

Writing plan 2020-2021 for each year group

Year 1

Term	Writing genres and stimuli/links	Grammar/punctuation focus	Spelling rules	Common exception words	Handwriting
Autumn 1	<p>Story retelling linked to This is the Bear</p> <p>Information sentences linked to Science (Animals) and class novel (facts about bears)</p> <p>Information sentences linked to Geography (local area)</p>	<p>Hold a sentence - formation of simple sentences with basic sentence punctuation (full stops and capital letters at the start)</p> <p>Capital letter and lowercase letter correspondence</p>	<p>Recap of set 1 sounds including double consonants ff, ll, ss, zz etc</p> <p>Weekly spelling practise: ch, sh, th, ng, nk, ck</p>	<p>45 words split across the year</p> <p>10 words</p>	<p>Ensure correct tripod grip.</p> <p>Spaces between words</p> <p>Letter family straight line cursive i l t x z</p> <p>Corresponding capital letters as all are straight lines. Focus on size in relation to lower case l, x and z</p>
Autumn 2	<p>Information sentences linked to History (Homes in the past) and Science (Materials)</p> <p>Narrative story linked to class novel (The Jolly Postman)</p> <p>Letter writing in role linked to class novel</p> <p>Story retelling linked to The Owl who was afraid of the dark</p>	<p>Hold sentence activities – reinforce spelling of phonetically plausible words and spelling words.</p> <p>Capital letters for the start of sentences and the proper noun I</p> <p>Full stops at the end</p> <p>Joining words, and, because, but, so</p>	<p>Set 2 di/trigraphs on speed sound chart</p> <p>Introduce root word and endings s, ed, ing to words</p> <p>Weekly practise: ay, ee, igh, ow, oo, oo, ar</p>	<p>10 words</p>	<p>Ensure correct tripod grip.</p> <p>Spaces between words</p> <p>Letter family curves to start</p> <p>c a d g q o e s and corresponding capital letters</p>
Spring 1	<p>Information writing linked to Geography (Rainforests)</p> <p>Narrative diary writing linked to Class Novel (The Man on the Moon)</p>	<p>Suffixes added to verbs where no change is needed to the root word</p> <p>EG Help</p> <p>Helps, helped, helping, helper</p>	<p>Set 2 di/trigraphs on speed sound chart</p> <p>Root word and endings s, ed, ing to words</p> <p>Weekly practise:</p>	<p>Days of the week</p> <p>10 words</p>	<p>Ensure correct tripod grip.</p> <p>Letter height</p> <p>Top exit letters</p>

	Letter writing (persuasive)	Continue to reinforce joining words and, because Basic sentence punctuation Capital letters for proper nouns I and days of the week	or, ir, air, ou, oy, oi		r v w and corresponding capital letters Time to reinforce and revisit all letters practised so far.
Spring 2	Information text linked to History (Nurses) Narrative story retelling linked to Class Novel (Peter Rabbit) Biography linked to class novel author	Regular noun plural suffixes of words where only s is needed dog – dogs School – schools Pen – pens Question sentences and use of question mark	Set 2 and 3 di/trigraphs on speed sound chart Root word and endings s, ed, ing to words Weekly practise: ai, ea, oa, ew, aw, ur	Months of the year 5 words	Ensure correct tripod grip. Tunnel cursive letters n m h b p u and corresponding capital letters
Summer 1	Instruction writing linked to DT (cooking and nutrition) Narrative storytelling Letter writing linked to Class Novel (Dear Greenpeace)	Regular noun suffixes using es Wish – wishes Glass – glasses Fox – foxes Command sentences and use of exclamation mark	Set 2 and 3 di/trigraphs on speed sound chart Root word and endings s, ed, ing to words Focus on split e digraphs a-e, i-e, o-e, u-e	10 words	Hoop, loops and lines j y f k and corresponding letters Time to revisit letters taught
Summer 2	Information text linked to History (Castles) Narrative story linked to class novel (The trouble with Jack OR Zog) Letter writing linked to class novel	Prefix un and how it changes the meaning of words. EG Kind – unkind Tie – untie Compound words Revisit and all prior taught grammar and punctuation	Set 2 and 3 di/trigraphs on speed sound chart Root word and endings s, ed, ing to words Weekly practise: y ending, ow, er, ire, ear, ure	Recap and revisit all	Ensure correct tripod grip. Practise and revisit all letters in size groupings Focus on letter height x height letters l height letters y height letters

Year 2

Term	Writing genres and stimuli/links	Grammar/punctuation focus	Spelling rules	Common exception words	Handwriting
Autumn 1	<p>Narrative story retelling linked to text (Lost and Found)</p> <p>Biography linked to text (Oliver Jeffers)</p> <p>Information text linked to Geography (Salford and Kenya)</p>	<p>Hold a sentence activities:</p> <p>Coordinating conjunctions or, and, but</p> <p>Subordinating conjunctions, when, if, that, because → this was all too advanced for them at this time</p> <p>Capital letters for proper nouns</p>	<p>Set 2 and 3 di/trigraphs on speed sound chart</p> <p>Revisit from Y1</p> <p>Suffixes - s, es, ed, ing</p> <p>Prefix un</p> <p>Weekly practise: wh, ph, tch, dge, kn/gn, ve</p>	<p>64 words</p> <p>Revise all Y1 words</p> <p>Ensure all Y2 words can be read at speed → started to work on this but most kids were not solid on Y1 words yet</p>	<p>Revise all letter formation and ensure correct tripod grip.</p> <p>Route C</p> <p>Choice 3</p> <p>2 letters a week</p> <p>Start with: Straight line Curved lines</p>
Autumn 2	<p>Information text linked to History (Childhood then and now)</p> <p>Letter linked to Class Novel (Grace and Family)</p> <p>Diary entry linked to Class Novel</p> <p>Poetry</p>	<p>Question sentences and use of question mark</p> <p>Coordinating conjunctions or, and, but</p> <p>Subordinating conjunctions, when, if, that, because</p> <p>Simple past and present tense</p>	<p>Set 2 and 3 di/trigraphs on speed sound chart</p> <p>Suffixes - s, es, ed, ing</p> <p>Prefix un</p> <p>Expand suffixes with ly <i>Be explicit about changing words to adverbs</i></p> <p>Weekly practise: wr, le, ce, ey, o(u), el, al/all, ly</p>	<p>16 Y2 words</p>	<p>Top exit letters</p> <p>Tunnel cursive</p> <p>Hoops, loops and lines</p> <p>Ensure correct placement on the line, letter height and corresponding capital letters.</p> <p>Children to practise letters and then those letters in words from spelling lists/common exception words</p>
Spring 1	<p>Information text linked to Science (Animals)</p> <p>Narrative story linked to Class Novel (Paddington)</p> <p>Instructions linked to RE → We did a recount of our trip to the church instead</p>	<p>Expanded noun phrases</p> <p>Question sentences and use of question mark</p> <p>Simple past and present tense</p>	<p>Set 2 and 3 di/trigraphs on speed sound chart</p> <p>Suffixes - s, es, ed, ing</p> <p>Prefix un</p> <p>Expand suffixes with ment, ness,</p> <p>Weekly practise: (y1) ed, er, ing, est, un, au</p>	<p>16 words plus 16 new Y2 words</p>	<p>Revise all letter formation a second time - refine and improve</p> <p>2 letters a week</p> <p>Start with: Straight line Curved lines</p>

Spring 2	<p>Diary linked to History (Great Fire of London)</p> <p>Information text linked to History</p> <p>Letter writing linked to Class Novel (Little Wolf's book of Badness)</p>	<p>Expanded noun phrases</p> <p>Exclamation sentences and use of exclamation point</p> <p>Commas for lists</p>	<p>Set 2 and 3 di/trigraphs on speed sound chart</p> <p>Suffixes - s, es, ed, ing</p> <p>Prefix un</p> <p>Expand suffixes with</p> <p>Changing y to i</p> <p>Weekly practise: ies, ied, er/est, double consonants homophones focus 2 weeks</p>	<p>32 words</p> <p>16 new words</p>	<p>Top exit letters</p> <p>Tunnel cursive</p> <p>Hoops, loops and lines</p> <p>Ensure correct placement on the line, letter height and corresponding capital letters.</p> <p>Children to practise letters and then those letters in words from spelling lists/common exception words</p>
Summer 1	<p>Narrative retelling linked to Traditional tales</p> <p>Non Chronological report linked to Science (Animals)</p> <p>Instructions linked to DT (Mechanisms)</p>	<p>Exclamation sentences for command and use of exclamation mark</p> <p>Progressive past and present tense</p> <p>Apostrophes for contractions</p>	<p>Set 2 and 3 di/trigraphs on speed sound chart</p> <p>Suffixes - s, es, ed, ing</p> <p>Prefix un</p> <p>Expand suffixes with ment, ness, ful, less, tion</p> <p>Weekly practise: ment, ness, ful, less, il</p>	<p>48 words</p> <p>16 new words</p>	<p>Begin to practise specific joins linked to spelling and grammar work for more able</p> <p>ed, er, en es, est,</p> <p>Most children will continue to practise letter formation but more refined and consistent</p>
Summer 2	<p>Biography linked to History (Explorers)</p> <p>Diary account linked to History</p> <p>Narrative linked to text (choose text linked to Explorers theme)</p>	<p>Progressive past and present tense</p> <p>Apostrophes for singular noun possession</p> <p>Expanded noun phrases</p>	<p>Set 2 and 3 di/trigraphs on speed sound chart</p> <p>Suffixes - s, es, ed, ing</p> <p>Prefix un</p> <p>Expand suffixes with ment, ness, ful, less, tion</p> <p>Weekly practise: y(i), tion, s, ci, ge, time to revise and revisit all taught spelling rules</p>	<p>Revise and practise of all 64 words</p>	<p>More able joining</p> <p>ng, ing,</p> <p>un</p> <p>ss, ness, less,</p> <p>Most children will continue to practise letter formation but more refined and consistent</p>

Year 3

Term	Writing genres and stimuli/links	Grammar/punctuation focus	Spelling rules	Common Exception words	Handwriting
Autumn 1	<p>Narrative diary linked to Class Novel (Charlie and the Chocolate Factory)</p> <p>Biography linked to Class Novel author</p> <p>Recount linked to RE</p>	<p>Revise simple past and present tense and progressive past and present tense</p> <p>Revise all KS1 punctuation taught so far. ? ! commas for lists and contractions apostrophe</p> <p>Capital letters for proper nouns</p> <p>Expanded noun phrases</p>	<p>Revise and embed all Set 1,2,3 phonemes particularly split e</p> <p>Revisit and revise all prefixes and suffixes from Y1/2 curriculum (s, es, ed, ing, ed, ly, er, ment, ness, ful, less and un)</p> <p>Weekly practise: a-e, i-e, o-e, u-e, 2 weeks exception words</p>	<p>Y3-4 words 108 in total Children to be able to read all words Spell consistently 55 words</p> <p>Revise all KS1 words</p> <p>45 Y1 64 Y2</p>	<p>Revise all letter formation - lowercase, uppercase and number formation. Ensure letter height is consistent and all letters start in the correct place.</p> <p>Ensure correct position for handwriting and tripod grip.</p> <p>Letter group a week: Straight line letters Curved line letters Top exit letters Tunnel letters Hoops, loops and lines Numbers</p>
Autumn 2	<p>Non Chronological report linked to Science (Animals including Humans)</p> <p>Narrative story linked to Class Novel (Danny, Champion of the world)</p> <p>Persuasive letter writing linked to Class Novel</p> <p>Poetry</p>	<p>Explicit work on paragraphing related to reports. Include sub-headings</p> <p>Expressing conjunctions for time and place, EG, when, next, soon, after, while, so, because)</p> <p>Revise all KS1 punctuation. Explicit practise of question, exclamation and command sentence structures</p>	<p>Introduce new prefixes super, anti, auto, inter (no change to root word)</p> <p>Weekly practise: suffixes revision 2 weeks, super, inter, anti, auto</p>	<p>15 Y3 words</p>	<p>Begin continuous cursive letter formation Letter version 3</p> <p>No change to the capital letters</p> <p>Straight line letters i l t x z</p>

Spring 1	<p>Narrative story linked to RE (Adam and Eve)</p> <p>Persuasive letter writing linked to RE</p> <p>Poetry</p>	<p>Revise conjunctions for time and place.</p> <p>Expand ways to express time and place through adverbs (then, next, soon, yesterday etc) and prepositions (before, after, during, in, because of). <u>Be explicit on word class</u></p> <p>Commas for lists and apostrophe for contractions</p>	<p>Continue to embed work on prefixes and suffixes taught so far. Hold a sentence activities, reading and oral games based around word families based on common words EG comfort, comfortable, comfortably, uncomfortable, comforted, comforter, etc</p> <p>Build on suffixes Weekly practise: tion, sure, ture, 3 weeks revise plus exception words lists</p>	15 words	<p>Continuous letter formation</p> <p>Curved letter family</p> <p>c, a, d, g, q, o</p>
Spring 2	<p>Instruction writing linked to Science (Plants)</p> <p>Narrative diary linked to Class Novel (The 100 miles an hour dog)</p> <p>Information text linked to History (Prehistoric Britain)</p>	<p>Introduce inverted commas for direct speech.</p> <p>Commas for lists</p> <p>Apostrophes for singular noun possession</p> <p>Expanded noun phrases</p>	<p>Homophones and near homophones</p> <p>Continue word family work to embed prefixes and suffixes Weekly practise: prefix re, plus homophones and exception words</p>	15 words	<p>Continuous cursive letter formation</p> <p>Curved family e,s,</p> <p>Top exit letter</p> <p>r, v,w</p>
Summer 1	<p>Narrative linked to film (Taking Flight)</p> <p>Recount linked to Narrative</p> <p>Non Chronological report linked to Geography (Deserts)</p>	<p>Present perfect form of verbs instead of the past (EG, He has gone out to play contrasted to He went out to play)</p> <p>Paragraphing and headings/sub-headings</p>	<p>Revisit different spellings of the hard c sound on the speed sound chart covered so far and the ay sound too. (KS1) Introduce ch (k) and ey</p> <p>Weekly practise:</p>	10 words	<p>Continuous cursive letter formation</p> <p>Tunnel letter family</p> <p>n,m,h,b,p,u,</p>

		Introduce use of apostrophes for plural words	ch(k), ey, 1 week apostrophes for plural nouns 2 weeks exception words		
Summer 2	<p>Formal letter writing linked to Class novel (JK Rowling)</p> <p>Narrative myths linked to History (Romulus and Remus)</p> <p>Instructions linked to DT (Structures)</p>	<p>Practise inverted commas for direct speech.</p> <p>Introduce fronted adverbials for time and place Use of a or an</p> <p>Continue to practise present perfect tense</p> <p>Expanded noun phrases</p>	<p>Revise all curriculum content and re-teach specific difficulties</p> <p>Test and ensure reading, spelling and understanding of exception words and use of all taught prefixes and suffixes taught so far.</p>	Revise all 55 Y3 words	<p>Continuous cursive letter formation Hoops, loops and lines family</p> <p>j,y,f,k,</p> <p>Repeat each twice as needed in this family, include joining ff,</p>

Year 4

Term	Writing genres and stimuli/links	Grammar/punctuation focus	Spelling rules	Common exception words	Handwriting
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<p>Autumn 1</p>	<p>Non Chronological report linked to Geography (european Neighbours)</p> <p>Poetry</p> <p>Narrative diary linked to Class Novel (I was a rat)</p>	<p>Revise all punctuation taught so far. . ? ! commas for list, inverted commas and apostrophes for contractions and singular nouns.</p> <p>Fronted adverbials and commas after the adverbial</p> <p>Build on paragraphing from Y3.</p>	<p>Revise all prefixes and suffixes taught so far. (Y2 and Y3)</p> <p>Revise changing words ending in y to i (word families EG Happy, thirsty, friendly etc)</p> <p>plural ies</p> <p>past tense ied</p> <p>superlative iest</p> <p>ier</p> <p>Weekly practise: ies, iest, ier/ied, ment, less/ness, ful</p>	<p>Revise all words taught so far KS1 and Y3</p>	<p>Revise all letter formation 1 letter daily.</p> <p>Embed correct letter height and correct tripod grip</p> <p>Continuous cursive</p> <p>Letter choice 3</p>
<p>Autumn 2</p>	<p>Instruction writing linked to Science - How to maintain healthy teeth and gums.</p> <p>Narrative myths linked to Text (Beowulf)</p> <p>Persuasive letter linked to Class Novel (The Snowman)</p>	<p>Build on fronted adverbial work, expanding range and type of adverbial (time and place)</p> <p>Embed use of comma after the adverbial</p> <p>Expanded noun phrases (modifying adjectives, nouns and prepositional phrases) EG, The Strict teacher with the curly hair. Use these as dictated sentences</p> <p>Revisit simple and progressive past and present tense</p> <p>Revise and practise use of determiner a or an</p>	<p>Double consonants - explicitly teach rule for when to double the consonant and when not to</p> <p>Link to word families and dictated sentences</p> <p>Eg forget, forgetting, prefer, preferred,</p> <p>Weekly practise: Months of the year, double consonant list 1, 2, 3</p> <p>Revise sounds al (EG wall), au, kn/gn, ci/cy</p>	<p>48 new words for Y4</p> <p>12 new words</p> <p>Carried over into Spring 1</p>	<p>Begin joins</p> <p>Alphabet x 2 or 3 daily</p> <p>Bottom joins</p> <p>ai, ch, ck, er, sh, th, but, ff,</p>

Spring 1	<p>Biography linked to Art ((Cubism)</p> <p>Newspaper recount linked to film (Wallace and Gromit)</p> <p>Persuasive letter linked to film</p>	<p>Build on and embed paragraphing, flow within the paragraph (non narrative)</p> <p>Expanded noun phrases - expand variety and explore appropriate word choices</p> <p>Revisit past perfect tense (EgI have been rather than I did)</p> <p>Revise apostrophes for singular and plural noun possession</p>	<p>Expand use of prefixes and suffixes</p> <p>Build into dictated sentences and word family work</p> <p>Weekly practise: dis, mis, in, ous,</p> <p>2 weeks exception words</p>	12 new words	<p>Bottom to c shaped joins</p> <p>as, ea, ed, ss, igh, ing,</p>
Spring 2	<p>Diary account linked to History (Anne Frank)</p> <p>Non Chronological report linked to Science (Animals including humans)</p> <p>Poetry linked to Class Novel (The Firework Maker's Daughter)</p>	<p>Sentence structure variation, question, command, exclamation.</p> <p>Pronouns and possessive pronouns</p> <p>Standard English verb inflections (we were, I did)</p>	<p>Homophones and near homophones</p> <p>Spelling rules link to speed sound chart</p> <p>Weekly practise: y, ou, ch, sc, ei</p> <p>1 week homophones</p>	12 new words	<p>Top letter joins</p> <p>or, oo, wr, wh, on, oy,</p>
Summer 1	<p>Narrative story writing linked to text (The tunnel)</p> <p>Instruction/explanation text linked to Science (Electricity)</p> <p>Diary linked to Class Novel (Gregory Cool)</p>	<p>Inverted commas, end punctuation within inverted commas</p> <p>Embed expanded noun phrases with varying pronouns and nouns to avoid repetition.</p> <p>Standard English verb inflections</p>	<p>Expand use of prefixes and suffixes</p> <p>Build into dictated sentences and word family work</p> <p>Weekly practise: il/im/ir, sub, sion, ation, ly,</p>	12 new words	<p>Bottom e joins</p> <p>be, ie, se, ey, ue,</p>

Summer 2	<p>Biography linked to History (Howard Carter)</p> <p>Instruction/explanation text linked to History (Ancient Egypt)</p> <p>Narrative adventure story linked to film (Spyfox)</p>	<p>Inverted commas, end punctuation within inverted commas</p> <p>Grammatical difference between plural and possessive - s</p> <p>Pronouns and possessive pronouns</p>	<p>Final spelling rules for Y3-4</p> <p>Weekly practise: ssion, cian, gue, que,</p> <p>Revisit any tricky spelling patterns/rules in final 2 weeks</p>	<p>Revise and embed all Y3-4 words</p>	<p>Top e joins</p> <p>we, re, ve, ere, ure, oe,</p>
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Year 5

Term	Writing genres and stimuli/links	Grammar/punctuation focus	Spelling rules	Common exception words	Handwriting REFINING
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Autumn 1	<p>Non Chronological report linked to Science (Living things and their habitats)</p> <p>Narrative diary linked to Class Novel (Memorial)</p> <p>Persuasive letter linked to Class Novel</p>	<p>Revise all Y4 suffixes and prefixes taught so far.</p> <p>Word class/groups to be secured (nouns, adjectives, adverbs, prepositions, pronouns including possessive)</p> <p>Revise all taught punctuation (. , ? ! "" ')</p>	<p>Recap Y4 prefixes and suffixes from summer term</p> <p>Homophones and near homophones (see list)</p> <p>Common exception words (see list)</p> <p>Weekly practise il/im/ir, sub, ending ce/cy, 2 weeks homophones 2 weeks exception words</p>	<p>Revise all Y3-4 common exception words</p> <p>60 new words</p>	<p>Revise all letter formation 1 letter daily.</p> <p>Embed correct letter height and correct tripod grip</p> <p>Continuous cursive Letter choice 3</p>
Autumn 2	<p>Myths and legends (Linked to History topic Ancient Greece)</p> <p>Description of scene and character (Macbeth)</p> <p>Biography linked to Class novel (Shakespeare)</p>	<p>Relative clauses and use of commas for clarity</p> <p>Revisit verb prefixes dis, mis, re, and introduce de, over)</p> <p>Word family work and dictated sentences</p> <p>Revisit inverted commas and related speech punctuation.</p> <p>Revisit apostrophes for singular and plural possession.</p>	<p>Spelling rules for i before e except after c ough and it's various pronunciations</p> <p>Word family work through root word and ending, revisit ce, cy, endings and dictated sentences.</p> <p>Weekly practise i before e x 2 weeks ough, tious, cious, exception words x 2 weeks</p>	<p>15 new words</p>	<p>Begin joins</p> <p>Alphabet x 2 or 3 daily Bottom joins</p> <p>ai, ch, ck, er, sh, th, but, ff,</p>
Spring 1	<p>Diary linked to Class Novel (Viking Boy)</p> <p>Persuasive text linked to Geography (United Kingdom)</p> <p>Balanced argument</p>	<p>Modal verbs and adverbials which indicate possibility</p> <p>Cohesion within paragraphs using taught devices such as adverbials of time.</p> <p>Use of brackets and dashes for parenthesis</p>	<p>Spelling rules for cial/tial link to ce words</p> <p>Silent letters Weekly practise: cial, tial, silent letters sc,</p>	<p>15 new words</p>	<p>Bottom to c shaped joins</p> <p>as, ea, ed, ss, igh, ing,</p>

		Word families linked to root words and endings Revisit conjunctions	homophones exception words		
Spring 2	Narrative story (Myths and legends or traditional tales) Newspaper recount linked to History (Vikings) Non Chronological report linked to Science (Earth and space)	Converting nouns into nouns and adjectives using suffixes (EG, -ate, -ise, -ify) Relative clauses and commas for clarity Brackets and dashes for parenthesis Use of colon before a list and instead of conjunction because	Words ending in -ant, -ance, -ancy Revisit the suffix -ation Teach in word families EG observe, observant, observance, observation Hyphenated words Weekly practise: -ation, -ant, -ance, -ancy, hyphenated words, exception words	15 new words	Top letter joins or, oo, wr, wh, on, oy,
Summer 1	Biography linked to Art (Frieda Kahlo) Narrative short story linked to film (Francis Brandywine Literacy Shed) Narrative diary account/letter linked to Class Novel (Holes)	Modal verbs and adverbials for possibility. Wider range of cohesive devices (include repetition, ellipsis) Converting words from one word class to another Revisit pronouns and possessive pronouns Revisit sentence variation with question and exclamation	Words ending in -ent, -ence, -ency Teach in word families to embed (t and soft c endings) innocent, innocence, Teach exceptions to the rule Weekly practise: -ent, -ence, -ency, exceptions to -ent/ence/ency	15 new words	Bottom e joins be, ie, se, ey, ue,
Summer 2	Persuasive letter linked to History (The Tudors)	Standard English and informal and formal language structures	Revisit all spelling rules from Y5.	Revise all Y5 common exception words	Top e joins we, re, ve, ere, ure, oe,

	Narrative diary linked to History (Anne Boleyn)	Relative clauses and clause structures	Test common exception words.		
	Balanced argument linked to Refugee week (Class Novel Journey to Jo'Burg)	Revise and embed all taught punctuation	Weekly practise: Teacher to decide which rules to revisit		

Year 6

Term	Writing genres and stimuli/links	Grammar/punctuation focus	Spelling rules	Common Exception Words	Handwriting REFINING
Autumn 1	Newspaper recount linked to Geography (Extreme Earth) Narrative linked to RE (Hinduism) Diary entry linked to Class novel (The HighwayMan)	<i>Cohesive devices such as adverbials etc, to be part of EVERY modelled piece throughout the year. CT to choose the devices which best match the genre/context.</i> Revise all punctuation taught in KS2. ?!, "" - () ‘ Focus on () - , for parentheses and apostrophe for singular and plural possession. Introduce passive sentence structures	Spelling rules to revise: Double consonants when adding endings focus on endings: tion, sion, cian, ssion, Exception words homophones Weekly practise: double consonants, tion, sion, cian, ssion, homophones	Revise all 60 words taught from Y5 plus check of Y3-4 words 40 more words to learn from statutory list Build synonym and antonym into work on spelling, reading and modelled writing as well as grammar work through the year	Embed correct letter height and correct tripod grip Continuous cursive Letter choice 3 Alphabet x 2 or 3 daily Bottom joins ai, ch, ck, er, sh, th, but, ff,
Autumn 2	Biography linked to Art (Lowry)	Inverted commas and speech punctuation.	Words ending in -ant, -ance, -ancy Revisit the suffix -ation	15 new words	Bottom to c shaped joins as, ea, ed, ss, igh, ing,

	<p>Narrative linked to Class novel (The Lion, the Witch and the Wardrobe)</p> <p>Non Chronological report OR Explanation</p> <p>Poetry</p>	<p>Informal and formal language structures, and revise Standard English work.</p> <p>Embed relative clause work from Y4/5</p> <p>Punctuation to mark independent clause structures : ; -</p>	<p>Teach in word families EG observe, observant, observance, observation</p> <p>Words ending in -ent, -ence, -ency</p> <p>Weekly practise: -ation, -ant, -ance/-ancy soft ce, -ent, -ence, -ency</p>		
Spring 1	<p>Narrative- suspense story opening (short write)</p> <p>Balanced argument linked to Science (Evolution theme)</p> <p>Persuasive letter linked to Geography (River Nile)</p>	<p>Speech punctuation</p> <p>Clause structures and punctuation to mark this.</p> <p>Hyphenated words and difference between a hyphen and a dash</p> <p>Revise word groups and changing words from nouns into verbs or adjectives</p>	<p>Spelling rules i before e and exceptions</p> <p>ei</p> <p>Silent letters</p> <p>All rules relating to -able and -ible</p> <p>Weekly practise: i before e, ei, silent letters, -able/-ably, -ible/-ibly exception words</p>	15 new words	<p>Top letter joins</p> <p>or, oo, wr, wh, on, oy,</p>
Spring 2	<p>Non Chronological report linked to History (The Aztecs)</p> <p>Grammar and Spelling Focus for SATs</p>	<p>Revisit tenses work. Simple and progressive past and present tense, past perfect tense</p> <p>Introduce use of subjunctive alongside informal and formal language</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Hyphenated words</p> <p>Weekly practise: -fer, -ferr, hyphenated words, exception words x 2</p>	10 words	<p>Bottom e joins</p> <p>be, ie, se, ey, ue,</p>

Summer 1	Grammar and spelling focus for SATS Narrative linked to film (Literacy Shed, Alma)	Grammar focus for SATS All KS2 content revised with particular attention to: word class/groups clause structures	Revise all rules Focus for SATS	All Y5-6 words	Top e joins we, re, ve, ere, ure, oe,
Summer 2	Editing and revisiting of previous pieces Narrative- Titanium Explanation text - SATS survival guide	Passive voice	Embed rules particularly relating to -ant,-ance, -ancy, -able, --ably -ent, -ence, -ency, -ible, -lby Weekly practise Teacher to decide from above list as appropriate	All Y5-6 words	All writing should be fluent, joined, legible and consistent by this point.