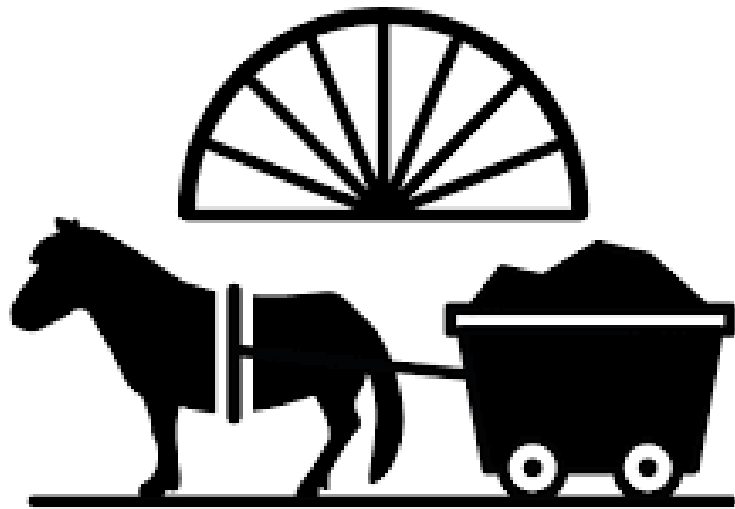









# Deaf Hill Writing Curriculum



**Deaf Hill**  
Primary School

Deaf Hill Writing Sequence – 3 week cycle	
 <p>Sentence accuracy 10 minutes daily</p>	10 minutes x daily
 <p>Immerse 1 lesson (inclusive of reading and writing lesson when starting new text)</p>	<p>Immersion in class text:</p> <ul style="list-style-type: none"> <li>• Enjoy, explore and respond</li> <li>• Lots of discussion – no formal recording necessarily required</li> <li>• Predicting and inferring</li> </ul>
 <p>Analysis 1-2 lessons</p>	<p><b>Story retell</b></p> <p>Explicitly share purpose and audience for writing</p> <p>Share model text:</p> <ul style="list-style-type: none"> <li>• Identifying/ defining key vocabulary</li> <li>• Feature spotting</li> <li>• Text marking</li> </ul>
 <p>Skills 3-4 lessons</p>	<p>Direct teaching of a new skill linked to the text type/grammar focus.</p> <p>Explicit teacher modelling and pupil practise.</p> <p>Include 1-2 short practice pieces ('Your turn') where pupils practise applying skills that they have been taught. This can be used in final piece of writing.</p> <p><b>Look at suffixes for year 1 and 2.</b></p> <p><b>Adjectives.</b></p> <p><b>Expressing time and cause.</b></p>
 <p>Plan 1-2 lessons</p>	<p>Share and gather key ideas for writing:</p> <ul style="list-style-type: none"> <li>• Include references to teaching sequence toolkit e.g. specific grammatical features</li> <li>• Focus on using brief notes rather than writing in prose</li> </ul> <p>Plan a story retell</p>
 <p>Write 3-4 lessons</p>	<p>Teacher modelling part of the piece of writing, explicitly narrating vocab choice and sentence structure, shared writing, with teacher taking pupil input.</p> <p>Independent draft of part of the text, developing their piece into structured paragraphs over a sequence of lessons.</p> <p>Teacher feedback based on assessment for learning notes.</p>

 <p style="text-align: center;"><b>Edit</b> <b>1-2 lessons</b></p>	<p>Teacher modelling of editing and redrafting.            Teacher uses a pupil's work (with permission) and the class proofread and edit together.            Pupils edit/ redraft with a specific focus (either in pairs or individually).            *Writing could then be published if time e.g. display, website, blog, recorded.</p>
<p><b>Review of learning</b></p> <p>Discuss and share progress made in lesson, note any misconceptions and provide whole class/group/individual feedback.</p>	

Deaf Hill Primary School – Writing Checklist					
Planning	LTP <ul style="list-style-type: none"> <li>Sequencing/progression over documents</li> </ul> Text, outcomes and NC objectives	MTP <ul style="list-style-type: none"> <li>Use overview and age related expectations to plan content for each day</li> </ul>	Differentiation <ul style="list-style-type: none"> <li>SEND</li> <li>More able writers</li> </ul>		
Teaching	Approach <ul style="list-style-type: none"> <li>How each stage is taught</li> </ul>	Daily sentence accuracy <ul style="list-style-type: none"> <li>Modelled and displayed</li> <li>Circle punctuation focus</li> <li>Underline grammar focus</li> </ul>	Modelled writing – <ul style="list-style-type: none"> <li>Flipchart/large paper/interactive whiteboard</li> <li>Exemplar handwriting</li> <li>Shared writing</li> </ul>	Marking <ul style="list-style-type: none"> <li>In class where possible</li> <li>Edit in green pen</li> </ul>	Resources <ul style="list-style-type: none"> <li>Text print outs</li> <li>Key words</li> <li>Sound charts</li> </ul>
Pupil books	Unit Cover Page <ul style="list-style-type: none"> <li>Printed (A4) and stuck in at start of each writing unit</li> <li>Include title, book cover and objectives</li> </ul>	Stage descriptors <ul style="list-style-type: none"> <li>Printed and stuck in at start of each stage (sentence accuracy, immerse, analyse, skills, plan, write)</li> </ul>	Date <ul style="list-style-type: none"> <li>Long date for new task</li> <li>Short date for continuation</li> </ul>	Daily sentence accuracy <ul style="list-style-type: none"> <li>Double page at start of each unit</li> <li>Circle punctuation focus</li> <li>Underline grammar focus</li> </ul>	Handwriting and presentation <ul style="list-style-type: none"> <li>High expectations (to match purpose of writing)</li> </ul>
Assessment	Marking and feedback <ul style="list-style-type: none"> <li>Follow marking policy</li> <li>Whole class – formative assessment</li> </ul>	Green pen response Pupils proofread and edit in green pen	Reflect on unit outcomes After each unit to inform planning for next unit		

Environment	Writing display <ul style="list-style-type: none"><li>• Working wall</li><li>• Each stage of writing process</li><li>• Current class text</li></ul>	Book display <ul style="list-style-type: none"><li>• Books that link to current class text/topic</li></ul>	Presentation <ul style="list-style-type: none"><li>• Pupil and teacher handwriting to be at a consistently high standard</li></ul>		
-------------	---	--	--	--	--

Vocabulary, grammar and punctuation – Curriculum progression Y1-6		Word Structure	Sentence structure	Text structure	Punctuation	Terminology for pupils	
		Y1	Regular <b>plural noun suffixes</b> -s or -es (e.g. dog, dogs; wish, wishes)	How words can combine to make <b>sentences</b>	How <i>and</i> can join words and join <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of words spaces
<b>Suffixes</b> that can be added to <b>verbs</b> -ed, -ing or -er (e.g. helped, helping, helper)	The use of capital letters, full stops, questions marks and exclamation marks						
<b>Prefix</b> un- changes the meaning of <b>verbs</b> and <b>adjectives</b> (e.g. unkind)	Capital letters for names of people, places and personal <b>pronoun /</b>						
Y2	Formation of <b>nouns</b> using <b>suffixes</b> such as -ness and -er	<b>Subordination</b> (using when, if, that or because) and <b>co-ordination</b> (using or, and or but)	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b>	Use of the continuous form of verbs in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i> )	Capital letters, full stops, question marks and exclamation marks to punctuate sentences	Verb, tense (past and present), adjective, noun, suffix, verb, apostrophe, comma	
	Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful and -less				Expanded noun phrases for description (e.g. the blue butterfly)		Commas to separate items in a list
	Use of <b>suffixes</b> -er and -est to form comparisons of <b>adjectives</b> and <b>adverbs</b>				<b>Sentences</b> with different forms: statement, question, exclamation, command		<b>Apostrophes</b> for contracted forms of spellings
Y3	Formation of <b>nouns</b> using range of <b>prefixes</b> such as, <i>super-, anti- and auto-</i>	Expressing time and cause using <b>conjunctions</b> (e.g. when, before, after, while, because) <b>adverbs</b> (e.g. then, next, soon, so) or <b>prepositions</b> (e.g. before, after, during, in, because of)	Introduction to paragraph as a way to group related material	Introduction to speech marks to punctuate direct speech	Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause		
	Use of the <b>determiners</b> <i>a</i> or <i>an</i> according on next word beginning with consonant or vowel					Introduction to <b>main clauses</b> and <b>subordinate clauses</b>	Headings and sub-headings
	Word families based of common words						Use of <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i> )

Y4	Grammatical difference between <b>plural</b> and <b>possessive</b> -s	Appropriate choice of <b>pronoun</b> or <b>noun</b> within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Use of speech marks to punctuate direct speech	Pronoun, possessive pronoun, adverbial
	Standard English forms of <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> rather than <i>we was</i> )	Fronted <b>adverbials</b>	Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>	Apostrophes to mark <b>singular</b> and <b>plural possession</b>	
	Use of the <b>determiners</b> <i>a</i> or <i>an</i> according on next word beginning with consonant or vowel (recap)	Main clauses and subordinate clauses		Use of commas after fronted <b>adverbials</b>	
Y5	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. -ate, -ise, -ify)	<b>Relative clauses</b> beginning with who, which, where, why or whose	Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)	Brackets, dashes , commas to indicate parenthesis	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, bullet points, colon, semi-colon
	<b>Verb prefixes</b> (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> , <i>re-</i> )	Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g. perhaps, surely)	Linking ideas across paragraphs using <b>adverbials</b> of time place and number	Use of commas to clarify meaning or avoid ambiguity	
		Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of the sports day</i> )		Punctuation of bullet points to list information	
Y6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i> )	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i> )	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b>	How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark)	Active and passive voice, subject and object, hyphen, synonym, ellipsis
	How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].	The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of <b>subjunctive</b> forms in some very formal writing and speech)	Layout devices, such as headings, sub-heading, columns, bullets and tables to structure text		

## Links –

### **National Curriculum Primary English -**

[https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf)

### **Reading Framework -**







[https://assets.publishing.service.gov.uk/media/65830c10ed3c34000d3bfcad/The\\_reading\\_framework.pdf](https://assets.publishing.service.gov.uk/media/65830c10ed3c34000d3bfcad/The_reading_framework.pdf)

### **National Curriculum English Appendix 1 -**

[https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf)

### **National Curriculum English Appendix 2 -**

[https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)





Year 1 (in addition to RWI)					
Teaching texts					
Autumn 1	Autumn 2 –	Spring 1	Spring 2	Summer 1	Summer 2
<p>Based on Hans Christian Anderson</p>  <ul style="list-style-type: none"> <li>▪ The Ugly Duckling</li> <li>▪ The Snow Queen</li> <li>▪ Thumbelina</li> <li>▪ The Princess and the Pea</li> </ul>	<p>Benji Davies</p>  <ul style="list-style-type: none"> <li>▪ Tad</li> <li>▪ Grandma Bird</li> <li>▪ Storm Whale</li> <li>▪ The Snowflake</li> <li>▪ Grandad’s Island</li> </ul>	<p>David McKee</p>  <ul style="list-style-type: none"> <li>▪ Elmer</li> <li>▪ Three Monsters -</li> <li>▪ Zebra Hiccups -</li> <li>▪ Not Now Bernard</li> <li>▪ Two can Toucan</li> </ul>	<p>Julia Donaldson</p>  <ul style="list-style-type: none"> <li>▪ Ugly Five</li> <li>▪ The Snail and the Whale</li> <li>▪ The Smartest Giant in Town</li> <li>▪ Paper Dolls</li> <li>▪ Charlie Cook’s Favourite Book</li> <li>▪</li> </ul>	<p>Simon James</p>  <ul style="list-style-type: none"> <li>▪ Sally and The Limpet</li> <li>▪ Dear Greenpeace</li> <li>▪ Len and Bob</li> <li>▪ The Bird Watchers</li> <li>▪ Rex</li> <li>▪ The Wild Woods</li> <li>▪ Days Like These</li> </ul>	<p>John Burningham</p>  <ul style="list-style-type: none"> <li>▪ Avocado Baby</li> <li>▪ The Magic Bed</li> <li>▪ The Dog</li> <li>▪ Aldo</li> <li>▪ The Shopping Basket</li> </ul>

Writing	
<p>By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order. A child should be able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly. A child should be able to form letters correctly and confidently and begin to use some of the distinctive features of standard English in their writing.</p>	
Narratives	Writing to inform
<p><b>Text types</b></p> <ul style="list-style-type: none"> <li>• Stories (including re-tellings)</li> <li>• Descriptions</li> </ul>	<p><b>Text types</b></p> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Letter</li> </ul>

<ul style="list-style-type: none"> <li>• Poetry</li> <li>• In-character/role</li> </ul> <p><b>Text Features</b></p> <ul style="list-style-type: none"> <li>• Time sequenced</li> <li>• Begin to differentiate between past and present tense to suit purpose</li> </ul> <p><b>Other style ideas</b></p> <ul style="list-style-type: none"> <li>• Focus on oral work first</li> <li>• Use opportunities to read own work aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Non-chronological report</li> <li>• Information text</li> </ul> <p><b>Text features</b></p> <ul style="list-style-type: none"> <li>• Begin to use appropriate use of past and present tense</li> </ul> <p><b>Other style ideas</b></p> <ul style="list-style-type: none"> <li>• Could use writing frame to structure sentences</li> <li>• May include images</li> </ul>
--	--

**Genres (incl. grammar and punctuation coverage)**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• <b>Word/sentence writing</b></li> <li>• <b>Sequencing</b></li> <li>- Capital letters, full stops and finger spaces</li> <li>- Focus on oral work</li> <li>- Developing sentence level - how words can combine to make sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Word/sentence writing</b></li> <li>- Securing capital letters, full stops and finger spaces</li> <li>• <b>Inform - Non-Chronological report</b></li> <li>- Labelling and captions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – character description</b></li> <li>- Securing capital letters, full stops and finger spaces</li> <li>- Using exclamation marks and question marks</li> <li>• <b>Inform - letter/postcard</b></li> <li>- Proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – setting description</b></li> <li>- Securing capital letters, full stops and finger spaces</li> <li>- Using <b>and</b> to join sentences</li> <li>• <b>Inform - non-chronological report (questions)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative - in - character/role</b></li> <li>- Sequencing sentences to form a short narrative</li> <li>• <b>Inform - instructions</b></li> <li>- Time adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – story</b></li> <li>- Sequencing sentences to form a short narrative</li> <li>• <b>Inform - recount</b></li> </ul>


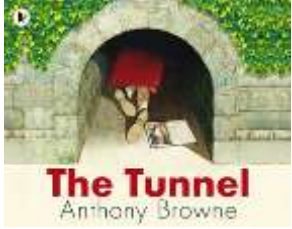
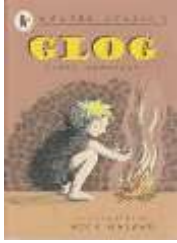
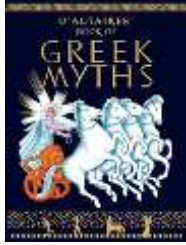
Year 2 (in addition to RWI)			
Teaching Texts			
Autumn 1	Autumn 2	Spring	Summer
<p>Oliver Jeffers</p>  <ul style="list-style-type: none"> <li>Here We Are</li> <li>The Incredible Book Eating Boy</li> <li>The Great Paper Caper</li> <li>What We'll Build</li> <li>The Moose and Me</li> </ul>	<p>David Litchfield and Ross Montgomery</p>  <ul style="list-style-type: none"> <li>The Bear and the Piano</li> <li>The Bear, the Piano, the Dog and the Fiddle</li> <li>Lights on Cotton Rock</li> <li>The Building Boy Space</li> </ul>	<p>Wendy Meddour</p>  <ul style="list-style-type: none"> <li>Tibble and Grandpa</li> <li>Lubna and Pebble</li> <li>The Friendship Bench</li> <li>How the Library Saved Rapunzel</li> <li>Howard the Average Gecko</li> </ul>	<p>Ronda &amp; David Armitage</p>  <ul style="list-style-type: none"> <li>The Lighthouse Keeper's Lunch</li> <li>The Lighthouse Keeper's Rescue</li> <li>The Lighthouse Keeper's Breakfast</li> <li>The Lighthouse Keeper's Catastrophe</li> <li>The Lighthouse Keeper's Picnic</li> </ul>

Writing	
<p>By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly. They spell words in a phonically plausible way, even if sometimes incorrectly; they use age-appropriate vocabulary, grammar and punctuation concepts correctly.</p>	
Narratives	Writing to inform
<p><b>Text types</b></p> <ul style="list-style-type: none"> <li>Stories (including re-tellings)</li> </ul>	<p><b>Text types</b></p> <ul style="list-style-type: none"> <li>Recount</li> </ul>

<ul style="list-style-type: none"> <li>• Descriptions</li> <li>• Poetry</li> <li>• In-character/role</li> </ul> <p><b>Text features</b></p> <ul style="list-style-type: none"> <li>• Time sequenced</li> <li>• Differentiate between past and present tense to suit purpose</li> <li>• Similes</li> </ul> <p><b>Other style ideas</b></p> <ul style="list-style-type: none"> <li>• Oral work</li> <li>• Use opportunities to read own work aloud</li> <li>• Use opportunities to improve and expand ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Letter</li> <li>• Instructions</li> <li>• Non-chronological report</li> <li>• Information text</li> </ul> <p><b>Text features</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of the past and present tense</li> </ul> <p><b>Other style ideas</b></p> <ul style="list-style-type: none"> <li>• Could use a range of writing frames to structure pieces of writing</li> </ul>
--	---

**Genres (incl. grammar and punctuation coverage)**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• <b>Narrative – character description</b></li> <li>- Consolidate sentence writing, capital letters, full stops and finger spaces</li> <li>• <b>Inform – Recount</b></li> <li>- Proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – setting description</b></li> <li>- Consolidate sentence writing, capital letters, full stops and finger spaces</li> <li>- Expanded noun phrases</li> <li>• <b>Inform - Non-chronological report</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – story retell</b></li> <li>- Correct choice and continuous use of present tense and past tense</li> <li>• <b>Explanation text</b></li> <li>- Sentence with different forms – statement, exclamation, question, command</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – short story</b></li> <li>- Use of conjunctions</li> <li>• <b>Instructions</b></li> <li>- Commas to separate items in a list</li> <li>- Time adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – in-character role</b></li> <li>- Use of apostrophe for omission</li> <li>• <b>Letter</b></li> <li>- Use of apostrophe for contractions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – story</b></li> <li>- Text organisation - paragraphs</li> <li>• <b>Poetry</b></li> </ul>

Year 3					
Teaching Texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Fairy Tales – various authors</p> 	<p>The Tunnel – Anthony Browne</p> 	<p>Stone Age Boy – Satoshi Kitamura</p> 	<p>Glog – Pippa Goodhart</p> 	<p>Greek Myths – various authors</p> 	<p>Lost Happy Endings – Carol Anne Duffy &amp; Jane Ray</p> 

Writing					
<p>By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. A child understands and applies the concepts of word structure. A child is beginning to use joined handwriting throughout independent writing. A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear. A child is beginning to understand how writing can be different from speech.</p>					
Narratives		Writing to inform		Writing to persuade	
<p><b>Text types</b></p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Character/settings</li> </ul> <p><b>Text features</b></p> <ul style="list-style-type: none"> <li>• Detailed description</li> <li>• Use paragraph to organise in time sequence</li> </ul> <p><b>Other style ideas</b></p> <ul style="list-style-type: none"> <li>• Opportunities for comparing different forms of past tense (progressive and simple)</li> </ul>		<p><b>Text types</b></p> <ul style="list-style-type: none"> <li>• Explanation/non-chronological report</li> <li>• Diary</li> <li>• Letter</li> <li>• Biography</li> <li>• Newspaper article</li> <li>• Instructions</li> </ul> <p><b>Text features</b></p> <ul style="list-style-type: none"> <li>• Paragraphs used to group related ideas</li> <li>• Subheadings to label content</li> </ul> <p><b>Other style ideas</b></p> <ul style="list-style-type: none"> <li>• May be built around a key image</li> <li>• Use technique to highlight key words (bold, underline, etc.)</li> </ul>		<p><b>Text types</b></p> <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Letter</li> <li>• Poster</li> </ul> <p><b>Text features</b></p> <ul style="list-style-type: none"> <li>• Use of 2<sup>nd</sup> person</li> <li>• Planned repetition</li> <li>• Facts &amp; statistics</li> <li>• Adjectives for positive description</li> </ul> <p><b>Other style ideas</b></p> <ul style="list-style-type: none"> <li>• Link to oracy</li> <li>• Use of colour and images e.g. for advertising</li> </ul>	
Genres (incl. grammar and punctuation coverage)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Inform – Diary (recount)</li> </ul> <p><i>Sentence writing skills (CL, FS)</i></p>	<ul style="list-style-type: none"> <li>• Narrative – setting description</li> </ul> <p>- <i>Expanded noun phrases</i></p> <p><i>She walked through</i></p>	<ul style="list-style-type: none"> <li>• Narrative – poetry</li> </ul> <p><b>Question and answer poems</b></p> <p><i>Present progressive tense, rhyme</i></p>	<ul style="list-style-type: none"> <li>• Narrative – extended story</li> </ul> <p>- <i>Direct speech to open sentence (use of inverted commas)</i></p>	<ul style="list-style-type: none"> <li>• Inform - instructions</li> </ul> <p>- <i>Bullet points to list items</i></p> <p>- <i>Imperative verbs</i></p>	<ul style="list-style-type: none"> <li>• Narrative – character description</li> </ul> <p>• <i>Express cause and effect with the use of conjunctions</i></p>

<p><i>Express time using conjunctions (eg when, before, until). First person</i></p> <ul style="list-style-type: none"> <li>• <b>Persuade – letter</b></li> <li>- <b>determiners</b> a or an according on next word beginning with consonant or vowel</li> <li>- Express cause and effect with the use of conjunctions</li> </ul>	<p><i>the dark, mysterious forest.</i></p> <ul style="list-style-type: none"> <li>- <b>Narrative – short story with a dilemma</b></li> <li>- Express time and position using prepositions (before, after, next, during)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inform - Non chronological report</b></li> <li>- Headings and subheadings</li> <li>- Past tense</li> <li>- Text organisation (paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Narrative – poetry</b></li> <li>- Word classes</li> <li>- Commas in a list</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Apostrophes for possession</i></li> <li>• <b>Inform - explanation</b></li> <li>• <i>Text organisation (paragraphs)</i></li> </ul>
---	---	--	---	--	---

Year 4			
Teaching texts			
Autumn 1	Autumn 2	Spring	Summer



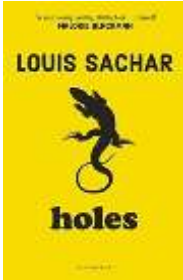


<p>There's a Pharaoh in My Bath – Jeremy Strong</p> 	<p>Zombriella Fairytales Gone Bad – Joseph Coelho</p> 	<p>The Boy Who Grew Dragons – Andy Shepherd</p> 	<p>Ted and his Time Travelling Toilet Roman Rewind – Steven Vinacour</p> 
---	---	--	--

**Writing**

By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate, based on what has been taught so far. A child should understand the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.

Narratives	Writing to inform	Writing to persuade
<p><u>Text types</u></p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Character/settings</li> </ul> <p><u>Text features</u></p> <ul style="list-style-type: none"> <li>• Detailed description</li> <li>• Use paragraph to organise in time sequence</li> <li>• Simile and onomatopoea</li> </ul> <p><u>Other style ideas</u></p> <ul style="list-style-type: none"> <li>• Opportunities for comparing different forms of past tense (progressive and simple)</li> </ul>	<p><u>Text types</u></p> <ul style="list-style-type: none"> <li>• Explanation/non-chronological report</li> <li>• Diary</li> <li>• Letter</li> <li>• Biography</li> <li>• Newspaper article</li> </ul> <p><u>Text features</u></p> <ul style="list-style-type: none"> <li>• Paragraphs used to group related ideas</li> <li>• Subheadings to label content</li> </ul> <p><u>Other style ideas</u></p> <ul style="list-style-type: none"> <li>• May be built around a key image</li> </ul>	<p><u>Text types</u></p> <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Letter</li> <li>• Poster</li> </ul> <p><u>Text features</u></p> <ul style="list-style-type: none"> <li>• Use of 2<sup>nd</sup> person</li> <li>• Planned repetition</li> <li>• Facts &amp; statistics</li> <li>• Adjectives for positive description</li> </ul> <p><u>Other style ideas</u></p> <ul style="list-style-type: none"> <li>• Link to oracy</li> <li>• Use of colour and images e.g. for advertising</li> </ul>

		<ul style="list-style-type: none"> <li>Use technique to highlight key words (bold, underline, etc.)</li> </ul>			
Genres (incl. grammar and punctuation coverage)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li><b>Narrative – character description</b> <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Use of comma after a fronted adverbial</li> </ul> </li> <li><b>Inform – diary</b> <ul style="list-style-type: none"> <li>Appropriate choice of pronoun or noun across sentences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative – short fairytale</b> <ul style="list-style-type: none"> <li>Apostrophes to mark singular and plural possession</li> </ul> </li> <li><b>Persuade - letter</b> <ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative – setting description</b> <ul style="list-style-type: none"> <li>Use expanded noun phrases including those containing a preposition</li> </ul> </li> <li><b>Inform - Instructions</b> <ul style="list-style-type: none"> <li>Text organisation</li> <li>Imperative language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative – retell from another perspective</b> <ul style="list-style-type: none"> <li>Inverted commas to punctuate direct speech</li> </ul> </li> <li><b>Persuade – poster</b> <ul style="list-style-type: none"> <li>Use of the <b>determiners</b> <i>a</i> or <i>an</i> according on next word beginning with consonant or vowel (recap)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative - dilemma</b> <ul style="list-style-type: none"> <li>Adverbs of time and manner</li> <li>Subordinate and main clauses</li> </ul> </li> <li><b>Inform - non-chronological report</b> <ul style="list-style-type: none"> <li>Use of paragraphs</li> <li>Headings and subheadings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative – extended story</b> <ul style="list-style-type: none"> <li>Subordinate and main clauses</li> <li>Subordination to begin sentences</li> </ul> </li> <li><b>Inform - newspaper report</b> <ul style="list-style-type: none"> <li>Appropriate choice of pronouns or nouns to aid cohesion and avoid repetition</li> </ul> </li> </ul>

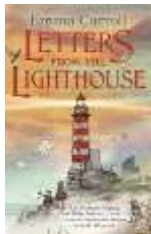



Year 5				
Teaching Texts				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Anglo Saxon Boy – Tony Bradman 	Island at the end of everything – Kiran Millwood Hargrave 	Holes – Louis Sachar 	Stig of the Dump – Clive King 	Skellig – David Almond 

Writing			
By the end of Y5, a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose. A child understands the differences between standard and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters.			
Narratives	Writing to inform	Writing to persuade	Writing to discuss
<u>Text types</u> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Characters/settings</li> </ul> <u>Text features</u> <ul style="list-style-type: none"> <li>• Detailed description</li> </ul>	<u>Text types</u> <ul style="list-style-type: none"> <li>• Report</li> <li>• Recount</li> <li>• Biography</li> <li>• Newspaper article</li> <li>• Instructions</li> </ul> <u>Text features</u>	<u>Text types</u> <ul style="list-style-type: none"> <li>• Advert</li> <li>• Letter</li> <li>• A speech</li> <li>• Campaign</li> </ul> <u>Text features</u> <ul style="list-style-type: none"> <li>• Use of 2<sup>nd</sup> person</li> <li>• Personal pronouns</li> </ul>	<u>Text types</u> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Newspaper article</li> <li>• Review</li> </ul> <u>Text features</u> <ul style="list-style-type: none"> <li>• Appropriate use of cohesive devices</li> </ul>

<ul style="list-style-type: none"> <li>• Use of paragraphs to organise in time sequence</li> <li>• Clearly defined plot, setting, character, conflict and theme</li> </ul> <p><b><u>Other style ideas</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of tenses to indicate changes in timing, sequence etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs used to group related ideas</li> <li>• Headings/subheadings</li> <li>• Use of technical vocabulary</li> </ul> <p><b><u>Other style ideas</u></b></p> <ul style="list-style-type: none"> <li>• May include a glossary</li> <li>• Sections may contain more than one paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Planned repetition</li> <li>• Facts &amp; statistics</li> <li>• Hyperbole</li> </ul> <p><b><u>Other style ideas</u></b></p> <ul style="list-style-type: none"> <li>• Link to oracy, esp. for speeches</li> <li>• Use of colour and images</li> </ul>	<ul style="list-style-type: none"> <li>• Use of subjunctive form where needed</li> </ul> <p><b><u>Other style ideas</u></b></p> <ul style="list-style-type: none"> <li>• Use of paragraphs to structure arguments</li> <li>• Maintain formal/impersonal tone</li> </ul>
--	---	---	---

**Genres to be covered**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• <b>Narrative - character description</b></li> <li>- Use of Main and subordinate clauses</li> <li>• <b>Inform - non-chronological report</b></li> <li>- Devices to build cohesion in a paragraph</li> <li>- Subordinating conjunctions in varied positions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative - setting description</b></li> <li>- Colons and semi colons to add further detail</li> <li>• <b>Inform – report</b></li> <li>- Relative clauses beginning with <i>who, which, where, why, whose, that</i> or an omitted relative pronoun</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – short story</b></li> <li>- Relative clauses beginning with <i>who, which, where, why, whose, that</i> or an omitted relative pronoun</li> <li>• <b>Persuade – speech</b></li> <li>- Indicating degree of possibility using adverbs or modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – description</b></li> <li>- Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• <b>Inform - newspaper article</b></li> <li>- Linking ideas across paragraphs using adverbials of time, place, number and tense choices.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persuade – letter</b></li> <li>- Brackets, dashes, commas to indicate parenthesis</li> <li>• <b>Inform - biography</b></li> <li>- Use of brackets for additional information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative – extended story</b></li> <li>- Use of relative clauses to add detail and context</li> <li>• <b>Discussion – review</b></li> <li>- Adverbials to convey certainty</li> <li>- Begin to use passive voice</li> </ul>

Year 6			
Teaching Texts			
Autumn		Spring	
BN	Letters from a Lighthouse – Emma Carrol 	Pig Heart Boy – ~Malorie Blackman 	The Final Year Short stories Shakespeare
PA	Goodnight Mr Tom – Michelle Magorian 		Invisible Fiends – Barry Hutchison 

<b>Writing</b>							
By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.							
<b>Writing to entertain – Narrative</b>		<b>Writing to inform</b>		<b>Writing to persuade</b>			
<b>Writing to discuss</b>							
<p><u>Text types</u></p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Characters/settings</li> </ul> <p><u>Text features</u></p> <ul style="list-style-type: none"> <li>• Detailed description</li> <li>• Use of paragraphs to organise in time sequence</li> <li>• Clearly defined plot, setting, character, conflict and theme</li> </ul> <p><u>Other style ideas</u></p> <ul style="list-style-type: none"> <li>• Use a range of tenses to indicate changes in timing, sequence etc.</li> </ul>		<p><u>Text types</u></p> <ul style="list-style-type: none"> <li>• Report</li> <li>• Recount</li> <li>• Biography</li> <li>• Newspaper article</li> <li>• Instructions</li> </ul> <p><u>Text features</u></p> <ul style="list-style-type: none"> <li>• Paragraphs used to group related ideas</li> <li>• Headings/subheadings</li> <li>• Use of technical vocabulary</li> </ul> <p><u>Other style ideas</u></p> <ul style="list-style-type: none"> <li>• May include a glossary</li> <li>• Sections contain more than one paragraph</li> </ul>		<p><u>Text types</u></p> <ul style="list-style-type: none"> <li>• Advert</li> <li>• Letter</li> <li>• A speech</li> <li>• Campaign</li> </ul> <p><u>Text features</u></p> <ul style="list-style-type: none"> <li>• Use of 2<sup>nd</sup> person</li> <li>• Personal pronouns</li> <li>• Planned repetition</li> <li>• Facts &amp; statistics</li> <li>• Hyperbole</li> </ul> <p><u>Other style ideas</u></p> <ul style="list-style-type: none"> <li>• Link to oracy, esp. for speeches</li> <li>• Use of colour and images to emphasise meaning</li> <li>•</li> </ul>		<p><u>Text types</u></p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Newspaper article</li> <li>• Review</li> </ul> <p><u>Text features</u></p> <ul style="list-style-type: none"> <li>• Appropriate use of a arrange of cohesive devices</li> <li>• Use of subjunctive form where needed</li> </ul> <p><u>Other style ideas</u></p> <ul style="list-style-type: none"> <li>• Use of paragraphs to structure arguments</li> <li>• Maintain formal/impersonal tone</li> </ul>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		

<ul style="list-style-type: none"> <li>• Narrative – setting description</li> <li>• Inform – non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative – poetry</li> <li>• <b>Inform - letter</b></li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - character description</li> <li>• Discussion – balanced argument</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative – dual perspective</li> </ul> <p>SATS</p>	<p>SATS</p>	<ul style="list-style-type: none"> <li>• Narrative - flashback</li> <li>• <b>Persuade - leaflet</b></li> </ul>
<ul style="list-style-type: none"> <li>• Inform - Informal letter</li> </ul>	<ul style="list-style-type: none"> <li>• Inform – non-chronological report</li> </ul>				

Autumn 1	<p>Narrative - Setting description To entertain</p>	<p>Word <b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms Know the difference between vocabulary of informal speech, formal speech and writing – make appropriate formal and informal choices.</p>	<p>Sentence <b>Build on previous units &amp; focus on:</b> Know the difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form.</p>	<p><b>Text</b> <b>Build on previous units &amp; focus on:</b> Link ideas within and across paragraphs using a wider range of cohesive devices – <i>adverbials and pronouns</i>.</p>	<p>Punctuation Use commas to clarify meaning and avoid ambiguity: used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis.</p>
Autumn 2					

Two Year Olds	Topic areas	Book examples
	Autumn  Going to school	This information has been classified as Customer / General.
	Spring  Animals	
	Summer  On the farm	

Nursery and Reception	Autumn 1	
	Ourselves – being healthy	
	My school	
	What makes me me	
	Autumn 2	
	Autumn	
	Halloween	
	Remembrance Day	
Christmas		
Spring 1		
Winter		
Spring 2		
Around the world		
Summer 1		
Plants		

	Summer 2  People who help us	
--	------------------------------------	--