


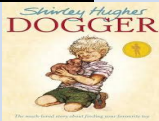




	Autumn Term				Spring Term			Summer Term			
Year 1/2	Instructions 'How to look after a Dinosaur.' T4W	Dogger (Fiction) RR	T4W NC Reports Superheroes	Narrative poetry Year 1: Julia Donaldson Stick Man	The Elves and the Shoemakers T4W	Billy and The Beast (Fiction) RR	RR: Can't you sleep little Bear?	Recount (Trip) T4W	RR Lila and the Secret of Rain (Fiction)	The Big Book of the Blue (Non-Fiction) RR	Y1 Animal Poetry (Commotion in the Ocean)
				Year 2: The Way Home for Wolf			Classic Poetry Year 2: What is Pink?				RWP Transition unit (Y2) (Bedtime stories)
Year 3/4	Epic Crawl RWP	The Butterfly Lion (Fiction) RR		A Christmas Carol	The Battle Cry RWP	How to Live Forever (Fiction) RR	Narrative Poetry: Revolting Rhymes	Campfire Ghost Stories RWP		Shackleton's Journey (Non-Fiction) RR	RR Playscripts
Year 5	RR - Letters from the Lighthouse	RWP: Dual Narrative The Hunter and the hunted.		Classic Poetry: The Highwayman	RR: Ghost boys Jewell Parker Rhodes Diaries	RWP: The Storm	RWP: The Sports Manager Pack	RR: Non Fiction What a Waste! Jess French	Application Unit: The Giant's necklace Diary and newspaper		
Year 6	Thor	The Boy in the striped pyjamas			Hidden Figures	Malala		Wonder			

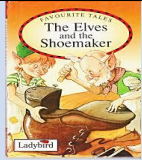
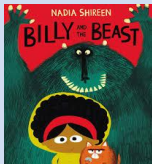

Nursery	It's my birthday	Owl babies	Three Little Pigs	The train ride.	I love my Daddy
	The night before my birthday	Fox's Socks	Three Billy goats gruff	Whatever Next?	Each Peach Pear Plum
	How many sleeps till my birthday?	The Gruffalo	The Gingerbread Man	The Naughty Bus	The hungry Caterpillar
		Brown Bear		Rosie's walk	The Enormous Turnip
			Mr Wolf's pancake		
			I love my Mummy.		

	<p>The little red hen</p> <p>The 3 Billy Goats Gruff</p>		<p>Little Red Riding Hood</p> <p>Jack and The Beanstalk</p>		<p>Topsy and Tim on an aeroplane</p>	<p>Supertato</p>
<p>Reception</p>	<p>Colour Monster goes to school</p> <p>My Family your Family</p> <p>What is Autumn (Non fiction)</p> <p>Pumpkin Soup</p> <p>Little Red Hen (T4W)</p> <p>The Gigantic Turnip</p>	<p>Mr Gumpy's motorcar</p> <p>You can't take an elephant on a bus</p> <p>Oi get off the train</p> <p>Neil Armstrong (Non fiction) (T4W)</p> <p>The Christmas Story</p>	<p>Dinosuar facts (non fiction)</p> <p>Mad about dinosaurs (rhymes) (T4W)</p> <p>Dinosaurs love Underpants</p> <p>Crunch Munch dinosaur lunch</p> <p>Captain Flynn and the pirate dinosaurs</p>	<p>Supertato Veggies assemble</p> <p>Super Daisy</p> <p>Elliot midnight superhero</p> <p>Super pigs</p> <p>If I was a superhero (Poetry) (T4W)</p>	<p>TJack and the Jelly bean stalk</p> <p>Growing and plants (non-fiction)</p> <p>Mad about minibeasts (rhymes)</p> <p>Twist and hop minibeast bop</p>	<p>Facts and information about Farnworth (non-fiction)</p> <p>Paddington</p> <p>Katie goes to London</p> <p>Royal babies big red bus</p> <p>Rumble in the Jungle (rhymes)</p> <p>Over in Australia</p> <p>Betty and the Yeti (T4W)</p>





Year 1 Writing Overview

<p>A u t u m n</p>	<p>(T4W)- How to Look after a Pet Dinosaur 4 weeks</p> 	<p>(RR) Dogger -4 weeks</p> 	<p>T4W Non-Chronological Report Superheroes (Traction man?) 4 weeks</p> 	<p>Narrative poetry - Julia Donaldson- 2 weeks</p> 
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er m (4 W e e ks)	<u>Most Useful Grammar</u> Can leave space between words.	<u>Most Useful Grammar</u> Can begin to punctuate sentences using capital letters and full stops. Can join words and clauses using and.	<u>Most Useful Grammar</u> Can use a capital letter for names of people. Can join words and clauses using 'and'.	<u>Most Useful Grammar</u> Can leave spaces between words Can join words and clauses using 'and' Can use the personal pronoun I Can begin to punctuate sentences using a question mark or exclamation mark.
	<u>Key vocabulary</u> Nutritious, Exercise, Snooze, squeaky, infected, nibble	<u>Key vocabulary</u> Fond, tatty,	<u>Key Vocabulary</u> Super powers, arch enemy, rescues, lives, side kick	<u>Key vocabulary</u> Floating, frolicking, doze, choir, Santa, clattering, overhead, tumbling
	<u>YEAR GROUP NON-NEGOTIABLES</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.	<u>YEAR GROUP NON-NEGOTIABLES</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.	<u>YEAR GROUP NON-NEGOTIABLES</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.	<u>YEAR GROUP NON-NEGOTIABLES</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.
	<u>Writing Outcomes</u> A set of instructions to look after an animal of their choice	<u>Writing Outcomes</u> A letter to give advice A setting description of the fair	<u>Writing Outcomes</u> A Non chronological report	<u>Writing Outcomes</u> A character description A letter to Father Christmas Instructions for how to look after a stickman


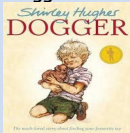

Spring (11 weeks)	(T4W) <u>The Elves and The Shoemaker</u> - 4 weeks 	(RR) <u>Billy and the Beast</u> - 3/4 weeks 	RR: <u>Can't you sleep Little Bear?</u> - 3 Weeks 
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	<p><u>Most Useful Grammar</u></p> <p>can punctuate sentences using a capital letter and a full stop.</p>	<p><u>Most Useful Grammar</u></p> <p>Can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Can use a capital letter for the personal pronoun 'I'.</p>	<p><u>Most Useful Grammar</u></p> <p>Can leave spaces between words</p> <p>Can join words and clauses using 'and'</p> <p>Can use the personal pronoun I</p> <p>Can begin to punctuate sentences using a question mark or exclamation mark.</p>
	<p><u>Key vocabulary</u></p> <p>Mysterious, tatty, wearily, astonished, perfect, delighted, glowed, polished, crept, immediately, unwrapped, merrily.</p>	<p><u>Key vocabulary</u></p> <p>Stashed, rummaged, adorable, suspicion, bleak, impressive, keen, plump</p>	<p><u>Key vocabulary</u></p> <p>sunlight, cave, lantern, shadows, safe, cosy, scared, Bear</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>Revision of Reception work</p> <p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <p>Basic revision should include:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>Revision of Reception work</p> <p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <p>Basic revision should include:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>Revision of Reception work</p> <p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <p>Basic revision should include:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants rules and guidelines which have been taught.</p>
	<p><u>Writing Outcomes</u></p> <p>A narrative- traditional tale.</p>	<p><u>Writing Outcomes</u></p> <p>A non-chronological report about Beasts</p> <p>A set of instructions on how to make a terrible soup.</p>	<p><u>Writing Outcomes</u></p> <p>A setting description</p> <p>A narrative- short story</p>

S u m m e r	<p><u>Recount: T4W - 2 weeks</u></p> 	<p>RR Lila and the Secret of the Rain 4 weeks</p> 	<p>The Big Book of Blue RR -4 weeks</p> 	<p><u>Poetry: Under the sea poetry- 2 weeks</u></p> 
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(1 3 w e e k s)	<p><u>Most Useful Grammar</u> Can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Can use a capital letter for the personal pronoun 'I'.</p> <p>Can leave spaces between words.</p> <p>Can join words and clauses using and.</p>	<p><u>Most Useful Grammar</u> can punctuate sentences using a capital letter and a full stop.</p>	<p><u>Most Useful Grammar</u> can leave spaces between words</p> <p>Can begin to punctuate using a question mark, full stop and capital letter.</p> <p>Can join words and clauses using and.</p> <p>Can use a capital letter for places.</p>	<p><u>Most Useful Grammar</u> Can begin to punctuate using an exclamation mark, full stop and capital letter.</p> <p>Can use the personal pronoun 'I'.</p> <p>Can leave spaces between words</p>
	<p><u>Key vocabulary</u> After, later, finally ,then, adjective, chronological order,</p>	<p><u>Key Vocabulary:</u> Beat, gather, failing, crops, scorching, flocks, ebony, echoed, awash,</p>	<p><u>Key vocabulary</u> Cartilage, surface, feathery, blow hole, predator, pouch, shoots, drifts, stalks, swarms</p>	<p><u>Key vocabulary</u> Poem, poet, rhyme, repeat, verse, perform, voice, loud</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <p>Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <p>Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <p>Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <p>Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.</p>
	<p><u>Writing outcomes</u> A recount of a school trip or event</p>	<p><u>Writing outcomes</u> A narrative- short story. Character description of Lila</p>	<p><u>Writing outcomes</u> A non-chronological report about a sea creature A letter to David Attenborough about saving the blue planet.</p>	<p><u>Writing outcomes</u> A riddle poem A shape poem An acrostic poem</p>





Year 2 Writing Long Term Overview

A ut u m n 14	<p>(T4W) How to look after a pet dinosaur- 4 weeks</p> 	<p>RR: Dogger- 4 weeks</p> 	<p>T4W NC Reports 4 weeks Superheroes (Traction Man link?)</p> 	<p>Narrative poetry (The Way Home for wolf) - 2 weeks</p> 
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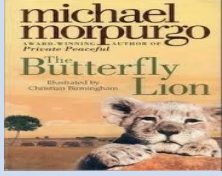

<u>w</u> <u>ee</u> <u>ks</u>	<u>Most useful grammar</u> Can write sentences with different forms: statement, question, exclamation, command. Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	<u>Most Useful Grammar</u> <i>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</i> Can use expanded noun phrases to describe and specify <i>Can make the correct choice and consistent use of present tense and past tense throughout writing.</i>	<u>Most Useful Grammar</u> Can write sentences with different forms: statement, question, exclamation, command. Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	<u>Most Useful Grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but) <i>Can use expanded noun phrases to describe and specify</i> Can make the correct choice and consistent use of present tense and past tense throughout writing.
	<u>Key Vocabulary</u> guidance, imperative, instructions, list, recipe, ingredients, dinosaur, conjunction	<u>Key Vocabulary</u> sacrifice, generous, love, selfless, family, loss, comfort, kind	<u>Key Vocabulary</u> landscape, continent, climate, report, endless, savannah, population, agriculture	<u>Key Vocabulary</u> elder, tundra, twilight, lost, brave, determination, friendship, vowed
	<u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.	<u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.	<u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.	<u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.
	<u>Writing Outcomes</u> A set of instructions to look after an animal of their choice	<u>Writing Outcomes</u> Narrative, character description, letter of advice to Dave, setting description (Summer fair)	<u>Writing Outcomes</u> Non-Chronological Report	<u>Writing Outcomes</u> Report, character description


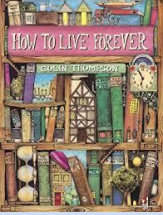
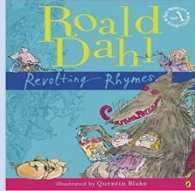
<u>Spr</u> <u>ing-</u> <u>11</u> <u>wee</u> <u>ks</u>	(T4W) The elves and The Shoemaker- 4 weeks 	(RR) Billy and The Beast- 3/4 weeks. 	Classic Poetry- 2 Weeks 
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	<p><u>Most useful grammar</u></p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Can use sentences with different forms: statement, question, exclamation, command</p>	<p><u>Most useful grammar</u></p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>Most Useful Grammar</u></p> <p>Can use both familiar and new punctuation correctly, including question marks</p> <p>Can use expanded noun phrases to describe and specify</p>
	<p><u>Key vocabulary</u></p> <p>Mysterious, tatty, wearily, astonished, perfect, delighted, glowed, polished, crept, immediately, unwrapped, merrily.</p>	<p><u>Key vocabulary</u></p> <p>Stashed, rummaged, adorable, suspicion, bleak, impressive, keen, plump</p>	<p><u>Key Vocabulary</u></p> <p>verse, couplet, rhyme, classic, line, pattern, poet, stanza</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>demarcate some sentences with capital letters and full stops</p> <p>segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>spell some common exception words*</p> <p>form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form lower-case letters of the correct size relative to one another in some of their writing</p> <p>use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>demarcate some sentences with capital letters and full stops</p> <p>segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>spell some common exception words*</p> <p>form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form lower-case letters of the correct size relative to one another in some of their writing</p> <p>use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>demarcate some sentences with capital letters and full stops</p> <p>segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>spell some common exception words*</p> <p>form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form lower-case letters of the correct size relative to one another in some of their writing</p> <p>use spacing between words.</p>
	<p><u>Key Vocabulary</u></p> <p>captive, outfit, imagination, rejoice, suit, battle, combat, adventure</p>	<p><u>Writing Outcomes</u></p> <p>A non-chronological report about Beasts</p> <p>A set of instructions on how to make a terrible soup.</p> <p>A recount of the story</p>	<p><u>Writing outcomes</u></p> <p>A new poem based on a familiar poem.</p>




<p>S u m m e r - 1 3 w e e</p>	<p>T4W- Recount 2 weeks.</p> 	<p>RR: Lila and The Secret of Rain 3 weeks</p> 	<p>RR The Big Book of Blue 4 Weeks.</p> 	<p>Transition Unit (RWP) Bedtime Stories- 4 weeks</p> 
	<p><u>Most useful grammar</u></p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p>	<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p><u>Most Useful Grammar</u></p>

<p><u>e</u> <u>KS</u></p>	<p>Can use expanded noun phrases to describe and specify</p> <p><i>Can make the correct choice and consistent use of present tense and past tense throughout writing.</i></p>	<p>Can use expanded noun phrases to describe and specify</p>	<p>Can use commas to separate items in a list</p> <p>Can use expanded noun phrases to describe and specify</p>	<p><i>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</i></p> <p>Can use expanded noun phrases to describe and specify</p> <p><i>Can make the correct choice and consistent use of present tense and past tense throughout writing.</i></p>
	<p><u>Key vocabulary</u> After, later, finally ,then, adjective, chronological order,</p>	<p><u>Key Vocabulary:</u> Beat, gather, failing, crops, scorching, flocks, ebony, echoed, awash,</p>	<p><u>Key vocabulary</u> Cartilage, surface, feathery, blow hole, predator, pouch, shoots, drifts, stalks, swarms</p>	<p><u>Key Vocabulary</u> Dragons, inference, deduction,</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>
	<p><u>Writing outcomes</u> A recount of a school trip or event</p>	<p><u>Writing outcomes</u> A narrative- short story. Character description of Lila</p>	<p><u>Writing outcomes</u> A non-chronological report about a sea creature A letter to David Attenborough about saving the blue planet.</p>	<p><u>Writing outcomes</u> Narrative: Bedtime story to share with nursery, reception or Year 1</p>

<u>Au</u> <u>tu</u> <u>mn</u> <u>=</u> <u>14</u> <u>we</u> <u>ek</u> <u>s</u>	<p>RWP Epic Crawl- 4/5 weeks</p> 	<p>The butterfly Lion 4/5 Weeks</p> 	<p>A Christmas Carol - 3 weeks</p> 
	<p><u>Most Useful Grammar -</u> Can use and punctuate direct speech Can use conjunctions, adverbs and prepositions to express time and cause Can use fronted adverbials Can use commas after fronted adverbials Can use the present perfect form of verbs in contrast to the past tense.</p>	<p><u>Most Useful Grammar</u> Can use the present perfect form of verbs in contrast to the past tense. Can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Can use conjunctions, adverbs and prepositions to express time and cause Can use headings and sub-headings to aid presentation.</p>	<p><u>Most Useful Grammar</u> Can indicate possession by using possessive apostrophes with plural nouns. Can extend the range of sentences with more than one clause by using: when, if, because, although. Can use conjunctions, adverbs and prepositions to express time and cause</p>
	<p><u>Key Vocabulary:</u> crawl, ruthless, devised, lurks, vanished, resistance, squandered,</p>	<p><u>Key Vocabulary:</u> Codswallop, confines, discernible, flamboyant, lament, interminably, ominous, plaintive, pungent, rank, prestige</p>	<p><u>Key Vocabulary:</u> Ignorant, Grasping, Heartless, Cruel, Greedy, Gruesome, Clearing, Gently</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks spell some identified commonly misspelt words from Year 3 and 4 word list use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks spell some identified commonly misspelt words from Year 3 and 4 word list use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks spell some identified commonly misspelt words from Year 3 and 4 word list use some diagonal and horizontal strokes that are needed to join letters consistently.</p>
	<p><u>Writing Outcomes:</u> Narrative prologue for a sci fi film. NC report about a spacecraft.</p>	<p><u>Writing Outcomes:</u> Letter Diary Entry Debate: For and against keeping the white lion cub</p>	<p><u>Writing Outcomes</u> Diary Character description.</p>


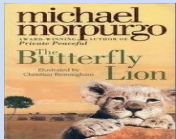

<u>Spr</u> <u>ing</u> <u>11</u> <u>wee</u> <u>ks</u>	<p>(RWP) The Battle Cry- 4 weeks</p> 	<p>T4W: How to live Forever- 4 weeks</p> 	<p>Narrative Poetry: Revolting Rhymes-3 weeks</p> 
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<p><u>Most useful grammar:</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can choose nouns or pronouns for clarity and cohesion and to avoid repetition. Can use a comma after fronted adverbials.</p>	<p><u>Most useful grammar:</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can choose nouns or pronouns for clarity and cohesion and to avoid repetition. Can use a comma after fronted adverbials.</p>	<p><u>Most useful grammar:</u> Can use commas after fronted adverbials. Can indicate possession by using the possessive apostrophe with plural nouns Can use and punctuate direct speech .</p>
<p><u>Key Vocabulary</u> Mortal, chieftain, cowardice, tyranny, oppression, noble, blaze, glory, slay, reign, foe</p>	<p><u>Key Vocabulary:</u> age-old, forbidden, immortality, faded, lacquered, crammed, delicate</p>	<p><u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion</p>
<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks spell some identified commonly misspelt words from Year 3 and 4 word list use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks spell some identified commonly misspelt words from Year 3 and 4 word list use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks spell some identified commonly misspelt words from Year 3 and 4 word list use some diagonal and horizontal strokes that are needed to join letters consistently.</p>
<p><u>Writing Outcomes:</u> A speech to persuade an audience. Instructions</p>	<p><u>Writing Outcomes:</u> Diary Debate: would you live forever if you could? Newspaper article: The Man Who Lived forever!</p>	<p><u>Writing Outcomes:</u> Poem A speech</p>

<p><u>Sum</u> <u>mer</u> <u>13</u> <u>week</u> <u>s</u></p>	<p>RWP Campfire Ghost Stories- 4/5 weeks</p> 	<p>RR- Shackleton's Journey- 4 weeks</p> 	<p>Play scripts: 3 weeks</p> 
	<p><u>Most useful grammar:</u> Can use inverted commas to punctuate direct speech Can use a comma after fronted adverbials Can express time , place using adverbs, conjunctions and prepositions. Can extend the range of sentences with more than one clause by using: when, if, because, although.</p>	<p><u>Most useful grammar:</u> Can express time , place using adverbs, conjunctions and prepositions. Can use a or an according to whether the next word begins with a consonant or a vowel.</p>	<p><u>Most useful grammar:</u> I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Can use conjunctions, adverbs and prepositions to express time and cause</p>
	<p><u>Key Vocabulary:</u> atop, cobbled, littered, skids, curious, replica, perplexed,</p>	<p><u>Key Vocabulary</u> recruitment, supplies, endurance, departure, isolation, pressure, expedition, progress</p>	<p><u>Key Vocabulary:</u> Tone, Fair, Expression, Narration, Intonation, Project, Scenery, Moral</p>

	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks spell some identified commonly misspelt words from Year 3 and 4 word list use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks spell some identified commonly misspelt words from Year 3 and 4 word list use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks spell some identified commonly misspelt words from Year 3 and 4 word list use some diagonal and horizontal strokes that are needed to join letters consistently.</p>
	<p><u>Writing Outcomes:</u> Ghost story Diary</p>	<p><u>Writing Outcomes:</u> Information text: Brochure/Leaflet A speech NC Report</p>	<p><u>Writing Outcomes</u> Play script</p>




Year 4 Writing Long Term Overview

<p><u>Aut</u> <u>um</u> <u>n</u> <u>14</u> <u>wee</u> <u>ks</u></p>	<p align="center">RWP Epic Crawl- 4/5 weeks</p> 	<p align="center">The butterfly Lion 4/5 Weeks</p> 	<p align="center">A Christmas Carol - 3 weeks</p> 
	<p><u>Most useful grammar:</u> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause Indicating possession by using the possessive apostrophe with plural nouns. Using the present perfect form of verbs in contrast to the past tense. Start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt</p>	<p><u>Most Useful Grammar</u> 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. Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns.</p>	<p><u>Most useful grammar:</u> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech 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</p>
	<p><u>Key Vocabulary:</u> crawl, ruthless, devised, lurks, vanished, resistance, squandered</p>	<p><u>Key Vocabulary:</u></p>	<p><u>Key Vocabulary:</u> Ignorant, Grasping, Heartless, Cruel, Greedy, Gruesome, Clearing, Gently</p>

		Codswallop, confines, discernible, flamboyant, lament, interminably, ominous, plaintive, pungent, rank, prestige	
	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists.</p>
	<p><u>Writing Outcomes:</u> Narrative prologue for a sci fi film. NC report about a spacecraft.</p>	<p><u>Writing Outcomes:</u> Letter Diary Entry Debate: For and against keeping the white lion cub</p>	<p><u>Writing Outcomes:</u> Diary Character description.</p>

<p>Spr ing 11 wee ks</p>	<p>(RWP) The Battlecry- 4 weeks</p> 	<p>T4W: How to live Forever- 4 weeks</p> 	<p>Narrative Poetry (Revolting Rhymes) 2/3 Weeks</p> 
	<p><u>Most Useful Grammar</u> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause Indicating possession by using the possessive apostrophe with plural nouns. Using the present perfect form of verbs in contrast to the past tense. Start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt</p>	<p><u>Most useful grammar:</u> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech 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</p>	<p><u>Most useful grammar:</u> Using the present perfect form of verbs in contrast to the past tense. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using commas after fronted adverbials.</p>
	<p><u>Key Vocabulary</u> Motivate, Powerful, Confident, Positive, Negative, United, Repetition</p>	<p><u>Key Vocabulary:</u> age-old, forbidden, immortality, faded, lacquered, crammed, delicate</p>	<p><u>Key Vocabulary</u> Story, Plot, Speaker, Dramatization, Rhythm, Rhyme, Metaphor, Simile</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices.</p>

<p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>
<p><u>Writing Outcomes:</u> A speech to persuade an audience. Instructions</p>	<p><u>Writing Outcomes:</u> Diary Debate: would you live forever if you could? Newspaper article: The Man Who Lived forever!</p>	<p><u>Writing Outcomes:</u> Poem A speech</p>

<p>S u m m e r 1 3 w e e k s</p>	<p>RWP Campfire Ghost Stories- 4/5 weeks</p> 	<p>RR- Shackleton's Journey- 4 weeks</p> 	<p>Play scripts: 3 weeks</p> 
	<p><u>Most useful grammar:</u> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech 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</p>	<p><u>Most useful grammar:</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using commas after fronted adverbials.</p>	<p><u>Most useful grammar:</u> 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.</p>
	<p><u>Key Vocabulary:</u> atop, cobbled, littered, skids, curious, replica, perplexed,</p>	<p><u>Key Vocabulary</u> recruitment, supplies, endurance, departure, isolation, pressure, expedition, progress</p>	<p><u>Key Vocabulary:</u> Tone, Fair, Expression, Narration, Intonation, Project, Scenery, Moral</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p>

<p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>
<p><u>Writing outcomes:</u></p> <p>Ghost story Diary</p>	<p><u>Writing Outcomes:</u></p> <p>Information text: Brochure/Leaflet A speech</p>	<p><u>Writing outcomes:</u></p> <p>Play script</p>

Year 5 Writing Long Term Overview

<p>A u t u m n 1 4 w e e k s</p>	<p>Letters from the Lighthouse RR 5 weeks approx</p> 	<p>RWP Dual Narrative: The Hunter and The Hunted 5 Weeks approx</p> 	<p>Poetry: The highwayman 3/4 weeks approx</p> 
	<p><u>Most Useful Grammar</u></p> <p>Can use relative clauses with a relative pronoun.</p> <p>Comma to separate clauses</p> <p>Using further organisational and presentation devices to structure the text:</p> <ul style="list-style-type: none"> - Headings - Bullet points - Underlining 	<p><u>Most useful grammar:</u></p> <p>Can recognise vocabulary and structures that are appropriate for formal speech and writing including the subjunctive form.</p> <p>Use the perfect form of verbs to mark relationships of time or cause.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p><u>Most useful grammar:</u></p> <p>Can use commas to clarify meaning or avoid ambiguity in writing</p> <p>Can use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Can use expanded noun phrases to convey complicated information concisely</p>
	<p><u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial</p>	<p><u>Key Vocabulary:</u> paradise island, tense, dangerous idyllic lurking ocean hunter victim tranquillity dappled papaya</p>	<p><u>Key Vocabulary:</u> Galleon, tragedy, romance, courage, betrayal, ostler, breeches, afterlife</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas</p> <p>describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas</p> <p>describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas</p> <p>describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p>

<p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list) to spell some words correctly* (years 5/6 Spelling list) consistent, legible handwriting.</p>	<p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list) to spell some words correctly* (years 5/6 Spelling list) consistent, legible handwriting.</p>	<p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list) to spell some words correctly* (years 5/6 Spelling list) consistent, legible handwriting.</p>
<p><u>Writing Outcomes:</u> Narrative: Myth NC Report</p>	<p><u>Writing Outcomes:</u> Letter/Diary A dual narrative to build tension</p>	<p><u>Writing Outcomes:</u> Poem Short story (recount)</p>



<p><u>Spr</u> <u>ing</u> <u>11</u> <u>wee</u> <u>ks</u></p>	<p>RR: Ghost boys 6 weeks</p> 	<p>RWP: The Storm 5 weeks</p> 
	<p><u>Most useful grammar:</u> Use a wide range of co-ordinating and subordinating conjunctions to develop and extend my ideas.</p> <p>Use pronouns and determiners to promote cohesion and flow</p> <p>Refining ideas based on experience of good quality example texts</p> <p>Semi-colons, colons or dashes to mark independent clauses</p> <p>By using semi-colons, colons or dashes to mark between independent clauses</p>	<p><u>Most useful grammar:</u> Can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Can use passive verbs to affect the presentation of information in a sentence Can use the perfect form of verbs to mark relationships of time and cause Can use expanded noun phrases to convey complicated information concisely</p>
	<p><u>Key Vocabulary:</u> Snickering, wince, wary, mushy, tentatively, alliance, shudder, flail, prosecutor, assailant, gavel, jut, contradict, humiliate.</p>	<p><u>Key Vocabulary:</u> Icy brisk prowled eerie gloomy hammering</p>
	<p>YEAR GROUP NON-NEGOTIABLES The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas</p> <p>describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list) to spell some words correctly* (years 5/6 Spelling list)</p>	<p>YEAR GROUP NON-NEGOTIABLES The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas</p> <p>describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list)</p>

<p>consistent, legible handwriting.</p>	<p>to spell some words correctly* (years 5/6 Spelling list) consistent, legible handwriting.</p>
<p><u>Writing Outcomes:</u> Biography Setting description Letter Debate</p>	<p><u>Writing outcomes</u> A description of a storm Poem Leaflet/Brochure to inform</p>

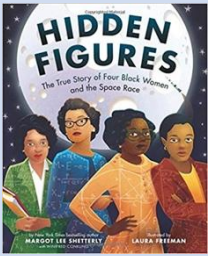
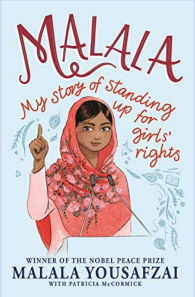
<p>S u m m e r 1 3 w e e k s</p>	<p>RWP: The sports Managers Speech (4 weeks)</p> 	<p>RR Non Fiction- What a waste by Jess French (3 weeks)</p> 	<p>Application Unit: The Giants Necklace Letters and Diary Entries (5/6 Weeks)</p> 
<p><u>Most useful grammar:</u> Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use hyphens to avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis Use semi-colons, colons or dashes to mark boundaries between independent clauses Can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	<p><u>Most useful grammar:</u> Use apostrophes for possession and contraction</p> <p>Structural features such as bullet points</p> <p>Write in the correct formality</p> <p>Can use a colon to introduce a list</p> <p>Punctuating bullet points consistently</p>	<p><u>Most useful grammar:</u> Can use comma to separate clauses</p> <p>Can use brackets, dashes or commas to indicate parenthesis</p> <p>By using semi-colons, colons or dashes to mark between independent clauses.</p> <p>Can use modal verbs or adverbs to indicate degrees of possibility</p>	
<p><u>Key Vocabulary</u> Motivate, Powerful, Confident, Positive, Negative, United, Repetition</p>	<p><u>Key Vocabulary:</u> Rubbish, recycling, protecting, planet pollution, efficiency, waste, landfill</p>	<p><u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial</p>	
<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list)</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list)</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list)</p>	

	to spell some words correctly* (years 5/6 Spelling list) consistent, legible handwriting.	to spell some words correctly* (years 5/6 Spelling list) consistent, legible handwriting.	to spell some words correctly* (years 5/6 Spelling list) consistent, legible handwriting.
<u>Writing Outcome</u> To deliver a speech to motivate and inspire Newspaper report	<u>Writing Outcomes</u> Letter to Greta Thunberg Information Leaflet/NC Report Speech/Persuasive Writing	<u>Writing outcomes</u> Letters/Diary entries Story Newspaper report	

Year 6 Writing Long Term Overview

<u>A</u> <u>u</u> <u>t</u> <u>u</u> <u>m</u> <u>n</u> <u>i</u> <u>4</u> <u>w</u> <u>e</u> <u>e</u> <u>k</u> <u>s</u>		
	<u>Most useful grammar:</u> Can use relative clauses with a relative pronoun. Can use the perfect form of verbs. Use expanded noun phrases to convey information concisely. Commas to avoid ambiguity. Hyphens to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form Use semi colons, colons and dashes to mark boundaries between independent clauses.	<u>Most useful grammar</u> Can use relative clauses with a relative pronoun. Can use the perfect form of verbs. Use expanded noun phrases to convey information concisely. Commas to avoid ambiguity. Hyphens to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form Use semi colons, colons and dashes to mark boundaries between independent clauses.
	Key vocabulary: realm, grotesque, stalagmites, baffled, immersed, putrid, engulfed	<u>Key vocabulary:</u> Empathy, Exasperated, Holocaust, Historical, Ethics, Morality, Politics, Dictatorship
<u>YEAR GROUP NON-NEGOTIABLES</u> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	<u>YEAR GROUP NON-NEGOTIABLES</u> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	

<p>use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly.</p>	<p>use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly.</p>
<p><u>Writing Outcomes</u> Narrative</p>	<p><u>Writing Outcomes</u> Newspaper Balanced Argument Diary Entry</p>

<p><u>Spring 11</u> <u>weeks</u></p>		
	<p><u>Most useful grammar:</u> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must) - Linking ideas across paragraphs using adverbials of time (for example, later), place [for example, nearby] and number (for example, secondly) or tense choices (for example, he had seen her before) - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - Use of expanded noun phrases to convey complicated information concisely - Devices to build cohesion within a paragraph (for example, then, after that, this, firstly) - How words are related by meaning as synonyms and antonyms (for example, big, large, little) - The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)</p>	<p><u>Most useful grammar:</u> Use semi-colons, colons or dashes to mark between independent clauses. Commas to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Commas to separate clauses Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey information concisely. Use modal verbs or adverbs to indicate degrees of possibility</p>
	<p>Key vocabulary: segregated, turbulence, orbit, NASA (National Aeronautics and Space Administration), trajectories, wind tunnel</p>	<p>Key vocabulary: al-Qaeda, haram, Taliban, purdah, imam, inconvenient, peace, dialogue, rights, campaign, dyna, Pashto, pisho</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly.</p>

	Writing Outcomes: memoir, non-chronological report, formal persuasive letter, diary entry, newspaper report	Writing Outcomes: Speech, biography, persuasive letter

<u>Summer 13 weeks</u>		
	<p>Most useful grammar:</p> <p>Can use relative clauses with a relative pronoun. Can use the perfect form of verbs. Use expanded noun phrases to convey information concisely. Commas to avoid ambiguity. Hyphens to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form Use semi colons, colons and dashes to mark boundaries between independent clauses.</p>	
	<p>Key vocabulary:</p> <p>cleft, palate, forewarn, precept, plaque, alignment, deed, monument, mortality, verge, jagged, implant, defect, catastrophe, gauge, syndrome</p>	
	<p><u>YEAR GROUP NON-NEGOTIABLES</u> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly.</p>	
	<p>Writing Outcomes: Recount- Dairy, Newspaper report Explanation text - instructions</p>	