

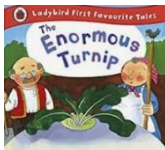
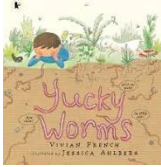
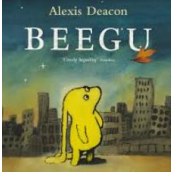
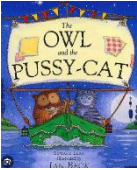
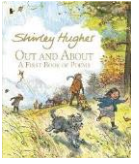

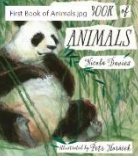
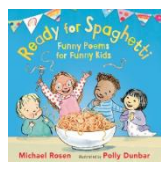
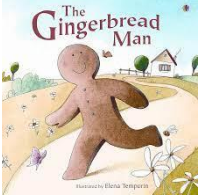



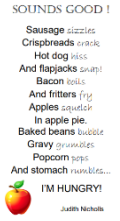
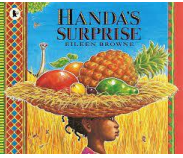
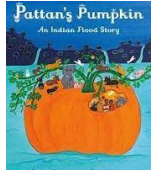
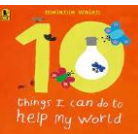
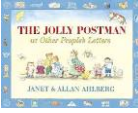



Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading for Pleasure Class book	Topic specific books changed half termly. Focus: All About Me.	Topic specific books changed half termly. Focus: Once Upon a Time.	Topic specific books changed half termly. Focus: Paws, Claws and Whiskers.	Topic specific books changed half termly. Focus: Growing	Topic specific books changed half termly. Focus: Minibeasts	Topic specific books changed half termly. Focus: Under the Sea
Key Texts	EARLY LITERACY SKILLS TAUGHT THROUGH LITTLE WANDLE PHONICS.					
End point		Using story language to orally retell a story. Understanding rhyme and rhythm. Writing CVC words.	Writing dictated phrases.	Writing dictated sentences.	Thinking of and writing own sentences.	Thinking of and writing own sentences.
Composition		Listen/ action / repeat Oral segmenting Count the sounds Write them down	Reading and sequencing phrases Oral rehearsal Think it- say it- write it- read it	Oral rehearsal Think it- say it- write it- read it.	Oral rehearsal Think it- say it- write it- read it.	Oral rehearsal Think it- say it- write it- read it.
Sentence Progression		Orally composing sentences correctly.	Writing dictated phrases	Dictated sentences	Thinking of own sentences.	Thinking of own sentences.
Grammar Progression		Breaking the flow of speech into words.	Writing letters in the same word close together. Finger spaces between words	Simple sentence writing.	Simple sentence writing.	Simple sentence writing.
Punctuation Progression		Speaking in full sentences.	Finger spaces	Capital letters Finger spaces Full stops	Consolidate	Consolidate
Spellings		Phase 2 phonics- writing CVC words.	Phase 2 phonics- writing CVC words & tricky words.	Phase 3 phonics- writing CVC words.	Phase 3 phonics- writing CVC words.	Phase 4 phonics- writing CVCC, CCVC, CCVC etc words.
Handwriting	Teaching correct formation as graphemes arise in phonics. Practising correct letter formation during handwriting sessions. Assessing pencil grip each term and planning FMS activities to help children to develop a pincer grip.					
Vocabulary – word of the week	N/A		Creeping Habitats Environment Nocturnal Hibernate			

Year 1

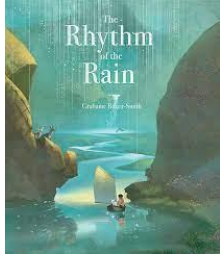
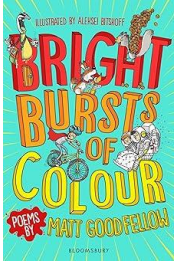
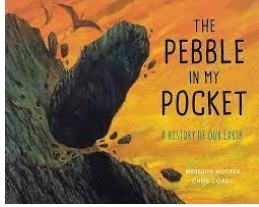
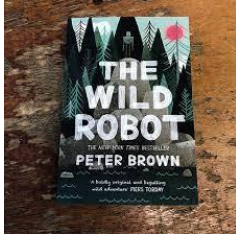
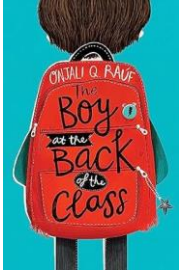
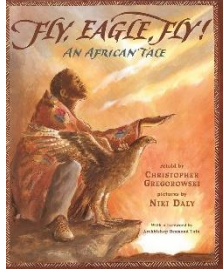



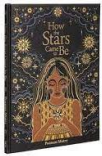
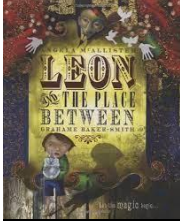
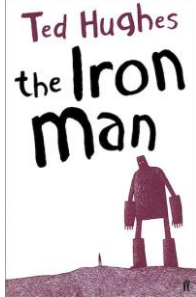
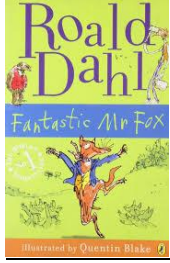

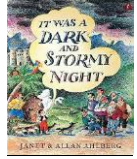
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Reading for Pleasure Class Books		 	 	 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> Sheffield Book Awards Vote </div>					
Key Texts		 		 	 	 				
End point	Narrative - Character Description	Story Writing – Opening	Poem – Repeating Poem	Non-Fiction – Fact File	Poem – Shared Write	Story Writing - Innovation	Wanted Poster	Instructions - How to grow an egg cress man?	Letter Writing – New Teacher	Poetry
Composition	Think it, say it, write it, read it. Orally retell. Retell using story map.	Think it, say it, write it, read it. Orally retell. Retell using story map. Innovating. Rhythm and rhyme.	Think it, say it, write it, read it. Orally retell.	Think it, say it, write it, read it. Orally retell.	Retell using story map. Sequence sentences to form short narratives – beginning, middle, end	Think it, say it, write it, read it. Orally retell. Develop stamina for writing for different purposes	Think it, say it, write it, read it. Orally retell. Develop stamina for writing for different purposes			
Sentence Progression	Simple sentences. Simple conjunctions (and)	Simple conjunctions (and) Statements Questions Exclamations	Simple conjunctions (and/so)	Simple conjunctions (and/so/because) List sentence.	Simple conjunctions (and/so/but/because) List sentence.	Secure use of simple sentences. Developing sentences with simple conjunctions.				
Grammar Progression	Nouns. Adjectives.	Nouns. Adjectives. Verbs. Rhyme. Rhyming couplets.	Consolidate terms taught so far.	Alliteration. Similes. Onomatopoeia Suffixes (-ed and -er and -ing)	Consolidate terms taught so far. Singular & plurals.	Consolidate terms taught so far. Suffixes (-er and -est to form comparisons) Prefixes (-un changes the meaning of verbs and adjectives) Consistent use of present tense and past tense throughout texts.				

Punctuation Progression	Kung Fu punctuation . CL Recap capital letters for beginning of sentences, and names. Introduce capital letter for personal pronoun I.	Kung Fu punctuation . CL ? ! Introduce capital letters for places, days of the week. Speech bubble. Question mark. Exclamation mark.	Consolidate.	Kung Fu punctuation . CL ? ! , Introduce commas.	Consolidate.	Consolidate.
Spellings	<u>Review phase 3 tricky words:</u> no, go, so my, by, to, into, out, the, what when, he, she, we, be, me, have, love. <u>Teach phase 4 tricky words:</u> was, they, some, come, were, there, sure & pure.	<u>Review phase 5 tricky words:</u> said, says, you, do, like, little, push, put, pull & full, or, I, all & of. <u>Teach phase 5 tricky words:</u> here, today, one, their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water & want.	<u>Teach phase 5 tricky words:</u> any, many, again, who, whole, where, two, school, call, different, thought, through, friend & work. Consolidate phase 3,4 & 5 tricky words taught to far. Start sending spelling homework: Common Exception/HFW.	<u>Teach phase 5 tricky words:</u> once, laugh, eye & because. Consolidate phase 3,4 & 5 tricky words taught to far. Cont. sending spelling homework: Common Exception/HFW.	Consolidate phase 3,4 & 5 tricky words taught to far. Cont. spelling sending homework: Common Exception/HFW.	<u>Teach phase 5 tricky words:</u> busy, beautiful, pretty, our, move, improve, parents & shoe. Consolidate phase 3,4 & 5 tricky words taught to far. Cont. sending spelling homework: Common Exception/HFW.
Handwriting	Sit correctly at the table, correct pencil grip, form lower case letters in the correct direction, starting and finishing in the right place, form capital letters correctly, form digits 0-9 correctly. Use spacing between words that reflects the size of the letters					
Vocabulary – word of the week	Start in Autumn 2.	Brave, swoop, fuss, creak, oh, dear & they.	Savannah, carnivore, creature & stalking.	Surprise, tangy, juicy favourite, galloped & wonder.	Hollow, ailing, tended, valuable, appliance & saturate.	Jolly, glee, cackle & pop.
End Point	By the end of KS1, the children will be able to write for a range of purposes. They will be secure in the range of punctuation taught throughout the phase and be writing sentences with automaticity. They will confidently use differing sentence types, including statements, commands, questions and exclamations, and will show use of coordination and subordination. By now, they will be able to reread their work to check for errors.					

Year 2

	Year 2														
	Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2			
Reading for Pleasure Class book										Sheffield Book Awards Vote					
Key Texts										Sports Day			New teacher		
End point	Narrative – write a postcard		Recount – the key events		Narrative – retell story	Poetry patterns	Character description	Non-fiction – information text	Non-fiction- invitations	Narrative - story	Poetry – engaging audience	Recount	Instructions	Story innovation	Letter writing
Composition	Think it, say it, write it, read it		Orally retell Retell using story map			Sequence sentences in chronological order Who, when, why, where		Sequence sentences to form short narratives – beginning, middle, end		Develop stamina for writing for different purposes		Proofread own work Begin to edit independently			
Sentence Progression	Statements Questions Exclamations		2A sentence List sentence			Factual sentences Varied sentence openers Commands		Secure use of different sentence types		Secure use of different sentence types		Secure use of different sentence types			
Grammar Progression	Common/proper nouns -ed past tense		Noun phrase, Alliteration Similes			Co-ordinating conjunctions Subordinating conjunctions Adverbs, Contractions		Noun phrases, Adverbs Suffixes, Subordinating conjunctions		Ambitious word choices Use adverbs, adjectives, noun phrases to add detail		Consolidate			
Punctuation Progression	Kung Fu punctuation . ? ! CL		Commas in a list			CL for most proper nouns Apostrophe for contractions		Consolidate		Apostrophes for possession		Consolidate			
Spellings	Kn/gn, wr, ci/ce/cy, dge/ge, Common exception words		j/g, el, le, il, al Common exception words			-er,-ed,-est/ y+ -ing, double the consonant + -ing/ a as /or/ before l		/u/ spelt o, /ee/ spelt –ey, /er/spelt or, /zh/ spelt s, /o/ spelt a after a qu/w		-ment, -ness, -ful, -ly, contractions, apostrophes for possession		Homophones, near homophones, months of the year, question words			
Handwriting	Sit correctly at the table, correct pencil grip, form lower case letters in the correct direction, starting and finishing in the right place, form capital letters correctly, form digits 0-9 correctly. Use spacing between words that reflects the size of the letters									Begin to introduce cursive writing and use some diagonal and horizontal strokes to join letters					
Vocabulary – word of the week	Explore, inspire, blistering, consume, disaster		Astonishing, blistering, stench, grateful, secluded, curved			Determined, nervous, bleak, squabble,		Delightful, weary, dozing,		Unique, furious, colossal, delicate, startled		Chaos, mischief, majestic, incredible			
End Point	By the end of KS1, the children will be able to write for a range of purposes. They will be secure in the range of punctuation taught throughout the phase and be writing sentences with automaticity. They will confidently use differing sentence types, including statements, commands, questions and exclamations, and will show use of coordination and subordination. By now, they will be able to reread their work to check for errors.														

Year 3

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading for Pleasure Class book												
Key Texts	 The King Who Banned the Dark	 The Brook by Alfred Tennyson (The Sun is Laughing by Grace Nichols)	 Into the Forest	 How the Stars came To Be	 Leon and the Place Between		 The Iron Man		 Fantastic Mr Fox		 The Great Kapok Tree	 It was a Dark & Stormy Night
End point	Fiction – write a character description	Poetry – Free-verse	Fiction – Retell Into the Forest	Poetry – shape poem (calligram)	Fiction – write a setting description	Non-fiction: Advert	Fiction – Write the next chapter	Non-fiction – Non-chronological report	Fiction – An exciting event	Non-fiction – Letter	Non-fiction – Information leaflet	Fiction - Dramatic opening
Composition	Develop descriptive writing (consolidating Y2) Introduce preposition		Orally retell and use a story map Dictate from the Teacher Read aloud with intonation and tone		Continue descriptive writing. Persuasive writing for effect.		Plan structure and record ideas (drafting). Sequence sentences to form short narrative that continues plot.		Formal/informal writing for different audiences. Begin to use Present Perfect form of verbs.		Proofread own work Edit independently Evaluate work Begin to propose changes	
Sentence Progression	Recap Y2 sentences: 2a phrases and expanded nouns.		Continued use of expanded nouns, preposition, and conjunctions.		Exaggerated language Interview questions and statements.		Paragraphs (around a theme). Simple, organisational devices e.g. subheadings.		Subordinating conjunctions (fronted subordination) including when, if, because, and although		Form arguments for both sides of a debate using conjunctions e.g. however. To use short, simple sentences for effect.	

Grammar Progression	Recap: alliteration, similes, adverbs, onomatopoeia. Up-level adjectives using a thesaurus e.g. colour synonyms.	Up-level verbs using a thesaurus e.g. emotions. Varied sentence openers: fronted adverbs (ly)	Varied sentence openers: fronted adverbials where, when, how	To use generalisers. Writing dialogue between characters. New speaker, new line. Said is dead!	A or an determiner and capital letters for proper nouns.	Consolidate
Punctuation Progression	Commas between adjectives and at the end of lines in stanzas.	Begin to use commas after fronted adverbials	Continued practice of commas after fronted adverbials	To begin to use speech marks	Begin to use comma after subordinate clause	Ellipsis for suspense Possessive apostrophes With regular plurals and irregular plurals
Spellings	Common exception words I:y, u:ou, k:ch, sh:ch, g:gue, k:que, s:sc	Suffixes: es, s, ed, ing, er Ay:ey, ay:ei, ay:eigh Prefix: un, dis	Prefixes: mis, re, suffix, ly:y to i, le:ly, ous	Suffixes: ment, ness, ful, less, ous, sure, ture, sion	Prefixes: sub, tele, super, auto, dictionary, proof reading	Apostrophes, possessive, homophones, Y3 spellings
Handwriting	Continue cursive writing with diagonal and horizontal strokes to join letters (and understand when not to join e.g. capital letter). Increase legibility, consistency, and quality of handwriting with lines that are sufficiently spaced.					
Vocabulary – word of the week	eerie, bewitch, devious, meander, serene and dazzling	wary, desolate, relieved, absence, abundance, luminous, wondrous	mesmerizing, exquisite, triumphant	electrifying, tumultuous, gargantuan, robust	audacious, jeer, sympathise, immoral	turbulent, dire, conserve
End Point	By the end of year 3, children will be able to record their ideas with a reasonable degree of accuracy. Pupils will have a broader repertoire of vocabulary and literary devices compared to KS1 in order to write varied sentence openers. They will have a solid grasp of age-related grammar, punctuation, and spellings. They will begin to write for different effects and audiences. Pupils will begin to evaluate their work and make relevant improvements.					

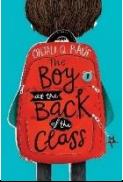


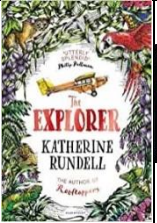
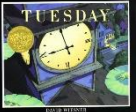



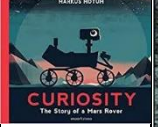
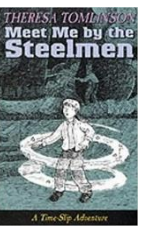
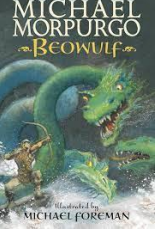
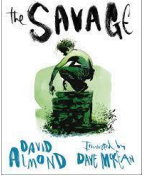
Year 4

	Year 4											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading for Pleasure Class book												
Key Texts												
End point	Story Descriptions – Description in first person from perspective of Pompeiian. Narrative Poetry	Information texts – Non-chronological Natural disasters	Narrative – Begin to use suspense writing to introduce dilemma. Using: short sentences, questions and ellipses	Narrative – Story endings	Narrative – character descriptions	Persuasive letter writing – linked to class book	Narrative – setting descriptions of fantasy world.	Information Text/Non-Chronological Report Mythical creatures	Five-part story	Chronological report Biography of Serena Williams	Contrasting Setting description = before and after – how to affect the mood of writing	Persuasive Texts – Leaflets - Climate Change Action Narrative List poems – Destruction of coral reefs
Composition	Fiction Use of paragraphs to: -organise each part of the story -to indicate change of place or time. Non- Fiction Paragraphs to organise ideas around a theme. Link paragraphs with a range of connectives. Structure: Introduction; Three Main Paragraphs; Ending		Fiction Introduce five-part story mountain -Opening -Build up -Dilemma -Resolution -Ending Use of paragraphs to: -organise each part of the story -to indicate change of place or time.		Fiction Description of settings add details of time, place and mood. Non- Fiction Link paragraphs with a range of connectives		Fiction Description of settings add details of time, place and mood. Non- Fiction Paragraphs to organise ideas around a theme. Secure use of topic sentences Logical organisation Use of bullet points and diagrams		Fiction Introduce five-part story mountain Opening; Build up; Dilemma; Resolution; Ending Non-Fiction Secure use of topic sentences. Logical organisation Use of bullet points and diagrams. Structure: Introduction; Three Main Paragraphs; Ending		Fiction Description of settings add details of time, place and mood. Non-Fiction Paragraphs to organise ideas around a theme. Ending to include personal opinions, extra information, questions and warnings or encouragement to the reader. Use of bullet points and diagrams. Logical organisation	
Sentence Progression	Develop sentences of 3 for action eg, Sam rushed down the road, jumped on the bus and sank into his seat.		Develop sentence of 3 for description eg, The cottage was almost invisible, hiding under a thick		-Expanded 'ing' clauses eg, Grinning excitedly, he slipped the magical objects into his pocket.		Use a variety of clauses as starters		Develop sentences of 3 for action eg, Sam rushed down the road, jumped on		Drop in 'ing' clauses The tornado, sweeping across the city, destroyed the houses.	

	<p>-ed' clauses eg, Frightened, Tom ran straight home to avoid being caught.</p> <p>-Drop in 'ing' clause eg, The tornado, sweeping across the city, destroyed the houses.</p> <p>Sentence Types (Alan Peat) Noun, who/which/where sentences (relative clauses) eg, The hungry cat, who was perched on top of the wooden fence, darted towards the bird.</p> <p>Main and Subordinate clauses with a range of subordinating conjunctions</p>	<p>layer of snow and glistening in the sunlight Noun, who/which/where sentences (relative clauses) eg, The hungry cat, who was perched on top of the wooden fence, darted towards the bird.</p> <p>Vary long and short sentences.</p> <p>Adjective, same adjective sentences.</p> <p>Long sentences – to enhance description or information Short sentences- to move events along or build suspension. Dialogue – pronoun + verb + adverb Eg, "Hello," she whispered, shyly.</p>	<p>Main and subordinate clauses with a range of subordinating conjunctions. Even though he was smiling, something about him seemed unnerving.</p> <p>Adjective, same adjective sentences His eyes were bright, as bright as the twinkling stars.</p> <p>Noun, who/which/where sentences (relative clauses) eg, The hungry cat, who was perched on top of the wooden fence, darted towards the bird.</p>	<p>-ed' clauses eg, Frightened, Tom ran straight home to avoid being caught.</p> <p>Sentences starting with appropriate and specific similes eg, Like a wailing cat, the ambulance screamed down the road.</p> <p>Re-cap -Expanded 'ing' clauses eg, Grinning menacingly, he slipped his treasure into his rucksack.</p> <p>Non-Fiction Noun, who/which/where sentences (relative clause) eg, The hungry cat, who was perched on top of the wooden fence, darted towards the bird.</p> <p>Main and Subordinate clauses with a range of subordinating conjunctions</p> <p>Adverbials (generalisers) Usually, Generally, mostly</p>	<p>the bus and sank into his seat.</p> <p>Dialogue – pronoun + verb + adverb Eg, "Hello," she whispered, shyly.</p> <p>Sentences starting with appropriate and specific similes eg, Like a wailing cat, the ambulance screamed down the road.</p> <p>Non-Fiction Noun who which where</p> <p>Embedded ing clauses</p>	<p>Sentence of 3 for description</p> <p>Use a variety of clauses as starters -ed' clauses eg, Frightened, Tom ran straight home to avoid being caught.</p> <p>Non-Fiction Main and subordinate clauses with a range of subordinating conjunctions including causal and contrasting conjunctions. As a consequence of carbon emissions, the planet is heating up.</p> <p>Noun, who/which/where sentences</p>
Grammar Progression	Fronted adverbials Powerful/ambitious adjectives, verbs and adverbs	Modal verbs Plural and possessive S	Homophones	Preposition/prepositional phrases	Preposition/prepositional phrases Powerful/ambitious adjectives, verbs and adverbs	Comparatives and superlatives
Punctuation Progression	Consolidation of CL . ? ! Using commas correctly in 2A sentences and for fronted adverbials.	Apostrophes to mark singular and plural possession eg, The girl's name, the boys' boots. Begin to use inverted commas as another term for speech marks.	Commas to mark clauses	Commas to mark clauses Apostrophes to mark singular and plural possession eg, The dragons' homes are generally found...	Full punctuation for direct speech -new speaker new line -comma between direct speech and reporting clause. Commas to mark clauses Commas in lists (consolidation)	Apostrophes to mark singular and plural possession eg, The girl's name, the boys' boots. Commas to mark clauses
Spellings	Revisit KS1 CE words Suffixes – doubling the consonant Prefix: sub, inter, super, anti, auto	Using a dictionary Prefix: in, im, il, ir Suffix - ation	Using a dictionary Suffix: ic – ally, ly, ous, eous, ious	Using a dictionary Suffix: eous, tion, sion, ssion	Using a dictionary Homophones Apostrophes for contraction, apostrophes for plural possession,	Using a dictionary Y4 spelling words

Handwriting	Continue to plug any gaps with cursive writing joins in regular handwriting sessions. Writing position at the table and pencil grip. Handwriting sessions will reflect the needs of the class. Intervention sessions will also take place for children who still need to work on letter formation, keeping letters on the line, ascenders, and descenders.					
Vocabulary – word of the week	apprehensive, detrimental, panic-stricken, catastrophic, ominous, crimson	oscillating, commotion, cornucopia, dulcet, feeble, embossed, fumbling, villainous, snarled, worthless	wistful, luminous, bellowed, unanticipated, injurious, comprehend	perplexed, stoop, ramshackle, bewildered,	intriguing, bounded, voyage,	desolate, bleak, windswept, emissions, devastation
End Point	By the end of Year 4, the children will be able to write for a range of purposes. They will be secure in the use of commas, apostrophes for omission and possession, and inverted commas for speech, as well as consolidation of all punctuation taught previously. They will confidently use a wider range of sentence types, including subordinate clauses and different sentence openers. By the end of year 4, children should be able to independently self-check their work for errors and ways to improve further.					

Year 5

	Autumn 1			Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
Reading for Pleasure Class book				Cheetahs - Boy at the Back of the Class by Onjali Q Rauf  Finish the Explorer							Sheffield Book Awards Vote			
Key Texts				  					 				 	
End point	Newspaper reports – The Plague	Persuasion Persuasive leaflet about visiting Eyam	Story extract from a character's view point	Description – Description of Amazon Jungle	Newspaper reports	Poetry – Producing a poem as part of a collection	Fiction- a story extract from a character's viewpoint	Biography writing – Queen Victoria	Narrative - story	Explanations	Fiction- To write the next part of a story.	Persuasion Unit-School Uniform	Fiction	Newspaper report
Composition	Compose headlines, To use adverbials to create cohesion in paragraphs, write direct speech, write multi clause sentences	Plan and write a persuasive leaflet using the main features of a persuasive brochure. Evaluate and edit writing. Proof read for errors.	To compose a diary entry including features of a diary such as first person, past tense, recount.	Explore/create tension, action and excitement Techniques for delaying the action. Build suspense	Compose headlines, Use adverbials to create cohesion in paragraphs, to write direct and reported speech, write multiclaue sentences	Drafting poetry Performing poetry	Creating word banks for description Using the P.E.E model to answer questions about the text. Writing in 1 st person Using senses and time references to build tension. Organise ideas into paragraphs to create the next chapter of a story. Consider different ways to build excitement and tension.	Summarizing information Organising information into paragraphs using topic sentences	(To be planned 2024)	Plan and write an explanation text about how their new mars rover works. Use paragraphs and subheadings.	Explore ways to create tension and excitement. Organise information into paragraphs including descriptive words and phrases.	(To be adapted Summer 2024)	To plan and write a story based on Beowulf. Use a 5 point story mountain. Use an effective story opening, include ideas for creating tension and excitement.	Compose headlines, write multiclaue sentences using parenthesis, To use adverbials to create cohesion in paragraphs, To write direct and reported speech,

Sentence Progression	Use relative clauses, Use noun, who, which, where sentences Some; others sentences	Last word first word sentence (to use in description) Noun, who/which/where/that/when/'ed' sentences	Fronted adverbials Using conjunctions to add information Last word first word Verbs and adverbs	Add pace by varying length of words and sentences. Add pace by varying length of words and sentences.	Use relative clauses, use formal conjunctions to join sentences, Use noun, who, which, where sentences	Figurative language – Similes, metaphors, personification, onomatopoeia, alliteration	Including the different sentence types from Y5 Last word first word Noun, who, which, where Adjective, same adjective Imagery Adverbial phrases including fronted adverbials	Note taking and abbreviations, Relative clauses, quotations, topic sentences		Cohesion. Causal conjunctions Subordinate clauses. Relative clauses. Adverbials. Pronouns. .	Figurative language – Similes To include prepositional openings		Make ambitious word choices. Include techniques for tension and excitement in writing. Repetition Delay the action Imagery for description – similes, metaphors	Use relative clauses, Use noun, who, which, where sentences De:de sentences
Grammar Progression	Inverted commas around spoken words	Imperatives Emotive words.	Use words or phrases to build cohesion within a paragraph.	Use powerful verbs and adverbs to portray action. Use modal verbs or adverbs to indicate degrees of possibility Adverbial phrases for description. Think about how grammar and language choices can enhance meaning.	Inverted commas around spoken words	Use of poetic devices in own poetry	Revisiting prepositions and elaborate phrases Synonyms for said	parenthesis		Develop use of technical and subject specific words. Formal language. Modal verbs Third person.	Use a thesaurus to uplevel word choices To include action after speech.		Write a sentence with 3 verbs for action.	Parenthesis
Punctuation Progression	Commas around embedded clauses, revisit CL for proper nouns Semi colon	Use CL FS and commas accurately Rhetorical question Colons de:de sentences	Inverted commas for speech.	Use CL FS and commas accurately Ellipsis, question marks Use dialogue to convey characters and advance the action.	Commas around embedded clauses, revisit CL for proper nouns	Using commas and question marks in own poetry	Inverted commas for speech. Ellipsis to create tension	Dashes, brackets and commas for parenthesis, inverted commas around quotations		Dashes for adding extra information. Commas to mark clauses.	To create tension children to use: -ellipsis - short dramatic sentence - questions - repetition		- short dramatic sentence - ellipsis	Dashes, brackets and commas for parenthesis, inverted commas around quotations Colon

Spellings	Words ending -tious	Words ending in cial	Revisit spellings from Y3/4 Words ending in cious	Words ending in ant Words ending in tial Words ending in ance	Words ending in -ancy Words ending in -ent	Spellings ending in -ence and -ency.	Consolidate spellings ending in ible, -able, -ibly and -ably.	words ending in -able, words ending in -ible, words ending in -ably		Words ending in fer Words containing a hyphen. 'ee' sound spelt ei after c.	Spell words with the letter string 'ough' to make the or sound. To spell words ending in tious.		Homophones Near homophones.	Words ending in -ough Spell words with silent letters
Handwriting	By the end of Y5, children are expected to write with legible handwriting and fluently with increasing speed. Children should be able to choose which letters they want to join. Children should also be able to chose write writing implement would be better for a task.													
Vocabulary – word of the week	stated	Quaint	Solitude Fractious infectious	Abandon Precarious Incessant		Children focusing on word meanings in John Lyon's poetry – including cultural words and phrases written in patois.	Deprivation Adversity inevitable	formidable, noble		Intrigue Hazardous Mission Magnitude	Overwhelmed Incandescent Radiant		Abhorrent Valiant	Savage Hesitate
End Point	By the end of KS2, children will continue to develop the tools that are essential for writing including thinking aloud to generate ideas, drafting and rereading to check the meaning is clear. Children to add to their knowledge of linguistic terms including those to describe grammar so that children are able to discuss their writing and reading.													

Punctuation Progression	Semi-colon Accurate speech	Semi-colons, colons, parenthesis, hyphens	Embed secure use of punctuation taught so far.	Embed secure use of punctuation taught so far.	Embed secure use of punctuation taught so far.	Embed secure use of punctuation taught so far.
Spellings	Spelling Focuses: Revisit and Review: Y3/4 words Revise: Word endings: -able Revise: Word endings: -ible Revise: Use of the hyphen Revise: ee:ei Proof reading- words, phrases and sentences.	Spelling Focuses: Revisit and Review: Y3/4 words Revise: Suffixes: -fer (stressed) Revise: Suffixes: -fer (unstressed) Word endings: -cious Word endings: -tious Proof reading- words, phrases and sentences.	Spelling Focuses: Revisit and Review: using a dictionary and thesaurus. Revise: Word endings: -ancy Revise: Word endings: -ent Revise: Word endings: -ence Revise: Word endings: -ency Proof reading – whole paragraphs	Spelling Focuses: Revisit and Review: Y5/6 words Homophones: Also including near homophones Proof reading – whole paragraphs	Spelling Focuses: SATs focus- SPaG paper revision Revisit and Review: Y5/6 words Proof reading- whole pieces of writing.	Spelling Focuses: Revisit and Review: using a dictionary and thesaurus. Silent letters Revisit and Review: Y5/6 words Proof reading- whole pieces of writing.
Handwriting	All children in Y6 will use neat joined, legible handwriting.					
Vocabulary – Word of the Week	Disorientated Tranquil Buffeting Relentless	Predicament Traitor Allegedly	Torrential Mustered	Instinct Revenue Oscillate	Antagonistic	
End Point	By the end of Year 6 children will have a body of work across different genres to demonstrate that they meet the expected standard of writing.					