Understand the need to communicate effectively in a range of different formats.*

*Are competent spellers with a good knowledge of grammatical techniques.*

West Rise Aims and Purpose		
Intent	Aims	Character Traits
<p>The development of good writing skills and confidence in a child's ability to communicate through the written word is a key skill for the growth of a child. Being interested in language and its use feeds into an appreciation of prose, poetry and communication leading developing the potential of a child to succeed in whatever field of study they choose.</p>	<ul style="list-style-type: none"> <li>• To develop a confident and capable communicator in the modern world</li> <li>• To grow an appreciation of the beauty and power of language.</li> <li>• To equip each child with the tools they need succeed in life.</li> <li>• To gain enjoyment and satisfaction from accessing art and literature.</li> <li>• To inspire children to explore the world of literacy confidently and thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to edit and improve work develops within a child a sense of resilience and perseverance.</li> <li>• Developing a love of the written word helps to promote a desire to further explore all areas of learning.</li> <li>• Through literature, children learn to appreciate what they have and be grateful for it.</li> <li>• Children will be expected to work hard to gain the best possible result through planning, drafting and editing.</li> <li>• When children offer constructive criticism to each other, they are showing kindness.</li> <li>• Children are expected to show respect for each other's opinions.</li> </ul>

## National Curriculum

National Curriculum Aims and Purpose		
Purpose of Study	Aims	Attainment Targets
<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>♣ read easily, fluently and with good understanding</li> <li>♣ develop the habit of reading widely and often, for both pleasure and information</li> <li>♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>♣ appreciate our rich and varied literary heritage</li> <li>♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul>	<p>By the end of each key stage,</p>
Subject Content		
<p><b>Key stage 1</b> (starting points)</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>♣ spell by:</li> <li>♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>	<p><b>Lower Key stage 2</b></p> <p>Pupils should be taught to:</p> <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>♣ spell further homophones</li> <li>♣ spell words that are often misspelt (English Appendix 1)</li> </ul>	

- ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- ♣ learning to spell common exception words
- ♣ learning to spell more words with contracted forms
- ♣ learning the possessive apostrophe (singular) [for example, the girl's book]
- ♣ distinguishing between homophones and near-homophones
- ♣ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Handwriting Pupils should be able to:

- ♣ 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 unjoined
- ♣ 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.

Pupils should be able to:

- ♣ develop positive attitudes towards and stamina for writing by:
  - ♣ writing narratives about personal experiences and those of others (real and fictional)
  - ♣ writing about real events
  - ♣ writing poetry
  - ♣ writing for different purposes
  - ♣ consider what they are going to write before beginning by:
    - ♣ planning or saying out loud what they are going to write about
    - ♣ writing down ideas and/or key words, including new vocabulary

- ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ♣ use the first two or three letters of a word to check its spelling in a dictionary
- ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### **Writing**

Pupils should be taught to:

- ♣ 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 building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
    - ♣ organising paragraphs around a theme
    - ♣ in narratives, creating settings, characters and plot
    - ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ♣ evaluate and edit by:
  - ♣ assessing the effectiveness of their own and others' writing and suggesting improvements
  - ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - ♣ proof-read for spelling and punctuation errors
  - ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Pupils should be taught to:

- ♣ develop their understanding of the concepts set out in English Appendix 2 by:
  - ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - ♣ using the present perfect form of verbs in contrast to the past tense
  - ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - ♣ using conjunctions, adverbs and prepositions to express time and cause
  - ♣ using fronted adverbials
  - ♣ learning the grammar for years 3 and 4 in English Appendix 2
  - ♣ indicate grammatical and other features by:
    - ♣ using commas after fronted adverbials
    - ♣ indicating possession by using the possessive apostrophe with plural nouns
    - ♣ using and punctuating direct speech
  - ♣ use and understand the grammatical terminology in English App

- ♣ encapsulating what they want to say, sentence by sentence
- ♣ make simple additions, revisions and corrections to their own writing by:
- ♣ 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

## ***Upper KS2***

### ***Spelling***

Pupils should be taught to:

- ♣ use further prefixes and suffixes and understand the guidance for adding them
- ♣ spell some words with 'silent' letters [for example, knight, psalm, solemn]
- ♣ continue to distinguish between homophones and other words which are often confused
- ♣ 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
- ♣ use dictionaries to check the spelling and meaning of words
- ♣ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- ♣ use a thesaurus.

### ***Writing***

Pupils should be taught to:

- ♣ plan their writing by:
- ♣ 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
- ♣ draft and write by:
- ♣ 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
- ♣ précising 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 [for example, headings, bullet points, underlining]
- ♣ evaluate and edit by:
- ♣ 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
- ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ♣ proof-read for spelling and punctuation errors

### ***Vocabulary, grammar***

Pupils should be taught to:

- ♣ develop their understanding of the concepts set out in English Appendix 2 by:
  - ♣ 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
- ♣ learning the grammar for years 5 and 6 in English Appendix 2
- ♣ indicate grammatical and other features by:
  - ♣ using commas to clarify meaning or avoid ambiguity in writing
  - ♣ using hyphens to avoid ambiguity
  - ♣ using brackets, dashes or commas to indicate parenthesis
  - ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses
- ♣ using a colon to introduce a list
- ♣ punctuating bullet points consistently
- ♣ use and understand the grammatical terminology in English

Writing Composition

**Progression - Knowledge and Skills**

Subject Content	Knowledge and Skills			
<p><b>Planning, writing and editing</b></p>	<p><b>Year 3 Knowledge and Skills</b></p>	<p><b>Year 4 Knowledge and Skills</b></p>	<p><b>Year 5 Knowledge and Skills</b></p>	<p><b>Year 6 Knowledge and Skills</b></p>
	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>○</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

Subject Content	Knowledge and Skills			
	<p><b>Year 3 Knowledge and Skills</b></p>	<p><b>Year 4 Knowledge and Skills</b></p>	<p><b>Year 5 Knowledge and Skills</b></p>	<p><b>Year 6 Knowledge and Skills</b></p>

<p><b>Awareness of Audience Purpose and Structure</b></p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
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**Vocabulary, Punctuation and Grammar**

Subject Content	Knowledge and Skills			
<p><b>Sentence Construction and Tense</b></p>	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

Subject Content	Knowledge and Skills			
<p><b>Punctuation</b></p>	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
	<p>To use the full range of punctuation from previous year groups.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use</p>

	To punctuate direct speech accurately, including the use of inverted commas.	and all end punctuation within the inverted commas.  To consistently use apostrophes for singular and plural possession.	To use brackets, dashes or commas to indicate parenthesis.	of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
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Subject Content	Knowledge and Skills			
Use of phrases and clauses	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.  To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.  To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.  To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).  To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing.  To use the perfect form of verbs to mark relationships of time and cause.  To use the passive voice.  To use question tags in informal writing.

Subject Content	Knowledge and Skills			
Terminology	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

## Spelling

Subject Content	Knowledge and Skills			
Phonics and Spelling Rules	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
	To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein,	To spell words with / shuhn/ endings spelt with 'sion' (if the root	To spell words with endings that sound like / shuhs/ spelt with -cious	To spell words ending in -able and



<p>weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>(e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>-ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
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Subject Content	Knowledge and Skills			
Common exception words	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.

Subject Content	Knowledge and Skills			
	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills

<p><b>Prefixes and suffixes</b></p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
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Subject Content	Knowledge and Skills			
Further spelling conversions	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of</p>

				words and confidently find synonyms and antonyms.
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Subject Content	Knowledge and Skills			
Letter Formation, Placement and Positioning	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.  To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	To write legibly, fluently and with increasing speed by:  -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;  - choosing the writing implement that is best suited for a task.

Subject Content	Knowledge and Skills			
Joining letters	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

### Progression - Vocabulary

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

	Year 3	Year 4	Year 5	Year 6
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### Progression - Curriculum Links

<i>Including Spoken word</i>	
Art and Design	To write effectively for a range of purposes and audiences, selecting the appropriate form Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
Computing	
Design Technology	To write effectively for a range of purposes and audiences, selecting the appropriate form Critique, evaluate and test their ideas and products and the work of others
Geography	To write effectively for a range of purposes and audiences, selecting the appropriate form Are competent in the geographical skills needed to: Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and <b>writing at length.</b> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
History	To write effectively for a range of purposes and audiences, selecting the appropriate form Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and <b>create their own structured accounts, including written narratives and analyses</b>
Latin	To write effectively for a range of purposes and audiences, selecting the appropriate form

	<p>Understand and respond to spoken and written language from a variety of authentic sources</p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p>
Mathematics	<p>Handwriting</p> <ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting</li> </ul> <p>Spoken Language</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversation, staying on topic and initiating and responding to comments</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• To write effectively for a range of purposes and audiences, selecting the appropriate form</li> <li>• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>• Read and Solve number and practical problems that involve all aspects of maths.</li> </ul>
Music	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form</p> <p>Perform, listen to, <b>review and evaluate</b> music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>
R.E.	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form</p> <p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>
P.E.	<p><i>Including Spoken word</i></p> <p>Aims</p> <ul style="list-style-type: none"> <li>➤ Acquire a wide vocabulary</li> <li>➤ Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> </ul> <p>Subject Content</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversation, staying on topic and initiating and responding to comments</li> </ul>

	<ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising. Imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentation, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> <p>Select and use appropriate registers for effective communication</p>
Science	To write effectively for a range of purposes and audiences, selecting the appropriate form
SPHERE	To write effectively for a range of purposes and audiences, selecting the appropriate form

Subject Content	Curriculum Links			
	Year 3	Year 4	Year 5	Year 6
Art and Design (Critical studies)	<p>REVIEW and ANALYSIS</p> <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p>	<p>REVIEW and ANALYSIS</p> <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p>	<p>REVIEW and ANALYSIS</p> <p>To consistently produce sustained and accurate writing from different non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p>	<p>REVIEW and ANALYSIS</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
Computing	Year 3	Year 4	Year 5	Year 6
	Desktop Publishing - using text to communicate messages clearly	Repetition in Games - listing instructions		Web Page creation - Add content to own web page using a layout to suit a particular purpose
Design Technology	Year 3	Year 4	Year 5	Year 6
	BRIEFS and EVALUATIONS	BRIEFS and EVALUATIONS	BRIEFS and EVALUATIONS	BRIEFS and EVALUATIONS

	To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	To consistently produce sustained and accurate writing from different non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their
Geography	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p>	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To write a range of non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p>	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To consistently produce sustained and accurate writing from different non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p>	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p>
History	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p>	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To write a range of non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p>	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To consistently produce sustained and accurate writing from different non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p>	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p>

	Year 3	Year 4	Year 5	Year 6
Latin	<p>Drama - all years groups use drama regularly to bring the comic strips to life in order to help understand the story.</p> <p>Year 3 also learn two Latin plays throughout the year.</p> <p>Grammar - learning Latin nouns, verbs and adjectives reinforces children's understanding of these in English.</p> <p>Making connections to Latin and English words</p> <p>Reading Greek myths linked with each chapter.</p>	<p>Drama - all years groups use drama regularly to bring the comic strips to life in order to help understand the story.</p> <p>Grammar - learning Latin nouns, verbs and adjectives reinforces children's understanding of these in English.</p> <p>Making connections to Latin and English words.</p> <p>Reading and understanding Greek myths linked with each chapter.</p>	<p>Drama - all years groups use drama regularly to bring the comic strips to life in order to help understand the story</p> <p>Year 5 also learn a Latin play during the year.</p> <p>Grammar - learning Latin nouns, verbs and adjectives reinforces children's understanding of these in English.</p> <p>Making connections to Latin and English words.</p> <p>Reading, understanding and discussing Greek myths linked with each chapter</p>	<p>Drama - all years groups use drama regularly to bring the comic strips to life in order to help understand the story.</p> <p>Grammar - learning Latin nouns, verbs and adjectives reinforces children's understanding of these in English.</p> <p>Making connections to Latin and English words.</p> <p>Reading, understanding, discussing and critiquing Greek myths linked with each chapter.</p>
Mathematics	<p><b>Year 3</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>➤ Read easily, fluently and with good understanding.</li> <li>➤ Retrieve and record information</li> </ul> <p>Subject Content</p> <p>Handwriting</p> <ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting</li> </ul> <p>Spoken Language</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversation, staying on topic and initiating and responding to comments</li> </ul>			
Music	<p><b>Year 3</b></p> <p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To follow instructions in a range of unfamiliar situations.</p>	<p><b>Year 4</b></p> <p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p><b>Year 5</b></p> <p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p>	<p><b>Year 6</b></p> <p>To make improvements based on constructive feedback on their listening skills.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p>



	<p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p> <p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p> <p>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p> <p>To ask questions which deepen conversations and/or further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers and justification.</p>	<p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with confidence in a range of situations.</p>
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Physical Education	<ul style="list-style-type: none"> <li>• Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> <li>• Follow instructions in a range of unfamiliar situations.</li> <li>• Recognise when it is needed and ask for specific additional information to clarify instructions.</li> <li>• Ask questions that relate to what has been heard or what was presented to them.</li> <li>• To begin to offer support for their answers to questions with justifiable reasoning.</li> <li>• Use vocabulary that is appropriate to the topic</li> <li>• Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</li> <li>• Take account of the viewpoints of others when participating in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> <li>• Follow complex directions/multi-step instructions without the need for repetition.</li> <li>• Generate relevant questions to ask a specific speaker/audience in response to what has been said.</li> <li>• Regularly offer answers that are supported with justifiable reasoning.</li> <li>• Know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>• Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</li> <li>• Begin to challenge opinions with respect.</li> <li>• Engage in meaningful discussions in all areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the groups.</li> <li>• Follow complex directions/multi-step instructions without the need for repetition.</li> <li>• Ask questions which deepen conversations and/or further their knowledge.</li> <li>• Understand how to answer questions that require more detailed answers and justification.</li> <li>• Know and use language that is acceptable in formal and informal situations with increasing confidence</li> <li>• Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class</li> <li>• Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make improvements based on constructive feedback on their listening skills.</li> <li>• Follow complex directions/multi-step instructions without the need for repetition.</li> <li>• Regularly ask relevant questions to extend their understanding and knowledge.</li> <li>• Articulate and justify answers with confidence in a range of situations</li> <li>• Speak audibly, fluently and with a full command of Standard English in all situations.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</li> <li>• Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</li> <li>• Offer an alternative explanation when other participant(s) do not understand.</li> </ul>

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Religious Education	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p>	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To write a range of non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p>	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To consistently produce sustained and accurate writing from different non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p>	<p>INFORMATION TEXTS, EXPLANATION TEXTS,</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p>
Science	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
S.P.H.E.R.E.	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Health: Mental Health H19 Ourselves, Growing and Changing H27, H28, H29, H35, H36  Relationships: Respecting Self and Others R33, R34  Living in the Wider World: Shared Responsibilities L1, L2, L3, L4, L5 Aspirations Work and Carers L25, L26, L28, L30, L31</p>			



	Suffixes	Prefixes	Year 3 Statutory words	Year 3 Statutory words 's' spelt 'ch'	's' spelt 'ch' Year 3 Statutory words	Suffixes		
Term 4								
Writing	Roman Myths	The Power of Reading	The Power of Reading	The Power of Reading	Instructional Writing	Instructional Writing		
Text	<i>The Orchard Book of Roman Myths</i>	<i>Escape from Pompeii</i>	<i>Escape from Pompeii</i>	<i>Escape from Pompeii</i>	<i>Roman Roads</i>	<i>Gladiators</i>		
Spelling	Strategies	Prefixes	Prefixes Year 3 Statutory words	Homophones	Homophones Proof reading	Year 3 Statutory words  's' spelt 'ch' / 'k' sound spelt 'ch'		
Term 5								
Writing	Instructional Writing	News Reports	News Reports	News Reports	Persuasive Writing	Persuasive Writing		
Text	<i>Gladiators</i>	<i>Escape from Pompeii / The Roman Record</i>	<i>Escape from Pompeii / The Roman Record</i>	<i>Escape from Pompeii / The Roman Record</i>	<i>The Promise / The Journey</i>	<i>The Promise / The Journey</i>		
Spelling	Suffixes	Suffixes	Year 3 Statutory words	'i' sound	'i' sound Year 3 Statutory words	Statutory words		
Term 6								
Writing	Descriptive Writing	Descriptive Writing	Descriptive Writing	Descriptive Writing	Journey Poems	Journey Poems		
Text	<i>Little Red Riding Hood / Into the Forest / The Tunnel</i>	<i>Little Red Riding Hood / Into the Forest / The Tunnel</i>	<i>Into the Forest</i>	<i>Into the Forest</i>				
Spelling								

	Year 3 Statutory words	The '^' sound spelt 'ou'	The '^' sound spelt 'ou' Year 3 Statutory words	Homophones	Homophones Proof reading Year 3 Statutory words	Year 3 Statutory words		
Year 4 Term 1								
Text	Gorilla Voices in the Park King Arthur and the Knights of the Round Table The girl who stole an elephant							
Writing	Free Write	Voices in the Park	Voices in the Park	Voices in the Park	Poetry	Window	SPAG	Free Write
		Prediction Inference	Descriptive Writing	Story writing from a different perspective	Similes	Retelling	Nouns Adjectives Verbs Fronted Adverbials	
Spelling	Spelling Test CEW Yr 2	Spelling Test Yr 3&4	CEW revision	Adding the prefix 'in'	Adding the prefix 'im'	Adding the prefix 'il'	shuhn sound, spelt with 'ssion'	Statuary Revision
Term 2								
Writing	Letter writing as Emperor Honorius	Core: Introduction to setting, characters and style of Arthurian stories	SPAG: Nouns or pronouns for clarity and cohesion; retelling legends	SPAG: Punctuating dialogue; role play and retelling	Comprehension: Explore characters, plot and language of legends	Composition: Write a quest story in the style of an Arthurian Legend		
	Write up and edit	Using extended sentences to write a new paragraph	Writing a first person recount of a new Arthurian story	Adding action and description to dialogue				
Spelling	Pencil case spelling word revision	Prefixes in, il, im, ir	Statutory Words	Revise ei, eigh, ey, ch, ou				
Term 3								
Text 3 + 4	Newspaper report - Viking invasion News report - Water Buffalo Days Beowolf How to Train your Dragon Water Buffalo Days							
Writing	Apostrophes & Determiners	Pronouns	Editing and improving					
Spelling								
Term 4								
Writing	Poetry - Haiku, acrostic, simile, conversational	Grammar- pronouns and determiners	Gorilla - Assessment week	Background study on Vietnam, dialogue and speech and	Newspaper reports	Writing own chapter		

				character trait features				
Spelling								
Term 5								
Text	The battle of Hastings							
Writing	Fronted adverbials Recount	Conjunctions	Descriptive devices	Retelling	Reading comprehension	Similes, metaphors and alliteration		
Spelling								
Term 6								
Text	Kensuke Kingdom							
Writing	Diary entry	Plan and write Alternative ending to Kensuke's Kingdom						
Spelling								
Year 5 Term 1								
Text	The Journey to the River Sea							
Writing	Writing from a picture - 'free write', Taking notes about a book	Writing a postcard from Maia to her friends	Diary entry	Diary entry, Word classes	Description of a jungle scene	Direct speech sentences, relative clauses, sentences using modal verbs	Making predictions, wanted poster,	Relative clause sentences, Making predictions
Spelling								
Term 2								
Writing	Sentences showing inference, Making predictions, Character description	Expanded noun phrases including prepositional phrases, Sentences showing different uses of commas	Synonyms for said, Description of Westwood	Own poem in style of 'The Owl'	Persuasive Writing	Writing from a picture - 'free write'		
Spelling	Words containing the letter string 'ough'	Year 5/6 statutory words	Word ending in '-able' / 'ible'	Homophones	Prefixes 'co' and 're'	Year 5/6 statutory words		
Term 3								
Text	Greek Myths Baucis and Philemon It's All Greek To Me							

Writing	Greek God or Goddess Fact file	Character Descriptions	Retelling the story	Conversation writing	Speech writing: Argument for whose fault the tragedy was	Own poetry using Greek poetry as inspiration		
Spelling	Words containing the letter string 'ie'	Year 5/6 statutory words	Words containing the letter string 'cei'	Homophones	Year 5/6 statutory words	Revision		
Term 4								
Text								
Writing	Writing a scene	Character descriptions	Retelling story	Writing a scene	Conversation writing	Writing own narrative in the style of a myth	Own poetry using Greek poetry as inspiration	Play review (of our play 'It's All Greek To Me')
Spelling	Year 5/6 statutory words	Words containing the letter string 'ei'	Homophones	Year 5/6 statutory words	Words containing the letter string 'ous'	Revision		
Term 5								
Text	The Island The Bravest Flute Toki Ning Nang Nong Jabberwocky The Highwayman							
Writing	Historical recount							
Spelling	Words containing silent letters	Year 5/6 statutory words	Homophones	Words with '-ant' and '-ent' endings	Year 5/6 statutory words	Revision	Revision	Revision
Term 6								
Writing	Poetry							
Spelling	Year 5/6 statutory words	Year 5/6 statutory words	Year 5/6 statutory words	Year 5/6 statutory words	Year 5/6 statutory words	Year 5/6 statutory words	Revision	Revision
Year 6 Term 1								
Texts 1	Lion and Unicorn by Shirley Hughes Little Ships of Dunkirk by Louise Borden Carrie's War by Nina Bawden							
Writing	Presentation/ word classes	What is meant by The Lion and Unicorn?	Planning and writing a letter.	How to use a relative clause in context within a sentence.	How do we describe emotions when writing?	How do I write a diary account?	What is meant by Carrie's War?	

		Writing from a point of view.  Direct speech.	How do I describe a setting?	What is Personification?	How do we recognise emotions in a narrative?  What is Historical fiction?	What would it be like to be on the beaches of Dunkirk?	How do I write a successful recount?	
Spelling	Statutory words	-ible/able	Suffixes - following fer	Statutory words	Homophones	-cious/tious	Statutory words	
Term 2								
Text	Once by Maurice Glietzman Boy in the Striped Pyjamas by John Boyne Letters from the Lighthouse by Emma Carroll Friend or Foe by Michael Morpurgo							
Writing	Who is the protagonist in a story?  How do we use evidence to describe a character?  What is a summary?  How do I vary my sentences?	What do we include in a letter?  How do you convey emotions in a letter?  How do I edit and improve?	How do you evoke the feeling of setting using description?  How do I find out the meaning of an unknown word?  Are all characters of our historical fiction the same?  How can I effectively plan a book review?	What pronoun would I choose for a biography?  What are the features of a biography?	Reading comprehension	What are the features of Poetry?		
Spelling	Assessment	Ible/able	Suffixes after ..fer	SATS practice	Homophones ce/se	Statutory words		
Term 3								
Text 3 + 4	The Arrival Eric Tan The Tempest by William Shakespeare The Lighthouse Kraken - Greek myth Shackleton's Journey by William Grill							
Writing	How do you start sentences in different ways?	<b>How can I enhance the meaning of my writing?</b>	How do we capture the attention of the reader?	Reading assessment week	To able to write a diary account.	Identify and discuss themes and convention in and across a wide range of writing.		



	How do authors use language to compare and develop characters?	How to distinguish between the language of speech and writing and choosing the appropriate register	Add appropriate clauses  Separate clauses with commas  Use expanded noun phrases  Use semi colons, colons or dashes			Make comparison in and across books		
	The Tempest		The Kraken		Shackleton's Diary			
Spelling	Words ending ..tious/cious	Statutory words	Words ending..ough	statutory	Words ending..tial/cial	Statutory words		
Term 4	Swimming Against The Storm by Jess Butterworth							
Writing	How do we add detail to language?  Describe settings , characters and atmosphere	How do we write a descriptive narrative  To identify how language, structure and presentation contribute to meaning	To plan questions for an interview  To recognise reported speech To turn reported speech into direct speech	What are the features of a newspaper article	<b>What does 'Swimming Against the Storm' mean?</b> <b>Are we swimming against any storms?</b> Identify and discuss themes and convention in and across a wide range of writing.			
	The lighthouse		Titanic		Swimming Against The Storm by Jess Butterworth			
Spelling	Statutory words	Homophones eg desert /dessert	Homophones	Generating words from prefixes	Statutory words	SATS revision		
Term 5	<b><i>Is it ever right to take things that don't belong to you? Egyptians</i></b>							
Writing	SATS Revision	SATS Revision	SATS	Egyptian topic books	Newspaper reports			
Spelling	No Non-sense spellings Block 3 Summer Statutory -ant - ance - ancy Root words -ent - ence - ency  homophones							
Term 6	<b><i>Is it ever right to take things that don't belong to you? Egyptians</i></b>							

Writing	Diary	Letter writing	Play scripts	Egyptian poetry				
Spelling	Near Homophones dissent descent/ proof reading							