

Sharneyford Primary School

Progression in composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning writing	Write sentences by: <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it 	Consider what they are going to write before beginning by: <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about 	Plan their writing by: <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to writing to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas 		Plan their writing by: <ul style="list-style-type: none"> Identifying the audience for and the 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 	
Drafting and writing	<ul style="list-style-type: none"> Sequencing sentences to form short narratives Re-reading what they have written to check it makes sense 	<ul style="list-style-type: none"> Write down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence 	Draft and write by: <ul style="list-style-type: none"> Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme In narratives, creating sentences, characters and plot In non-narrative material, using simple organisational devices 		Draft and write by: <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding their own choices and 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 wider range of devices to build cohesion within and across paragraphs 	
Editing writing	<ul style="list-style-type: none"> Discuss what they have written to check it makes sense 	Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> Evaluating it with a teacher Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently 	Evaluate and edit by: <ul style="list-style-type: none"> 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-reading for spelling and punctuation errors 		Evaluate and edit by: <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring consistent 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 	

Sharneyford Primary School Progression in English Skills (Years 1-3)

	Year 1	Year 2	Year 3
Handwriting	<ul style="list-style-type: none"> •sit correctly at a table, holding pencil comfortably and correctly •begin to form lower-case letters in the correct direction, starting and finishing in the right place •form capital letters •form digits 0-9 •understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> •form lower case letters of the correct size relative to one another •start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined •write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters •use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> •use the diagonal and horizontal strokes that are needed to needed join letters and understand which letters, when adjacent to one another, are best left un-joined •increase the legibility, consistency and quality of quality of their handwriting
Spelling	<ul style="list-style-type: none"> •words containing the 40+ phonemes taught •common exception words •the days of the week •name the letters of the alphabet in order •using the letter names to distinguish between alternative spellings of the same sound •using the spelling rule for adding –s or –es as the plural marker for verbs •using the prefix un- •using –ing, -ed, -er, and –est where no change is needed in the spelling of the root words 	<ul style="list-style-type: none"> •segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly •learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones •learning to spell common exception words •distinguishing between homophones and near-homophones •learning the possessive apostrophe (singular) •learning to spell more words with contracted forms •add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly 	<ul style="list-style-type: none"> •spell further homophones •spell words that are often misspelt •use further prefixes and suffixes and understand how to add them •place the possessive apostrophe accurately in words with regular plurals and in words with irregular plural •use the first 2 or 3 letters of words to check its spelling in a dictionary
Vocabulary	<ul style="list-style-type: none"> •use adjectives to describe 	<ul style="list-style-type: none"> •expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> •extended the range of sentences with sentences with more than one clause by using a wider of conjunctions, including when, if, because, although •choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar	<ul style="list-style-type: none"> •regular plural noun suffixes (-es, -es) •verb suffixes where root word is unchanged (-ing, -ed, -er) •un-prefix to change meaning of adjectives/adverbs •to combine words to make sentences, including using 'and' •sequencing sentences to form short narratives •separation of words with spaces •sentence demarcation (. ! ?) •capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> •sentences with different form: statement, question, exclamation, command •the present and past tenses correctly and consistently including the progressive form •subordination (using when, if, that, or because) and coordination (using or, and, but) •some features of written Standard English •suffixes to form new words (-ful, -er, -ness) •sentences demarcation •commas in lists •apostrophes for omission and singular possession 	<ul style="list-style-type: none"> •using the present perfect form of verbs in contrast to the past tense •form nouns using prefixes (super-, anti-) •use the correct form of 'a' or 'an' •word families based on common words (solve, solution, dissolve, insoluble)
Punctuation	<ul style="list-style-type: none"> •beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark •using a capital letter for names of people, places the days of the week, and the pronoun 'I' 	<ul style="list-style-type: none"> •learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possession (singular) 	<ul style="list-style-type: none"> •using and punctuating direct speech (i.e inverted commas)

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Progression in English skills (Years 4-6)

	Year 4	Year 5	Year 6
Handwriting	<ul style="list-style-type: none"> •use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined •increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> •choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters •choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> •choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters •choosing the writing implement that is best suited for a task
Spelling	<ul style="list-style-type: none"> •spell further homophones •spell words that are often misspelt •use further prefixes and suffixes and understand how to add them •place the possessive apostrophe accurately in words with regular plural and in words with irregular plurals •use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> •spell some words with silent letters •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 need to be learnt specifically •use further prefixes and suffixes and understand the guidance for using them •use dictionaries to check the spelling and meaning of words •use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> •spell some words with silent letters •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 need to be learnt specifically •use further prefixes and suffixes and understand the guidance for adding them •use dictionaries to check the spelling and meaning of words •use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Vocabulary	<ul style="list-style-type: none"> •extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although •choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> •use a thesaurus •using expanded noun phrases to convey complicated information concisely •using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> •use a thesaurus •using expanded noun phrases to convey complicated information concisely •using modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> •using fronted adverbials •difference between plural and possessive –s •Standard English verb inflection (I did v I done) •extended noun phrases, including with prepositions •appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> •using the perfect form of verbs to mark relationships of time and cause •using relative clauses beginning with who, which, where, when, whose, that, or with •converting nouns or adjectives into verbs •verb prefixes •devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> •recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form •using passive form of verbs to mark the relationships of time and cause •differences in informal and formal language •synonyms and antonyms •further cohesive devices such as grammatical connections and adverbials •use of ellipses
Punctuation	<ul style="list-style-type: none"> •using commas after fronted adverbials •indicating possession by using the possessive apostrophe with singular and plural nouns •using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> •using commas to clarify meaning or avoid ambiguity in writing •using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> •using hyphens to avoid ambiguity •using semi-colons, colon or dashes to mark boundaries between independent clauses •using a colon to introduce a list punctuating bullet points consistently

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Text type coverage

	Writing to inform				Writing to persuade	Writing to Discuss	Writing to Entertain	
Text types	Instructional	Recounts	Non-chronological reports	Explanatory	Persuasion	Discussion	Poetry	Narrative
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Text type suggestion	How to... A guide to... Rules for a game... Directions...	Historical accounts Biographies Autobiographies Letters and postcards Diaries and journals Newspaper Obituaries	Describing aspects of daily life in history Describing the characteristics of anything Comparing and describing localities or geographical features Describing characteristics of lifestyles Information leaflets Tourist guidebooks	Explain why or how something happened	Letters Leaflets Posters Pamphlets Applying for a job A review	Balanced arguments Debates Leaflet/article giving a balanced viewpoint Letters about a topical issue		Pie Corbett 25 story plots Traditional Folk Historical Sci-fi Myths and legends Fantasy Ghostly Familiar settings Different cultures Flashbacks etc

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Pete the cat Rocking in my shoes Supertato	Sparks in the Sky Rama and Sita Stick man Nativity Story Jolly Christmas Postman	Little Cloud (Eric Carle) Whatever Next Alien Tea on Planet Zoom Zee The Pirate Cucumber	Jack and the Beanstalk The Enormous Turnip The Wizard of Oz	How to grow a dinosaur The Places You will Go	The Tiny Seed Spinderella
Writing outcome	Spell vc and cvc words using magnetic/wooden letters and by writing phonemes introduced	Spell vc and cvc words using magnetic letters and by writing phonemes introduced	Practice spelling HF words. Spelling tricky words. Writing captions and sentences. Write cvc words, segmenting and blending and recording all sounds accurately.	Practice HF words. Spelling tricky words. Writing captions and sentences. Write cvc words, segmenting and blending and recording all sounds accurately.	Practice spelling HF words. Practice spelling tricky words. Writing captions and sentences. Write simple sentences using phonetically plausible attempts, including more complex words (cvcc, ccvc and ccvcc words) and HF words.	Practice spelling HF words. Practice spelling tricky words. Writing captions and sentences. Write simple sentences using phonetically plausible attempts, including more complex words (cvcc, ccvc and ccvcc words) and HF words.
Phonics	Review and assess initial phonics understanding on entry. Phase 2 Set 1: s a t p Set 2: l n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f ff l ll ss Teach high frequency words Practise blending and reading: at as it an and dad in is can got up off had Tricky words for reading: the no go to l Blending and segmenting using grapheme and phoneme knowledge.	Revise Autumn 1 Phase 2/3 Set 6: j v w x Set 7: y z zz qu Teach high frequency words Practise blending and segmenting: back get big him his not got mum but Tricky words for reading: no go l the to he we me be Blending and segmenting using grapheme and phoneme knowledge.	Revise Autumn 2 Phase 3 Introduce consonant digraphs Set 8: ch sh th ng Introduce long vowel digraphs Set 9: ai ee igh oa oo Teach high frequency words Practise blending and segmenting: will that this them with then Tricky words for reading: She he we me be was my you they her all are Practise blending for reading and segmenting for spelling.	Revise spring 1 Phase 3 Introduce digraphs and trigraphs Set 10: ar or ur aw oi Set 11: ear air ure er Teach high frequency words Practise blending and segmenting: see for now look too Tricky words for reading: My you the all are her was said like some Practise blending for reading and segmenting for spelling.	Revise all phonemes introduced. Phase 3/4 ch sh th ng ai ee oa o oar or u row oi ear air ure er Consolidate all high frequency words Tricky words for reading: My you they all are her said like some come Blend and segment using all phonemes taught.	Revise all phonemes introduced. Phase 3/4 ch sh th ng ai ee oa o oar or u row oi ear air ure er Consolidate all high frequency words Tricky words for reading: said like some come have were there little one do when out what Blend and segment using all phonemes taught.
Banded reading books	Lilac/Pink	Lilac/Pink	Pink/Red	Pink/Red	Red	Red

Class 1- Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Zog and Room on the Broom Linked text: Zog and the Flying Doctors	Traction Man is Here Linked Text: Traction Man Meets Turbo Dog	Meerkat Mail Linked text: One Day on Our Blue Planet: In the Savannah	Claude in the City/Beegu Linked text: Jolly Postman and Other People's Letters	Where the Wild Things Are Linked text Hanzel and Gretel/Gruffalo and Gruffalo's Child	Out and About: A First Book of Poems Linked text: Here's A Little Poem
Genre	Repetitive stories by a known author	Picture book with comic book conventions	Exploring contrasting localities	Humorous illustrated novel Unfamiliar setting	Picture books exploring the power of imagination	Poetry collection
Writing outcomes	Stories with repetitive plot pattern	Story retell Recount: Diary	Instructions Recount: Letter writing	Recount: Diary/letter Instructions	Narrative Report Instructions	Poetry in a range of forms Narrative
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> •Use adjectives to describe •regular plural noun suffixes •un-prefix to change meaning of adjectives and adverbs •to combine words to make sentences, including using and •sequencing sentences to form short narratives •separation of words with spaces •sentence demarcation •capital letters for names and pronoun 'I' •beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark •using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 					
Phonics	Phase 5 <ul style="list-style-type: none"> •Revise phase 2, 3 and 5 graphemes as they are learned •Teach new graphemes for reading: at, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, -ue •Practice reading words with adjacent consonants and words with newly learned graphemes •Learn phoneme zh (treasure) •Reading words: oh, their, people, Mr, Mrs, Looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please •Spelling words: said, so, have, like, some, come, were, there, little, one, do, when, what, out •reading and Spelling high frequency words/polysyllabic words •Practice reading and writing sentences 		Phase 5 <ul style="list-style-type: none"> •Practise recognition and recall of graphemes and different pronunciation (l, o, c, g, u, ow, ie, ea, er, a y, ch, ou) of graphemes as they are learned •Teach alternative spelling of phonemes for spelling •Practice reading and spelling words with adjacent consonants and words with newly learned graphemes •Teach spelling the words: oh, their, people, Mr, Mrs, looked, called, asked •Practice reading and spelling high frequency words •Practice reading and spelling polysyllabic words •Practise reading and writing sentences 			Recap
Banded Reading books (Year 1s)	Red/Yellow	Yellow/Blue	Blue/Green	Green/Orange	Orange/Turquoise	Orange/Turquoise

Class 1- Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	The Naughty Bus Jan Oke Linked text: Journey Aaron Becker	Poems to perform by Julia Donaldson Linked text: Toby and the Great Fire of London, The Baker's Boy and the Great Fire of London	Ice Palace Linked text: The Princess and the White Bear	The Last Polar Bears Linked text: The Rainbow Bear	Lighthouse Keepers Lunch Linked text How to find Gold	Deep Sea Diary Linked text: Surprising Sharks
Genre	Magical book in which the hero is a bus	Poetry	Short novel	Short novel	Picture book	Non fiction
Writing outcomes	Reports Instructions Recount of a fictional Event	Poetry- range of Narrative/recounts	Non-chronological reports Narrative	Narrative Explanation Recount	Instructional Non-chronological Letters	Narrative
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> expanded noun phrases to describe and specify sentence types- statement, question, command, exclamation the present and past tenses correctly and consistently including progressive subordination (when, if, that ,because) and coordination (or, and but) some features of written standard English sentence demarcation commas in lists apostrophes for omiison and singular possession to describe and specify learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the singular possessive 					
Phonics	Phase 5 Phase 5 GPCs as required by pupils Homophones Introduce year 2 homophones when relevant (eg, see/sea, be/ bee, blue/blew, bear/bare, flower,/flour, here/hear, whole/hole, sun/son, no/know, night/knight, to/too/two) Year 2 phonics <ul style="list-style-type: none"> The sound /j/ at the end of words –ge, -dge (eg fudge), and sometimes spelt as 'g' elsewhere in words before 'e', 'i', and 'y'. the /s/ sound spelt 'c' before 'e', 'i' and 'y' the /n/sound spelt 'kn' and (less so) 'gn' at the beginning of words (eg, gnome) Common exception words /ai/ sound spelt 'i' in common exception words; find, kind, mind, behind, child, children, wild (as well as others where required)		Revisit The /l/ sound 'le' at the end of words Homophones and near homophones Quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant Year 2 phonics The /ai/ sound spelt 'y' eg fly, by The /i/sound spelt 'ey' eg donkey, monkey The /r/sound spelt 'wr' at the beginning of words, eg write The /o/ sound spelt 'a' after 'w' and 'qu' The sound /sh/ spelt s eg sugar Common exception words Examples: most, only, both, could, would, should, move, prove, improve and others as needed by pupils Suffixes Adding endings 'ing', 'ed', 'er', 'est', 'y', to words ending in 'e' with a single consonant letter after a single vowel letter Adding 'es' to nouns ending in 'y' The suffixes 'ful', 'less' and 'ly' Words ending 'tion'		Homophones Revision of all homophones taught so far Year 2 phonics The /l/ sound spelt 'el' at the end of words The /l/ sound spelt 'al' at the end of words The /l/ sound spelt 'il' at the end of words (unusual) Common exception words All year 2 words not taught so far Suffixes Adding endings 'ing', 'ed', 'er', and 'est' to words ending in 'y'	
Banded Reading books (Year 2s)	Turquoise	Purple	Purple/Gold	Gold/White	Gold/White	Gold/White

Class 2- Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	The Miraculous Journey Of Edward Tulane- Kate Dicamillo	Herb the Vegetarian Dragon- Jules Bass	Stone Age Boy- Satoshi Kitamura	The Iron Man- Ted Hughes	The Boy Who Stepped Through Time- Anna Cidor	Into the Forest- Antony Browne
Writing outcomes	Narrative Persuasion Poetry	Narrative Recount: Diary Poetry	Narrative Recount: Letters Poetry	Explanation Non-Chronological Poetry	Persuasion Narrative	Poetry
Vocabulary, Grammar and Punctuation	Determiners and expanded noun phrases Using the correct form of ‘a’ or ‘an’ Using conjunctions, adverbs, prepositions to express time and cause (and place) Paragraphs	Subordinating conjunctions Express time, place and cause using a range of subordinating conjunctions Identify whether a conjunction is used to coordinate or subordinate Tenses Past and present tense including progressive and perfect forms and plurals	Adverbs Time, place and cause Dialogue Punctuate accurately	Preposition Time, place and cause	Paragraphs and organisation devices Headings and sub headings	Apostrophes Omission Possession Plural possession
Spelling	Spelling Revision of year 2 common exception words and prefixes and suffixes New prefixes Pre, dis, mis, re Revise suffixes- s, es, ed, ing, er GPCs I sound spelt- ei, eigh, ey I sound spelt , y Words ending with g sound spelt- gue K sound spelt- que Homophones		Revisit Suffixes- ness, ful Prefixes and suffixes Prefixes- sub, tele, super, auto Suffixes- less and ly GPCs K sound spelt ch Homophones		Prefixes and suffixes Suffix- ly with root words ending in le, ic Eg, basically, frantically, dramatically GPCs i sound spelt –y eg gym, hymn, myth Homophones	
Accelerated reader ATOS (Year 3s)	2.5-4.3					

Class 2- Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Jonny and The Bomb- Terry Pratchett	The Diary of Samuel Pepys	The Great Chocoplot- Chris Callaghan	From The Railway Carriage (poem) Old European Fairytales- Irma Kaplan	The Water Horse- Dick King Smith	Sky Hawk Gill Lewis
Writing outcomes	Poetry Persuasion	Persuasion Recounts- Diary Non-chronological reports	Autobiography Narrative Poetry	Traditional tales Persuasion Poetry	Explanation Narrative	Non chronological reports poetry
Vocabulary, Grammar and Punctuation	Noun phrases and expanded noun phrases Revision of a and an Modifying adjectives, nouns and prepositional phrases Adverbs and prepositions Time, place, preposition Adverbials to build cohesion Use of commas after Subordinate clause openers	Nouns Revision singular and plural Apostrophes Omission Singular possession Plural possession	Verb forms Present perfect Standard English for verb inflections Past perfect Paragraphs	Dialogue Use inverted commas to punctate speech Use end punctuation correctly - !, ?, ,	Verb forms Revision	Consolidation of previous blocks
Spelling	Revision of suffixes and GPCs from year 3 Pre, dis, mis, re Revise suffixes- s, es, ed, ing, er GPCs I sound spelt- ei, eigh, ey I sound spelt , y Words ending with g sound spelt- gue K sound spelt- que Word endings – ure Prefixes and suffixes- in , il , im , ir Suffixes- ing, en, er Homophones		Revision All year 3 GPCs GPCs g sound spelt- gu, for example, guess Word endings Words ending- ure Endings- sion, tion, ssion, cian Prefixes- anti, inter Suffixes- ation Homophones		Revision of prefixes Un, dis, in , re, sub, inter, super, anti, auto GPCs S sound spelt sc- eg scene Word endings- sion in words such as division, revision Suffixes- ly , ally Suffix- ous (poisonous)	
Accelerated reader ATOS (Year 4s)	3.5-5.3					

Class 3- Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	The Hobbit- JRR Tolkien	Mary Poppins- PL Travers	Holes- Louis Sachar	Running Wild- Michael Morpurgo	The Star of Kazan- Eva Ibbotson	
Writing outcomes	Persuasion Non-chronological Poetry	Narrative Discussion Poetry	Narrative Persuasion Recounts	Letters Diary Poetry	Myths and Legends Newspaper articles	Narrative Recounts Persuasion
Vocabulary, Grammar and Punctuation	Using a thesaurus Using expanded noun phrases to convey complicated information concisely	Using modal verbs to indicate degrees of possibility Using punctuation for parenthesis	Using verb forms- all verb forms Using a range of devices to build cohesion	Relative clauses beginning with who, which, where, when, whose, that, or with an implied (omitted) relative pronoun	Using commas to clarify meaning	In narratives, describe settings, characters, atmosphere, and integrating dialogue to advance the action
Spelling	Revisit Have a go and check to utilise strategies at the point of writing Plurals s, es, and ies Words with silent letters Morphology/ Etymology Using spelling journals to record helpful etymological notes on difficult words Words with letter string- ough, Words ending- able, ible Homophones Isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed		Revisit Have a go and check to utilise strategies at the point of writing GPCS Words from Year 5 and 6 word list Extension of base words using matrices Words ending in- ably, ibly, Revision of words ending in – able and ible Homophones Altar/alter, led/lead, steal/steal		Revisit Have a go and check to utilise strategies at the point of writing Plus a range of strategies to learn words Homophones Suffixes Morphology/Etymology	
Accelerated reader ATOS (Year 5s)	4.5-6.3					

Class 3- Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	The Boy at The Back of the Class- Onjali Q. Rauf	Charlie and the Chocolate Factory- Roald Dahl	Mortal Engines- Philip Reeve	Fantastic Frankie and the Brain Drain machine- Anna Kemp	Journey to the River Sea- Ava Ibbotson	
Writing outcomes	Narrative Persuasion Non-Chronological	Newspaper reports Discussion Recounts	Short narrative Argument Recount- biography	Poetry Setting description	Diary Formal letter Poetry	Character viewpoint Reports Discussion
Vocabulary, Grammar and Punctuation	Using a thesaurus Using expanded noun phrases to convey complicated information concisely Paragraphing Synonyms and Antonyms	Using modal verbs to indicate degrees of possibility Use of passive verbs to affect the presentation of information in a sentence Modal verbs	Using semi- colons, colons or dashes to mark boundaries between independent clauses Using colons to introduce a list Using hyphens to avoid ambiguity	Relative clauses beginning with who, which, where, when, whose, that, or with an implied (omitted) relative pronoun Formal speech and subjunctive form Use of ellipses	Using commas to clarify meaning Grammatical connections and adverbials	Revisit
Spelling	Revisit Strategies to aid spelling of difficult words Words ending- able, ible, ably, ibly Words with ei after c Prefixes and suffixes Adding suffixes beginning with vowel letters to words ending in-fer Word endings ous spelt- cious, or tious Homophones Practise/practice, prophesy/prophecy		Revisit Ough words Prefixes and suffixes Words ending tial and cial Homophones All KS2 homophones		Revisit Spelling strategies Year 5 and 6 word list Word endings- ant, ance, ancy, ent, ence, ency Homophones and near homophones	
Accelerated reader ATOS (Year 6s)	5.5-7.3+					