



# Learn to Love & Love to Learn in readiness for life



## Writing: Make your voice heard and change the world!

Our intent is that all St. Anne's pupils will become confident, competent writers and develop their own authentic writing voices. Writing gives children a way to effectively communicate with others: to share their ideas, thoughts, emotions, cultural identity and express who they are. Through a text-rich writing curriculum, we will expose children to new worlds, experiences and ideas, expanding their vocabulary and their horizons. Our Choice of texts will both value and confirm who our pupils are and where they come from, and introduce them to cultural and social contexts beyond those they are familiar with.

Our English curriculum is designed so that children will gain the skills they need to become accomplished writers, enabling them to express themselves clearly and confidently for a wide range of purposes. They will be provided with meaningful contexts and purposes for writing across the curriculum. As competent, confident writers, St. Anne's pupils will have the power to make their own voices heard, to influence others and to change the world!

*"I love writing in English because it makes me feel free, like I can do anything! Every lesson opens my eyes to the world around me. It expands my knowledge, gives me opportunities, gives me a second chance! Every minute of every lesson of every day! English is amazing!" - Isabella Y6*

## Our aims (impact)...

By the time pupils leave us in Year 6...

1) Pupils will write effectively for a wide range of purposes:

- Identify audience and purpose for their writing.
  - Write in a wide range of text types.
- Read a wide variety of high quality texts (different genres and authors) to use as good quality writing models.
  - Identify and use key features of different text types.
- Write fluently, and coherently using appropriate vocabulary, grammar and tone.

2) Pupils will evaluate and edit writing, assessing the effectiveness of his/her own and others' writing with reasoning:

- Read and listen to a wide range of genres and authors
  - Engage in discussions and debates
  - Use relevant strategies to build vocabulary
- Articulate and justify answers, arguments and opinions
  - Consider and evaluate different viewpoints.
- Understand and know how to use all grammar and punctuation, in line with the National Curriculum for KS1 and KS2.

3) Pupils will write legibly and fluently with accurate spelling:

- Write fluently with correct letter formation using joined cursive handwriting.
  - Achieve accuracy in spelling (NC English appendix 1)



# St. Anne's Writing Curriculum EYFS -Nursery



## Super 7 for Shared Reading And Writing

(Teaching of Reading and Writing in Addition to the RWI sessions and Talk Through Stories)

(blue text links to equality and diversity)

<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...	<u>Term 2</u> Texts to take us beyond our own experience...	<u>Term 3</u> Texts to take us beyond our familiar cultures...
Dear Zoo Goldilocks and the Three Bears The Family Book	We're going on a Bear Hunt Oi Get off our Train	Handa's Surprise You be You

### Knowledge and Skills covered - EYFS Framework

Birth - 3 years	3-4 years
<p><u>Some pupils may still be consolidating these objectives:</u></p> <ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>

- Pay attention and responds to the pictures or the words.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

*Letters and Sound Phonics and Read Write Inc.*

*Begin Fred talk games*

*Fred talk games  
Introduce RWI letter cards (picture side) - Set 1  
Letters and Sounds Phase 1  
Rhyme and Alliteration*



# St. Anne's Writing Curriculum EYFS - Reception



## Super 6 for Shared Reading And Writing

(Teaching of Reading and Writing in Addition to the RWI sessions) and Talk Through Stories

(blue text links to equality and diversity)

<p><u>Term 1</u> Texts to reflect our own experiences and familiar cultures...</p>	<p><u>Term 2</u> Texts to take us beyond our own experience...</p>	<p><u>Term 3</u> Texts to take us beyond our familiar cultures...</p>
<p>The Tiger who Came to Tea</p> <p>The 3 pigs (and alternative)</p>	<p>Whatever Next</p> <p>Aliens love Underpants</p>	<p>Rainbow Fish</p> <p>Ruby's Worry</p>

### Read Write Inc. Knowledge and Skills Covered

Set 1 Sounds and Blending	Ditties	Red	Green/ Purple
<p><u>Set 1 Speed Sound Lesson Group A</u></p> <ul style="list-style-type: none"> <li>• Teach Set 1 Sounds</li> <li>• Teach Word Time 1.1- 1.3 words - learning to blend</li> <li>• Spell using Fred Fingers • Fred Talk.</li> <li>• Read most Set 1 single-letter sounds.</li> </ul>	<p><u>Ditty Speed Sound Lesson</u> • Teach Set 1 Special Friends</p> <ul style="list-style-type: none"> <li>• Teach Word Time 1.5-1.6</li> <li>• Review Word Time 1.1-1.4</li> <li>• Nonsense words (3 sound words)</li> <li>• Spell using Fred Fingers. • Read all Set 1 Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Quickly review Set 1 Sounds (reading)</li> <li>• Teach Word Time 1.6-1.7 (4 and 5 sound words) • Review Word Time 1.1-1.5</li> <li>• Nonsense words (3 and 4 sound words)</li> <li>• Spell using Fred fingers.</li> <li>• Read Word Time 1.6-1.7 (4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Teach Set 2 Sounds and corresponding Phonics Green Words</li> <li>• Review Set 1 and previously taught Set 2 Phonics Green Words</li> <li>• Nonsense words</li> <li>• Spell using Fred Fingers</li> <li>• Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily</li> <li>• Read these sounds in Phonics Green and nonsense words with Fred Talk</li> <li>• Read Word Time 1.6 and 1.7 speedily</li> </ul>
m, a, s, d, t	m, a, s, d, t, i, n, g, o	m, a, s, d, t, i, n, g, o, c,	<p><u>Set 2 Sounds</u> ay ee igh ow oo oo (u) ar or air ir ou oy</p>

<b>Word time 1.1</b>	<b>Word time 1.2</b>	<b>k, u, b Word time 1.3</b>	speedily, including Special Friends	sounds) Phonics Green Words with Fred Talk	
at mat mad sad dad sat	in on it an and pin pat got dog sit tip pan gap dig top	bed met get bin cat cat can kit mud up cup bad	• Read Word Time 1.6 words with Fred Talk • Read 3 sound nonsense words with Fred Talk.	• Read 3 and 4 sounds nonsense words with Fred Talk.	
<b>Group B</b>					
<ul style="list-style-type: none"> <li>• Teach gaps in Set 1 single-letter sounds</li> <li>• Teach Word Time 1.1- 1.4 - learning to blend</li> <li>• Spell using Fred Fingers</li> <li>• Fred Talk.</li> <li>• Read most Set 1 single-letter sounds</li> <li>• Blend sounds into words orally.</li> </ul>					
m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh <b>Word time 1.4</b>			m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk <b>Word time 1.6</b>	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk <b>Word time 1.7</b>	
fan fun fat lip log let had hit hen ship shop fish			thin thick this zag zip chin chop chat quiz fox box fix six sing bang thing wing	bell well huff mess think blob brat drip send dress frog gran stamp strop stand ticket robin	
<b>Group C</b>					
<ul style="list-style-type: none"> <li>• Teach gaps in Set 1 single-letter sounds</li> <li>• Teach Word Time 1.1-1.5 - learning to blend / blending independently</li> <li>• Spell using Fred Fingers</li> <li>• Fred Talk.</li> <li>• Read all Set 1 single-letter sounds speedily</li> <li>• Read Word Time 1.1-1.5 words</li> </ul>					
<b>Ay</b>		<b>ee</b>			
spray play day way may say		see three been green seen sleep			
<b>Igh</b>		<b>Ow</b>			
high light night bright fright might		blow snow slow know flow glow			
<b>Oo</b>		<b>oo (u)</b>			
too zoo mood pool stool moon spoon		took look shook cook foot book			

<p><i>m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l,</i>  <i>h, sh, ck, r, j, v, y, w</i></p> <p><b>Word time 1.5</b></p>			
<p><i>red run rat jog jet jam vet yap yes yet yum</i>  <i>web win wish wet sock</i></p>			

EYFS Framework Knowledge and Skills Covered

<b>3-4 years</b>	<b>Reception</b>
<p><b>Some pupils may still be consolidating these objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> </ul> <p align="center"><i>Write some letters accurately.</i></p>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul> <p><i>Re-read what they have written to check that it makes sense.</i></p>

<b>Early Learning Goal - Comprehension</b>	<b>Early Learning Goal - Word Reading</b>	<b>Early Learning Goal - Writing</b>
<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling</li> </ul>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>

stories and narratives using their own words and recently introduced vocabulary.

- Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

- Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.





# St. Anne's Writing Curriculum - Year 1



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Stories with repetitive phrases Traditional tales	Labels/Captions/Lists Recount	Simple narrative	Instructions Simple Report	Stories from other cultures	Instructions Recount
<u>Poetry Week</u> Star Light Star Bright - Traditional		<u>Poetry Week</u> A little seed		<u>Poetry Week</u> Caribbean Playground Song - James Berry	
<b>FANTASTIC 5</b> The Train Ride - June Crebbin The Queen's Hat - Steve Antony Ginger Bread Man Little Red Riding Hood Last Stop on Market Street - Matt de la Pena		<b>FANTASTIC 5</b> Man on the Moon (A day in the life of Bob) - Simon Bartaram The Way Back Home - Oliver Jeffers Beegu - Alexis Deacon Bog Baby - Jeanne Willis Bears don't Read - Emma Chichester Clark		<b>FANTASTIC 5</b> The Highway Rat Snail and the Whale Zog and the Flying Doctors The Magic Paintbrush Quill Soup	
<u>Choice of texts</u> (blue text links to equality and diversity)					
Range of Traditional stories and stories with repetitive language:  <u>Jane Considine Resources</u> Pinocchio- Carlo Collodi The Train Ride- June Crebbin Little Red Riding Hood The Queen's Hat - Steve Antony		Range of adventure story picture books:  <u>Jane Considine Resources</u> Song of the Sea- Tamm Moore The Way Back Home - Oliver Jeffers Ice Planet Ten Little Pirates - Mike Brownlow and Simon Rickerty		Author Focus: Julia Donaldson:  <u>Jane Considine Resources</u> Wombat Goes Walkabout - Michael Morpurgo Bold Women in Black History - Vashti Harrison Travel Journal- Non Fiction	

<p><i>Last Stop on Market Street - Matt de la Pena</i></p> <p>Recount - Our Trip to the Woods</p> <p><u>Other Texts</u></p> <p><i>My Grandpa is Amazing - Nick Butterworth</i></p> <p>Jack and the beanstalk</p> <p>Gingerbread Man</p> <p>Rapunzel - Bethan Woolvin</p> <p>Peace at Last - Jill Murphy</p> <p>Wolf Won't Bite - Emiy Gravett</p> <p>Naughty Bus - Jan and Jerry Oke</p>	<p><u>Other Texts</u></p> <p>Bog Baby - Jeanne Willis</p> <p><i>Beegu - Alexis Deacon</i></p> <p>Bears don't Read - Emma Chichester Clark</p> <p>Emily Brown and the Elephant Emergency - Cressida Cowell</p> <p>Man on the Moon (A day in the life of Bob) - Simon Bartaram</p> <p>Knuffle Bunny- Mo Willems</p> <p>Grandad's Island - Benji Davies</p> <p><i>Max the Champion - Sean Stockdale, Alexandra Strick &amp; Ros Asquith</i></p>	<p>Range of picture books by Julia Donaldson</p> <p>Room on the Broom, Stick Man, The Snail and the Whale</p> <p><u>Other Texts</u></p> <p><i>Handa's surprise</i></p> <p><i>Fruits - Valerie Bloom</i></p> <p><i>Elmer- David McKee</i></p> <p><i>My World, Your World- Melanie Walsh</i></p>
Visual Media	Visual Media	Visual Media
Owl Babies - Literacy Shed	The Book of Butterflies - Literacy Shed	Julia Donaldson Animations

### Key Grammatical Vocabulary

*letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark*

### Knowledge covered

Yellow = Knowledge to be reviewed. Green = New Knowledge to be taught

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Punctuation and Grammar</b>					
<p><u>Punctuation</u></p> <p><b>Capital letters</b></p> <p><b>Full stops</b></p> <p>Question marks</p> <p>Exclamation Marks</p> <p><u>Grammar</u></p> <p>Noun phrases</p>	<p><u>Punctuation</u></p> <p><b>Capital letters</b></p> <p><b>Full stops</b></p> <p>Question marks</p> <p>Exclamation Marks</p> <p><u>Grammar</u></p> <p>Noun phrases</p>	<p><u>Punctuation</u></p> <p><b>Capital letters</b></p> <p><b>Full stops</b></p> <p><b>Question marks</b></p> <p>Exclamation Marks</p> <p><u>Grammar</u></p> <p>Noun phrases</p>	<p><u>Punctuation</u></p> <p><b>Capital letters</b></p> <p><b>Full stops</b></p> <p><b>Question marks</b></p> <p><b>Exclamation Marks</b></p> <p><u>Grammar</u></p> <p>Noun phrases</p>	<p><u>Punctuation</u></p> <p><b>Capital letters</b></p> <p><b>Full stops</b></p> <p><b>Question marks</b></p> <p><b>Exclamation Marks</b></p> <p><u>Grammar</u></p> <p><b>Noun phrases</b></p>	<p><u>Punctuation</u></p> <p><b>Capital letters</b></p> <p><b>Full stops</b></p> <p><b>Question marks</b></p> <p><b>Exclamation Marks</b></p>

<p>Subordinating conjunctions (B)</p> <p>Co-ordinating conjunctions (BOA)</p> <p>Past and present tense are consistent</p>	<p>Subordinating conjunctions (B)</p> <p>Co-ordinating conjunctions (BOA)</p> <p>Past and present tense are consistent</p>	<p>Subordinating conjunctions (B)</p> <p>Co-ordinating conjunctions (BOA)</p> <p>Past and present tense are consistent</p>	<p>Subordinating conjunctions (B)</p> <p>Co-ordinating conjunctions (BOA)</p> <p>Past and present tense are consistent</p>	<p>Subordinating conjunctions (B)</p> <p>Co-ordinating conjunctions (BOA)</p> <p>Past and present tense are consistent</p>	<p>Grammar</p> <p>Noun phrases</p> <p>Subordinating conjunctions (B)</p> <p>Co-ordinating conjunctions (BOA)</p> <p>Past and present tense are consistent</p>
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**Handwriting**

<p><u>Capitals and lowercase</u></p> <p>Wk1: c, o, a</p> <p>Number 0</p> <p>Wk2: d, g (c, a)</p> <p>Number 1</p> <p>Wk3: s, e (d, g)</p> <p>Number 2</p> <p>Wk4: t, l, i (o)</p> <p>Number 3</p> <p>Wk5: v, w (s, e)</p> <p>Number 4</p> <p>Wk6: u, j (t, l, i)</p> <p>Number 5</p>	<p><u>Capitals and lowercase</u></p> <p>Wk 7: k, y (u, j)</p> <p>Number 7</p> <p>Wk 8: p, r (k, y)</p> <p>Number 8</p> <p>Wk 9: n, m (p, r)</p> <p>Number 9</p> <p>Wk 10: h, b (n, m)</p> <p>Wk 11: f, q (h, b)</p> <p>Wk 12: x, z (f, q)</p> <p>Extra weeks: Recap numbers 0-9</p>	<p><u>Capitals and lowercase</u></p> <p>Wk 1: coa, dg</p> <p>Wk 2: se, tli</p> <p>Wk 3: vw, uj</p> <p>Wk 4: ky, pr</p> <p>Wk 5: nm, hb</p> <p>Week 6: fq numbers 0-9</p>	<p><u>Capitals and lowercase</u></p> <p>Wk 1: coa, dg</p> <p>Wk 2: se, tli</p> <p>Wk 3: vw, uj</p> <p>Wk 4: ky, pr</p> <p>Wk 5: nm, hb</p> <p>Week 6: fq numbers 0-9</p>	<p><u>Capitals and lowercase</u></p> <p>Wk 1: coa, dg</p> <p>Wk 2: se, tli</p> <p>Wk 3: vw, uj</p> <p>Wk 4: ky, pr</p> <p>Wk 5: nm, hb</p> <p>Week 6: fq numbers 0-9</p>	<p><u>Capitals and lowercase</u></p> <p>Wk 1: coa, dg</p> <p>Wk 2: se, tli</p> <p>Wk 3: vw, uj</p> <p>Wk 4: ky, pr</p> <p>Wk 5: nm, hb</p> <p>Week 6: fq numbers 0-9</p>
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**Spelling**

<p>Set 2 Sounds</p> <p>ay ee igh ow oo oo (u)</p>	<p>Set 2 Sounds</p> <p>ar or air ir ou oy</p>	<p>Recap and revisit:</p> <p>ay ee igh ow oo oo (u ar or air ir ou oy)</p>	<p>plural rule</p> <p>-er est</p>	<p>Days of the week</p>	<p>ing-ed, er -est</p>
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Ay	Ee	Ar	Or	List 1: I, the my, you, your List 2: said, are, be, of, what List 3: we, no, so, to, me List 4: he, her, all, was, old List 5: some, come, want, go, two List 6: does, watch, call, tall, small			
spray play day way may say	see three been green seen sleep	car bar star park smart start sharp spark	sort short worn horse sport snort fork				
Igh	Ow	Air	Ir				
high light night bright fright might	blow snow slow know flow glow	fair stair hair lair chair	girl bird third whirl twirl dirt				
Oo	oo (u)	Ou	Oy				
too zoo mood pool stool moon spoon	took look shook cook foot book	out shout loud mouth round found	toy boy enjoy joy loyal				

### Spelling Y1 End-points:

- I can break down spoken words into their sounds and spell some correctly
- I can spell words containing each of the letter sounds I have been taught
- I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them
- I can spell a few common exception words
- I can spell some common exception words
- I can spell the days of the week
- I can name the letters of the alphabet in order
- I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound
- I know the plural rule and can use -s and -es in the right place
- I can add un- to the start of a word to make a different word
- I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest
- Apply simple spelling rules and guidance, as listed in (English Appendix 1)
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## Composition

### Composition Y1 End-points:

- Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher
- Write down one of the sentences that he/she has rehearsed
- Compose and write sentences independently to convey ideas
- Write sentences, sequencing them to form short narratives (real or fictional)
- Write sentences by re-reading what he/she has written to check that it makes sense



# St. Anne's Writing Curriculum - Year 2



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Retelling traditional tales/ Fairy Tales	Recount Explanations	Adventure Narrative	Report Instructions	Diary Narrative	Letter Explanations
<u>Poetry Week</u>		<u>Poetry Week</u>		<u>Poetry Week</u>	
Bubbles - James Carter		Hurt no living things - Christiana Rosetti		Revolting Rhymes- Roald Dahl	
<p><u>Choice of texts</u> (blue text links to equality and diversity)</p>					
<p><u>Jane Considine Resources</u> The Marvellous Fluffy Squishy Itty Bitty - Beatrice Alemagna A Crow's Tale - Naomi Howarth Little Red Riding Hood - Lucy Rowland The Owl Who Was Afraid of the Dark - Jill Tomlinson</p> <p><u>Other Texts</u> The Great Big Book of Families - Mary Hoffman and Ros Asquith Just Because- Rebecca Elliot Goldilocks and Just the One Bear - Leigh Hodgkinson Mr Wolf's Pancakes - Jan Fearnley Dog loves Fairytales - Louise Yates Pretty - Who's Afraid of the Big Bad Book - Lauren Child Biscuit Bear - Mini Grey The Three Little Wolves and the Big Bad Pig - Eugene Trivsas</p>		<p><u>Jane Considine Resources</u> George and the Dragon- Christopher Wormell The Building Boy - Ross Montgomery Stardust- Jeanne Willis Non-Chron Report - Pirates</p> <p><u>Other Texts</u> The First Slodge - Jeanne Willis The Odd Egg- Emily Gravitt Blown Away - Rob Biddulph Traction Man - Mini Grey Toys in Space - Mini Grey The Disgusting Sandwich- The Story Machine - Tom McLaughlin Journey Tuesday The Boy Who Climbed Into the Moon - David Almond The Day the Crayons Quit - Oliver Jeffers</p>		<p><u>Jane Considine Resources</u> Non-Chron Report - Big Cats</p> <p><u>Other Texts</u> Amazing Grace - Mary Hoffman My Name is not Refugee- Kate Milner Lila and the Secret of Rain- David Conway Meerkat Mail- Emily Gravett Letters from Africa - UCLAN</p> <p>Author Focus: Roald Dahl (see reading)</p>	

Visual Media	Visual Media	Visual Media
My Christmas Star - TV Advert (Jane Considine Resources) The Clocktower The Black Hat	Little Boat Marshmallows	Bubbles So Good to Me

Key Grammatical Vocabulary

noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb  
tense (past, present), apostrophe, comma

Knowledge covered

Yellow = Knowledge to be reviewed Green = New Knowledge to be taught

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
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Punctuation and Grammar

<p><u>Punctuation</u> Capital letters Full stops Question marks Exclamation Marks Inverted commas Commas to separate a list Apostrophe for omission and possession.</p> <p><u>Grammar</u> Expanded noun phrases Subordinating conjunctions (WITB) Co-ordinating conjunctions</p>	<p><u>Punctuation</u> Capital letters Full stops Question marks Exclamation Marks Inverted commas Commas to separate a list Apostrophe for omission and possession.</p> <p><u>Grammar</u> Expanded noun phrases Subordinating conjunctions (WITB) Co-ordinating conjunctions</p>	<p><u>Punctuation</u> Capital letters Full stops Question marks Exclamation Marks Inverted commas Commas to separate a list Apostrophe for omission and possession.</p> <p><u>Grammar</u> Expanded noun phrases Subordinating conjunctions (WITB) Co-ordinating conjunctions</p>	<p><u>Punctuation</u> Capital letters Full stops Question marks Exclamation Marks Inverted commas Commas to separate a list Apostrophe for omission and possession.</p> <p><u>Grammar</u> Expanded noun phrases Subordinating conjunctions (WITB) Co-ordinating conjunctions (BOA) Past simple</p>	<p><u>Punctuation</u> Capital letters Full stops Question marks Exclamation Marks Inverted commas Commas to separate a list Apostrophe for omission and possession.</p> <p><u>Grammar</u> Expanded noun phrases Subordinating conjunctions (WITB) Co-ordinating conjunctions (BOA) Past simple</p>	<p><u>Punctuation</u> Capital letters Full stops Question marks Exclamation Marks Inverted commas Commas to separate a list Apostrophe for omission and possession.</p> <p><u>Grammar</u> Expanded noun phrases Subordinating conjunctions (WITB) Co-ordinating conjunctions (BOA) Past simple</p>
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<p>(BOA)</p> <p>Past simple Past progressive Present simple Present progressive Sentence types: Statement Command Question Exclamation Adverbs</p>	<p>(BOA)</p> <p>Past simple Past progressive Present simple Present progressive Sentence types: Statement Command Question Exclamation Adverbs</p>	<p>(BOA)</p> <p>Past simple Past progressive Present simple Present progressive Sentence types: Statement Command Question Exclamation Adverbs</p>	<p>Past progressive Present simple Present progressive Sentence types: Statement Command Question Exclamation Adverbs</p>	<p>Co-ordinating conjunctions (BOA) Past simple Past progressive Present simple Present progressive Sentence types: Statement Command Question/ Exclamation Adverbs</p>	<p>Past progressive Present simple Present progressive Sentence types: Statement Command Question Exclamation Adverbs</p>
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**Handwriting**

<p>Review: single letters from Y1</p> <p>Teach letter joins: Wk 1: in, am Wk 2: ab, ch Wk 3: oa, wo Wk 4: wh, ob Wk 5: un, um Wk 6: Revisit learning from previous 5 weeks</p>	<p>Review: letter joins Y2 HT1</p> <p>Teach letter joins Wk 1: ig id Wk 2: ed, eg Wk 3: an, or Wk 4: ing, ung Wk 5: ch, sh Wk 6: Revisit learning from previous 5 weeks</p>	<p>Review: Letter joins Y2 HT2</p> <p>Teach letter joins Wk 1: th tl Wk 2: ll ill Wk 3: sli slu Wk 4: ck ack Wk 5: st sti Wk 6: Revisit learning from previous 5 weeks</p>	<p>Review: Letter joins Y2 HT3</p> <p>Teach letter joins: Wk 1: ink unk Wk 2: od, pg Wk 3: re ve Wk 4: oan oom Wk 5: wl wx Wk 6: Revisit learning from previous 5 weeks</p>	<p>Review: Letter joins Y2 HT4</p> <p>Teach letter joins Wk 1: of ff Wk 2: fl flo Wks 3-6 Review joins from HT1 and HT2</p>	<p>Review joins from HT 3,4 and 5</p>
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**Spelling**

<p>1. The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds.</p> <p>2. The /j/ sound spelled -ge at the end of words. This spelling</p>	<p>7. The /r/ sound spelled 'wr' at the beginning of words.</p> <p>8. The /l/ or /ul/ sound spelled '-le' at the end of words.</p> <p>9. The /l/ or /ul/ sound spelled '-el' at</p>	<p>13. The long vowel 'i' spelled with a y at the end of words.</p> <p>14. Adding '-es' to nouns and verbs ending in 'y.'</p>	<p>19. Adding 'er' to words ending in 'e' with a consonant before it.</p> <p>20. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.</p>	<p>25. The /ee/ sound spelled '-ey'</p> <p>26. Words with the spelling 'a' after w and qu.</p>	<p>31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings</p> <p>32. These words are homophones or near</p>
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comes after all sounds other than the 'short vowels.'	the end of words. This spelling is used after m, n, r, s, v, w and commonly s.	15. Adding '-ed' to words ending in y. The y is changed to an i.	21. Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.	27. The /er/ sound spelled with o or ar.	homophones. They have the same pronunciation but different spellings and/or meanings.
3. The /j/ sound spelled with a g.	10. The /l/ or /ul/ sound spelled '-al' at the end of words.	16. Adding '-er' to words ending in y. The y is changed to an i.	22. The 'or' sound spelled 'a' before ll and ll	28. The /z/ sound spelled s.	33. Words ending in '-tion.'
4. The /s/ sound spelled c before e, i and y.	11. Words ending in '-il.'	17. Adding 'ing' to words ending in 'e' with a consonant before it.	23. The short vowel sound 'o.'	29. The suffixes '-ment' and '-ness'	34. Contractions - the apostrophe shows where a letter or letters would be if the words were written in full.
5. The /n/ sound spelled kn and gn at the beginning of words.	12. Challenge Words	18. Challenge Words	24. Challenge Words	30. The suffixes '-ful' and '-less'	35. The possessive apostrophe (singular)
6. Challenge Words				If a suffix starts with a consonant letter. It is added straight onto most root words.	36. Challenge Words

## Composition

### Composition Y2 End-points

- Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)
- Write about real events, recording these simply and clearly
- Write poetry to develop positive attitudes and stamina for writing
- Write for different purposes to develop positive attitudes and stamina for writing
- Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing
- Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about
- Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence
- Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher
- Read aloud what he/she has written with appropriate intonation to make the meaning clear



# St. Anne's Writing Curriculum - Year 3



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Traditional Tales - Fables/ Fairy Tales	Recount Instructions	Narrative - adventure First person narrative	Explanations Report	Narrative Diary	Persuasion Informal letter
<u>Poetry Week</u>		<u>Poetry Week</u>		<u>Poetry Week</u>	
Alligator Problem - Michael Rosen		Our Flat - Michael Rosen		Seeker - Rachel Rooney	
<u>Choice of texts</u> <i>(blue text links to equality and diversity)</i>					
<u>Jane Considine Resources</u> Star in the Jar - Sam Hay The Happy Prince - Jane Ray Pea and the Princess-Lauren Child The True Story of the Three Little Pigs -Jon Scieszka  <u>Other Texts</u> Oliver - Birgitta Sif This is Our House - Michael Rosen Adventures of the Dish and the Spoon - Mini Grey Inside the Villains - Clotilde Perrin Aesop's Fables The Ant and the Grasshopper After the Fall - Dan Santat  <u>Longer Text</u> Kid Normal (Greg James, Chris Smith)		<u>Jane Considine Resources</u> The Incredible Book Eating Boy - Oliver Jeffers The Secret of Black Rock - Joe Todd-Stanton Stone Age Boy- Satoshi Kitamura Street Beneath My Feet - Non Fiction  <u>Other Texts</u> Two Monster - David McKee The Hueys in the New Jumper - Oliver Jeffers The Tin Forest - Helen Ward The Secret of Black Rock - Joe Todd Stanton Escape from Pompeii - Christiana Ballit The Thing - Simon Puttock Ocean Meets Sky - Eric & Terry Fan Freefall - David Weisner Mr Bunny's Chocolate Factory - Elys Dolan The Barnabus Project - Terry Fan <u>Longer Text</u> Fortunately the Milk - Neil Gaiman		<u>Jane Considine Resources</u> Flood - Alvaro F Villa Holiday Brochure- Non Fiction  <u>Other Texts</u> Jamal's Journey- Michael Foreman Azzi in Between- Sarah Garland The Proudest Blue - Ibtihaj Muhammed  <u>Longer Text</u> The First Charlie Small Adventure - Gorilla City The Number 1 Car Spotter - Atinuke	
<u>Visual Media</u>		<u>Visual Media</u>		<u>Visual Media</u>	

The Blue Umbrella -Jane Considine Unit The Black Hat - The Literacy Shed	Mr Hublot (How a Robot Dog Works) -Jane Considine Unit Once in a Lifetime	Zahra - Literacy Shed
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Key Grammatical Vocabulary

adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

Knowledge covered

Yellow = Knowledge to be reviewed. Green = New Knowledge to be taught

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Punctuation and Grammar</b>					
<p><b>Punctuation</b> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials</p> <p><b>Grammar</b> Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types:</p>	<p><b>Punctuation</b> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials</p> <p><b>Grammar</b> Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p>	<p><b>Punctuation</b> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials</p> <p><b>Grammar</b> Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types: Statement Command</p>	<p><b>Punctuation</b> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials</p> <p><b>Grammar</b> Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect</p>	<p><b>Punctuation</b> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials</p> <p><b>Grammar</b> Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect</p>	<p><b>Punctuation</b> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials</p> <p><b>Grammar</b> Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect</p>

Statement Command Question Exclamation Adverbials (TRaMP)	Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)	Question Exclamation Adverbials (TRaMP)	Present perfect Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)	Present perfect Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)	Present perfect Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)
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### Handwriting

<u>Revisit</u> Joins Y2 HTI and 2	<u>Revisit</u> Joins Y2 Ht 3 and 4	<u>Revisit</u> Joins Y2 Ht 5	<u>Revisit</u> Y3 HTI	<u>Revisit</u> Y3 HT 2	<u>Revisit</u> Y3 HT3
<u>Teach</u> Teach joins as es	<u>Teach</u> r: ri, ru, ry, er, ir, ur	<u>Teach</u> a: oa, ad, as, ai (with ascender eg h/descenders eg y): ha, ta, fa, al, ay, ag	<u>Teach4</u> e: ee, ea, ed, (practicing horizontal join to e): re, oe, fe	<u>Teach</u> o: ow, ox, os, (with ascenders eg l /descenders eg g): ot, ol, ok, og, od	<u>Teach</u> y: : ky, hy, ly u: fu, mu, nu (practicing horizontal join to u)

### Spelling

1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. Spelling Rule: The /i/ sound spelled with a 'y.' 4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'	7. Words with the prefix 're-' 're-' means 'again' or 'back.' 8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 9. The prefix 'mis-' This is another prefix with negative meanings. 10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is	13. The long vowel /a/ sound spelled 'ai' 14. The long /a/ vowel sound spelled 'ei.' 15. The long /a/ vowel sound spelled 'ey.' 16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. 17. Homophones - words which have the same pronunciation but different meanings and/or spellings. 18. Challenge Words	19. The /l/ sound spelled '-al' at the end of words. 20. The /l/ sound spelled '-le' at the end of words. 21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'	25. Words ending in '-er' when the root word ends in (t)ch. 26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. 27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.	31. The suffix '-sion' pronounced /ʒən/ 32. Revision - spelling rules we have learned in Stage 3. 33. Revision - spelling rules we have learned in Stage 3. 34. Revision - spelling rules we have learned in Stage 3. 35. Revision - spelling rules we have learned in Stage 3. 36. Revision -
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<p>5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.</p> <p>6. Challenge words</p>	<p>not doubled if the syllable is unstressed.</p> <p>11. Adding suffixes beginning with vowel letters to words of more than one syllable.</p> <p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.</p> <p>12. Challenge words</p>		<p>23. Adding the suffix -ly. Words which do not follow the rules.</p> <p>24. Challenge Words</p>	<p>28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.</p> <p>29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.</p> <p>30. Challenge Word</p>	<p>spelling rules we have learned in Stage 3.</p>
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### Composition

#### Composition Y3 Endpoints

- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary
- Plan his/her writing by discussing and recording ideas within a given structure
- Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)
- Draft and write by organising writing into paragraphs as a way of grouping related material
- Draft and write in narratives, creating settings, characters and plot
- Draft and write non-narrative material, using headings and sub-headings to organise texts
- Evaluate and edit by assessing the effectiveness of his/her own writing
- Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions
- Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly
- Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear



# St. Anne's Writing Curriculum - Year 4



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Narrative Narrative - Quest	Instructions Persuasion	Narrative - Myths Narrative -Fantasy	Report	Narrative Playscript	Explanation Formal letter
Poetry Week		Poetry Week		Poetry Week	
Do Not Feed the Animals - Robert Hull		The Slithermondchowchuck - Aoife Mannix		Bush Fire - Jackie Kay	

## Choice of texts

(blue text links to equality and diversity)

<p><u>Jane Considine Resources</u>            Bike Boy - Jane Considine            Aladdin and the Enchanted Lamp - Philip Pullman            Float- Daniel Miyares            Journey - Aaron Becker            Charlie and the Chocolate Factory - Roald Dahl            The Iron Man (Ted Hughes) - Jane Considine            Y4 Plan</p> <p><u>Other Texts</u>            The Wolf's Story - Taby Forward            Voices in the Park - Anthony Browne            Blackberry Blue - Jamila Gavin            Dogs Don't Do Ballet - Anna Kemp, Sarah Ogilvie            The Coal Thief - Alane Adams            I Go Quiet - David Ollimet</p> <p><u>Longer texts:</u></p>	<p><u>Jane Considine Resources</u>            Theseus and the Minotaur - Hugh Lupton            Wolves in the Walls - Neil Gaiman            The Great Choco-Plot - Chris Callaghan  <u>The Lost thing - Shaun Tan</u>            The Whale- Ethan and Vita Murrow  <u>The Flower- John Light</u></p> <p><u>Other Texts</u>            Coraline - Neil Gaiman            The Lost Happy Endings - Carol Ann Duffy  <u>The Way Back Home - Oliver Jeffers</u>  <u>Red: A Crayon's Story - Michael Hall</u>            Leon and the Place Between - Angel McAllister            A Midsummer Night's Dream - Shakespeare</p> <p><u>Longer texts:</u>            Fortunately the Milk - Neil Gaiman            How to Train your Dragon - Cressida Cowell</p>	<p><u>Jane Considine Resources</u>            The Plague - Playscript            Persuasive Letter</p> <p><u>Other Texts</u>  <u>The Whistling Monster - Stories from around the World - Jamila Gavin</u>  <u>Greta and the Giants - Zoe Tucker</u>            The Lost book of Adventure</p> <p><u>Longer texts:</u>  <u>Oranges in No-Mans Land- Elizabeth Laird</u>            World's Worst Children - David Walliams</p>
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Bill's New Frock - Anne Fine Beowulf - Michael Morpurgo		
Visual Media	Visual Media	Visual Media
Feast - Jane Considine Resources The Lighthouse - The Literacy Shed The Little Shoemaker - The Literacy Shed For the Birds - The Literacy Shed	The Lost Thing - Shaun Tann - Jane Considine Resources The Dragon Slayer - The Literacy Shed The Saga of Bjorn - The Literacy Shed	The Catch - The Literacy Shed

Key Grammatical Vocabulary  
determiner, pronoun, possessive pronoun,  
adverbial

### Knowledge covered

Yellow = Knowledge to be reviewed Green = New Knowledge to be taught

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Punctuation and Grammar</b>					
<u>Punctuation</u> <u>Aa.!?</u> Inverted commas <u>Commas to separate a list</u> Apostrophe for omission and possession <u>Commas for fronted adverbials</u>  <u>Grammar</u> <u>Expanded noun phrases</u> <u>Subordinating conjunctions (AWHITEBUS) - conjunctions at start of sentence</u> Co-ordinating conjunctions	<u>Punctuation</u> Aa.!? <u>Inverted commas</u> Commas to separate a list <u>Apostrophe for omission and possession</u> Commas for fronted adverbials  <u>Grammar</u> Expanded noun phrases <u>Subordinating conjunctions (AWHITEBUS)</u> <u>Co-ordinating conjunctions (FANBOYS)</u>	<u>Punctuation</u> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession <u>Commas for fronted adverbials</u>  <u>Grammar</u> Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions	<u>Punctuation</u> <u>Aa.!?</u> <u>Inverted commas</u> <u>Commas to separate a list</u> <u>Apostrophe for omission and possession</u> <u>Commas for fronted adverbials</u>  <u>Grammar</u> <u>Expanded noun phrases</u> <u>Subordinating conjunctions (AWHITEBUS)</u> <u>Co-ordinating conjunctions (FANBOYS)</u> <u>Past simple</u>	<u>Punctuation</u> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials  <u>Grammar</u> <u>Expanded noun phrases</u> <u>Subordinating conjunctions (AWHITEBUS)</u> <u>Co-ordinating conjunctions</u>	<u>Punctuation</u> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials  <u>Grammar</u> Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions

<p>(FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation Adverbials (TRaMP) - more complex adverbials</p>	<p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)</p>	<p>(FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)</p>	<p>Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)</p>	<p>(FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)</p>	<p>(FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)</p>
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### Handwriting

<p>Maintain letter joins: ning, ping, ting, cod, ake, ome,</p>	<p>Maintain letter joins: are, fla, flo, fle, who, whe, whe</p>	<p>Maintain letter joins: inly, ick, uck, ack, fte, fir, fin</p>	<p>Silent letters: wra, wri, kni</p> <p>Double letters: tt, ll, oo, pp, ss</p>	<p>Recap all Y4 joins concentrate on spacing</p>	<p>Recap all Y4 joins concentrate on spacing</p>
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### Spelling

<p>1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'</p>	<p>7. The suffix '-ation' is added to verbs to form nouns.</p> <p>8. The suffix '-ation' is added to verbs to form nouns.</p> <p>9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'</p>	<p>13. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'</p> <p>14. Adding the suffix '-ous.' Sometimes the root word is obvious and the</p>	<p>19. The 'au' digraph</p> <p>20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'</p> <p>21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'</p> <p>22. The suffix '-cian' used instead of '-sion'</p>	<p>25. Homophones - words which have the same pronunciation but different meanings and/or spellings.</p> <p>26. The /s/ sound spelled c before 'i' and 'e'.</p> <p>27. Some words have similar spellings, root words</p>	<p>32. Plural possessive apostrophes.</p> <p>33. Revision - spelling rules we have learned in Stage 4.</p> <p>34. Revision - spelling rules we have learned in Stage 4.</p> <p>35. Revision - spelling rules we</p>
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<p>3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'</p> <p>4. The prefix 'sub-' which means under or below.</p> <p>5. The prefix 'inter-' means between, amongst or during.</p> <p>6. Challenge Words</p>	<p>10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'</p> <p>11. Word with the 'sh' sound spelled ch. These words are French in origin.</p> <p>12. Challenge Words</p>	<p>usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.</p> <p>15. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.</p> <p>16. The 'ee' sound spelled with an 'i.'</p> <p>17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.</p> <p>18. Challenge Words</p>	<p>when the root word ends in 'c' or 'cs'</p> <p>23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.</p> <p>24. Challenge Words</p>	<p>and meanings. We call these word families. 'sol word family' and 'real word family'</p> <p>28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'</p> <p>29. Prefixes - 'super-' 'anti' and 'auto.'</p> <p>30. The prefix bi-meaning two.</p> <p>31. Challenge Words</p>	<p>have learned in Stage 4.</p> <p>36. Revision - spelling rules we have learned in Stage 4.</p>
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## Composition

### Composition Y4 Endpoints

- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar
- Plan his/her writing by discussing and recording ideas
- Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)
- Draft and write by organising paragraphs around a theme
- Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose
- Draft and write non-narrative material, using simple organisational devices

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials
- Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear



# St. Anne's Writing Curriculum - Year 5



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Narrative to build atmosphere	Explanation Recount	Narrative from different perspectives Mystery/ suspense.	Instructions Persuasion - Letter	Narrative Diary Playscript	Biography Discussion - Balanced Argument
<u>Poetry Week</u>		<u>Poetry Week</u>		<u>Poetry Week</u>	
Autumn Gilt - Valerie Bloom		The Jabberwocky - Lewis Carroll		The Tyger - William Blake	
<u>Choice of texts</u> <i>(blue text links to equality and diversity)</i>					
<u>Jane Considine Resources</u> Cosmic - Frank Cottrell Boyce Diary - Scott of the Antarctic Emperor Penguins - Information The Highwayman - Alfred Noyes Computer Dad - Jane Considine  <u>Other Texts</u> Farther - Graeme Baker-Smith The River - Allesandro Sanna Faery Tales - Carol Ann Duffy <i>How to Heal a Broken Wing - Bob Graham</i> <i>The Artist who Painted a Blue Horse - Eric Carle</i>  <u>Longer Texts</u> Cosmic - Frank Cottrell Boyce <i>Boy at the Back of the Class</i> The Red Tree - Shaun Tan		<u>Jane Considine Resources</u> <i>Gorilla- Anthony Browne</i> The Nowhere Emporium - Ross Plastic Pollution - Information The Explorers - Katherine Rundell <i>Varmints - Helen Ward and Marc Craste</i>  <u>Other Texts</u> How to Live Forever - Colin Thompson Danger is Everywhere: A handbook for avoiding Danger - David O'Doherty The Wonder - Faye Hanson A River - Marc Martin  <u>Longer Texts</u> The Nowhere Emporium - Ross Floodland - Marcus Sedgewick The Explorers - Katherine Rundell Romeo and Juliet - Graphic Novel		<u>Jane Considine Resources</u> Biography - Hatshepsut Egypt Balanced Argument - Screen Use <i>Rose Blanche - Christoph Gallaz, Roberto Innocenti</i> <i>I Believe in Unicorns - Michael Morpurgo</i> <i>The Journey - Francesca Sanna</i>  <u>Other Texts</u> The Man Who Walked Between the Towers - Mordecai Gerstein <i>Way Home - Libby Hathorn</i> <i>Nelson Mandela - Long Walk to Freedom</i> <i>Where the Poppies Grow - Hillary Robinson, Martin Impey</i>  <u>Longer Texts</u> <i>No Ballet Shoes in Syria</i> <i>Rebound - Kwame Alexander</i>	

Visual Media	Visual Media	Visual Media
The Present - Jacob Frey - Jane Considine Resources Zoo- Anthony Browne Alma - Literacy Shed	One Small Step - Jane Considine Resources The Fantastic Flying Book of Mr Morris Lessmore -Jane Considine Resources World's Apart	Birthday Boy - Literacy Shed

Key Grammatical Vocabulary

*modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity*

Knowledge covered

Yellow = Knowledge to be reviewed Green = New Knowledge to be taught

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<u>Punctuation and Grammar</u>					
<u>Punctuation</u> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens Grammar Expanded noun phrases Subordinating conjunctions (AWHITEBUS)	<u>Punctuation</u> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens Grammar Expanded noun phrases Subordinating conjunctions (AWHITEBUS)	<u>Punctuation</u> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens Grammar Expanded noun phrases Subordinating conjunctions (AWHITEBUS)	<u>Punctuation</u> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens Grammar Expanded noun phrases Subordinating conjunctions (AWHITEBUS)	<u>Punctuation</u> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens Grammar Expanded noun phrases Subordinating conjunctions (AWHITEBUS)	<u>Punctuation</u> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens Grammar Expanded noun phrases Subordinating conjunctions (AWHITEBUS)

<p><b>Co-ordinating conjunctions (FANBOYS)</b></p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation</p> <p><b>Adverbials (TRaMP)</b></p> <p><b>Relative Clauses and relative pronouns</b></p> <p>Modal verbs</p>	<p>Co-ordinating conjunctions (FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation</p> <p><b>Adverbials (TRaMP)</b></p> <p><b>Relative Clauses and relative pronouns</b></p> <p>Modal verbs</p>	<p>Co-ordinating conjunctions (FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation</p> <p><b>Adverbials (TRaMP)</b></p> <p><b>Relative Clauses and relative pronouns</b></p> <p>Modal verbs</p>	<p>Co-ordinating conjunctions (FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation</p> <p><b>Adverbials (TRaMP)</b></p> <p><b>Relative Clauses and relative pronouns</b></p> <p>Modal verbs</p>	<p><b>Co-ordinating conjunctions (FANBOYS)</b></p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation</p> <p><b>Adverbials (TRaMP)</b></p> <p><b>Relative Clauses and relative pronouns</b></p> <p>Modal verbs</p>	<p><b>Co-ordinating conjunctions (FANBOYS)</b></p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation</p> <p><b>Adverbials (TRaMP)</b></p> <p><b>Relative Clauses and relative pronouns</b></p> <p>Modal verbs</p>
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### Handwriting

- Revise prior learning from Y 3 and 4
- Pupils to work on dictation materials with focus on speed and accuracy

### Spelling

<p>1. Words ending in '-ious.'</p> <p>2. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'</p> <p>3. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.</p> <p>4. Ending '-cial' and '-tial.' After a vowel '-</p>	<p>7. Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.</p> <p>8. Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.</p> <p>9. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There</p>	<p>13. Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.</p> <p>14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</p> <p>15. Adding suffixes beginning with vowel</p>	<p>19. Words spelled with 'ie' after c.</p> <p>20. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.</p> <p>21. Words containing the letter string 'ough' where the sound is /aw/.</p>	<p>25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>26. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>27. These words are homophones or near homophones. They have</p>	<p>31. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p> <p>32. Challenge Words</p> <p>33. Revision: Year 5 words</p> <p>34. Revision: Year 5 words</p> <p>35. Revision: Year 5 words</p> <p>36. Revision: Year 5 words</p>
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<p>cial' is most common and '-itial' after a consonant. But there are many exceptions.</p> <p>5. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions</p> <p>6. Challenge words</p>	<p>many exceptions to this rule.</p> <p>10. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'</p> <p>11. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely &gt; reliably</p> <p>12. Challenge Words</p>	<p>letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.</p> <p>16. Words with 'silent' letters at the start.</p> <p>17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>18. Challenge Words</p>	<p>22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.</p> <p>23. Adverbs of possibility. These words show the possibility that something has of occurring.</p> <p>24. Challenge Words</p>	<p>the same pronunciation but different spellings and/or meanings.</p> <p>28. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>29. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>30. Challenge Words</p>
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## Composition

### Composition Y5 Endpoints...

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary
- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed
- Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
- Draft and write by précising longer passages
- Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Use different verb forms mostly accurately with consideration for audience and purpose
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing
- Proof-read for spelling errors linked to spelling statements for year 5

- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
- Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear



# St. Anne's Writing Curriculum - Year 6



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Narrative Diary Entry	Non-Chronological Report Newspaper Report	Suspense and Mystery Adventure	Biography Report	Short stories with atmosphere	Speech - Persuasion Discussion- Balanced argument
<u>Poetry Week</u> Comet - Kate Wakeling		<u>Poetry Week</u> Song of the Witches from Macbeth - William Shakespeare		<u>Poetry Week</u> Windrush Child - John Agard	
<u>Choice of texts</u> <i>(blue text links to equality and diversity)</i>					
<u>Jane Considine Resources</u> Hansel and Gretel - Neil Gaiman Letter to Scrooge - Christmas Carol Goldilocks - Newspaper  <u>Other Texts</u> The Princess Blankets - Carol Ann Duffy The Sleeper and the Spindle - Carol Ann Duffy My Princess Boy - Cheryl Kilodavis Shackleton's Journey - William Grill  <u>Longer Texts</u> Holes - Louis Sacchar (C) Wonder - R J Palacio (D) Journey to the River Sea (E)		<u>Jane Considine Resources</u> A Monster Calls - Patrick Ness Mars Transmission - Non-fiction Journal Thornhill - Pam Smy  <u>Other Texts</u> The Viewer - Gary Crew The Island- Armin Greder  <u>Longer Texts</u> Skellig - David Almond (B) Macbeth - Shakespeare A Monster Calls - Patrick Ness (C) The Rooftoppers - Katherine Rundell		<u>Jane Considine Resources</u> Kick - Persuasive Letter The Firework Maker's Daughter - Phillip Pullman Greta- Speech Anglo Saxon Boy - Speech Letters from the Lighthouse - Emma Carroll  <u>Picture Books</u> Cicada- Shaun Tann The Arrival- Shaun Tann Dreams of Freedom - Amnesty International  <u>Longer Texts</u> I Am Malala - Malala Yousefazi Kick - Mitch Johnson	



Visual Media Paperman - Jane Considine Resources Monkey Symphony	Visual Media Francis The Dreadful Menace Ruin	Visual Media The Blitz The Piano German in the Woods
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Key Grammatical Vocabulary

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Knowledge covered

Yellow = Knowledge to be reviewed Green = New Knowledge to be taught

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
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Punctuation and Grammar

<u>Punctuation</u> Aa.!? Inverted commas Commas to separate a list Apostrophe for omission and possession Commas for fronted adverbials Commas for clarity <u>Parentheses</u> <u>Dashes</u> <u>Brackets</u> <u>Commas</u> <u>Hyphens</u> <u>Adding detail</u> <u>Dashes</u> <u>Colons</u> <u>Linking</u> <u>Semi-colons</u>  <u>Grammar</u>	<u>Punctuation</u> Aa.!? <u>Inverted commas</u> Commas to separate a list <u>Apostrophe for omission and possession</u> Commas for fronted adverbials Commas for clarity <u>Parentheses</u> Dashes Brackets Commas Hyphens <u>Adding detail</u> <u>Dashes</u> <u>Colons</u> Linking <u>Semi-colons</u>  <u>Grammar</u>	<u>Punctuation</u> Aa.!? <u>Inverted commas</u> Commas to separate a list <u>Apostrophe for omission and possession</u> Commas for fronted adverbials Commas for clarity <u>Parentheses</u> Dashes Brackets Commas Hyphens <u>Adding detail</u> <u>Dashes</u> <u>Colons</u> Linking <u>Semi-colons</u>  <u>Grammar</u>	<u>Punctuation</u> Aa.!? <u>Inverted commas</u> Commas to separate a list <u>Apostrophe for omission and possession</u> Commas for fronted adverbials Commas for clarity <u>Parentheses</u> Dashes Brackets Commas Hyphens <u>Adding detail</u> <u>Dashes</u> <u>Colons</u> Linking <u>Semi-colons</u>  <u>Grammar</u>	<u>Punctuation</u> Aa.!? <u>Inverted commas</u> Commas to separate a list <u>Apostrophe for omission and possession</u> Commas for fronted adverbials Commas for clarity <u>Parentheses</u> Dashes Brackets Commas Hyphens <u>Adding detail</u> <u>Dashes</u> <u>Colons</u> Linking <u>Semi-colons</u>  <u>Grammar</u>	<u>Punctuation</u> Aa.!? <u>Inverted commas</u> Commas to separate a list <u>Apostrophe for omission and possession</u> Commas for fronted adverbials Commas for clarity <u>Parentheses</u> Dashes Brackets Commas Hyphens <u>Adding detail</u> <u>Dashes</u> <u>Colons</u> Linking <u>Semi-colons</u>  <u>Grammar</u>
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Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types: Statement Command Question Exclamation Adverbials (TRaMP) Relative Clauses and relative pronouns Modal verbs Subjunctive Form	Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types: Statement Command Question Exclamation Adverbials (TRaMP) Relative Clauses and relative pronouns Modal verbs Subjunctive Form	Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types: Statement Command Question Exclamation Adverbials (TRaMP) Relative Clauses and relative pronouns Modal verbs Subjunctive Form	Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types: Statement Command Question Exclamation Adverbials (TRaMP) Relative Clauses and relative pronouns Modal verbs Subjunctive Form	Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types: Statement Command Question Exclamation Adverbials (TRaMP) Relative Clauses and relative pronouns Modal verbs Subjunctive Form	Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types: Statement Command Question Exclamation Adverbials (TRaMP) Relative Clauses and relative pronouns Modal verbs Subjunctive Form
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**Handwriting**

- Revise prior learning from Y 3 and 4
- Pupils to work on dictation materials with focus on speed and accuracy

**Spelling**

1. Challenge Words	7. Challenge Words	13. Spelling Rules: Adding the prefix '- over' to verbs. 14.	19. Spelling Rules: Words with the /f/ sound spelled ph.	25. Spelling Rules: Words ending in '- ably.	31. Spelling Rules: Adjectives to describe settings
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<p>4. Challenge Words 5. Challenge Words 6. Challenge Words</p>	<p>10. Challenge Words 11. Spelling Rules: Words with the short vowel sound /i/ spelled y 12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.</p>	<p>Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'</p> <p>15. Spelling Rules: Words which can be nouns and verbs.</p> <p>16. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'</p> <p>17. Spelling Rules: Words with a 'soft c' spelled /ce/.</p> <p>18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis - reverse; un - not; over - above/more; im - opposite</p>	<p>20. Spelling Rules: Words with origins in other countries</p> <p>21. Spelling Rules: Words with unstressed vowel sounds.</p> <p>22. Spelling Rules: Words with endings /shuhl/ after a vowel letter.</p> <p>23. Spelling Rules: Words with endings /shuhl/ after a consonant letter.</p> <p>24. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.</p>	<p>26. Spelling Rules: Words ending in '-ible'</p> <p>27. Spelling Rules: Adding the suffix '-ibly' to create an adverb.</p> <p>28. Spelling Rules: Changing '-ent' to '-ence.'</p> <p>29. Spelling Rules: -er, -or, -ar at the end of words.</p> <p>30. Spelling Rules: Adverbs synonymous with determination.</p>	<p>32. Spelling Rules: Vocabulary to describe feelings.</p> <p>33. Spelling Rules: Adjectives to describe character</p> <p>34. Grammar Vocabulary</p> <p>35. Grammar Vocabulary</p> <p>36. Mathematical Vocabulary</p>
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## Composition

### Composition Y6 Endpoints...

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)
- Draft and write narratives, describing settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Draft and write by accurately precisising longer passages

- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling errors linked to spelling statements for year 6
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear