

Writing Coverage 2024/25

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Super Duper Me! – All about me	Let's Celebrate! - Celebrations	Our Wonderful World – Hot and cold places	Our Everyday Heroes - People Who Help us	Once upon a time – Traditional Fairytales	The Great Outdoors – Minibeasts and Plants
Text/Model Texts	<ul style="list-style-type: none"> -Nursery Rhymes -Super Duper You -Only One you -Family and me! -Our Class is a Family 	<ul style="list-style-type: none"> -The Scarecrow's wedding -The Birthday Invitation -Christmas -Fireworks -Weddings -Diwali -Hannukkah -Christmas 	<ul style="list-style-type: none"> -Blue Penguin -Chinese New Year -Penguins -One day on our Blue Planet In the Antarctic/Savannah /Rainforest/Ocean 	<ul style="list-style-type: none"> -Library -Hospital -Fire Service -Police -Dentist 	<ul style="list-style-type: none"> -Goldilocks and the 3 Bears -The Gingerbread Man -Gigantic Turnip -The 3 Billy Goats Gruff -The Little Red Hen -Little Red Riding Hood 	<ul style="list-style-type: none"> -The Very Lazy Ladybird -The very Hungry Caterpillar -Aaarrgghh! Spider! -Yucky Worms -Oliver's Vegetables -How to grow a sunflower -Errol's Garden
	Poetry Basket – Seasonal poems					
EYFS objectives	<u>3-4</u>		<u>Reception</u>		<u>ELG</u>	
	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • 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; writing 'm' for mummy. <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately 		<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known lettersound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 		<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling 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. <p style="text-align: center;"><u>Word Reading</u></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • 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. <p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • 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 	

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Changes Through Time (Toys and Seasons - Autumn)		Castles, Queens and Kings		Around the World	
Text/Model Texts	The Colour Monster Kipper's Toy Box by Nick Inkpen The Naughty Toy Box Poem	Selection of Autumn Poems and Non-fiction texts about autumn Jojo and Grangran – autumn leaves (BBC) Where Bjorn Belongs	Jack and the Beanstalk (and other traditional tales) Leaders Award (more stem than English) Castles	Tell Me a Dragon Prince Cinders	Out and about – a selection of poems by Shirley Hughes Seasons – Spring by Monica Hughes Thinking about the Seasons – Spring by Clare Collins Tamara (film unit)	The secret Sky Garden Zara – Film Unit
Writing Genres/Focus	<p>General Writing Practise</p> <ul style="list-style-type: none"> Spell words containing the phonemes already taught. Spell common exception words. Leave spaces between words. Begin to punctuate sentences using a capital letter and full stop. <p>Non-Fiction (To Discuss – writing a letter to the colour monster)</p> <ul style="list-style-type: none"> Write sentences by saying out loud what they are going to write about and orally compose before writing. Begin to punctuate sentences with a question mark. Use a capital letter for names of people and for the personal pronoun 'I'. 	<p>General Writing Practise</p> <ul style="list-style-type: none"> Spell words containing the phonemes already taught. Spell common exception words. Leave spaces between words. Begin to punctuate sentences using a capital letter and full stop. <p>Poetry (To entertain):</p> <ul style="list-style-type: none"> Use 5 senses to create a poem about autumn. <p>Narrative (To Entertain):</p> <ul style="list-style-type: none"> Create own picture books based on the episode from CBeebies Jojo and Grangran. <p>Non-Fiction (To Inform)</p> <ul style="list-style-type: none"> Write sentences about an aspect of Christmas in order to explain to 	<p>General Writing Practise</p> <ul style="list-style-type: none"> Sentence writing – modelled, dictated and own sentences – lots of practise just writing sentences. Add the suffix 's' and 'es to mark the plural marker for nouns. <p>Non-Fiction (To Inform)</p> <ul style="list-style-type: none"> Write questions (use a question mark). Identify nouns and adjectives. Use 'and' to join adjectives together. Write sentences about castles in answer to their questions (CL, FS, finger spaces, phoneme fingers, conjunctions and, so that, because)). Choice – ch to either create a poster about castles or an information book. 	<p>Non-fiction (To instruct)</p> <ul style="list-style-type: none"> Use imperative verbs. Use time conjunctions to order events. Write sentences to form instructions questions (CL, FS, finger spaces, phoneme fingers, conjunctions). <p>Non-fiction (To inform)</p> <ul style="list-style-type: none"> Use adjectives to describe own dragons. Use 'and' to link ideas together. To use powerful verbs (and adverbs) to describe how their dragon moves. To use the suffixes -est and -er to root words. Write sentences to inform readers about their dragon questions (CL, FS, finger spaces, phoneme fingers, conjunctions). 	<p>Poetry (To entertain):</p> <ul style="list-style-type: none"> To learn to recognise and appreciate rhymes. To know that poetry can take different forms. To know that poems help the reader to create images in the readers' mind. To know that poems cause the reader to feel something. To write own poem about spring thinking carefully about choice of words, including adjectives. To write own poem in the same structure as SH (I like ...) <p>Non-fiction (To inform)</p> <ul style="list-style-type: none"> To tell our readers about spring. To write clear sentences about spring (CL, FS, finger spaces, 	<ul style="list-style-type: none"> Using adjectives to describe a setting. Using question marks and exclamation marks correctly. Write a letter to Funni. Write sentences to describe their own favourite place. Write an explanation text about plants.

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	<p>Non-Fiction (To Discuss and Inform – Kipper’s Toybox)</p> <ul style="list-style-type: none"> • Ask questions (verbally and written). • Captions and labels - pictures and labels to describe what they think are in the box. • Capital letters for people’s names. • Use adjectives to describe a favourite toy. <p>Narrative (To Entertain – Kipper’s Toybox):</p> <ul style="list-style-type: none"> • Correctly Sequence a story using pictures. • Write from memory simple sentences dictated by the teacher that includes GPCs and CEW taught so far. • Retell the story verbally. • Write simple sentences to retell the story. <p>Non-Fiction (To Inform and Describe – The Naughty Toybox)</p> <ul style="list-style-type: none"> • Create a Wanted Poster for the missing toy box. • Use adjectives to describe it. • Use ‘and’ to join ideas together for some children. <p>Poetry (To entertain):</p> <ul style="list-style-type: none"> • Recite poem off by heart (The Naughty Toy Box). 	<p>aliens about some of our Christmas traditions.</p> <p>Non-Fiction (To persuade)</p> <ul style="list-style-type: none"> • Write a letter from a character to ask Santa for a new polar bear toy – focus on descriptions. <p>(Next year, maybe spend 2 weeks on ‘Where Bjon Belongs’ rather than doing the writing about Christmas.)</p>	<p>Narrative (To Entertain):</p> <ul style="list-style-type: none"> • Being to punctuate sentences using (a question mark) <u>or</u> <u>exclamation mark</u>. • Add suffixes using ‘ed’ where no change is needed to the original word (ch write sentences based on fairy tales adding ‘ed’ to verbs. • Write sentences to retell a familiar story. • Continue to practise CL, FS, finger spaces, phoneme fingers, saying sentence out loud, oral rehearsal (role play of Jack and the Beanstalk) and re-reading sentences back. <p>(Next year, maybe don’t spend quite so long on Jack and the Beanstalk. Would have liked ch to have written a poem about their castle – My Castle by Jean)</p>	<p>Narrative (To Entertain):</p> <ul style="list-style-type: none"> • To retell events in the correct order. • To use adjectives to describe characters. • To use ‘because’ to justify opinions. • To plan and rehearse the ending of the story. • To write sentences to retell a familiar story and write own ending (<u>choice</u>). • Continue to practise CL, FS, finger spaces, phoneme fingers, saying sentence out loud, oral rehearsal (role play of Prince Cinders) and re-reading sentences back. 	<p>phoneme fingers, conjunctions).</p> <p>Narrative (To Entertain):</p> <ul style="list-style-type: none"> • To retell events in the correct order. • To use adjectives to describe characters. • To use verbs and adverbs to describe how a ballerina moves. • To write sentences to retell a narrative. <p>Continue to practise CL, FS, finger spaces, phoneme fingers, saying sentence out loud, oral rehearsal, re-reading sentences back, conjunction ‘and’, and adjectives.</p> <p>GD – try to use a variety of co-ordinating and subordinating conjunctions (and, but, of, so, because and use commas to list items.</p>	

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	<ul style="list-style-type: none"> To add actions to our poetry performance to entertain our audience. To write our own acrostic poem about TOYS. 					
<p>NC Objectives</p>	<p>Reading Comprehension: are becoming very familiar with key stories, (fairy stories and traditional tales), retelling them and considering their particular characteristics.</p> <p>Writing Transcription: spell the days of the week (starters), spell words containing the phonemes taught.</p> <p>Writing Composition: write sentences by saying out loud what they are going to write about, write sentences by composing a sentence orally before writing it.</p> <p>Writing Vocabulary, Grammar & Punctuation: leave spaces between words, begin to punctuate sentences using a capital letter and full stop, (join words and clauses with ‘and’), use the grammatical terminology in English (appendix 2) to discuss their writing.</p>	<p>Reading Comprehension: are becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Writing Composition: write sentences by saying out loud what they are going to write about, write sentences by composing a sentence orally before writing it.</p> <p>Writing Vocabulary, Grammar & Punctuation: leave spaces between words, begin to punctuate sentences using capital letters, full stops, exclamation marks or question marks, join words and clauses with ‘and’, use the grammatical terminology in English (appendix 2) to discuss their writing, to understand that suffixes can be added to verbs where no change is needed in the spelling of root words (est and er), to use the suffix ‘s’ for plurals.</p>	<p>Writing Composition: write sentences by saying out loud what they are going to write about, write sentences by composing a sentence orally before writing it.</p> <p>Writing Vocabulary, Grammar & Punctuation: leave spaces between words, begin to punctuate sentences using capital letters, full stops, exclamation marks or question marks, join words and clauses with ‘and’, use the grammatical terminology in English (appendix 2) to discuss their writing, to understand that suffixes can be added to verbs where no change is needed in the spelling of root words (est and er), to use the suffix ‘s’ for plurals.</p>			
<p>Reading Texts</p>	<p><u>The Lost Teddy</u> (Evie’s Group)</p> <p><u>Lost and Found</u> (Victoria’s Group)</p>	<p><u>Duck in a Truck</u> (Evie’s Group)</p> <p><u>Ruby’s Worry</u> (Victoria’s Group)</p>	<p><u>The Three Little Pigs</u> – all children to fit in with learning about traditional tales (reading objective). (For next year, try and get Rapunzel or Hansel and Gretel from Ed Shed)</p> <p><u>Castles</u> (non-fiction)</p>	<p><u>Duck in a Truck</u> (Jaimie’s Group)</p> <p><u>Lost and Found</u> (Evie’s Group)</p> <p><u>On Sudden Hill</u> (Victoria’s Group)</p>	<p>A selection of poems for all groups.</p> <p><u>The Lost Teddy</u> (Jaime’s Group)</p> <p><u>Ruby’s Worry</u> (Evie’s Group)</p> <p><u>Grandad’s Island</u> (Victoria’s Group)</p>	<p><u>Lost and Found</u> (Jaime’s Group)</p> <p><u>On Sudden Hill</u> (Evie’s Group)</p> <p><u>The Koala Who Couldn’t</u> (Victoria’s Group)</p>

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fire and Ice		Kenya / Horsham		The Seaside / Victorians	
Text/Model Texts	Toby and the great fire of London The firebird	-The Princess and the white bear A Cloudy Lesson (film unit) Leaders Award	The Hodgeheg Catch It (film unit)	The Fox and the Star Something fishy	The Secret of Black Rock The Magic Finger	The Magic Finger The Black Hat Poetry unit (Michael Rosen)
Writing genres/Focus	Setting Description Poetry Diary Report writing (Info text) Black History Month Report	Persuasive letters (To persuade) • Letter WAGOLL • Write persuasive letter about design to engineers Story Narrative Non-chronological report Instructions	<u>Poetry (to entertain)</u> <u>Instructions (to inform)</u> • Follow and give instructions verbally • Be able to recognise and use adverbs. • Be able to recognise and choose imperative verbs. • Be able to identify and use time conjunctions. • Be able to write instructions using adverbs, time conjunctions and imperative verbs. <u>Non chron reports (to inform)</u> • Be able to write sentences using openers. • Be able to write sentences using appropriate determiners. • Be able to identify features of a non chron report.	<u>Persuasive writing</u> Expanded noun phrases, writing in present tense, discuss favourite words or phrases, say work aloud, give opinions about what I have read, persuasive language (modal verbs), using suffixes <u>Non chronological report</u> Expanded noun phrases, features of non-chron, adverbs, possessive apostrophes, proof reading, cursive handwriting, using suffixes	<u>Narrative</u> Using suffixes, expanded noun phrases, commas in a list, time conjunctions, plan, write and publish <u>Narrative and Non-Fiction</u> Expanded noun phrases, subordinating conjunctions, give opinions for or against, instructions, imperative verbs, vary sentence types	Narrative (recount) Instruction text Poetry

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			<ul style="list-style-type: none"> • Plan a non chron report using appropriate vocabulary. • Write using plan. <p>Poetry</p> <ul style="list-style-type: none"> • Be able to understand the structure of a kenning poem. • Be able to plan a kenning poem, • Write own kenning poem <p>Sports Commentary (to entertain)</p> <ul style="list-style-type: none"> • Use suffixes to change the meaning or tense of a word. • Use expanded noun phrases to describe a character. • Know how verbs change when tenses change. • Write exclamation sentences. • Use subordinating conjunctions. • Write a simple recount. • Write questions in order to build excitement. • Recognise features of a commentary. • Plan writing. • Use plan to complete writing. 			
<p>NC Objectives</p>	<p><u>Reading comprehension</u> Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide</p>	<p><u>Reading Comprehension</u> Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide</p>	<p><u>Reading Comprehension</u> Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide</p>			

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	<p>range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions ♣ predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><u>Writing Composition</u></p> <p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and</p>	<p>range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
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fictional) writing about real events, writing poetry , writing for different purposes
Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about , writing down ideas and/or key words, including new vocabulary , encapsulating what they want to say, sentence by sentence

Writing Transcription

spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which one or more spellings are already known

Grammar

Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists, learn how to use: sentences with different forms: statement, question, exclamation, command , expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently, co-ordination (using or, and, or but)

Writing Transcription

spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones , learning to spell common exception words , learning to spell more words with contracted forms , learning the possessive apostrophe (singular) [for example, the girl's book] , distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Writing Composition

Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) , writing about real events , writing poetry , writing for different purposes
Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about ,writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence

Grammar

Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) , learn how to use: sentences with different forms: statement, question, exclamation, command , expanded noun

Writing Transcription

spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones , learning to spell common exception words , learning to spell more words with contracted forms , learning the possessive apostrophe (singular) [for example, the girl's book] , distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

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Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about ,writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence

Grammar

Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) , learn how to use: sentences with different forms: statement,

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		phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently, subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	question, exclamation, command , expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently, subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Reading Texts		Lost and Found Lila and The Secret of Rain Mama Miti The Penguin who wanted to find out The day the crayons quit The way back home	Esio Trot Giraffe, Pelly and Me The Lighthouse Keeper's Lunch Augustus and his smile

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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age to Iron Age		Ancient and Modern Egypt		The Rainforest	
Text/Model Texts	<p>Cat Poetry</p> <p>Tadeo Jones (film unit)</p>	Ancient Egypt	<p>Treasure (film unit)</p> <p>Lost Worlds</p>	<p>The Great Kapok Tree</p> <p>Leaders Award</p>	<p>Stone Age Boy</p> <p>How to wash a woolly mammoth</p>	<p>The Stolen Spear</p> <p>Pigeon Impossible (film unit)</p>
Writing genres/focus	<p>Poetry</p> <ul style="list-style-type: none"> - Children create their own rhyming poem about a cat using the structure from the modelled example - plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>Non-chronological report</p> <ul style="list-style-type: none"> - Children research own area of choice on the Ancient Egypt topic. They create a non-chronological report. <ul style="list-style-type: none"> ▪ plan their writing by: ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and 	<p>Persuasive letter (Treasure)</p> <ul style="list-style-type: none"> ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ▪ organising paragraphs around a theme 	<p>Instructions Letter</p> <p>Diary entry</p> <ul style="list-style-type: none"> ▪ plan their writing by: ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ draft and write by: ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of 	<p>Stone Age Boy</p> <p>Narrative (to entertain)</p> <ul style="list-style-type: none"> • Make a prediction • Identifying word classes • Writing expanded noun phrases • Using verbs in the past tense • Writing a character description • Using paragraphs • Describe the setting • Identify and use subordinating and coordinating conjunctions <p>How to wash a woolly mammoth</p> <p>Instructions (to explain)</p> <ul style="list-style-type: none"> • Features of instructions • Recognise and use adverbs, imperative verbs and time openers • Use subordinating conjunctions 	<p>Narrative (to entertain)</p> <ul style="list-style-type: none"> • Importance of how the layout contributes to the story • To write expanded noun phrases • To write a character description using expanded noun phrases • Recognise and use direct speech • Sequence a story • Plan, write, edit and publish a story

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	<ul style="list-style-type: none"> - evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Diary entry (Tadeo Jones)</p> <ul style="list-style-type: none"> ▪ plan their writing by: ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ draft and write by: ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of 	<ul style="list-style-type: none"> ▪ rich vocabulary and an increasing range of sentence structures (English Appendix 2) ▪ organising paragraphs around a theme ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ learning the grammar for years 3 and 4 in English Appendix 2 - proof-read for spelling and punctuation errors • 	<ul style="list-style-type: none"> ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ using conjunctions, adverbs and prepositions to express time and cause ▪ using fronted adverbials ▪ learning the grammar for years 3 and 4 in English Appendix 2 <p> kennings poem</p>	<p>sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> ▪ organising paragraphs around a theme ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>Draft, write, edit and publish</p>	
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	<p>sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> ▪ organising paragraphs around a theme ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ choosing nouns or pronouns appropriately 		<ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - 	<ul style="list-style-type: none"> ▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▪ using conjunctions, adverbs and prepositions to express time and cause ▪ using fronted adverbials ▪ learning the grammar for years 3 and 4 in English Appendix 2 ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas after fronted adverbials <p>Great Kapok Tree</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, 		
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	<p>for clarity and cohesion and to avoid repetition</p> <ul style="list-style-type: none">▪ using conjunctions, adverbs and prepositions to express time and cause▪ using fronted adverbials▪ learning the grammar for years 3 and 4 in English Appendix 2▪ indicate grammatical and other features by:<ul style="list-style-type: none">▪ using commas after fronted adverbials			<p>vocabulary and grammar</p> <ul style="list-style-type: none">♣ discussing and recording ideas♣ draft and write by:<ul style="list-style-type: none">♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)♣ organising paragraphs around a theme♣ in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none">♣ assessing the effectiveness of their own and others' writing and suggesting improvements♣ proposing changes to grammar and vocabulary to improve		
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				<p>consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none">♣ proof-read for spelling and punctuation errors <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none">♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition♣ using conjunctions, adverbs and prepositions to express time and cause♣ using fronted adverbials♣ learning the grammar for years 3 and 4 in English <p>Appendix 2</p>		
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				<ul style="list-style-type: none"> ♣ indicate grammatical and other features by: ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 		
<p>NC objectives</p>	<p>Reading – word reading Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Reading – comprehension</p>	<p>Reading Comprehension develop positive attitudes to reading and understanding of what they read by, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks , reading books that are structured in different ways and reading for a range of purposes, using dictionaries to check the meaning of words that they have read, identifying themes and conventions in a wide range of books, preparing poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>Reading – word reading Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Reading – comprehension</p>			

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develop positive attitudes to reading and understanding of what they read by: ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements ♣ preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

intonation, tone, volume and action, discussing words and phrases that capture the reader's interest and imagination, recognising some different forms of poetry [for example, free verse, narrative poetry], identifying how language, structure, and presentation contribute to meaning

Writing Composition

plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas, draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2), in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – Vocabulary, grammar and punctuation extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using fronted adverbials, learning the grammar for years 3 and 4 in English Appendix 2, using commas after fronted adverbials, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

develop positive attitudes to reading and understanding of what they read by: ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for

Writing – transcription

Spelling (see English Appendix 1) Pupils should be taught to: ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting Pupils should be taught to: ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing – composition

Pupils should be taught to: ♣ plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas ♣ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in

themselves, taking turns and listening to what others say.

Writing – transcription

Spelling (see English Appendix 1) Pupils should be taught to: ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

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Writing – composition

Pupils should be taught to: ♣ plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas ♣ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue),

narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 ♣ indicate grammatical and other features by: ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 ♣ indicate grammatical and other features by: ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical

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					terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Reading Texts	<p>Mary Seacole fact file</p> <p>Guess Who's Coming to Dinner</p> <p>Marcy and the Riddle of the Sphinx</p>	<p>The Egyptian Cinderella</p> <p>Non – Fiction pieces about Ancient Egypt</p>	<p>The Green Ship</p> <p>A selection of poems</p>	<p>The Great Kapok Tree</p> <p>Pebble in my Pocket</p>	<p>My Shadow – poetry</p> <p>The Stolen Spear</p> <p>Non-fiction comprehensions from Literacy Shed Plus</p> <ul style="list-style-type: none"> - What is Light? - Amazing Eyes - Mayans – Sport - Mayans – Food - Mayans - Gods

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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rivers and mountains		Romans		Ancient Greece	Horsham
Text/Model Texts	BFG So good to me (video unit) Wolves	Leader's Award Iron Man	Arthur and the Golden Rope	Varjak Paw Model texts: The Lost Lost Property Office Hamster! Hamster!	Who Let the Gods Out?	Horsham – link to Geography learning
Writing genres	<p>Poetry (To entertain)</p> <ul style="list-style-type: none"> • Kenning WAGOLL • Write a Kenning about the BFG <p>Instructions (To explain)</p> <ul style="list-style-type: none"> • Write instructions for actor to follow <p>Next year, don't teach So Good to Me to make room for more fictional writing.</p> <p>Non-chronological reports (To inform)</p> <ul style="list-style-type: none"> • Use non-fiction books to carry out research and take notes • Non-chron report WAGOLL • Plan paragraphs of a report using different subheadings • Create a double page spread for non-chronological report about wolves 	<p>Persuasive letters (To persuade)</p> <ul style="list-style-type: none"> • Letter WAGOLL • Write persuasive letter about design to engineers <p>Diary entries (To recount)</p> <ul style="list-style-type: none"> • Explore emotive language • Practise using fronted adverbials • Diary WAGOLL • Write diary entry to retell the events of Chapter 2 <p>Persuasive letters (To persuade)</p> <ul style="list-style-type: none"> • Drama lesson to hold debate about what the local people want to do about the Iron Man • Letter WAGOLL • Explore persuasive techniques • Plan letter one paragraph at a time • Write a letter to the farmers to persuade 	<p>Narratives (Myths and Legends) (To entertain)</p> <ul style="list-style-type: none"> • Mythical narrative WAGOLL • Character descriptions • Story mountains and story maps • Speech punctuation 	<p>Poetry (To entertain)</p> <ul style="list-style-type: none"> • List poem WAGOLL • Expanded noun phrases • Write a list poem to describe Varjak • Senses poem WAGOLL • Similes • Write a senses poem about two settings (Mesopotamia and the City) <p>Explanation text (To explain)</p> <ul style="list-style-type: none"> • Explanation text WAGOLL • Rhetorical questions • Subheadings • Fronted adverbials • Write explanation text about being a good friend 	<p>Biography (To inform)</p> <ul style="list-style-type: none"> • Use non-fiction books and online resources to carry out research and take notes • Biography WAGOLL • Pronouns • Past tense • Embedded clauses (GD) • Review of conjunctions • Plan paragraphs of a biography using different subheadings • Write a biography about a chosen Greek god or goddess <p>Press Release (To inform)</p> <ul style="list-style-type: none"> • Press release WAGOLL • Expanded noun phrases • Write character description – Prisoner 42 • Write character description – Thanatos • Write setting description – cave under Stonehenge 	<p>Poetry (To entertain)</p> <ul style="list-style-type: none"> • Find out more about Shelley and the romantics by creating a fact file • Dictionary practise • Expanded noun phrases • Similes • Write a calligram inspired by nature <p>Persuasive letter (To persuade)</p> <ul style="list-style-type: none"> • Persuasive letter WAGOLL • Write a persuasive letter to the council convincing them that their monument design is the best <p>Instructions (To explain)</p> <ul style="list-style-type: none"> •

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		<p>them to follow their advice</p> <p>Newspaper reports (To inform)</p> <ul style="list-style-type: none"> • Newspaper WAGOLL • Practise punctuating direct speech • Revise fronted adverbials to draft introduction • Write a newspaper report to tell people about the Space-Bat-Angel-Dragon 			<ul style="list-style-type: none"> • Plan paragraphs using 5 Ws • Write a press release about escaped Prisoner 42/Thanatos 	
<p>NC Objectives</p>	<p>Reading Comprehension: Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read -identifying themes and conventions in a wide range of books retrieve and record information from non-fiction -participate in discussion about books <p>Transcription: Pupils should be taught to:</p> <ul style="list-style-type: none"> -place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals -use the first two or three letters of a word to check its spelling in a dictionary <p>Composition: Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas -draft and write by: <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 	<p>Reading Comprehension: Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -identifying themes and conventions in a wide range of books <p>Transcription: Pupils should be taught to:</p> <ul style="list-style-type: none"> -use the first two or three letters of a word to check its spelling in a dictionary <p>Composition: Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas -draft and write by: <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied 	<p>Reading Comprehension: Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -identifying themes and conventions in a wide range of books <p>Transcription: Pupils should be taught to:</p> <ul style="list-style-type: none"> -place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals -use the first two or three letters of a word to check its spelling in a dictionary -increase the legibility, consistency and quality of their handwriting <p>Composition: Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas 			

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	<ul style="list-style-type: none"> -organising paragraphs around a theme -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] -evaluate and edit by: <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements -proof-read for spelling and punctuation errors -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Vocabulary, Grammar and Punctuation: Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -using conjunctions, adverbs and prepositions to express time and cause -using fronted adverbials -indicate grammatical and other features by: <ul style="list-style-type: none"> -using commas after fronted adverbials -indicating possession by using the possessive apostrophe with plural nouns -using and punctuating direct speech 	<ul style="list-style-type: none"> and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -organising paragraphs around a theme -in narratives, creating settings, characters and plot -evaluate and edit by: <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proof-read for spelling and punctuation errors -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Vocabulary, Grammar and Punctuation: Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> -using fronted adverbials -learning the grammar for years 3 and 4 in English Appendix 2 -indicate grammatical and other features by: <ul style="list-style-type: none"> -using commas after fronted adverbials -using and punctuating direct speech -use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<ul style="list-style-type: none"> -draft and write by: <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -organising paragraphs around a theme -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] -evaluate and edit by: <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proof-read for spelling and punctuation errors -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Vocabulary, Grammar and Punctuation: Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -using the present perfect form of verbs in contrast to the past tense -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using conjunctions, adverbs and prepositions to express time and cause -using fronted adverbials -indicate grammatical and other features by: <ul style="list-style-type: none"> -using commas after fronted adverbials -indicating possession by using the possessive apostrophe with plural nouns 		
<p>Reading Texts</p>	<p>BFG Once in a Lifetime (video unit)</p>	<p>The Breakfast Club Investigators: The Beast Beyond the Fence</p>	<p>Arthur and the Golden Rope</p>	<p>Varjak Paw</p>	<p>Who Let the Gods Out</p>

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Monarchy and Democracy		Anglo Saxons		Maps and the Mediterranean	
Class Text	Floodland/ The Accidental Prime Minister		Beowulf/ Skellig		Wonder	
Text/Model texts:	Poems from a Green and Blue Planet Floodland	Leaders award Fantastically Great Woman Who Changed the World	Beowulf	Film Unit: Jotun- The Journey of a Viking	Caterpillar Butterfly	Space Staring, 6 Ways to Look at the Moon and Rubbish Tip Alien Explanatory text (TBC)
Writing genres/focus:	<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Proof-read for spelling and punctuation errors. Noting and developing initial ideas, drawing on reading and research where necessary. 					
	<p>Poetry (To express): Writing imagery poetry, in their own style, based on how climate change is affecting the world's oceans.</p> <ul style="list-style-type: none"> Figurative language Adjectives Adverbs Nouns Verbs <p>Narrative- Dystopian (To Entertain): Writing their own imagined ending of Chapter 7 to create suspense and tension.</p> <ul style="list-style-type: none"> Expanded noun phrases Verbs Adverbs Short and long clauses Figurative language Speech 	<p>Letters (To Persuade/ Inform): Writing persuasive letters to accompany their designs for the Young Engineers Young Leaders Award.</p> <ul style="list-style-type: none"> Cohesive devices/SPACE Relative clauses Subject, verb agreement <p>Biographies (To Inform/Entertain): Writing biographies on a member of the Royal Family.</p> <ul style="list-style-type: none"> Organisational devices inc. Bullet points Colons to introduce lists Cohesive devices Perfect form of verbs Consistent use of tense- past simple and present perfect 	<p>Poetry (To Entertain): Writing poems including kennings based on the Anglo-Saxon poetry.</p> <ul style="list-style-type: none"> Hyphens Performance Figurative language <p>Narrative- Myths (To Entertain): Writing their own myth (destroying the monster story) inspired from Beowulf. Recapping and building on work previously done on suspense and tension in Autumn 1.</p> <ul style="list-style-type: none"> Expanded noun phrases Verbs Adverbs Short and long clauses Performance Past progressive Consistent use of tense Speech 	<p>Non-Chronological (To Inform): Writing non-chronological reports based on their historical learning of Viking invasions</p> <ul style="list-style-type: none"> Organisational devices inc. Bullet points Cohesive devices Colons to introduce a list Consistent tense Subject-verb agreement Modal verbs and adverbs Parenthesis <p>Narrative-Retelling (To Entertain): Writing a descriptive retelling of a Viking invasion</p> <ul style="list-style-type: none"> Expanded noun phrases Verbs Adverbs Short and long clauses Cohesive devices Semi-colons, colons and dashes Speech 	<p>Travel Brochure (To Persuade/ Inform): Drafting and publishing a travel brochure about a Mediterranean country based on their Geographical learning.</p> <ul style="list-style-type: none"> Organisational devices inc. Bullet points Cohesive devices Colons to introduce a list Modal verbs and adverbs Parenthesis Colons to introduce a list Consistent tense Subject verb agreement Subjunctive forms <p>Narrative/NF (To Entertain/Inform) Writing a narrative/non-fiction story based on the lifecycle of a chosen animal.</p> <ul style="list-style-type: none"> Organisational devices Cohesive devices Modal verbs and adverbs Semi-colons, colons and dashes Consistent tense Subject-verb agreement Speech 	<p>Poetry (To Entertain) Writing their own poem based on the poems: <i>Space Staring, 6 Ways to Look at the Moon and Rubbish Tip Alien.</i></p> <ul style="list-style-type: none"> Hyphens Performance Evaluating <p>Explanation (To Explain): Choose a topic related to the Earth and Space e.g. How does our solar system work? Why do we have night and day? How does a spaceship work?</p> <ul style="list-style-type: none"> Organisational devices Subject verb agreement Cohesive devices Consistent tense Subjunctive form Parenthesis
NC Objectives:	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs- ISPACE 	<ul style="list-style-type: none"> Using hyphens to avoid ambiguity. Perform their own compositions, using appropriate intonation, 	<ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader. 	<ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader. 	<ul style="list-style-type: none"> Using hyphens to avoid ambiguity. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

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	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. Assessing the effectiveness of their own and others' writing. Describing settings, characters and atmosphere: expanded noun phrases, verbs, adverbs and short/ long clauses Précising longer passages. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, <u>Pupils should be taught to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</u> In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<p>(including conjunctions for multi-clause sentences)</p> <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using further organisational and presentational devices to structure text and to guide the reader. Using a colon to introduce a list. Punctuating bullet points consistently. Using a wide range of devices to build cohesion within and across paragraphs. Recapping what has previously been taught. Using the perfect form of verbs to mark relationships of time and cause. Ensuring the consistent and correct use of tense throughout a piece of writing: past simple and present perfect tense. 	<p>volume and movement so that meaning is clear.</p> <ul style="list-style-type: none"> Pupils should be taught to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader-animal/bird imagery. Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action: expanded noun phrases, verbs, adverbs and short/ long clauses Précising longer passages. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. Ensuring the consistent and correct use of tense throughout a piece of writing, including past progressive tense. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading: repetition. 	<ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs. Using modal verbs or adverbs to indicate degrees of possibility. Using brackets, dashes or commas to indicate parenthesis. Punctuating bullet points consistently. Using a colon to introduce a list. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms: Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Ensuring the consistent and correct use of tense throughout a piece of writing. Describing settings, characters and atmosphere. Recapping: expanded noun phrases, verbs, adverbs, figurative language and integrating dialogue Using a wide range of devices to build cohesion within and across paragraphs. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Using semi-colons, colons or dashes to mark 	<ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs. Using modal verbs or adverbs to indicate degrees of possibility. Using brackets, dashes or commas to indicate parenthesis. Punctuating bullet points consistently. Using a colon to introduce a list. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms: Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Ensuring the consistent and correct use of tense throughout a piece of writing. Using further organisational and presentational devices to structure text and to guide the reader. Using a wide range of devices to build cohesion within and across paragraphs. Using modal verbs or adverbs to indicate degrees of possibility. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Recognising vocabulary and structures that are appropriate for formal 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. Pupils should be taught to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader-animal/bird imagery. Using further organisational and presentational devices to structure text and to guide the reader. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Using a wide range of devices to build cohesion within and across paragraphs. Ensuring the consistent and correct use of tense throughout a piece of writing. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms: Using brackets, dashes or commas to indicate parenthesis.
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				boundaries between independent clauses.	<p>speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Ensuring the consistent and correct use of tense throughout a piece of writing.
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World War II		Crime and Punishment		Save the Planet	
Text/Model Texts	<p>The Viewer</p> <p>Rose Blanche</p>	<p>When the Sky Falls</p> <p>Remembrance Poetry</p>	<p>The 3 Pigs (film)</p>	<p>Holes</p>	<p>The Water Tower</p>	<p>Ruin</p> <p>Leaver's Poems</p>
Writing genres	<p>Non fiction: News Article (to record)</p> <ul style="list-style-type: none"> Direct and reported speech Past tense switch to present Formal tone Cohesion Summarising 	<p>Poetry: Remembrance Poetry (to reflect)</p> <ul style="list-style-type: none"> Figurative language Poetry features Tone and intonation <p>Non Fiction: Formal Non-Chronological Report (to inform)</p> <ul style="list-style-type: none"> Researching a subject 	<p>Non fiction: Police Report (to record)</p> <ul style="list-style-type: none"> Chronology Conjunctive adverbs Formal tone Passive voice <p>Fiction: Narrative - short story (to entertain)</p> <p>Fairy tale with a twist!</p>	<p>Fiction: Transitional Setting description (for creative expression)</p> <ul style="list-style-type: none"> Descriptive devices: similes, metaphors, personification Change in setting / comparison 	<p>Fiction: Narrative - Suspense dialogue (for creative expression)</p> <ul style="list-style-type: none"> Suspense Dialogue Develop character through speech Advance the action through speech 	<p>Fiction: Blog (to reflect)</p> <ul style="list-style-type: none"> First Person Chronology Thoughts / Feelings Informal tone Titles per entry Colons <p>Poetry: poems about their time in primary (for self-expression)</p>

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	<p>Fiction: Diary (to reflect)</p> <ul style="list-style-type: none"> Chronologically order events Infer character feelings Internal monologue 	<ul style="list-style-type: none"> Organisational features: bullet points / subheadings/fact boxes Formal language Technical vocabulary <p>Fiction: Narrative – continuation (to entertain)</p> <ul style="list-style-type: none"> Dialogue to convey character Active / Passive Creating atmosphere Setting description <p>Non Fiction: Leaders’ Award Letter (to persuade)</p> <ul style="list-style-type: none"> Formal tone Technical vocabulary Persuasive features 	<ul style="list-style-type: none"> Dialogue to advance the action Figurative language Character description Adverbials of time 	<p>Non-Fiction: Informal Non-Chronological Report (to inform)</p> <p>Yellow-spotted lizard information text</p> <ul style="list-style-type: none"> Organising information Subheadings Images Informal features Technical vocabulary 	<p>Non-Fiction: Formal Letter (to complain)</p> <ul style="list-style-type: none"> Formal tone Justifying ideas Direct address Conjunctive adverbs 	<ul style="list-style-type: none"> Figurative language Tone / intonation Rhythm Emotion Poetry Features
<p>NC Objectives</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: in narratives, describing character and integrating dialogue to convey character. Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely Indicate grammatical and other features by: punctuating bullet points consistently</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: in narratives, describing character and integrating dialogue to convey character. Draft and write by: précising longer passages Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence Indicate grammatical and other features by: punctuating bullet points consistently</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: in narratives, describing settings and atmosphere. Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely Indicate grammatical and other features by: using a colon to introduce a list</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Draft and write by: in narratives, describing settings and atmosphere. Draft and write by: in narratives, describing character and integrating dialogue to convey character. Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely Indicate grammatical and other features by: using a colon to introduce a list</p>

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	<p><u>All Writing Units</u></p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus • Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Draft and write by: using a wide range of devices to build cohesion within and across paragraphs • Evaluate and edit by: assessing the effectiveness of their own and others’ writing • Evaluate and edit by: assessing the effectiveness of their own and others’ writing • Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • 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, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors • Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 5 and 6 in English Appendix 2 • Indicate grammatical and other features by: using hyphens to avoid ambiguity • Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis • Indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 					
<p>Reading Texts</p>	<p>The Viewer Rose Blanche</p> <p>VIPERS: Film Clips Poetry WW2 Non-fiction Black History Month</p>	<p>When the Sky Falls</p>	<p>Science non-fiction Picture Book Awards The Highwayman Holes</p>	<p>Holes</p>	<p>Past SATS Reading Papers – Test Skills</p>	<p>Conservation Comprehensions Evolution Comprehensions</p>