
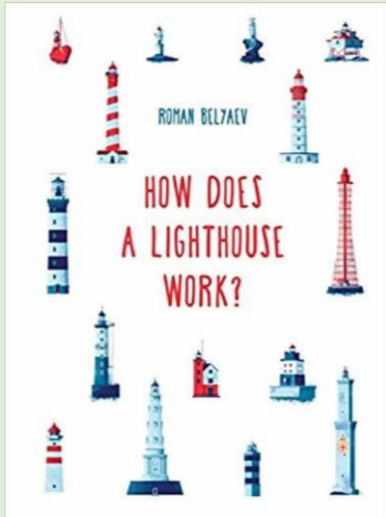
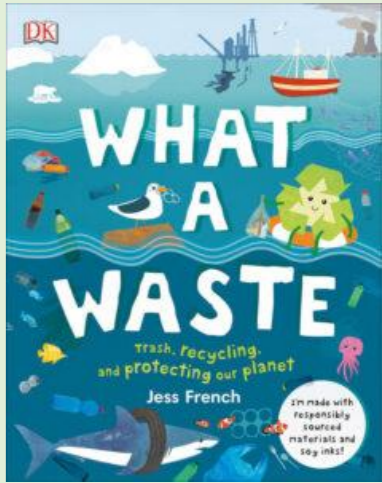


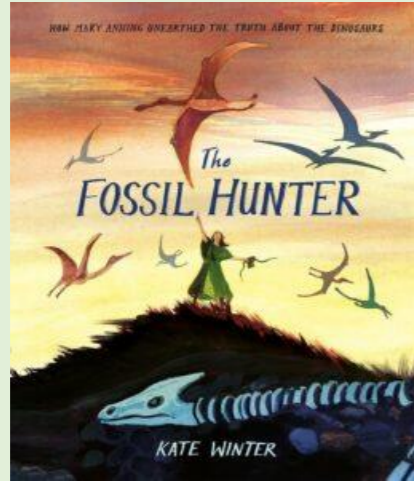


Writing Curriculum Overview 2024 - 2025

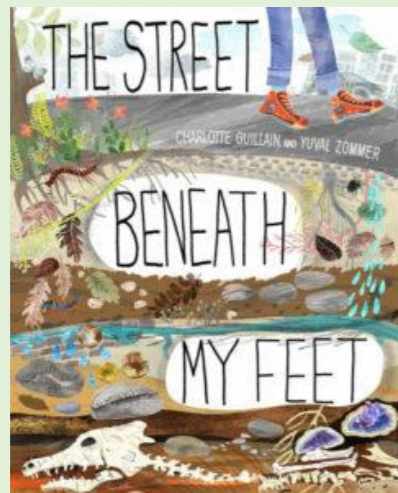
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Core texts:	<p>How to Wash a Woolly Mammoth Michelle Robinson</p>  <p>Stone Age Boy Satoshi Kitamura</p> 	<p>The Dark Lemony Snicket</p>  <p>Hello Lighthouse Sophie Blackall</p> 	<p>The Lost Happy Endings Carol Ann Duffy</p>  <p>The Last Wolf Mini Grey</p> 	<p>The Secret of Black Rock Joe Todd Stanton</p>  <p>Leon and the Place Between Angela McAllister</p> 	<p>Leaf Sandra Dieckmann</p>  <p>Can We Save the Tiger? Martin Jenkins</p> 	<p>The Search for the Giant Arctic Jellyfish Chloe Savage</p>  <p>Somebody Swallowed Stanley Sarah Roberts</p> 

<p>Film:</p>	<p><i>Literacy Shed – The Shirt Machine</i></p> 	<p><i>Literacy Shed - The Lighthouse</i></p> 		<p><i>Literacy Shed – The Legend of The Crabe Phare</i></p>  <p><i>Literacy Shed – Something Fishy</i></p> 		
<p>Non-fiction:</p>	<p><i>The Pebble in my Pocket</i> Meredith Hooper</p> 	<p><i>How Does a Lighthouse Work?</i> Roman Belyaev</p> 				<p><i>What a Waste</i> Jess French</p> 

The Fossil Hunter
Kate Winter



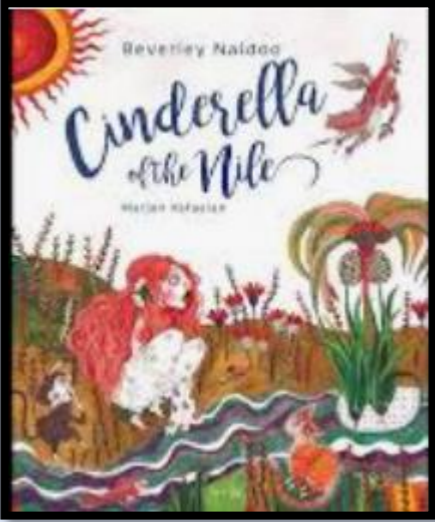
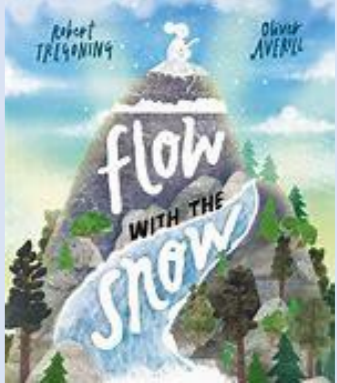
The Street Beneath My Feet
Charlotte Guillian



	<p>The Fossil Hunter Kate Winter</p>  <p>The Street Beneath My Feet Charlotte Guillian</p> 					
<p>Writing Outcomes:</p>	<p>Extended: Writing to inform: <i>Instructions (how to).</i></p> <p>Writing to inform: <i>Recount in the form of a diary</i></p> <p>Additional: <i>Description</i></p>	<p>Extended: Writing to entertain: <i>3rd person narrative</i></p> <p>Writing to inform: <i>Letter</i></p> <p>Additional: <i>Explanation, Postcard</i></p>	<p>Extended: Writing to entertain: <i>Narrative</i></p> <p>Writing to entertain: <i>Traditional tale</i></p> <p>Additional: <i>Description, Letter, Diary</i></p>	<p>Extended: Writing to entertain: <i>Narrative (adventure story)</i></p> <p>Writing to entertain: <i>Narrative (portal story)</i></p> <p>Additional: <i>Description, 1st person account, fact file, speech</i></p>	<p>Extended: Writing to inform: <i>Newspaper</i></p> <p>Writing to persuade: <i>Letter</i></p> <p>Additional: <i>Speech, Non-chronological report</i></p>	<p>Extended Writing to inform: <i>Recount in the form of a diary</i></p> <p>Writing to persuade: <i>Campaign (Poster/Speech)</i></p> <p>Additional: <i>Non-chronological report, letter</i></p>

<p>Objectives:</p>	<p>Writing composition: Compose and rehearse sentences orally. Discussing and recording ideas.</p> <p>Spoken Language: Use relevant strategies to build their vocabulary. Give well-structured explanations.</p> <p>Vocabulary, Grammar and Punctuation: Use the correct form of 'a' or 'an' Expressing time using conjunctions and adverbs.</p> <p>Spelling: Revisit: Contractions (Y2). Prefixes (un-, mis- and dis-) Adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p>Writing composition: Discussing writing similar to that which they are planning to write. Composing and rehearsing sentences orally. In narratives, creating settings, characters and plot. Beginning to organise paragraphs around a theme. Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Vocabulary, Grammar and Punctuation: Using conjunctions to express time and place. Introduction to inverted commas to punctuate direct speech Revisit: Expanded noun phrases to describe and specify (Y2). Revisit: Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (Y2). Revisit: Using past tense, regular and irregular verbs (Y2).</p>	<p>Writing composition: Discussing writing similar to that which they are planning to write. Composing and rehearsing sentences orally. In narratives, creating settings, characters and plot. Organise paragraphs around a theme. Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Vocabulary, Grammar and Punctuation: Expressing time and place using adverbs. Indicating possession by using the possessive apostrophe with plural nouns Revisit: Use the correct form of 'a' or 'an' Revisit: Introduction to inverted commas to punctuate direct speech</p>	<p>Writing composition: Discussing and recording ideas. In narratives, creating settings, characters and plot. Organise paragraphs around a theme. Proof-read for spelling and punctuation errors.</p> <p>Vocabulary, Grammar and Punctuation: Expressing time and place using prepositions. Choosing nouns or pronouns appropriately for clarity and cohesion. Revisit: Expressing time and place using conjunctions and adverbs. Revisit: Inverted commas to punctuate direct speech</p> <p>Spelling: Prefixes (re-, sub-) The suffix -ous (dangerous, courageous, curious). Revisit: Adding the endings – ing, –ed, –er, – est and –y to words ending in –e with a consonant before it (Y2)</p>	<p>Writing composition: Discussing and recording ideas. Organise paragraphs around a theme. In non-narrative material, using simple organisational devices. Assessing the effectiveness of their own and others' writing and suggesting improvements. Read aloud their own writing.</p> <p>Vocabulary, Grammar and Punctuation: Expressing cause using conjunctions, adverbs and prepositions. Revisit: Commas to separate items in a list (Y2)</p> <p>Spelling: Word families based on common words. Words with endings sounding like /zə/ or /tʃə/ (nature, creature, enclosure). Prefixes (in-)</p>	<p>Writing composition: Discussing and recording ideas. Proof-read for spelling and punctuation errors. Read aloud their own writing. Propose changes to grammar and vocabulary.</p> <p>Vocabulary, Grammar and Punctuation: Use of the present perfect form of verbs instead of the simple past. Extend the range of sentence with more than one clause by using a wider range of conjunctions. Revisit: Choosing nouns or pronouns appropriately for clarity and cohesion.</p> <p>Spelling: Homophones and near-homophones Revisit: Prefixes (un-, mis-, dis-) Revisit: The suffix -ly</p>
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		<p>Spelling: The suffix -ly Revisit: Apostrophe for possession (Y2). Revisit: Adding -es to nouns and verbs ending in -y (Y2)</p>	<p>Spelling: Possessive apostrophe with plural words. Words with the /eɪ/ sound spelt ei, eigh, or e (vein, neighbour, they, obey) Revisit: Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before l (Y2)</p>			
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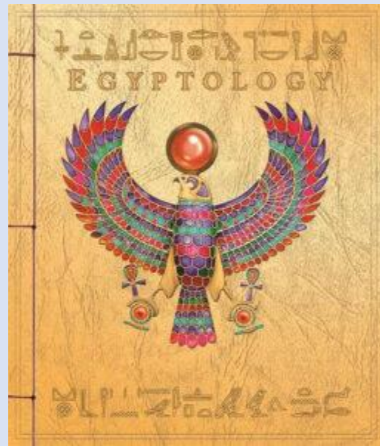
<p>Year 4 Core texts:</p>	<p><i>Cinderella of the Nile</i> Beverley Naidoo</p>  <p><i>The Story of Tutankhamun</i> Patricia Cleveland-Peck</p> 	<p><i>Malala's Magic Pencil</i> Malala Yousafzai</p>  <p><i>Suffragette: The Battle For Equality</i> David Roberts</p> 	<p><i>The Promise</i> Nicola Davies</p>  <p><i>Quest</i> Aaron Becker</p> 	<p><i>The Lost Thing</i> Shaun Tan</p>  <p><i>The Red Prince</i> Charlie Roscoe</p> 	<p><i>The Window</i> Jeannie B</p>  <p><i>The Iron Man</i> Chris Mould</p> 	<p><i>Flow with the Snow</i> Robert Tregony</p>  <p><i>Tuesday</i> David Wiesner</p> 
<p>Film:</p>		<p><i>Literacy Shed – Dreamgiver</i></p> 	<p><i>The Lost Thing</i> <u>The Lost Thing (2010) - Legendado PT(BR) (youtube.com)</u></p>	<p><i>Literacy Shed – Treasure</i></p> 		

Non-fiction:

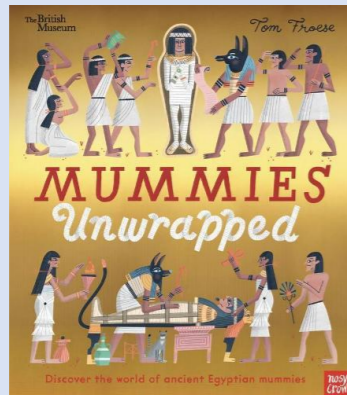
The Legend of Tutankhamun
Sally Morgan



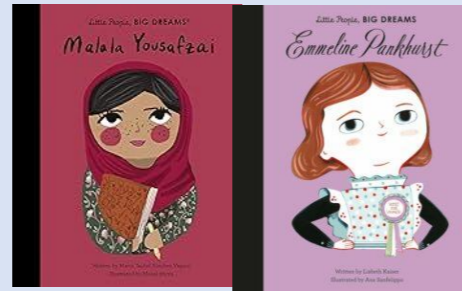
Egyptology
Dugald Steer



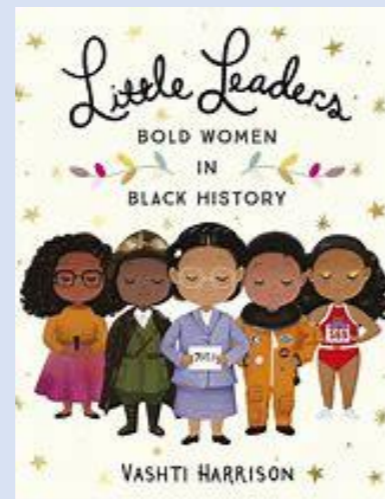
Mummies Unwrapped
Tom Froese



Little People Big Dreams
Malala Yousafzai/
Emmeline Pankhurst



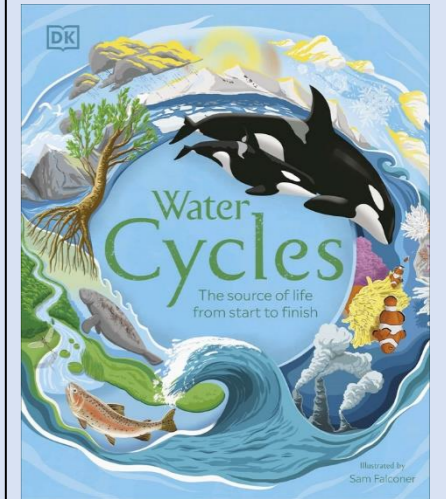
Little Leaders: Bold Women in Black History
Vashti Harrison



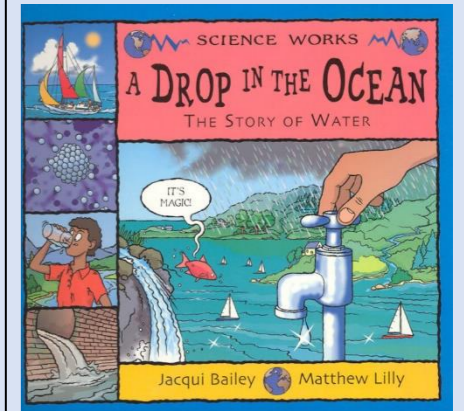
Fantastically Great Women who Changed the World/Made History



Water Cycles
DK

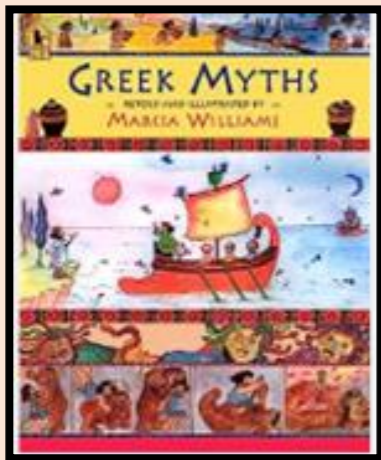

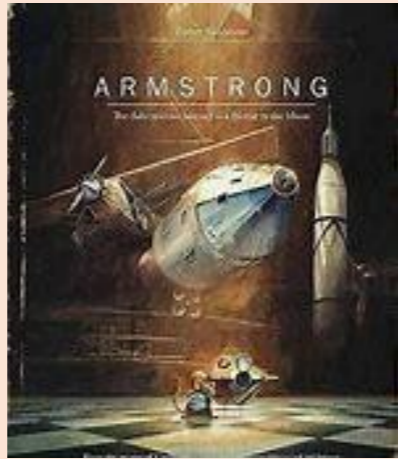
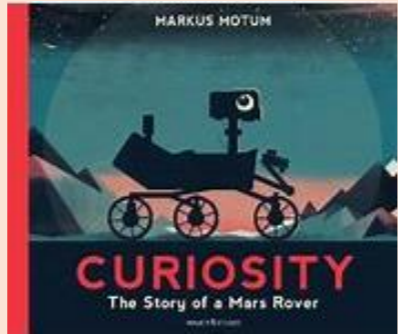

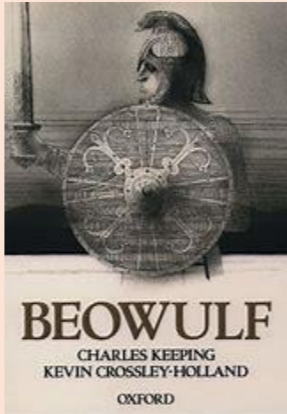
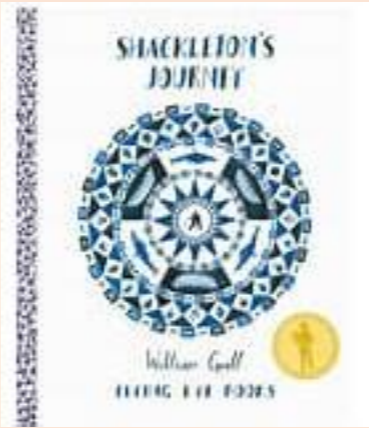



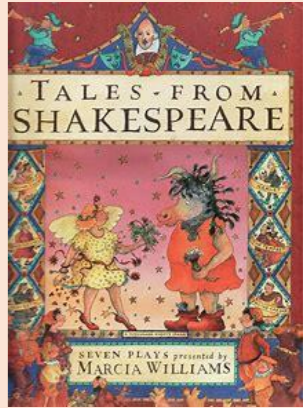
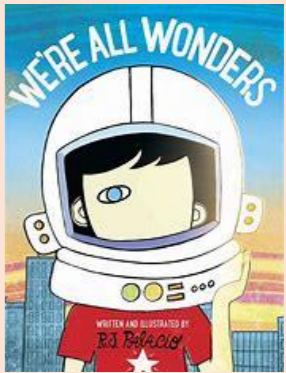




A Drop in the Ocean
Jacqui Bailey



<p>Writing Outcomes:</p>	<p>Writing to entertain: <i>Narrative (traditional tale from another culture)</i></p> <p>Writing to inform: <i>Explanation</i></p> <p>Additional: <i>Description, Diary</i></p>	<p>Writing to persuade: <i>Speech</i></p> <p>Writing to entertain: <i>Narrative (circular story)</i></p> <p>Additional: <i>Letter, Biography</i></p>	<p>Writing to inform: <i>Newspaper</i></p> <p>Writing to entertain: <i>Narrative (portal story)</i></p> <p>Additional: <i>Description</i></p>	<p>Writing to inform: <i>Recount in the form of a diary</i></p> <p>Writing to entertain: <i>Narrative (adventure story)</i></p> <p>Additional: <i>Description, Letter, Postcard</i></p>	<p>Writing to entertain: <i>Narrative</i></p> <p>Writing to persuade: <i>Letter</i></p> <p>Additional: <i>Description, Newspaper</i></p>	<p>Writing to inform: <i>News report</i></p> <p>Writing to entertain: <i>Poetry</i></p> <p>Additional: <i>Non-chronological report, Explanation</i></p>
<p>Objectives:</p>	<p>Writing composition: Discussing writing similar to that which they are planning to write. Organising paragraphs around a theme.</p> <p>Spoken Language: Give well-structured explanations. Ask relevant questions to extend their understanding and knowledge.</p> <p>Vocabulary, Grammar and Punctuation: Fronted adverbials. Use of commas after fronted adverbials. Using adverbs to express time. Extending the range of sentences with more than one clause by using a wider range of conjunctions.</p>	<p>Writing composition: Discussing and recording ideas. Compose and rehearse sentences orally. Read aloud their own writing. Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Spoken language: Gain, maintain and monitor the interest of the listener(s). Speak audibly and fluently with an increasing command of Standard English.</p> <p>Vocabulary, Grammar and Punctuation: Use of paragraphs to organise ideas around a theme.</p>	<p>Writing composition: Discussing writing similar to that which they are planning to write. In narratives, creating settings, characters and plot. Compose and rehearse sentences orally. Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Vocabulary, Grammar and Punctuation: Noun phrases expanded by the addition of modifying adjectives. Use of inverted commas to indicate direct speech.</p>	<p>Writing composition: Discussing and recording ideas. Proof-read for spelling and punctuation errors. Propose changes to grammar and vocabulary.</p> <p>Vocabulary, Grammar and Punctuation: The grammatical difference between plural and possessive. Determiners. Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Spelling: Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian (invention, hesitation, permission, confession). Prefixes (anti- auto-)</p>	<p>Writing composition: Discussing and recording ideas. Proof-read for spelling and punctuation errors. Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Vocabulary, Grammar and Punctuation: Using the present perfect form of verbs. Revisit: Extending the range of sentences with more than one clause by using a wider range of conjunctions.</p>	<p>Writing composition: Organising paragraphs around a theme. In non-narrative material, using simple organisational devices. Propose changes to grammar and vocabulary. In narratives, creating settings, characters and plot.</p> <p>Vocabulary, Grammar and Punctuation: Revisit: Noun phrases expanded by the addition of modifying adjectives. Revisit: Use of inverted commas to punctuate direct speech. Extending the range of sentences with more than one clause by using a wider range of conjunctions.</p>

	<p>Revisit: Expanded noun phrases. Revisit: Prepositions (before, after, during, because of) (Y3)</p> <p>Spelling: The /l/ sound spelt y (Egypt, pyramid). The suffix -ation. Indicating possession by using the possessive apostrophe with plural nouns.</p>	<p>Using conjunctions, adverbs and prepositions to express cause. Standard English forms for verb inflections (we were instead of we was). Revisit: Extending the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Spelling: The /ʌ/ sound spelt ou (young, trouble, country). Endings which sound like /ʒən/ (division, invasion, confusion).</p>	<p>Appropriate choice of pronoun or noun to aid cohesion and avoid repetition. Revisit: Fronted adverbials</p> <p>Spelling: The suffix -ly. The suffix -ous (enormous, hideous, poisonous, mountainous).</p>	<p>Revisit: Possessive apostrophe with plural words.</p>	<p>Spelling: Words with the /ʃ/ sound spelt ch (machine) Words with the /k/ sound spelt ch (scheme, echo, character) Homophones and near-homophones</p>	<p>Revisit: Fronted adverbials.</p> <p>Spelling: Words with endings sounding like /ʒə/ or /tʃə/ (creature, pleasure, nature, adventure) Prefixes (inter-, super-)</p>
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<p>Year 5 Core texts:</p>	<p>Greek Myths Marcia Williams</p>  <p>Leo and the Gorgon's Curse Joe Todd-Stanton</p> 	<p>Armstrong Torben Kuhlmann</p>  <p>Curiosity Markus Motum</p> 	<p>The Snow Leopard Jackie Morris</p>  <p>Beowulf Kevin Crossley-Holland</p> 	<p>Shackleton's Journey William Grill</p>  <p>Flood Alvaro F. Villa</p> 	<p>Varmints Helen Ward</p>  <p>The Barnabus Project The Fan Brothers</p> 	<p>Tales from Shakespeare Marcia Williams</p>  <p>We're All Wonders R.J. Palacio</p> 
<p>Film:</p>		<p>Wallace and Gromit - A Grand Day Out A Grand Day Out 🎬 Building a Rocket Clip 🚀 Wallace & Gromit (youtube.com)</p> <p>Armstrong trailer "ARMSTRONG - The Adventurous Journey of a Mouse to the Moon" by Torben Kuhlmann ~ Trailer (youtube.com)</p>			<p>Varmints VARMINTS (youtube.com)</p> <p>Literacy Shed – Megacity</p> 	<p>Literacy Shed – Little Freak</p> 

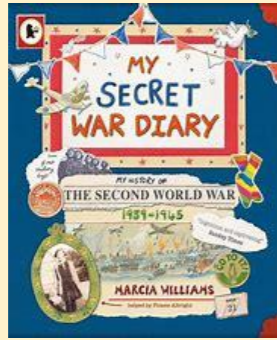
<p>Non-fiction:</p>	<p>Mythologica Dr. Stephen Kershaw</p> 	<p>Planetarium</p>  <p>Hidden Figures</p> 	<p>Hidden Planet Ben Rothery</p> 	<p>Survivors David Long</p> 		
<p>Writing Outcomes:</p>	<p>Extended: Writing to entertain: Narrative (Myth)</p> <p>Writing to discuss: Balanced argument</p> <p>Additional: Speech</p>	<p>Extended: Writing to inform: Newspaper report</p> <p>Writing to persuade: Formal letter</p> <p>Additional: Diary, Instructions, Postcard, Non-chronological report</p>	<p>Extended: Writing to entertain: Historical narrative</p> <p>Writing to entertain: Narrative (Legend)</p> <p>Additional: Description, Poetry</p>	<p>Extended: Writing to inform: Recount in the form of a diary</p> <p>Writing to inform: Biography</p> <p>Additional: Letter, Newspaper</p>	<p>Extended: Writing to inform: Recount in the role of a character</p> <p>Writing to persuade: Speech</p> <p>Additional: Letter, Balanced argument</p>	<p>Extended: Writing to entertain: Narrative</p> <p>Writing to persuade: Travel brochure</p> <p>Additional: Diary, Description</p>

<p>Objectives:</p>	<p>Writing composition: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Spoken language: Articulate and justify answers, arguments and opinions. Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Vocabulary, Grammar and Punctuation: Linking ideas across paragraphs using adverbials of time. Relative clauses.</p>	<p>Writing composition: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Selecting appropriate grammar and vocabulary. Using further organisational and presentational devices to structure text and to guide the reader. Assessing the effectiveness of their own and others' writing.</p> <p>Spoken language: Ask relevant questions to extend their understanding and knowledge.</p> <p>Vocabulary, Grammar and Punctuation: Using brackets or dashes to indicate parenthesis. Punctuating bullet points consistently. Using the perfect form of verbs to mark relationships of time and cause. Revisit: Relative clauses.</p>	<p>Writing composition: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Spoken language: Use relevant strategies to build their vocabulary.</p> <p>Vocabulary, Grammar and Punctuation: Using expanded noun phrases to convey</p>	<p>Writing composition: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Précising longer passages.</p> <p>Spoken language: Ask relevant questions to extend their understanding and knowledge. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Speak audibly and fluently with an increasing command of Standard English.</p> <p>Vocabulary, Grammar and Punctuation: Devices to build cohesion within a paragraph. Using brackets, dashes or commas to indicate parenthesis.</p>	<p>Writing composition: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Spoken language: Select and use appropriate registers for effective communication. Gain, maintain and monitor the interest of the listener(s). Participate in discussions, presentations, performances, role play, improvisations and debates. Articulate and justify answers, arguments and opinions.</p>	<p>Writing composition: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Using further organisational and presentational devices to structure text and to guide the reader. Proof-read for spelling and punctuation errors.</p> <p>Spoken language: Select and use appropriate registers for effective communication. Gain, maintain and monitor the interest of the listener(s).</p> <p>Vocabulary, Grammar and Punctuation: Using expanded noun phrases to convey complicated information concisely. Using passive verbs to affect the presentation of information in a sentence. Revisit: Indicate degrees of possibility using adverbs or modal verbs. Revisit: Relative clauses.</p>
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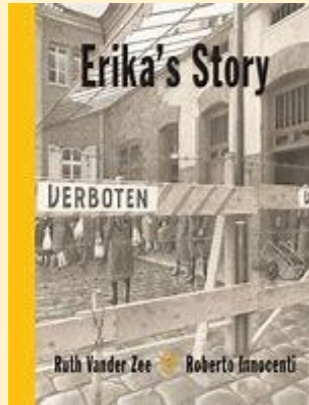
	<p>Indicating degrees of possibility using adverbs or modal verbs. Revisit: Standard English forms for verb inflections (we were instead of we was) (Y4) Revisit: Extend the range of sentence with more than one clause by using a wider range of conjunctions. (Y3/4)</p> <p>Spelling: Endings which sound like /jəs/ spelt -cious or -tious. Homophones and near homophones.</p>	<p>Revisit: Fronted adverbials (Y4)</p> <p>Spelling: Endings which sound like /jəl/ (artificial, official, essential, confidential) Words with silent letters.</p>	<p>complicated information concisely. Revisit: Noun phrases expanded by the addition of modifying adjectives and preposition phrases (Y4)</p> <p>Spelling: Words ending in -able and -ible Words ending in -ably and -ibly</p>	<p>Revisit: Linking ideas across paragraphs using adverbials of time.</p> <p>Spelling: Converting nouns or adjectives into verbs using suffixes. Adding suffixes beginning with vowel letters to words ending in -fer</p>	<p>Vocabulary, Grammar and Punctuation: Use of commas to clarify meaning or avoid ambiguity. Indicate degrees of possibility using adverbs or modal verbs. Using a colon to introduce a list. Revisit: Punctuating bullet points consistently.</p> <p>Spelling: Use of the hyphen. Verb prefixes (dis-, de-, mis-). Words with the letter string 'ough'.</p>	<p>Spelling: Words with the /i:/ sound spelt ei after c Verb prefixes (over-, re-) Revisit: Homophones</p>
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Year 6
Core texts:

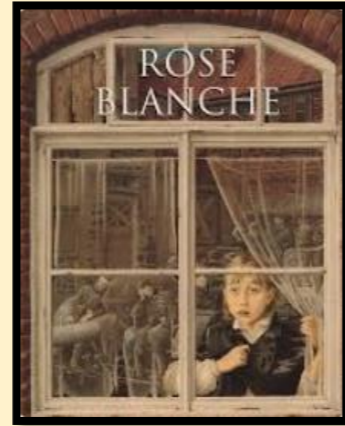
My Secret War Diary
Marcia Williams



Erika's Story
Ruth Zee



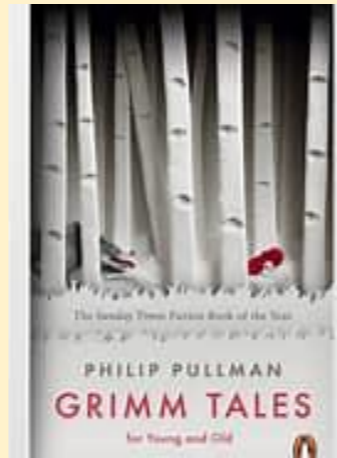
Rose Blanche
Christophe Gallaz



The Harmonica
Tony Johnston



Grimm Tales
Philip Pullman



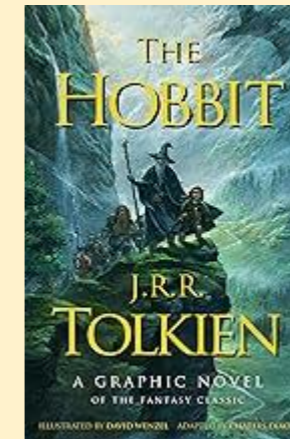
The Wonder Garden
Kristjana S. Williams



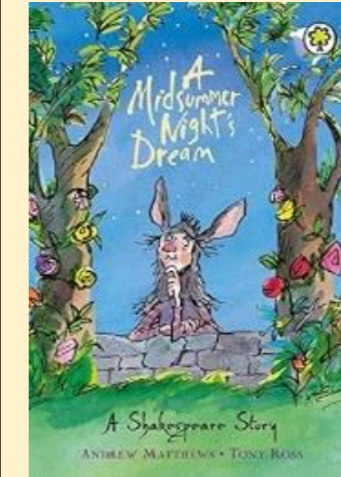
*The Man Who Walked
Between the Towers*
Mordicai Gerstein



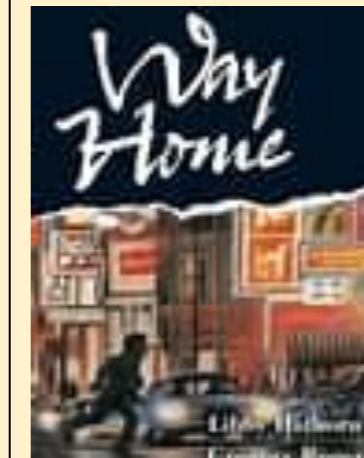
*The Hobbit (graphic
novel)*
Charles Dixon



*A Midsummer
Night's Dream*
William
Shakespeare



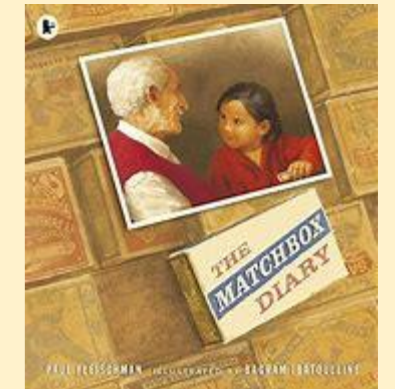
Way Home
Libby Hathorn



The Wolves in the Walls
Neil Gaiman

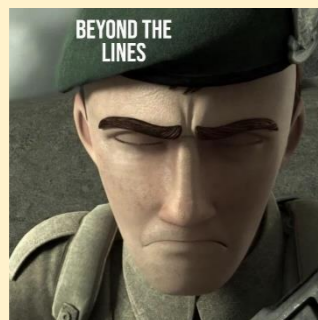


The Matchbox Diary
Paul Fleischman



Film:

*Literacy Shed – Beyond
the Lines*



*Literacy Shed – Three
Little Pigs*

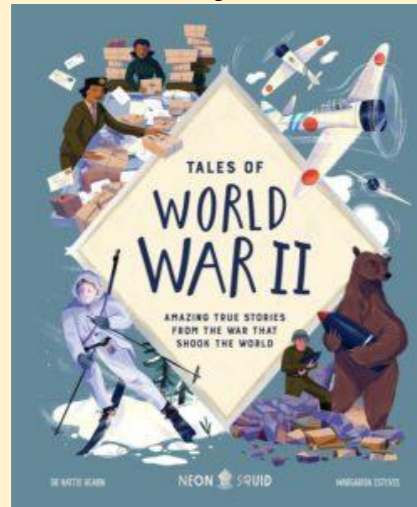


Literacy Shed – Alma

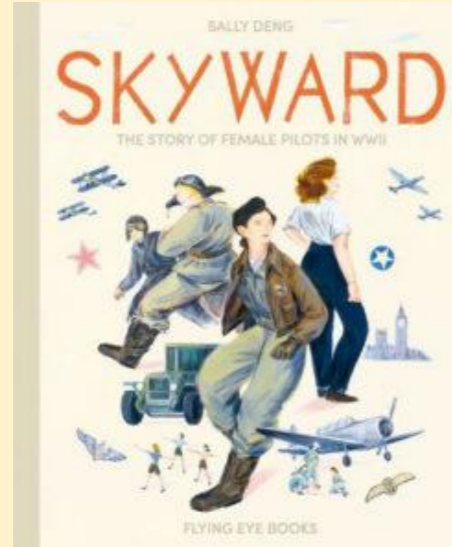


Non-Fiction:

Tales of WW2



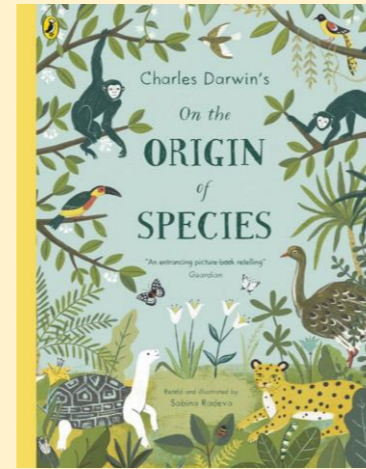
Skyward: The Story of Female Pilots in WW2
Sally Deng



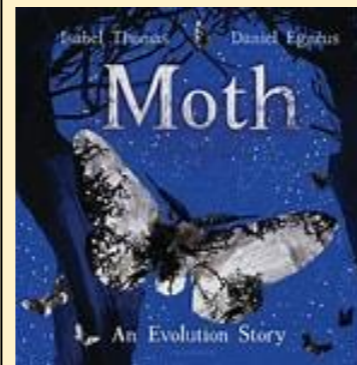
Who are Refugees and Migrants?
Michael Rosen



Charles Darwin's On The Origin of Species



Moth: An Evolution Story
Isabel Thomas



Wilderness: Earth's Amazing Habitats
Mia Cassany



Writing Outcomes:	<p>Extended:</p> <p>Writing to inform: Recount in the form of a diary</p> <p>Writing to entertain: Historical narrative</p> <p>Additional: Description, Letter, Newspaper, Biography</p>	<p>Extended:</p> <p>Writing to inform: Informal letter</p> <p>Writing to entertain: Narrative</p> <p>Additional: Postcard</p>	<p>Extended:</p> <p>Writing to inform: Non-chronological report</p> <p>Writing to inform: Newspaper</p> <p>Additional: Speech, Biography, Diary</p>	<p>Extended:</p> <p>Writing to inform: Recount in the role of a character</p> <p>Writing to entertain: Narrative</p> <p>Additional: Description, Letter</p>	<p>Extended:</p> <p>Writing to inform: Recount in the form of a diary</p> <p>Writing to inform: Letter</p> <p>Additional: Newspaper, Description</p>	<p>Extended:</p> <p>Writing to entertain: Narrative</p> <p>Writing to persuade: Speech</p> <p>Additional: Description, Autobiography</p>
Objectives:	<p>Writing composition: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Spoken language: Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.</p>	<p>Writing composition: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Spoken language: Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building</p>	<p>Writing composition: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 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</p>	<p>Writing composition: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Proof-read for spelling and punctuation errors. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Spoken language: Give well-structured descriptions,</p>	<p>Writing composition: Noting and developing initial ideas, drawing on reading and research where necessary. Précising longer passages. Assessing the effectiveness of their own and others' writing.</p> <p>Spoken language: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Speak audibly and fluently with an</p>	<p>Writing composition: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Assessing the effectiveness of their own and others' writing.</p> <p>Spoken language: Participate in discussions, presentations, performances, role play, improvisations and debates.</p>

	<p>Vocabulary, Grammar and Punctuation: Using expanded noun phrases to convey complicated information concisely. Linking ideas across paragraphs using a wider range of cohesive devices (adverbials). Revisit: Fronted adverbials (Y4) Revisit: Using conjunctions, adverbs and prepositions to express time and cause (Y4)</p> <p>Spelling: Words ending in –ant, –ance/–ancy, –ent, –ence/–ency (hesitant, tolerant, tolerance, innocent, obedience). Words containing the letter-string ough (fought, thought, tough, enough).</p>	<p>on the contributions of others.</p> <p>Vocabulary, Grammar and Punctuation: Using brackets, dashes or commas to indicate parenthesis. Using expanded noun phrases to convey complicated information concisely. Linking ideas across paragraphs using a wider range of cohesive devices (repetition/ellipsis). Revisit: Noun phrases expanded by the addition of modifying adjectives and preposition phrases (Y4)</p> <p>Spelling: Homophones and other words that are often confused. Revisit: Possessive apostrophes (Y2)</p>	<p>reader [for example, headings, bullet points, underlining]</p> <p>Spoken language: Select and use appropriate registers for effective communication. Gain, maintain and monitor the interest of the listener(s).</p> <p>Vocabulary, Grammar and Punctuation: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Using a colon to introduce a list. Punctuating bullet points consistently. How hyphens can be used to avoid ambiguity.</p> <p>Spelling: Suffixes -cial and -tial. Use of hyphen.</p>	<p>explanations and narratives for different purposes, including for expressing feelings. Speak audibly and fluently with an increasing command of Standard English.</p> <p>Vocabulary, Grammar and Punctuation: Use of the semi-colon and colon to mark the boundary between independent clauses. Using commas to clarify meaning or avoid ambiguity. Use of the passive to affect the presentation of information in a sentence.</p> <p>Spelling: Words ending in –able and –ible. Words ending in –ably and –ibly.</p>	<p>increasing command of Standard English.</p> <p>Vocabulary, Grammar and Punctuation: Use of the colon to introduce a list and use of semi-colons within lists. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Spelling: Adding suffixes beginning with vowel letters to words ending in –fer. Words with the /i:/ sound spelt ei after c.</p>	<p>Articulate and justify answers, arguments and opinions. Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Vocabulary, Grammar and Punctuation: Using modal verbs or adverbs to indicate degrees of possibility. Use of the dash to mark the boundary between independent clauses. Using brackets, dashes or commas to indicate parenthesis.</p> <p>Spelling: Silent letters. Revisit: Homophones and other words that are often confused.</p>
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