



- Each subject (History OR Geography) has a book linked to the area of study.
- Each half term has 2 main pieces of writing that follow the TjW sequence per half term.
- Reading and writing can be linked.
- Write the model text **based on the book** you are reading but it does not have to be in the same style.
- Short Burst writing should happen **every week** (see the ideas below).
- Identify when a piece of work is a Short Burst, e.g. L.O. To be able to write a short burst character description.
- A variety of genres are linked to the purposes for writing:
Writing to Entertain **Writing to Inform** **Writing to Persuade**
- **Sentence types: see sentence type posters for examples of each sentence type. Any sentence types that are highlighted are new learning for your year group.**
- ****Please note that sentence types are a teaching tool to give children the foundations for writing, encourage children to develop their own flare using these foundations where possible.**
- Spoken language ideas are inspired by the Tower Hamlets EMA team.
- Spelling sessions follow the Spelling Shed overview in addition to NC spelling targets.

Flourishing Together

Subject Overview - Writing Reception and Year 1

Term	Unit Focus
Autumn 1- Reception	<u>Owl Babies</u> Phonics baseline assessment Initial sounds CVC words
Autumn 2- Reception	<u>Little Glow</u> Continue with LW progression - blending by Christmas CVCC words
Spring 1 - Reception	<u>Supertato</u> Continue with LW progression Simple sentences
Spring 2- Reception	<u>The Little Red Hen</u> Continue with LW progression Capital letters, full stops, finger spaces.
Summer 1- Reception	<u>Traditional Tales</u> Continue with LW progression Rhyme and rhythm
Summer 2- Reception	<u>Where the Sea Meets the Sky</u> Continue with LW progression Simple sentences with some punctuation
Autumn 1- Year 1	<u>In Every House on Every Street</u> Continue with LW progression Sentences Poetry
Autumn 2- Year 1	<u>Lost in the Toy Museum</u>

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	Continue with LW progression Narrative Instructions
Spring 1 - Year 1	<u>Mr Grumpy's Motor Car</u> Continue with LW progression Narrative Recount
Spring 2 - Year 1	<u>The Most Important Animal of All</u> Continue with LW progression Animal description Non-fiction
Summer 1 - Year 1	<u>The Big Book of the UK</u> Continue with LW progression Fact file Information text
Summer 2 - Year 1	<u>The Lighthouse Keeper's Lunch</u> Continue with LW progression Diary Entry Poster

Subject Overview - Writing YEAR 2

Term	Unit focus	SPAG/Do Now focus
Autumn 1 History Kings & Queens	<u>Terry Deary The Twisted Tales</u> <u>Main Pieces of writing:</u> • Formal letter to the Queen from Jenny complaining about the London underground or the impact of the London underground on paupers lives. <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> Cold task idea- Write a letter to the Lighthouse Keeper (summer 2 year 1 text) Hot task idea- Diary entry as Jenny (diary entry was taught in summer 2 year 1) Model text ideas:	<ul style="list-style-type: none"> • Revise Year 1 • where the letter starts

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Letter complaining about the London Underground being pointless.

* Advert to persuade Londoners to use the London Underground (use alternative vocabulary to model text). [SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.](#)

Cold write idea- Poster advertising London Underground (poster taught in summer 2 year 1)

Hot write idea- Formal letter from the Queen to Jenny.

Model text ideas:

Advert to use the London Underground, chn change vocabulary.

Short Burst ideas:

* Story setting

- Hot seat - writing questions to ask the Queen.
- Letter back to Queen as a response.
- Character description.
- Setting changes.

Handwriting focus:

- Letter-join lesson 1-18 (3 lessons per week).
- Letter families, high frequency words, joining letters both diagonally and horizontally.

Spelling focus:

- ✓ Spelling shed lesson 1-6- Words where dge makes a j sound. Words where ge makes a j sound. Words where g makes a j sound. Words where c makes an s sound before e, I and y. words where kn and gn make a n sound at the beginning of words. Challenge words.
- ✓ Segment words into phonemes and representing these by graphemes, spelling many correctly.
- ✓ Add suffix ly to spell longer words.
- ✓ Write from memory simple sentences dictated by the teacher that include words with GPCs and Common Exception words taught so far.

Composition focus:

- ✓ Develop positive attitudes towards writing and stamina for writing by writing about real events.
- ✓ Develop positive attitudes towards and stamina for writing by writing for different purposes.
- ✓ Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.

Vocabulary, grammar and punctuation focus:

- ✓ 3. Simile sentences
- ✓ 15. Double ly ending sentences
- ✓ Learn how to use sentences with different forms: question.
- ✓ Learn how to use sentences with different forms: exclamation.
- ✓ Learn how to use both familiar and new punctuation correctly- full stops, capital letters, exclamation marks, question marks.
- ✓ Learn how to use the grammar for Year 2- suffix, use of ly to turn adjectives into adverbs.
- ✓ Learn how to use the grammar for Year 2- Sentence- grammatical patterns in a sentence to indicate its function as a question or exclamation.
- ✓ Learn how to use the grammar for Year 2- Capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- ✓ Use and understand the grammatical terminology in discussing their writing- question, exclamation, suffix.

Spoken language focus:

Language of argument

- No because...

- where the individual letter stands with regard to the baseline
- ascenders and descenders
- spacing between words
- consistent writing size
- capital letters and appropriate use
- 3. Simile sentences
- 15. Double ly ending sentences
- Questions.
- Exclamations.
- full stops, capital letters, exclamation



	<ul style="list-style-type: none"> • Yes because... • I agree/disagree because... • I think ... because ... and also because... • However... • Also ... <p><u>Language of Opinion</u></p> <ul style="list-style-type: none"> • I think ... because... • I prefer... because... • My partner thinks... • I agree/disagree because... <p><u>Language of Explanation - maths</u></p> <ul style="list-style-type: none"> • I started at 5 because the...and...are... both • I jumped on/up in ... because... • This makes ... so I ... • So then I ... because... • I know... because... • .. and ... are different in that... 	<p>marks, question marks.</p> <ul style="list-style-type: none"> • Use of ly to turn adjectives into adverbs. • Words where dge makes a j sound. • Words where ge makes a j sound. • Words where g makes a j sound. • Words where c makes an s sound before e, I and y. • Words where kn and gn make a n sound at the beginning of words. • Write from memory simple sentences
<p>Autumn 2 History The Great Fire</p>	<p><u>The Baker Boy and the Great Fire of London</u></p> <p><u>Main Pieces of writing:</u></p> <ul style="list-style-type: none"> • Diary entry - Samuel Pepys <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Cold write idea- diary entry as Jenny Hot write idea- Formal letter to thank Will Farrinner for his hard work from the King (formal letter taught in Autumn 1) Model text ideas: Diary entry from Will Farinner's point of view on the day of the fire.</p> <ul style="list-style-type: none"> • Newspaper report - different parts of the events. <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Cold write idea- newspaper report on Fire Hot write idea- Advert for firefighter (short burst from Autumn 1) Model text ideas: Newspaper report on the outbreak of the fire or in the midst of the fire or the aftermath.</p> <p><u>Short Burst ideas:</u></p> <ul style="list-style-type: none"> • Instructions - how to put out a fire. • Poetry • Informal letter - write to the family. • Description of London • Hot seat from Wil Farrinner. • Persuade someone to take you in - role play as a homeless person <p><u>Handwriting focus:</u></p> <ul style="list-style-type: none"> • Letter-join lesson 19-36 (3 lessons per week). • Letter families, high frequency words, joining letters both diagonally and horizontally. 	

Spelling focus:

- Spelling: shed- lesson 7-12. Words where wr makes a r sound at the beginning of words. Words ending in le. Words ending in el. Words ending in al. Words in il. Challenge words.
- Learn to spell words with contracted forms.
- Add suffix ful to spell longer words.
- Add suffix less to spell longer words.
- Write from memory simple sentences dictated by the teacher that include words with GPCs and Common Exception words taught so far.

Composition focus:

- Develop positive attitudes towards writing and stamina for writing by writing about real events.
- Develop positive attitudes towards and stamina for writing by writing about poetry.
- Develop positive attitudes towards and stamina for writing by writing for different purposes.
- Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.
- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

Vocabulary, grammar and punctuation focus:

- 19. Personification of weather sentences
- 4. 3 _ed sentences
- Learn how to use sentences with different forms: statement
- Learn how to use sentences with different forms: command
- Learn how to use expanded noun phrases to describe and specify.
- Learn how to use the present and past tenses correctly and consistently, including the progressive form.
- Learn how to use subordination (using when, if, that or because) and co-ordination (using or, and or but)
- Learn how to use both familiar and new punctuation correctly- full stops, capital letters, exclamation marks, question marks, apostrophes for contracted forms and commas for lists.
- Learn how to use the grammar for Year 2 - Sentence- grammatical patterns in a sentence to indicate its function as a command or statement, expanded noun phrases.
- Learn how to use the grammar for Year 2 - Text- present and past tense, progressive forms of verbs in present and past tense.
- Use and understand the grammatical terminology in discussing their writing- command, statement, tense, apostrophe, compound comma.

Spoken language focus:Language of Retelling:

- First, then, next, after that, finally
- At last..
- Suddenly..

Language of Sequencing:

- First.
- Next..
- After that..
- Finally..
- Last of all..

Language of Description:

- It /This is ... and ...

dictated by the teacher that include words with GPCs and Common Exception words taught so far.



	<ul style="list-style-type: none"> • This has... and... • They are... and... • This is a big, round, red, beach ball. <p><u>Language of Explanation - maths</u></p> <ul style="list-style-type: none"> • I started at 5 because the...and...are... both • I jumped on/up in ... because... • This makes ... so I ... • So then I ... because... • I know... because... • .. and ... are different in that... 	
<p>Spring 1 Geography: Planet Earth</p>	<p>Grandpa Chatterji</p> <p><u>Main Pieces of writing:</u></p> <ul style="list-style-type: none"> • <i>Information text/Fact file about India, using alternative information about Calcutta. SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</i> <p>Cold write idea- fact file about London during the Great Fire of London (autumn 1 focus) Hot write idea- Newspaper report about endangered animals in Calcutta (autumn 1 focus) Model text idea: Information about Calcutta (where grandpa Chatterji is from)</p> <ul style="list-style-type: none"> • <i>Advert for a holiday company- package holiday to Calcutta (alternative vocab to model text) SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</i> <p>Cold write idea- advert for Jet2 visits to Calcutta Hot write idea- Complaints letter to Jet2 about an awful flight (formal letter taught in Autumn 1) Model text idea: Advert for Calcutta/Quinton/Known area</p> <p><u>Short Burst ideas:</u></p> <ul style="list-style-type: none"> • <i>Diary entry from Grandpa's point of view.</i> • <i>Character description</i> • Instructions - how to make pakora • Hot seat and acting out as Grampa • Retell parts of the story. • Food review. <p><u>Handwriting focus:</u></p> <ul style="list-style-type: none"> ✓ Letter-join lesson 37-55 (3 lessons per week). ✓ Listening and editing skills, high frequency and common exception words. <p><u>Spelling focus:</u></p> <ul style="list-style-type: none"> ✓ <u>Spelling shed- lesson 13- 18.</u> Words y makes an igh sound. Words where es is added to words ending in y. Words where ed is added to words ending in y. Words where er and est are added to words ending in y. Words where ing is added to words ending in e. Challenge words. ✓ Write from memory simple sentences dictated by the teacher that include words with GPCs and Common Exception words taught so far. 	<ul style="list-style-type: none"> • diagonal joins: ai, ay, ir, er; ie, ue, ee, le, ar; ur; in, ue, aw, an • An awareness of break letters that do not join to the next letter: b, p, g, q, y, j, x, z. • Words where wr makes a r sound at the beginning of words. • Words ending in le. • Words ending in el. Words ending in al. • Words in il. • Spell words with contracted forms. • Add suffix ful to spell longer words.



	<p>Composition focus:</p> <ul style="list-style-type: none"> ✓ Develop positive attitudes towards and stamina for writing by writing for different purposes. ✓ Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. ✓ Make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. <p>Vocabulary, grammar and punctuation focus:</p> <ul style="list-style-type: none"> ✓ 12. Many questions sentences ✓ 2. 2A sentence ✓ Use and understand the grammatical terminology in discussing their writing- adjective. <p>Spoken language focus:</p> <p><u>Language of Explanation</u></p> <ul style="list-style-type: none"> • I... because... • When I ... because... • After I ... because... • The ... because... • We/They... because... • How... why... where... when... <p><u>Language of Comparison</u></p> <ul style="list-style-type: none"> • They are the same because... • They are similar because... • They are different because...is...and...is... • They are alike because they are both... • It feels different because this one... and that one ... <p><u>Language of Explanation - maths</u></p> <ul style="list-style-type: none"> • I started at 5 because the...and...are... both • I jumped on/up in ... because... • This makes ... so I ... • So then I ... because... • I know... because... • .. and ... are different in that... 	<ul style="list-style-type: none"> • Add suffix less to spell longer words. • 19. Personification of weather sentences • 4. 3 __ed sentences • Statements • Command • use expanded noun phrases to describe and specify. • use the present and past tenses correctly and consistently, including the progressive form. • use subordination (using when, if, that or because) and co-ordination (using or, and or but) • horizontal joins: ow, ou, oe, ve, or, oi, oy, on, op, ov, oo, oa, wa, wo, oc, og, od, va, vo, wh, oh, ra • An awareness of break letters that do not join to
<p>Spring 2 Geography Planet Earth</p>	<p>Dingo Dog and the Billabong Storm</p> <p>Main Pieces of writing:</p> <ul style="list-style-type: none"> * Alternative story - change the setting & character to arctic. SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES. Cold write idea- short narrative about the Great Fire of London (Autumn 2 focus) Hot write- fact file on one of the animals in the text (fact file taught in Spring 1) Model text ideas: Dingo dog short narrative * Poetry - repeated phrase at the end of each verse SEE POETRY PROGRESSION DOCUMENT FOR FEATURES. 	



Cold write idea- short rhyming sentences based on story (current focus)
 Hot write idea- Newspaper report on a real Australian storm (covered in Autumn 1)
 Model text ideas:
 beware, beware the billabong storm is there, repeated.

Short Burst ideas:

- Explanation of a storm in Australia and a contrasting country/ continent
- Setting description.
- Retell the story.
- Postcard.
- Recount of a trip.
- Story setting.
- Character description.

Handwriting focus:

- ✓ Letter-join lesson 56- 72 (3 lessons per week).
- ✓ Letter families, high frequency words, joining letters both diagonally and horizontally.

Spelling focus:

- ✓ Spelling shed focus- lesson 19-24. Words where er, est and ed are added to words ending in e. Words where ing is added to single syllable words. Words where ed is added to single syllable words. Words where a makes an o sound before l and ll. Words where o makes an u sound. Challenge words.
- ✓ Learn new ways of spelling phonemes for spellings that are already known, including common homophones.

Composition focus:

- ✓ Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others.
- ✓ Develop positive attitudes towards and stamina for writing by writing poetry.
- ✓ Develop positive attitudes towards and stamina for writing by writing for different purposes.
- ✓ Make simple additions, revisions and corrections to their own writing by proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).

Vocabulary, grammar and punctuation focus:

- ✓ 22. Short sentences
- ✓ BOYS sentence
- ✓ Revision of any targets that still need mastering.

Spoken language focus:

Language of description

- It /This is ... and ...
- This has... and..
- They are... and ...
- This is a big, round, red, beach ball.

Language of Hypothesis

- I think ... because..
- I know this, so I think ...

the next letter: b, p, g, q,
 y, j, x, z.

- Words y makes an igh sound.
- Words where es is added to words ending in y.
- Words where ed is added to words ending in y.
- Words where er and est are added to words ending in y.
- Words where ing is added to words ending in e.
- 12. Many questions sentences
- 2. 2A sentence



	<ul style="list-style-type: none"> • This will happen because... <p><u>Language of Explanation - maths</u></p> <ul style="list-style-type: none"> • I started at 5 because the...and...are... both • I jumped on/up in ... because... • This makes ... so I ... • So then I ... because... • I know... because... • ... and ... are different in that.. 	
<p>Summer 1 History: The Making a Difference</p>	<p><i>The Smallest Girl in the Class and A Boy and a Jaguar</i></p> <p><u>Main Pieces of writing:</u></p> <ul style="list-style-type: none"> • <i>Story of the smallest girl - from the point of view of a classmate. SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.</i> <p>Cold write- short narrative from Dingo's point of view (focus of Spring 2) Hot write- diary entry as Rosa Parks on the day she got arrested (diary entry taught in Autumn 2) Model text ideas: - Short narrative from point of view of a classmate.</p> <ul style="list-style-type: none"> • <i>Speech- Environmentalist speech (boy and the Jaguar) SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</i> <p>Cold write idea- own speech Hot write idea- Environmentalist repeated poem Model text ideas: Speech based on environment, focus</p> <p><u>Short Burst ideas:</u></p> <ul style="list-style-type: none"> • Hot Seat questions. • Alternative endings - without these influential people life would be... • Write a presentation of different people and perform to the class. • Write a letter of thanks to the influential person. <p><u>Handwriting focus:</u></p> <ul style="list-style-type: none"> • Letter-join lesson 73-90 (3 lessons per week). • Dictation sentences, note taking and number writing. • <p><u>Spelling focus:</u></p> <ul style="list-style-type: none"> • Revision of any spelling rules that still need mastering. • Learn the possessive apostrophe (singular) • Distinguish between homophones and near homophones. <p><u>Composition focus:</u></p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others. • Develop positive attitudes towards and stamina for writing by writing for different purposes. • Read aloud what they have written with appropriate intonation to make the meaning clear. <p><u>Vocabulary, grammar and punctuation focus:</u></p>	<ul style="list-style-type: none"> • diagonal joins to an ascender: ch, th, ck, al, el, at, il, ill, ok, ot, ob, ol, ot, sh, mb, ed, ob, ft • An awareness of break letters that do not join to the next letter: b, p, g, q, y, j, x, z. • Words where er, erst and ed are added to words ending in e. • Words where ing is added to single syllable words.



- 16. All the w's questions
- 7. Verb, person sentences
- Learn how to use both familiar and new punctuation correctly- full stops, capital letters, exclamation marks, question marks, apostrophes for contracted forms and commas for lists.
- Use and understand the grammatical terminology in discussing their writing- verb.

Spoken language focus:

Language of Argument

- No because ...
- Yes because...
- I agree/disagree because..
- I think ...because...and also because..
- However...
- Also...

Language of Prediction

- ...same...
- ...similar...
- ...different...
- I think.. because..
- I predict that.. because..
- I think they will be alike because they are both..

Language of Opinion

- I think ... because..
- I prefer... because..
- My partner thinks..
- I agree/disagree because..
-

Language of Retelling

- First, then, next, after that, finally
- At last..
- Suddenly..

Language of Explanation - maths

- I started at 5 because the...and...are... both
- I jumped on/up in ... because...
- This makes ... so I ...
- So then I ... because..
- I know... because..
- .. and ... are different in that..

- Words where ed is added to single syllable words.
- Words where a makes and or sound before l and ll.
- Words where o makes an u sound.
- Common homophones.
- 22. Short sentences
- BOYS sentence
- diagonal joins from ascenders: kn, ly, hi, ki, lo, la, ta, ti, lo, ha, di, do
- An awareness of break letters that do not join to the next

Summer 2
 Geography:
 Life in
 Kenya
 Mama Miti: Wangari Maathai and the Trees of Kenya
 Main Pieces of writing:



• **Poster/ advert-** persuading people to look after our trees using a wider range of vocab and sentence types. SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.

Cold write idea- persuasive poster based on looking after our planet

Hot write idea- Information text on the importance of trees

Model text ideas:

Poster to encourage people to look after our trees basic vocabulary and facts.

• **Newspaper report-** Visiting the Wangari (focus on alternative tradition) SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.

Cold write idea- newspaper report on deforestations

Hot write- Write Wangari's speech after winning the Nobel Peace Prize.

Model text ideas:

Focus on one important aspect of the Wangari traditions

Short Burst ideas:

• **Instructions** - how to plant a tree

• **Poetry**

• Retell the story - alternative ending.

• Character description.

• Setting description.

• Postcard.

Handwriting focus:

- Revision of any areas for development.
- Revision of letter families.

Spelling focus:

- Revision of any spelling rules that still need mastering.
- Add the suffix ment to spell longer words.

Composition focus:

- Develop positive attitudes towards and stamina for writing by writing for different purposes.

Vocabulary, grammar and punctuation focus:

- 10. Emotion, word comma, sentences
- 17. List sentences
- Revision of any targets that still need mastering.

Spoken language focus:

Language of Retelling

- First, then, next, after that, finally
- At last..
- Suddenly..

Language of Argument

- No because ...

letter: b, p, g, q, y, j, x, z.

- Possessive apostrophe (singular)
- 16. All the w's questions
- 7. Verb, person sentences
- Learn how to use both familiar and new punctuation correctly- full stops, capital letters, exclamation marks, question marks, apostrophes for contracted forms and commas for lists.



<ul style="list-style-type: none"> • Yes because... • I agree/disagree because... • I think ...because...and also because... • However... • Also... <p><u>Language of Description</u></p> <ul style="list-style-type: none"> • It /This is ... and ... • This has... and... • They are... and ... • This is a big, round, red, beach ball. <p><u>Language of Explanation - maths</u></p> <ul style="list-style-type: none"> • I started at 5 because the...and...are... both • I jumped on/up in ... because... • This makes ... so I ... • So then I ... because... • I know... because... • .. and ... are different in that... 	<ul style="list-style-type: none"> • REVISION OF ANY TARGETS YET TO BE EMBEDDED.
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Subject Overview - Writing YEAR 3

<p>Autumn 1</p> <p>Geography: UK: Settlement & Land Use</p>	<p>Storm Dog</p> <p>Main Pieces of Writing:</p> <ul style="list-style-type: none"> • Story Setting comparison - local area and farms. SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES. Cold write idea- setting comparison of Dingo Dog and the Billabong Storm Hot write idea- Newspaper report based on Storm Dog (taught in Summer 2 year 2) Model text ideas: Model text on local area and contrasting area. • Information text - one aspect of our local area. SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES. Cold write idea- Information text about Quinton Hot write idea- Repeated poem (taught in Spring 2 year 2) Model text ideas: Model text on specific aspect of local area e.g. school or church. <p><u>Previous units of writing</u> Y2 Information text about India (linked to Grandpa Chatterji) Y2 Alternative story (Dingo Dog and the Billabong Storm) Y2 Narrative (Rosa Parks on the bus, passenger's point of view).</p>	<p>SPAG/do now guidance</p> <p><u>Previous units of writing</u> Y2 Information text about India (linked to Grandpa Chatterji) Y2 Alternative story (Dingo Dog and the Billabong Storm) Y2 Narrative (Rosa Parks on the bus, passenger's point of view).</p>
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Short Burst ideas:

- *Diary entry as the character*
- Character Description
- Short pieces of facts and texts
- Sequels and prequels
- Change the tense past to present.
- Letter from the farmer/ characters
- Reordering the text - flash back.
- Alternative path of events in the story.

Handwriting focus:

- Letter-join lessons 1-12 (twice a week)
- To develop dictation, spelling, editing and proof-checking as well as joined, legible handwriting.
- Double letters.

Spelling focus:

- ✓ *Spelling shed lesson 1-6-* Words where ou makes an ow sound. Words where ou makes an u sound. Words where y makes an I sound. Words ending in sure. Words ending in ture. Challenge words.

Composition focus:

- ✓ Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- ✓ Plan writing by discussing and recording ideas.
- ✓

Vocabulary, grammar and punctuation focus:

- ✓ *3. Simile sentences*
- ✓ *19. Personification of weather sentences*
- ✓ Use and punctuate direct speech.
- ✓ Learn the grammar for year 3/4 - a or an according to whether the next words begins with a consonant or vowel.

Spoken language focus:

Language of description

- It looks/feels/sounds/ smells like ...
- It appears to be... because...
- It seems to be like...because...
- I think it looks like... because...
- It reminds me of ... because...

Language of explanation

- If you... then...
- First... after that...
- I know ... because...
- ...and... are alike in that And... are similar because...
- ..is..but..is..
- When/ if... So...

Y1 Instructions (how to make a cup and ball)

- diagonal joins to an ascender: ch, th, ck, al, el, at, il, ill, ok, ot, ob, ol, ot, sh, mb, ed, ob, ft
- An awareness of break letters that do not join to the next letter: b, p, g, q, y, j, x, z.
- Words where er, erst and ed are added to words ending in e.
- Words where ing is added to single syllable words.
- Words where ed is added to single syllable words.
- Words where a makes and or sound before l and ll.
- Words where o makes an u sound.



	<p><u>Language of comparison</u></p> <ul style="list-style-type: none"> • ...and ... are both... • ... and ... are alike in that... • ... and ... are similar because... • ... and ... are different in that... • ... is ... but ... is ... • ... is... while... is ... <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> • If you... then... • First... after that... • I know... because... • ...and... are alike in that .../... and ...are similar because... • ...is...but...is... • ...is ... while... is 	<ul style="list-style-type: none"> • Common homophones. • 22. Short sentences • BOYS sentence • diagonal joins from ascenders: kn, ly, hi, ki, lo, la, ta, ti, lo, ha, di, do • An awareness of break letters that do not join to the next letter: b, p, g, q, y, j, x, z. • Possessive apostrophe (singular) • 16. All the w's questions • 7. Verb, person sentences • Learn how to use both familiar and new punctuation correctly- full stops, capital letters, exclamation marks, question marks, apostrophes for contracted forms and commas for lists. • Words where ou makes an ow sound.
<p>Autumn 2 History: Stone, Bronze & Iron age</p>	<p><u>The Stolen Spear</u></p> <p>Main Pieces of Writing:</p> <ul style="list-style-type: none"> • Narrative - retelling the story from a different characters point of view, historical. <u>SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.</u> Cold write idea- narrative based on The Last Polar Bears (autumn 1 focus) Hot write idea- Information text based on text (taught in Autumn 1) Model text ideas: Narrative from alternative characters point of view. • Instructions - how to make a spear. <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> Cold write idea- instructions on how to make a spear Hot write idea- story setting description (taught in Autumn 1) Model text ideas: Instructions on how to make another weapon from stone, bronze or iron age. <p><u>Previous units of writing</u> Y1 Instructions (how to make a cup and ball)</p> <p>Short Burst ideas:</p> <ul style="list-style-type: none"> • Information about Skara Brae. • Hot seat a strong stone age character - create questions. • Change the setting. • Character description. • Diary from characters point. <p>Handwriting focus:</p> <ul style="list-style-type: none"> • Letter-join lessons 13-24 (twice a week) • To develop dictation, spelling, editing and proof-checking as well as joined, legible handwriting. • Double letters, SPAG practise. 	



Spelling focus:

- Spelling shed, lesson 7-12- Words with the prefix re. Words with the prefix dis. Words with the prefix mis. Words where ing and ed are added to multisyllabic words. Words where ing, en and ed are added to multisyllabic words. Challenge words.

Composition focus:

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Draft and write by, in narratives, creating settings, characters and plot.

Vocabulary, grammar and punctuation focus:

- 2. 2A sentences
- 17. List sentences
- 5. Two-pairs sentences
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Learn the grammar for year 3/4 : introduction to paragraphs as a way to group related material

Spoken language focus:

Language of sequencing:

- First ... because...
- Next... however...
- Then... therefore...
- Finally/eventually/lastly ... because...

Language of retelling:

- Once upon a time ... once there was...
- As a result of... meanwhile...
- Later on...
- Eventually...
- Unfortunately...
- Luckily...
- I remember that..
- Then this happened..
- During...
- Lastly...
- In the end...
- To conclude/in conclusion...

Language of explanation- maths

- If you... then...
- First... after that...
- I know... because...
- ...and... are alike in that .../... and ...are similar because...

- Words where ou makes an u sound.
- Words where y makes an I sound.
- Words ending in sure.
- Words ending in ture.
- 3. Simile sentences
- 19. Personification of weather sentences
- Use and punctuate direct speech.
- a or an according to whether the next words begins with a consonant or vowel.



- ...is...but...is...
- ...is... while... is

Spring 1
 Geography: Inci case story - Italy

Holiday of a lifetime

Main Pieces of Writing:

- Write a sequence of blogs- change activities/events included in blog. SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.

Cold write idea: short blog based on the Stolen Spear (autumn 2 focus)

Hot write- Information text on one destination from the text (taught in Autumn 1)

Model text ideas:

Sequence of blogs based on events text

- Poetry - Are we there yet- repeated patterns (change final destination) SEE POETRY PROGRESSION DOCUMENT FOR FEATURES.

Cold write idea- repeated poem

Hot write- Instructions on how to pack a suitcase (taught in Autumn 2)

Model text ideas:

Poem based on a journey to a final destination e.g. arctic, desert, seaside.

Previous units of writing

Y2 Poem (Dingo Dog and the Billabong storm)

Short Burst ideas:

- Poetry - shape poem on a map.
- Diary - same diary day but from different points of view from different characters.
- Recount of a day in the story.
- Write an email.
- Postcard from a family member.
- Letter of thanks.

Handwriting focus:

- Letter-join lessons 25-37 (twice a week)
- To develop dictation, spelling, editing and proof-checking as well as joined, legible handwriting.
- Double letters.

Spelling focus:

- Spelling shed lesson 13-18- Words with the ai digraph. Words with the ei digraph. Words where ey makes an ai sound. Words where ei makes an ay sound. Adding the suffix ly. Words that are homophones. Challenge words.
- Add the prefix in without any changes to the root word.
- Add the prefix re e.g. redo.
- Add the suffix ation e.g. information.

Composition focus:

- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English appendix 2).
- Draft and write by organising paragraphs around a theme.
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.

Previous units of writing

Y2 Poem (Dingo Dog and the Billabong storm)
 Y2 Letter (The Twisted Tales, letter to Queen Victoria)
 Y2 Alternative story (Dingo Dog and the Billabong Storm)

- To ensure consistency in size and proportion of letters and spacing between letters and words.
- Words with the prefix re.
- Words with the prefix dis. Words with the prefix mis.
- Words where ing and ed are added to multisyllabic words.



- Proofread for spelling and punctuation errors

Vocabulary, grammar and punctuation focus:

- 22. Short sentences
- 4. 3 __ed sentences
- 20. Paired conjunction sentences
- Use fronted adverbials.
- Use commas after fronted adverbials.
- Learn the grammar for 3/4 sentence: expressing time, place and cause using conjunctions

Spoken language focus:

Language of opinion

- I agree/disagree because...
- I appreciate/understand... opinion because/as/ due to ...
- However, I feel... because/as/due to...
- My opinion/view is... because/as/ due to...
- I believe ... because...
- What is your opinion ... how do you feel... why do you feel?

Language of deduction

- I conclude that... because...
- I found that...because...
- As a result of... I conclude that...
- After looking at the data/information/results I conclude that...
- On observing I found that...

Language of evaluation

- I found this work...because...
- Next time I could/would...
- Maybe you could try... I feel that...
- I enjoyed it because...
- ... was successful/ambitious because...
- You could improve this work by ...

Language of explanation- maths

- If you... then...
- First... after that...
- I know... because...
- ...and... are alike in that .../... and ...are similar because...
- ...is...but...is...
- ...is... while... is

- Words where ing, en and ed are added to multisyllabic words.
- 2. 2A sentences
- 17. List sentences
- 5. Two pairs sentences
- Using a wider range of conjunctions, including: when, if, because, although.
- To use joined handwriting for all writing except where other special forms are required.
- Ensuring that the downstrokes of letters are parallel and equidistant.
- Words with the ai digraph.
- Words with the ei digraph.
- Words where ey makes and ai sound.

Spring 2
Geography: Inci case story - Italy

Holiday of a lifetime

Main Pieces of Writing:

• Narrative - alternative event. SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.

Cold write idea- narrative about a specific day from text



Hot write idea- setting description based on a destination in the text (taught in Autumn 1)

Model text ideas:

Narrative that expands on one key event from text.

• Formal letter to persuade their parents to take them on a holiday of a lifetime. [SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.](#)

Cold write idea- formal letter of persuasion

Hot write idea- blog based on a destination of their choice (taught in Spring 1)

Model text ideas:

Letter to persuade parents to go to dream holiday destination

Previous units of writing

Y2 Letter (The Twisted Tales, letter to Queen Victoria)

Y2 Alternative story (Dingo Dog and the Billabong Storm)

Short Burst ideas:

- Character descriptions
- Setting comparisons
- Recount of any trips or visits
- Alternative stories
- Landmark fact files - explanation

Handwriting focus:

- Letter-join lessons 38-40 (twice a week)
- To develop dictation, spelling, editing and proof-checking as well as joined, legible handwriting.
- Double letters.

Spelling focus:

- Spelling shed lesson 19- 24- Words ending in le Adding the suffix ly to le words. Adding ally when the based word ends in ic. Adding ly when the words do not follow the spelling patterns. Challenge words.
- Add the prefix mis without any changes to the root word.
- Add the prefix inter e.g. interact.
- Add the suffix ous e.g. poisonous.
- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary.

Composition focus:

- Draft and write by, in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Vocabulary, grammar and punctuation focus:

- 16. All the W's sentences
- 10. Emotion word comma sentences
- Indicate possession by using the possessive apostrophe with plural nouns.
- Learn the grammar for ¾ word families e.g. solve, solution, solver, dissolve, insoluble.

Spoken language focus:

- Words where ey makes and ai sound.
- Adding the suffix ly.
- Words that are homophones.
- Add the prefix in without any changes to the root word.
- Add the prefix re e.g. redo.
- Add the suffix ation e.g. information.
- 22. Short sentences
- 4. 3 __ed sentences
- 20. Paired conjunction sentences
- Use fronted adverbials.
- Use commas after fronted adverbials.
- Expressing time, place and cause using conjunctions



	<p><u>Language of opinion</u></p> <ul style="list-style-type: none"> • I agree/disagree because... • I appreciate/understand... opinion because/as/ due to ... • However, I feel... because/as/due to... • My opinion/view is... because/as/ due to... • I believe ... because... • What is your opinion ... how do you feel... why do you feel? <p><u>Language of hypothesis</u></p> <ul style="list-style-type: none"> • Because I know that... I know... • Due to this... I know that... <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> • If you... then... • First... after that... • I know... because... • ...and... are alike in that .../... and ...are similar because... • ...is...but...is... • ...is ... while... is 	
<p>Summer 1 Geography: Climate Zones & Biomes</p>	<p>The Last Polar Bears</p> <p>Main Pieces of Writing:</p> <ul style="list-style-type: none"> • Report about Polar Bears: <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> Cold write idea- report on Polar Bears becoming extinct (news report taught in Year 2 autumn 2) Hot write idea- Instructions on how to look after our planet to stop polar bears becoming extinct (taught in Autumn 2) Model text ideas: Report about arctic or contrasting country they have previously learnt about. • Explanation of a Polar Bear Habitat: <u>SEE NON-FICTION (explanation texts) & NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.</u> Cold write ideas- Explanation of a polar bear habitat. Hot write ideas- Formal letter to prime minister about climate change (taught in Spring 2) Model text ideas: Explanation of journey to arctic. <p><u>Previous units</u> Y2 News Report (Great Fire of London) Y2 News Report (Visiting Wangari Mother of Trees in Kenya)</p> <p>Short Burst ideas:</p> <ul style="list-style-type: none"> • Sequence of diary entries. • Retell the story as a narrative. • Survival guide. • Instructions for going a exploration. • Report of climate comparisons. • Poetry - similes, cold and hot comparisons. 	<p><u>Previous units of writing</u> Y2 News Report (Great Fire of London) Y2 News Report (Visiting Wangari Mother of Trees in Kenya) Y2 Alternative story (Dingo Dog and the Billabong Storm) Y2 Narrative (Rosa Parks on the bus, passenger's point of view).</p>

Handwriting focus:

- Letter-join lessons 41-52 (twice a week)
- To develop dictation, spelling, editing and proof-checking as well as joined, legible handwriting.
- Double letters.

Spelling focus:

- ✓ Revision of any spelling rules that still need mastering.
- ✓ Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten.
- ✓ Add the prefix un without any changes to the root word.
- ✓ Add the prefix dis without any changes to the root word.

Composition focus:

- ✓ Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation focus:

- ✓ 12. Many questions sentences
- ✓ 15. Double ly ending sentences
- ✓ 9. If, if, if, then sentences
- ✓ Use the present perfect form of verbs in contrast to the past tense.
- ✓ Formation of nouns using a range of prefixes e.g. super, anti, auto.

Spoken language focus:Language of retelling

- Once upon a time ... once there was...
- As a result of... meanwhile...
- Later on...
- Eventually...
- Unfortunately...
- Luckily...
- I remember that..
- Then this happened..
- During...
- Lastly...
- In the end...
- To conclude/in conclusion..

Language of explanation

- If you... then...
- First... after that...
- I know ... because...
- ...and... are alike in that ... And... are similar because...
- ..is...but...is...
- When/ if... So...

Language of explanation- maths

- lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
- Words ending in le
- Adding the suffix ly to le words.
- Adding ally when the based word ends in ic.
- Adding ly when the words do not follow the spelling patterns.
- Add the prefix mis without any changes to the root word.
- Add the prefix inter e.g. interact.
- Add the suffix ous e.g. poisonous.
- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with



- If you... then...
- First... after that...
- I know... because...
- ...and... are alike in that .../... and ...are similar because...
- ...is...but...is...
- ...is... while... is

irregular plurals e.g. children's.

- Use the first 2 or 3 letters of a word to check its spelling in a dictionary.
- 16. All the W's sentences
- 10. Emotion word comma sentences
- Indicate possession by using the possessive apostrophe with plural nouns.
- Learn the grammar for word families e.g. solve, solution, solver, dissolve, insoluble.
- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten.
- Add the prefix un without any changes to the root word.

Summer 2

History: Egyptians

The Secret Explorers and the Tomb Robbers

Main Pieces of Writing:

- **Narrative of the story** SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.

Cold write- narrative based on The Last Polar Bears

Hot write- Newspaper report based on Theseus and the Minotaur (taught in Summer 1)

Model text ideas

Narrative of the story from Theseus' point of view.

- **Leaflet to attend the fight (incl. at least two different countries).** SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.

Cold write- leaflet to advertise the fight

Hot write- Blog on a tourist who happened to be in the city when the fight was happening (taught in Spring 1)

Model text ideas:

Leaflet based on two countries visited in text.

Previous units of writing

Y2 Alternative story (Dingo Dog and the Billabong Storm)

Y2 Narrative (Rosa Parks on the bus, passenger's point of view).

Short Burst ideas:

- Description of the Gods & Legends.
- Sequels and prequels.
- Newspaper report when he defeats the minotaur.
- Description of the battle.
- Recount form the minotaur's point of view.

Handwriting focus:

- ✓ Revision of all targets

Spelling focus:

- Letter-join lessons 52-60 (twice a week)
- To develop dictation, spelling, editing and proof-checking as well as joined, legible handwriting.
- Double letters.
- Revision of any joins/letters where needed.

Composition focus:

- ✓ Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Vocabulary, grammar and punctuation focus:

- ✓ 1. BOYS sentence
- ✓ 7. Verb person sentences

Spoken language focus:Language of argument

- An argument for is... because...
- An argument against is... because...
- I understand however /due to/ therefore...
- I accept your decision however I feel/believe ... because/ as / due/ to...

Language of opinion

- I agree/disagree because...
- I appreciate/understand... opinion because/as/ due to ...
- However, I feel... because/as/due to...
- My opinion/view is... because/as/ due to...
- I believe ... because...
- What is your opinion ... how do you feel... why do you feel?

Language of explanation- maths

- If you... then...
- First... after that...
- I know... because...
- ...and... are alike in that .../... and ...are similar because...
- ...is...but...is...
- ...is ... while... is

- Add the prefix dis without any changes to the root word.
- 12. Many questions sentences
- 15. Double by ending sentences
- 9. If, if, if, then sentences
- Use the present perfect form of verbs in contrast to the past tense.
- Formation of nouns using a range of prefixes e.g. super, anti, auto.
- Add the prefix anti e.g. anti social.
- Add the prefix auto e.g. autobiography.
- 1. BOYS sentence
- 7. Verb person sentences
- REVISION OF ANY TARGETS YET TO BE EMBEDDED.



Subject Overview - Writing YEAR 4

Term	Unit focus	SPAG/Do now focus
Autumn 1 History: Roman Invasion	<p>Wanted!</p> <p>Main Pieces of writing:</p> <ul style="list-style-type: none"> Narrative- a roman battle (point of view of a soldier) <u>SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Cold write idea- narrative based on Thesus and the Minotaur (summer 2 year 3 focus)</p> <p>Hot write idea- Information leaflet based on Wanted (taught in summer 2 year 3)</p> <p>Model text ideas: Roman battle point of view of a more senior member of the roman army</p> <ul style="list-style-type: none"> Persuasive speech about the horse. <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Cold write idea- persuasive speech about the horse (current focus)</p> <p>Hot write idea- Newspaper report about the horse (taught in summer 1 year 3)</p> <p>Model text ideas: Persuasive speech about taking soldiers to battle.</p> <p>Previous units of Writing</p> <p>Y2 Alternative story (Dingo Dog and the Billabong Storm)</p> <p>Y3 Narrative (The Stolen Spear)</p> <p>Y3 Narrative (A Holiday of a Lifetime)</p> <p>Y3 Narrative (Thesus and the Minotaur)</p> <p>Y3 Persuasive letter (Holiday of a Lifetime)</p> <p>Short Burst ideas:</p> <ul style="list-style-type: none"> Newspaper and report: Character description - changing them. Setting description. Debate/ argument one sided - horse stolen or given to the boy. Information text on the Romans. Job advert for a Roman soldier. <p>Handwriting focus:</p> <ul style="list-style-type: none"> ✓ Letter-join lesson 1-12 (twice a week) ✓ Handwriting across the curriculum, close sentences, pangrams, palindromes, alliteration. ✓ Handwriting in maths, MFL & science (labels) <p>Spelling focus:</p> <ul style="list-style-type: none"> ✓ <u>Spelling shed lesson 1-6.</u> Words which are homophones or near homophones. Words with the prefix in- meaning not. Words with the prefixes il, im and ir. Words with the prefix sub meaning below or further divided. Words with the prefix inter. Challenge words. ✓ Embed hwo to use the first 2/3 letters of a word to check it's spelling in a dictionary. 	<p>Previous units of Writing</p> <p>Y2 Alternative story (Dingo Dog and the Billabong Storm)</p> <p>Y3 Narrative (The Stolen Spear)</p> <p>Y3 Narrative (A Holiday of a Lifetime)</p> <p>Y3 Narrative (Thesus and the Minotaur)</p> <p>Y3 Persuasive letter (Holiday of a Lifetime)</p> <p>Y3 Explanation of journey (The Last of the Polar Bears)</p> <ul style="list-style-type: none"> • lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. • Words ending in le • Adding the suffix ly to le words. • Adding ally when the based word ends in ic.



	<p>Composition focus:</p> <ul style="list-style-type: none"> ✓ Embed how to plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar. ✓ Embed how to plan writing by discussing and recording ideas. ✓ Embed how to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. <p>Vocabulary, grammar and punctuation focus:</p> <ul style="list-style-type: none"> ✓ 12. Many questions sentences ✓ 16. All the W's sentences ✓ 20. Paired conjunction sentences ✓ Embed how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. <p>Spoken language focus:</p> <p><u>Language of argument</u></p> <ul style="list-style-type: none"> • An argument for ... is... because... and... • An argument against... is... because... and... • I understand... that, depending on the content but would argue... • I understand your point of view, however I disagree because... <p><u>Language of opinion</u></p> <ul style="list-style-type: none"> • I agree/I disagree because... • I appreciate...'s opinion because... due to... • However I think differently because... • Most reasonable people would agree that... because... • What is your opinion on the issue of...? • How would you feel if you were being... or in this situation? <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> • We know that... so/because... it can't be... • So it must be... • A major different between ...and... is that... <p>Some ways in which...and...differ are...</p>	<ul style="list-style-type: none"> • Adding ly when the words do not follow the spelling patterns. • Add the prefix mis without any changes to the root word. • Add the prefix inter e.g. interact. • Add the suffix ous e.g. poisonous. • Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • 16. All the W's sentences • 10. Emotion word comma sentences • Indicate possession by using the possessive apostrophe with plural nouns. • Learn the grammar for word families e.g. solve, solution, solver, dissolve, insoluble. • Add suffixes beginning with vowel letters to words of more
<p>Autumn 2 History: Roman Invasion</p>	<p>Queen of Darkness Tony Bradman</p> <p>Main Pieces of writing:</p> <ul style="list-style-type: none"> • Recount - day in the life of a Roman (man or woman). <i>SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.</i> <p>Cold write idea- recount based on Wanted (autumn 1 focus) Hot write idea- Information leaflet about a Roman Soldier/Queen of Darkness (taught in Year 3 Summer 2) Model text ideas: Day in the life of a roman (man or woman)</p> <ul style="list-style-type: none"> • Explanation text about the Romans and their impact on Britain today, focus on one impact. <i>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</i> <p>Cold write idea- Explanation text about a roman God (current focus) Hot write idea- Short narrative about the day in a life of a Roman Soldier (taught in autumn 1)</p>	

Model text ideas:

Explanation text about the Roman impact on Britain today (focus on one impact)

Previous units of Writing

Y3 Explanation of journey: (The Last of the Polar Bears)

Short Burst ideas:

- **Biography**
- Diary writing.
- Newspaper report.
- Roman comic book - with and without speech bubble.
- Fact files.
- Interview a Roman.

Handwriting focus:

- ✓ Letter-join lesson 13-25 (twice a week)
- ✓ Handwriting across the curriculum: close sentences, pangrams, palindromes, alliteration.
- ✓ Handwriting in maths, MFL & science (labels)

Spelling focus:

- Spelling shed lesson 7-12. Words ending in ation. Words ending in ition. Words ending in ly. Words ending in lly. Words where ch makes a sh sound. Challenge words.
- Embed how to add the prefix un without any changes to the root word.
- Embed how to add the prefix auto.

Composition focus:

- Embed how to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures: expressing time, place and cause using conjunctions and adverbs.
- Embed how to draft and write by organising paragraphs around a theme.
- Embed how to proofread for spelling and punctuation errors.

Vocabulary, grammar and punctuation focus:

- 3. Simile sentences
- I. BOYS sentence
- II. Noun which/who/were sentences
- Embed how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Learn the grammar for years 3 and 4 text: Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Spoken language focus:Language of explanation

- How...
- Why...
- Where...

than one syllable e.g. forgetting, forgotten.

- Add the prefix un without any changes to the root word.
- Add the prefix dis without any changes to the root word.
- 12. Many questions sentences
- 15. Double ly ending sentences
- 9. If, if, if, then sentences
- Use the present perfect form of verbs in contrast to the past tense.
- Formation of nouns using a range of prefixes e.g. super, anti, auto.
- Add the prefix anti e.g. anti social.
- Add the prefix auto e.g. autobiography.
- 1. BOYS sentence
- 7. Verb person sentences
- Words which are homophones or near homophones.
- Words with the prefix in- meaning not.



- When...
- What...
- After...
- Then/ as a result of/ later/ because...

Language of retelling

- In the beginning...
- Subsequently ... (time connectives)
- On the other side of the forest...
- Back at home.
- I remember that...
- With hindsight...
- Reflecting upon...
- In the event that...
- Lastly...
- In the end...
- To conclude/in conclusion/ To sum up...

Language of description

- It appears to be...because...
- It seems to be that... because...
- I think it looks like... because...
- It reminds me of... because...

Language of explanation- maths

- We know that... so/because... it can't be...
- So it must be...
- A major different between ..and.. is that...

Some ways in which ..and.. differ are...

- Words with the prefixes il, im and ir.
- Words with the prefix sub meaning below or further divided.
- Words with the prefix inter.
- 12. Many questions sentences
- 16. All the W's sentences
- 20. Paired conjunction sentences
- Embed how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.

Spring 1
Geography: Amazon Rivers & Rainforests

World Burn Down

Main Pieces of Writing:

- **Narrative - suspense & other cultures. SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.**

Cold write idea- Narrative based on Queen of Darkness (autumn 2 focus)

Hot write idea- recount of the day Carlos escapes his captors (taught in Autumn 2)

Model text ideas:

Suspense narrative based on text.

- **Emotive poetry. SEE POETRY PROGRESSION DOCUMENT FOR FEATURES.**

Cold write idea- Repeated poetry based on Carlos' escape (current focus)

Hot write idea- Persuasive speech to Carlos' captors to release him (taught in Autumn 1)

Model text ideas:

Emotive poem based on disappearance of character (narrative from previous term)

Previous units of Writing

Y2 Alternative story (Dingo Dog and the Billabong Storm)

Y3 Narrative (The Stolen Spear)

Previous units of Writing

Y2 Alternative story (Dingo Dog and the Billabong Storm)

Y3 Narrative (The Stolen Spear)

Y3 Narrative (A Holiday of a Lifetime)

Y3 Narrative (Theseus and the Minotaur)



Y3 Narrative (A Holiday of a Lifetime)
 Y3 Narrative (Thesus and the Minotaur)
 Y2 Poem (Dingo Dog and the Billabong storm)
 Y3 Poem Are we there yet... (A holiday of a lifetime)

Short Burst ideas:

- Character description
- Flash back - reorder the text.
- Setting description.
- Performance poetry.

Handwriting focus:

- ✓ Letter-join lesson 26 - 38 (twice a week)
- ✓ Handwriting across the curriculum, close sentences, pangrams, palindromes, alliteration.
- ✓ Handwriting in maths, MFL & science (labels)

Spelling focus:

- Spelling shed lesson 12-18. Words ending in sion. Words ending in ous. Words ending in ous where the ge from the root word remains. Words where I makes an ee sound. Words ending in ious and eous. Challenge words.
- Embed how to add suffixes beginning with vowel letters to words of more than one syllable.
- Embed how to add the prefix super e.g. supermarket.
- Embed how to write from memory simple sentences, dictated by the teacher that include words taught so far.

Composition focus:

- Embed how to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures: expressing time, place and cause using prepositions.
- Embed how to draft and write by, in narratives, creating settings, characters and plot.
- Embed how to draft and write by, in non-narrative material, using simple organisational devices [for example, headings and sub-headings].

Vocabulary, grammar and punctuation focus:

- 19. Personification of weather sentences
- 2. 2A sentences
- 13. AD same AD sentence
- Embed how to use fronted adverbials.
- Embed how to use commas after fronted adverbials.
- Learn the grammar for years 3 and 4 sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Spoken language focus:

Language of opinion

- I agree/I disagree because...
- I appreciate...s opinion because... due to...
- However I think differently because...
- Most reasonable people would agree that... because...

Y2 Poem (Dingo Dog and the Billabong storm)

Y3 Poem Are we there yet... (A holiday of a lifetime)

Y2 Letter (The Twisted Tales, letter to Queen Victoria)

Y3 Persuasive Letter (Holiday of a Lifetime)

Y2 Newspaper report (Great Fire of London)

Y3 Report (Last of the Polar Bears)

- A clear neat hand for finished, presented work.
- Words ending in ation.
- Words ending in ation.
- Words ending in ly.
- Words ending in lly.
- Words where ch makes a sh sound.
- Add the prefix un without any changes to the root word.
- Add the prefix auto.
- 3. Simile sentences
- 1. BOYS sentence



- What is your opinion on the issue of...?
- How would you feel if you were being.. or in this situation?

Language of hypothesis

- Because I know that.. I know that..
- Due to the fact that.. I know that.. will happen
- Maybe it's because...

Language of explanation- maths

- We know that.. so/because.. it can't be..
- So it must be..
- A major different between ..and.. is that..

Some ways in which ..and.. differ are...

● 11. Noun which/who/were sentences

- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Appropriate choice of pronoun or noun within and across sentences
- To use a range of presentation skills e.g. print script for captions, sub-headings and labels and capital letters for posters, title pages, headings.
- Words ending in sion.
- Words ending in ous.
- Words ending in ous where the ge from the root word remains.
- Words where I makes an ee sound.
- Words ending in ious and eous.
- Add suffixes beginning with vowel letters to words of more than one syllable.
- Add the prefix super e.g. supermarket.

Spring 2
Geography: Amazoni Rivers & Rainforests

World Burn Down

Main Pieces of Writing:

- Persuasive letter to the land grabbers, farmers, and miners. SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.

Cold write ideas- persuasive letter to land grabbers, farmers and miners.

Hot write ideas- Write an explanation about the impact deforestation has on the environment (taught in Autumn 2)

Model text ideas:

Persuasive letter to the land grabbers, farmers and miners.

- Newspaper report on the disappearance of the character. SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.

Cold write idea- Newspaper report on disappearance

Hot write idea- Recount on how Carlos escaped the fires (taught in Autumn 2)

Model text ideas:

Newspaper report on the disappearance of the character or when they are found.

Previous units of Writing

Y2 Letter (The Twisted Tales: letter to Queen Victoria)

Y3 Persuasive Letter (Holiday of a Lifetime)

Y2 Newspaper report (Great Fire of London)

Y3 Report (Last of the Polar Bears)

Short Burst ideas:

- Documentary.

• Fact file - animals and plants.

• Endangered poster.

• Diary writing.

• River journey - senses description (travel writing)

Handwriting focus:

✓ Letter-join lesson 36 - 48 (twice a week)

✓ Handwriting across the curriculum, close sentences, pangrams, palindromes, alliteration.

✓ Handwriting in maths, MFL & science (labels)

Spelling focus:



- Spelling shed lesson 19- 24. Words where au makes an or sound. Words ending in tion. Words ending in ssion. Words ending in cian. Words that are adverbs of manner. Challenge words.
- Embed how to add the prefix dis without any changes to the root word.
- Embed how to add the prefix anti
- Place the possessive apostrophe accurately in words with regular plurals.

Composition focus:

- Embed how to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Vocabulary, grammar and punctuation focus:

- 4. 3 ___ed sentences
- 9. If, if, if, then sentences
- 21. The more the more sentences
- Embed how to use conjunctions, adverbs and prepositions to express time and cause.
- Embed how to indicate possession by using the possessive apostrophe with plural nouns.

Spoken language focus:

Language of description

- It appears to be...because..
- It seems to be that... because..
- I think it looks like... because..
- It reminds me of... because..

Language of deduction

- In conclusion I would say that... due to the fact that..
- My results make me think that... because..
- Having analysed the information, I conclude that..

Language of opinion

- I agree/I disagree because..
- I appreciate...s opinion because... due to...
- However I think differently because..
- Most reasonable people would agree that... because..
- What is your opinion on the issue of...?
- How would you feel if you were being.. or in this situation?

Language of explanation- maths

- We know that... so/because... it can't be..
- So it must be..
- A major different between ..and.. is that..
- Some ways in which...and...differ are..

- 19. Personification of weather sentences
- 2. 2A sentences
- 13. AD same AD sentence
- Fronted adverbials.
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Summer 1
History: Maya Civilization

Eddie Red Undercover mystery in Mayan Mexico

Main Pieces of Writing:

* Narrative - mystery & detective, different mystery. SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.

Previous units of Writing



Cold write idea- Short narrative based on World Burn Down (Spring focus)

Hot write idea- Newspaper report on the mystery (taught in spring 2)

Model text idea

Narrative based on event in text.

* Information text about Mayan's modern and ancient. [SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.](#)

Cold write idea- information text about Mayan gods (current focus)

Hot write idea- Persuasive letter as Eddie Red to persuade other children help him to uncover the mystery. (taught in Spring 2)

Model text idea

Information text based on one important aspect of Mayans.

Short Burst ideas:

* Pros and cons of photographic memory.

* Poetry.

* Character description.

Settings.

* Extend a section to an original section of the text to embellish or expand.

Previous units of Writing

Y2 Alternative story (Dingo Dog and the Billabong Storm)

Y3 Narrative (The Stolen Spear)

Y3 Narrative (A Holiday of a Lifetime)

Y3 Narrative (Thesus and the Minotaur)

Y2 Information text about India (Grandpa Chatterji)

Y3 Information text (Storm Dog)

Handwriting focus:

✓ Letter-join lesson 49-60 (twice a week)

✓ Handwriting across the curriculum, close sentences, pangrams, palindromes, alliteration.

✓ Handwriting in maths, MFL & science (labels)

Spelling focus:

✓ Revision of any spelling rules that still need mastering.

✓ Embed how to add the prefix mis without any changes to the root word.

✓ Embed how to add the prefix in without any changes to the root word.

Composition focus:

✓ Embed how to read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation focus:

✓ 2.2. Short sentences

✓ 5. 2 Pairs sentences

✓ Embed how to use and punctuate direct speech

✓ Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading. Determiner, pronoun, possessive pronoun, adverbial

Spoken language focus:

Language of hypothesis

Y2 Alternative story (Dingo Dog and the Billabong Storm)

Y3 Narrative (The Stolen Spear)

Y3 Narrative (A Holiday of a Lifetime)

Y3 Narrative (Thesus and the Minotaur)

Y2 Information text about India (Grandpa Chatterji)

Y3 Information text (Storm Dog)

Y3 Write about another country (The Last Polar Bears)

- Words where au makes an or sound.
- Words ending in tion.
- Words ending in ssion.
- Words ending in cian.
- Words that are adverbs of manner.
- Add the prefix dis without any changes to the root word.
- Add the prefix anti.

Flourishing Together



- Because I know that... I know that..
- Due to the fact that... I know that... will happen
- Maybe it's because...

Language of retelling

- In the beginning..
- Subsequently ... (time connectives)
- On the other side of the forest..
- Back at home..
- I remember that..
- With hindsight..
- Reflecting upon..
- In the event that..
- Lastly..
- In the end..
- To conclude/in conclusion/ To sum up..

Language of explanation- maths

- We know that... so/because... it can't be..
- So it must be..
- A major different between ..and.. is that..

Some ways in which ..and.. differ are..

- Place the possessive apostrophe accurately in words with regular plurals.
- 4. 3 ___ed sentences
- 9. If, if, if, then sentences
- 21. The more the more sentences
- Use conjunctions, adverbs and prepositions to express time and cause.
- Indicate possession by using the possessive apostrophe with plural nouns.
- Add the prefix mis without any changes to the root word.
- Add the prefix in without any changes to the root word.
- 22. Short sentences
- 5. 2 Pairs sentences
- Use and punctuate direct speech.
- Determiner, pronoun, possessive pronoun, adverbial
- A clear neat hand for finished, presented work.
- 7. Verb person sentences

Summer 2
Geography: The USA

Flat Stanley: Lost in New York

Main Pieces of writing

- Narrative- Lost in Quinton? SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.

Cold write idea- narrative based on Eddie Red (Summer 1 focus)

Hot write idea- Newspaper report based on New York (taught in spring 2)

Model text ideas:

Narrative from point of view of Flat Stanley.

- Travel Writing - guide to the landmark in New York or Quinton. SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.

Cold write idea- Write about a landmark in NYC or Quinton (current focus)

Hot write idea- Write an information text about NYC (taught in Summer 1)

Model text ideas:

Guide to a landmark in New York or Quinton.

Previous units of Writing

Y2 Alternative story (Dingo Dog and the Billabong Storm)

Y3 Narrative (The Stolen Spear)

Y3 Narrative (A Holiday of a Lifetime)

Y3 Narrative (Thesus and the Minotaur)

Y3 Write about another country (The Last Polar Bears)

Short Burst ideas:

- Missing poster.
- Poetry.
- Fact files about the landmarks.



- Commemorative writing.
- Contrasting writing to other states.

Handwriting focus:

- ✓ Revision of any areas needed.
- ✓ Handwriting across the curriculum, close sentences, pangrams, palindromes, alliteration.
- ✓ Handwriting in maths, MFL & science (labels)
- ✓

Spelling focus:

- ✓ Revision of any spelling rules that still need mastering.

Composition focus:

- ✓ Revision of any composition targets that still need to be mastered.

Vocabulary, grammar and punctuation focus:

- ✓ 7. Verb person sentences
- ✓ 17. List sentences
- ✓ Embed how to use the present perfect form of verbs in contrast to the past tense.

Spoken language focus:

Language of description

- It appears to be...because...
- It seems to be that... because...
- I think it looks like... because...
- It reminds me of... because...

Language of explanation

- How...
- Why...
- Where...
- When...
- What...
- After...
- Then/ as a result of/ later/ because...

Language of explanation- maths

- We know that... so/because... it can't be...
- So it must be...
- A major different between ...and... is that...

Some ways in which...and...differ are...

● 17. List sentences

- Use the present perfect form of verbs in contrast to the past tense.
- REVISION OF ANY TARGETS YET TO BE EMBEDDED.

Subject Overview - Writing YEAR 5

Term	Unit focus	SPAG/Do now focus
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Flourishing Together



Autumn 1
History: Anglo Saxons & Scots

Anglo Saxon Boy

Main Writing Pieces:

• Characterisation of contrasting character [SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES \(linked to narrative writing\)](#).

Cold write idea- Character description of Flat Stanley (Summer 2 Year 4 focus)

Hot write idea- Information text on Anglo-Saxons (taught in Summer 2 year 4)

Model text ideas:

Characterisation of hero/villain

• Play script. [SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES](#).

Cold write- playscript based on Anglo Saxon boy (current focus)

Hot write- Newspaper report on the battle (taught in Spring 2 year 4)

Model text ideas:

Playscript based on pinnacle scene from text.

Short Burst ideas:

- Scene setting.
- Dairy writing.
- Newspaper report
- Debate.
- Job description for a soldier.

Handwriting focus:

- ✓ Letter-join lessons 1-12 (twice per week).
- ✓ Developing high quality handwriting automatically.
- ✓ Spelling & comprehension of advanced vocabulary, dictation exercises.
- ✓ Cross-curricular links to history, science (labels) and MFL.

Spelling focus:

- ✓ Spelling shed lesson 1-6. Words ending in tious and ious. Words ending in cious. Words ending in cial. Words ending in tial. Words ending in cial and tial. Challenge words.
- ✓ Distinguish between homophones and other words that are often confused.
- ✓ Use dictionaries (first 3 or 4 letters of a word) to check the spelling and meaning of words.

Composition focus:

- ✓ Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- ✓ Evaluate and edit by assessing the effectiveness of their own and others' writing.
- ✓ Proofread for spelling and punctuation errors.

Vocabulary, grammar and punctuation focus:

- ✓ 1. BOYS sentence
- ✓ 15. Double ly ending sentences
- ✓ 11. Noun which/who/were sentences
- ✓ 6. DeDe sentences

Previous units of writing

- Y2 - Alternative Narrative (Dingo Dog and the Billabong Storm)
- Y3 - Narrative (The Stolen Spear)
- Y3 Narrative (Holiday of a Lifetime)
- Y3 - Narrative (The Stolen Spear)
- Y4 Narrative (Wanted!)
- Y4 Narrative (World Burn Down)
- Y4 Narrative (Eddie Red Undercover: Mystery in Mayan Mexico)
- Y4 Narrative (Flat Stanley: Lost in New York)

- Words where au makes an or sound.
- Words ending in tion.
- Words ending in ssion.
- Words ending in cian.
- Words that are adverbs of manner.
- Add the prefix dis without any changes to the root word.
- Add the prefix anti.
- Place the possessive apostrophe accurately in words with regular plurals.



	<p>✓ Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Spoken language focus:</p> <p><u>Language of description</u></p> <ul style="list-style-type: none"> • It appears to be... because... • It seems to be like... because... • I think it looks like...because... • It reminds me of... because... <p><u>Language of explanation</u></p> <ul style="list-style-type: none"> • Because of... x happened • For example... • In conclusion... • To begin with... • As a result of... • The reason(s) for... <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> • I think the question means... so the answer would be... • I know that...therefore I would try out... • If the ... add up to... then the total number must be... • Knowing this means that we can work out... • ...as a result... • ...therefore... • The reason...is that... is due to... 	<ul style="list-style-type: none"> • 4. 3 ___ed sentences • 9. If, if, if, then sentences • 21. The more the more sentences • Use conjunctions, adverbs and prepositions to express time and cause. • Indicate possession by using the possessive apostrophe with plural nouns. • Add the prefix mis without any changes to the root word. • Add the prefix in without any changes to the root word. • 22. Short sentences • 5. 2 Pairs sentences • Use and punctuate direct speech. • Determiner, pronoun, possessive pronoun, adverbial • A clear neat hand for finished, presented work. • 7. Verb person sentences • 17. List sentences • Use the present perfect form of verbs in contrast to the past tense.
<p>Autumn 2</p> <p>History: Anglo Saxons & Scots</p>	<p>Anglo Saxon Boy</p> <p>Main Writing Pieces:</p> <ul style="list-style-type: none"> • Narrative <u>SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Cold write idea- narrative (current focus)</p> <p>Hot write idea- Travel guide for Anglo Saxon Britain</p> <p>Model text ideas:</p> <p>Narrative written from a bystanders point of view (pupils could then choose an alternative bystander for their own narrative).</p> <ul style="list-style-type: none"> • Balanced argument - Lord of the Southern Saxons and wanting the throne. <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Cold write idea- Balanced argument for either leader wanting the throne (current focus)</p> <p>Hot write- Information text on Anglo Saxon Britain (taught in Summer 1 year 4)</p> <p>Model text ideas:</p> <p>Example arguments that the children can develop into their own.</p> <p><u>Previous units of writing</u></p> <p>Y2- Alternative Narrative (Dingo Dog and the Billabong Storm)</p> <p>Y3- Narrative (The Stolen Spear)</p> <p>Y3 Narrative (Holiday of a Lifetime)</p>	



Y3- Narrative (The Stolen Spear)
 Y4 Narrative (Wanted!)
 Y4 Narrative (World Burn Down)
 Y4 Narrative (Eddie Red Undercover: Mystery in Mayan Mexico)
 Y4 Narrative (Flat Stanley: Lost in New York)

Short Burst ideas:

- Performance Poetry.
- Hot seating from both sides of the battle.
- Write a synopsis for the book.

Handwriting focus:

- ✓ Letter-join lessons 13-25 (twice per week).
- ✓ Developing high quality handwriting automatically.
- ✓ Spelling & comprehension of advanced vocabulary, dictation exercises.
- ✓ Cross-curricular links to history, science (labels) and MFL.

Spelling focus:

- Spelling shed lesson 7-12. Words ending in anti. Words ending in ance and ancy. Words ending in ent and ence. Words ending in able and ible. Words ending in ably and ibly. Challenge words.
- Use a thesaurus.

Composition focus:

- Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Vocabulary, grammar and punctuation focus:

- 12. Many questions sentences.
- 9. If, if, if, then sentences 20. Paired conjunction sentences
- 8. OI sentences
- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Punctuation: Brackets, dashes or commas to indicate parenthesis

Spoken language focus:

Language of argument

- In my opinion...should be banned.
- I have two main reasons for believing this.. First of all, as I'm sure you will agree...
- My second important reason for wanting to ... is that..
- Perhaps someone would argue that... that..
- However, I would point out that..
- It is clear that ... would be a great step forward..

- Choosing which shape of a letter to use when given choices and deciding whether or not join specific letters.
- Words ending in tious and ious.
- Words ending in cious.
- Words ending in cial. Words ending in tial.
- Words ending in cial and tial.
- Distinguish between homophones and other words that are often confused.
- Use dictionaries (first 3 or 4 letters of a word) to check the spelling and meaning of words.
- BOYS sentence
- 15. Double ly ending sentences
- 11. Noun which/who/were sentences
- 6. De:De sentences

Use semicolons, colons or dashes to mark boundaries between independent clauses



	<p><u>Language of opinion</u></p> <ul style="list-style-type: none"> • Therefore/in my opinion/ I believe ... • He considers... • It is my opinion that... However others may/might believe that... <p><u>Language of sequencing</u></p> <ul style="list-style-type: none"> • Meanwhile... • Following this/that... • In the beginning... <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> • I think the question means... so the answer would be... • I know that...therefore I would try out... • If the ... add up to... then the total number must be... • Knowing this means that we can work out... • ...as a result... • ...therefore... <p>The reason...is that... is due to...</p>	
<p>Spring 1 Geography: Asia Mountain, Volcanoes and Earthquakes</p>	<p><u>Escape from Pompeii</u></p> <p>Main Writing Pieces:</p> <ul style="list-style-type: none"> • Non-chronological report about volcanoes. <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> Cold write idea- report about anglo-saxon soldier (based on last unit) Hot write idea- playscript on Marcus' escape (taught in Autumn 1) Model text ideas: Non-chronological report on Vesuvius exploding, or alternative volcano covered in geography sessions. • Campaign - for or against Pompeii remaining a tourist attraction. <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> Cold write- Pompeii as a tourist attraction (current focus) Hot write- Balanced argument on Pompeii being a tourist site (taught in Autumn 2) Model text ideas: Campaign either for/against Pompeii continuing to be a tourist attraction e.g. impact of number of people visiting destroying the site vs the tourism it brings in. Chn can then decide which side they want to write their own campaign on. <p><u>Previous units of writing:</u> Y2 Newspaper report (The Great Fire of London) Y2 Newspaper report (Mama Miti and the Trees of Kenya) Y4 Newspaper report (World Burn Down)</p> <p><u>Short Burst ideas:</u></p> <ul style="list-style-type: none"> • Character descriptions. • Dairy writing. • Last Will and Testament. • Historical recount. <p><u>Handwriting focus:</u></p>	<p><u>Previous units of writing</u></p> <p>Y2 Newspaper report (The Great Fire of London) Y2 Newspaper report (Mama Miti and the Trees of Kenya) Y4 Newspaper report (World Burn Down) Y2 Diary entry (Great Fire of London) Y2 Letter (The twisted tunnels) Y3 formal letter (Holiday of a lifetime) Y4 Persuasive letter (World Burn Down)</p> <ul style="list-style-type: none"> • Choosing the writing implement that is best suited for a task.



- ✓ Letter-join lessons 26-38 (twice per week).
- ✓ Developing high quality handwriting automatically.
- ✓ Spelling & comprehension of advanced vocabulary, dictation exercises.
- ✓ Cross-curricular links to history, science (labels) and MFL.

Spelling focus:

- ✓ Spelling shed lesson 13-18. Words ending in able where the e from the root word remains. Words which are adverbs of time. Adding suffixes to root words that end in fer. Words with silent first letters. Words with silent letters. Challenge words.
- ✓ Embed how to write from memory simple sentences, dictated by the teacher that include words taught so far.

Composition focus:

- ✓ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- ✓ Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.

Vocabulary, grammar and punctuation focus:

- ✓ 3. Simile sentences
- ✓ 19. Personification of weather sentences
- ✓ 14. 3 bad dash question sentences
- ✓ Use the perfect form of verbs to mark relationships of time and cause.
- ✓ Use modal verbs or adverbs to indicate degrees of possibility.
- ✓ Use hyphens to avoid ambiguity.
- ✓ Use a colon to introduce a list.

Spoken language focus:

Language of explanation

- Because of... x happened
- For example...
- In conclusion...
- To begin with...
- As a result of...

The reason(s) for...

Language of retelling

- Because of... x happened
- For example...
- In conclusion...
- To begin with...
- As a result of...

The reason(s) for...

Language of explanation- maths

- I think the question means... so the answer would be...
- I know that...therefore I would try out...
- If the ... add up to... then the total number must be...
- Knowing this means that we can work out...
- ...as a result...

- Words ending in ant.
- Words ending in ance and ancy.
- Words ending in ent and ence.
- Words ending in able and ible.
- Words ending in ably and ibly.
- Use a thesaurus.
- 12. Many questions sentences;
- 9. If, if, if, then sentences
- 20. Paired conjunction sentences
- 8. O.I sentences
- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Brackets, dashes or commas to indicate parenthesis
- Words ending in able where the e from the root word remains.
- Words which are adverbs of time.
- Adding suffixes to root words that end in fer.
- Words with silent first letters.
- Words with silent letters.
- 3. Simile sentences



	<ul style="list-style-type: none"> • ...therefore... <p>The reason...is that... is due to...</p>	
<p>Spring 2 Geography: Asia Mountain, Volcanoes and Earthquakes</p>	<p>Kensuke's Kingdom</p> <p>Main Writing Pieces:</p> <ul style="list-style-type: none"> • Double Diary - Dad's point of view and boy's point of view. <u>SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.</u> Cold write idea- diary entry from Marcus' point of view vs his cousins (Spring 1 unit) Hot write idea- non-chronological report on Michael's disappearance (taught in Spring 1) Model text ideas: Diary entry of same day from Dad and Boy; children to choose different day if appropriate. • Letter to persuade Mum & Dad to either move to the island or take Kensuke in. <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> Cold write idea- persuasive letter (current focus) Hot write idea- Campaign to stop animal poaching (taught in Spring 1) Model text ideas: Persuasive letter to encourage mum and dad to move to a desert island; children to build own ideas around the benefits of this for their own letter. <p><u>Previous units of writing</u> Y2 Diary entry (Great Fire of London) Y2 Letter (The twisted tunnels) Y3 formal letter (Holiday of a lifetime) Y4 Persuasive letter (World Burn Down)</p> <p>Short Burst ideas:</p> <ul style="list-style-type: none"> • Podcast • Rewrite parts of the story. • Character descriptions. • Settings - compare and contrasting. • Write a message in a bottle to his family about life on the island. <p>Handwriting focus:</p> <ul style="list-style-type: none"> ✓ Letter-join lessons 39-51 (twice per week). ✓ Developing high quality handwriting automatically. ✓ Spelling & comprehension of advanced vocabulary; dictation exercises. ✓ Cross-curricular links to history, science (labels) and MFL. <p>Spelling focus:</p> <ul style="list-style-type: none"> • <u>Spelling shed lesson 19-24.</u> Words spelled with ie after c. Words where ei can make an ee sound. Words where ough makes an or sound. Words containing ough. Words which are adverbs of possibility and frequency. Challenge words. <p>Composition focus:</p> <ul style="list-style-type: none"> • Draft and write by using a wide range of devices to build cohesion within and across paragraphs. 	<ul style="list-style-type: none"> • 19. Personification of weather sentences • 14. 3 bad dash question sentences • Use the perfect form of verbs to mark relationships of time and cause. • Use modal verbs or adverbs to indicate degrees of possibility. • Use hyphens to avoid ambiguity. • Use a colon to introduce a list.



	<p><u>Vocabulary, grammar and punctuation focus:</u></p> <ul style="list-style-type: none"> • 16. All the W's sentences • 22. Short sentences • 17. List sentences • 24. Irony sentences • Use expanded noun phrases to convey complicated information concisely. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Use commas to clarify meaning or avoid ambiguity in writing. <p><u>Spoken language focus:</u></p> <p><u>Language of opinion</u></p> <ul style="list-style-type: none"> • Therefore/in my opinion/ I believe ... • He considers... • It is my opinion that... However others may/might believe that.. <p><u>Language of argument</u></p> <ul style="list-style-type: none"> • In my opinion...should be banned • I have two main reasons for believing this... First of all, as I'm sure you will agree... • My second important reason for wanting to ... is that... • Perhaps someone would argue that... that... • However, I would point out that... <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> • I think the question means... so the answer would be... • I know that...therefore I would try out... • If the ... add up to... then the total number must be... • Knowing this means that we can work out... • ...as a result... • ...therefore... • The reason...is that... is due to... • It is clear that ... would be a great step forward... 	
<p>Summer 1 History: Baghdad & the Middle East</p>	<p><u>The Boy at the Back of the Class</u></p> <p>Main Writing Pieces:</p> <ul style="list-style-type: none"> • Poetry - in the eyes of the new boy. <u>SEE POETRY PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Cold write idea- poem based on Kensukes Kingdom (previous unit) Hot write idea- Double diary from narrator and Ahmet's point of view (taught in Summer 1) Model text ideas: Example poem from the point of view of the new boy, or from the point of view of other members of the class.</p> <ul style="list-style-type: none"> • Recount of the narrative in his own words (character's point of view). <u>SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Cold write idea- Recount of first day (current focus) Hot write idea- Persuasive letter to the Queen (taught in Summer 1) Model text ideas: Narrative from characters point of view, children to change vocabulary and sentence structure for own piece.</p>	<p><u>Previous units of writing</u></p> <p>Y2 Poetry (Dingo Dog and the Billabong Storm) Y3 Repeated poetry (Holiday of a Lifetime) Y4 Emotive poetry (World burn down) Y2 - Alternative Narrative (Dingo Dog and the Billabong Storm)</p>

Previous units of writing

Y2 Poetry (Dingo Dog and the Billabong Storm)

Y3 Repeated poetry (Holiday of a Lifetime)

Y4 Emotive poetry (World burn down)

Short Burst ideas:• Review of the book

- Diary writing from the point of view of the boy.
- Character description.
- Hot seating questions - asking the boy questions.
- Write an alternative event and the impact.

Handwriting focus:

- ✓ Letter-join lessons 51-60 (twice per week).
- ✓ Developing high quality handwriting automatically.
- ✓ Spelling & comprehension of advanced vocabulary; dictation exercises.
- ✓ Cross-curricular links to history, science (labels) and MFL.

Spelling focus:

- ✓ Revision of any spelling rules that still need mastering.

Composition focus:

- ✓ Draft and write by précising longer passages.
- ✓ Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural; distinguishing between the language of speech and writing; and choosing the appropriate register.

Vocabulary, grammar and punctuation focus:

- ✓ 2. 2A sentence
- ✓ 7. Verb person sentences
- ✓ 5. 2 pairs sentences
- ✓ Use passive verbs to affect the presentation of information in a sentence.
- ✓ Punctuate bullet points consistently.

Spoken language focus:Language of hypothesis

- It is true that..
- Can we prove that..
- In conclusion..
- I would like to prove/ disprove..
- Perhaps the reason is..

Language of argument

- In my opinion...should be banned.
- I have two main reasons for believing this... First of all, as I'm sure you will agree...
- My second important reason for wanting to ... is that...
- Perhaps someone would argue that... that...

- Y3- Narrative (The Stolen Spear)
- Y3 Narrative (Holiday of a Lifetime)
- Y3- Narrative (The Stolen Spear)
- Y4 Narrative (Wanted!)
- Y4 Narrative (World Burn Down)
- Y4 Narrative (Eddie Red Undercover: Mystery in Mayan Mexico)
- Y4 Narrative (Flat Stanley: Lost in New York)
- Y2 Persuasive poster (Mama Miti and the Trees of Kenya)
- Y4 Persuasive letter (World Burn Down)
- Y5 Persuasive letter (Kensuke's Kingdom)

- Words spelled with ie after c.
- Words where ei can make an ee sound.
- Words where ough makes an or sound. Words containing ough.
- Words which are adverbs of possibility and frequency.
- 16. All the W's sentences
- 22. Short sentences



	<ul style="list-style-type: none"> • However, I would point out that... • It is clear that ... would be a great step forward... <p><u>Language of retelling</u></p> <ul style="list-style-type: none"> • Because of... x happened • For example... • In conclusion... • To begin with... • As a result of... • The reason(s) for... <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> • I think the question means... so the answer would be... • I know that...therefore I would try out... • If the ... add up to... then the total number must be... • Knowing this means that we can work out... • ...as a result... • ...therefore... • The reason...is that... is due to... 	<ul style="list-style-type: none"> • 17. List sentences • 24. Irony sentences • Use expanded noun phrases to convey complicated information concisely. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Use commas to clarify meaning or avoid ambiguity in writing. • 2. 2A sentence • 7. Verb person sentences • 5. 2 pairs sentences • Use passive verbs to affect the presentation of information in a sentence. • Punctuate bullet points consistently. • Writing fluently and are joining their writing across the curriculum. • 4. 3 __ ed sentences • 10. Emotion word comma sentences • 13. AD same AD sentences
<p>Summer 2</p> <p><u>Geography: Biomes</u></p>	<p><u>The Wild Robot by Peter Brown</u></p> <p>Main Writing Pieces:</p> <ul style="list-style-type: none"> • Narrative <u>SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Cold write idea- narrative based on Boy at the Back of the Class (last unit)</p> <p>Hot write idea- Balanced argument on whether robots can look after animals (taught in Autumn 2)</p> <p>Model text ideas:</p> <p>A day in the life of a Wild Robot narrative, from robot's point of view, children could change this to another characters point of view.</p> <ul style="list-style-type: none"> • Persuasive essay . <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Cold write idea- robots can care for animals (current focus)</p> <p>Hot write idea- character descriptions of Roz/Bright beak (taught in Autumn 1)</p> <p>Model text ideas:</p> <p>Narrative</p> <p>Persuasive essay</p> <p><u>Previous units of writing</u></p> <p>Y2- Alternative Narrative (Dingo Dog and the Billabong Storm)</p> <p>Y3- Narrative (The Stolen Spear)</p> <p>Y3 Narrative (Holiday of a Lifetime)</p> <p>Y3- Narrative (The Stolen Spear)</p> <p>Y4 Narrative (Wanted!)</p> <p>Y4 Narrative (World Burn Down)</p> <p>Y4 Narrative (Eddie Red Undercover: Mystery in Mayan Mexico)</p> <p>Y4 Narrative (Flat Stanley: Lost in New York)</p> <p>Y2 Persuasive poster (Mama Miti and the Trees of Kenya)</p> <p>Y4 Persuasive letter (World Burn Down)</p> <p>Y5 Persuasive letter (Kensuke's Kingdom)</p>	



Short Burst ideas:

- Setting descriptions.
- Diary entries.
- Newspaper report on the poverty and unrest.
- Balanced argument - pros and cons of children working in the house.
- Job description for a child.

Handwriting focus:

- ✓ Revision of any areas needed.
- ✓ Developing high quality handwriting automatically.
- ✓ Spelling & comprehension of advanced vocabulary, dictation exercises.
- ✓ Cross-curricular links to history, science (labels) and MFL.

Spelling focus:

- Revision of any spelling rules that still need mastering.
-

Composition focus:

- Revision of any areas that still need mastering.

Vocabulary, grammar and punctuation focus:

- 4. 3 __ ed sentences
- 10. Emotion word comma sentences
- 13. AD same AD sentences

Spoken language focus:

Language of hypothesis

- It is true that..
- Can we prove that..
- In conclusion..
- I would like to prove/ disprove..
- Perhaps the reason is..

Language of description

- It appears to be... because...
- It seems to be like... because...
- I think it looks like...because...
- It reminds me of... because...

Language of explanation- maths

- I think the question means... so the answer would be...
- I know that...therefore I would try out...
- If the ... add up to... then the total number must be...
- Knowing this means that we can work out...
- ...as a result...
- ...therefore...

- REVISION OF ANY TARGETS YET TO BE EMBEDDED.



- The reason...is that... is due to...

Subject Overview - Writing YEAR 6

Term	Unit Focus	SPAG/Do now guidance
Autumn 1 History: Ancient Egyptians	<p>Secrets of the Sun Kings</p> <p>Main Writing Pieces:</p> <ul style="list-style-type: none"> • Historical Narrative- ancient Egyptian story(ies) <u>SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES</u> <p>Model text ideas: Ancient Egyptian story</p> <ul style="list-style-type: none"> • Non-chronological report <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES</u> <p>Model text ideas: Non-chronological report on famous Egyptian event e.g. death of a pharaoh</p> <p>Previous units of writing</p> <ul style="list-style-type: none"> Y2- Alternative Narrative (Dingo Dog and the Billabong Storm) Y3- Narrative (The Stolen Spear) Y3 Narrative (Holiday of a Lifetime) Y3- Narrative (The Stolen Spear) Y4 Narrative (Wanted!) Y4 Narrative (World Burn Down) Y4 Narrative (Eddie Red Undercover: Mystery in Mayan Mexico) Y4 Narrative (Flat Stanley: Lost in New York) Y2 Newspaper report (The Great Fire of London) Y2 Newspaper report (Mama Miti and the Trees of Kenya) Y4 Newspaper report (World Burn Down) Y5 Non-chronological report (Escape from Pompeii) Y5 Narrative (Anglo-saxon boy) Y5 Narrative (my story: Mill Girl) <p>Short Burst ideas:</p> <ul style="list-style-type: none"> • Description and Characterisation • Diary • Letter <p>Handwriting focus:</p> <ul style="list-style-type: none"> • Letter-join lessons 1-12 (twice per week) • Automatically producing neatly-presented handwriting. • Improve speed, legibility and fluency. • Choosing an appropriate style of handwriting, note-taking, writing at length to build stamina (history & science) • Dictation to refine pupils revising and checking skills as well as boosting handwriting speed, stamina & fluency. • SPAG activities and MFL activities. 	<p>Previous units of writing</p> <ul style="list-style-type: none"> Y2- Alternative Narrative (Dingo Dog and the Billabong Storm) Y3- Narrative (The Stolen Spear) Y3 Narrative (Holiday of a Lifetime) Y3- Narrative (The Stolen Spear) Y4 Narrative (Wanted!) Y4 Narrative (World Burn Down) Y4 Narrative (Eddie Red Undercover: Mystery in Mayan Mexico) Y4 Narrative (Flat Stanley: Lost in New York) Y2 Newspaper report (The Great Fire of London) Y2 Newspaper report (Mama Miti and the Trees of Kenya) Y4 Newspaper report (World Burn Down) Y5 Non-chronological report (Escape from Pompeii) Y5 Narrative (Anglo-saxon boy)

Flourishing Together



	<p>Spelling focus:</p> <ul style="list-style-type: none"> ✓ Spelling shed lesson 1-6 Challenge words (all lessons). ✓ Continue to distinguish between homophones and other words which are often confused. ✓ Spelling words with silent letters. ✓ Use the first 3/4 letters of a word to check the spelling and meaning of a word in a dictionary. <p>Composition focus:</p> <ul style="list-style-type: none"> ✓ Embed how to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ✓ Embed how to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. ✓ Embed how to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). <p>Vocabulary, grammar and punctuation focus:</p> <ul style="list-style-type: none"> ✓ 12. Many questions sentences ✓ 1. BOYS sentence ✓ 20. Paired conjunction sentences ✓ Embed how to use the perfect form of verbs to mark relationships of time and cause. <p>Spoken language focus:</p> <p><u>Language of retelling</u></p> <ul style="list-style-type: none"> • First, next, then, after that, finally... • In summary... • The consequence of... <p><u>Language of description</u></p> <ul style="list-style-type: none"> • In comparison to... • Idioms e.g. peas in a pod. • Develop metaphors and similes. <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> • First I ... then .. next... finally... • I approached it methodically by... • I was systematic... (when/because) • I looked at the whole problem and broke it down into these steps... • We could possibly... or... <p>So far I have discovered/worked out that...</p>	<p>Y5 Narrative (my story: Mill Girl)</p> <p>Y2 Persuasive poster (Mama Miti and the Trees of Kenya)</p> <p>Y4 Persuasive letter (World Burn Down)</p> <p>Y5 Persuasive letter (Kensuke's Kingdom)</p> <p>Y5 persuasive essay (my story: Mill Girl)</p> <p>Y5 play script (Anglo Saxon Boy)</p> <ul style="list-style-type: none"> • Words spelled with ie after c. • Words where ei can make an ee sound. • Words where ough makes an or sound. Words containing ough. • Words which are adverbs of possibility and frequency. • 16. All the W's sentences • 22. Short sentences • 17. List sentences • 24. Irony sentences
<p>Autumn 2</p> <p>Geography: Global Challenges</p>	<p>Song of the Dolphin Boy</p> <p>Main Writing Pieces:</p> <ul style="list-style-type: none"> • Persuasive argument on a global challenge SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES. <p>Model text ideas:</p> <p>Persuasive argument to stop one use plastic, importance of reducing energy use, global warming etc.</p> <ul style="list-style-type: none"> • Play script SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES. <p>Model text ideas:</p>	



A scene from the future where either global warming has become worse/better.

Previous units of writing:

- Y2 Persuasive poster (Mama Miti and the Trees of Kenya)
- Y4 Persuasive letter (World Burn Down)
- Y5 Persuasive letter (Kensuke's Kingdom)
- Y5 persuasive essay (my story: Mill Girl)
- Y5 play script (Anglo-Saxon Boy)

Short Burst ideas:

- Report of pollution - news reporter.
- Persuasive advert.
- Instructions for looking after our world.
- Overfishing explanation and description.
- Travel guide.

Handwriting focus:

- Letter-join lessons 13-25 (twice per week)
- Automatically producing neatly-presented handwriting.
- Improve speed, legibility and fluency.
- Choosing an appropriate style of handwriting, note-taking, writing at length to build stamina (history & science)
- Dictation to refine pupils revising and checking skills as well as boosting handwriting speed, stamina & fluency.
- SPAG activities and MFL activities.

Spelling focus:

- Spelling shed lesson 7-12. Challenge words (until lesson 10). The short I sound spelled y. The long igh sound spelled y.
- Embed how to use a thesaurus.

Composition focus:

- Embed how to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Embed how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- Embed how to proofread for spelling and punctuation errors.

Vocabulary, grammar and punctuation focus:

- 2. 2A sentence
- 15. Double ly ending sentences
- 11. Noun which/who/were sentences
- 18. Some, others sentences
- Embed how to use passive verbs to affect the presentation of information in a sentence.
- Embed how to use modal verbs or adverbs to indicate degrees of possibility.
- Embed how to use semicolons, colons or dashes to mark boundaries between independent clauses.

Spoken language focus:

Language of argument

- On the one hand... but...

- Use expanded noun phrases to convey complicated information concisely.
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Use commas to clarify meaning or avoid ambiguity in writing.
- 2. 2A sentence
- 7. Verb person sentences
- 5. 2 pairs sentences
- Use passive verbs to affect the presentation of information in a sentence.
- Punctuate bullet points consistently.
- Writing fluently and are joining their writing across the curriculum.
- 4. 3 __ ed sentences
- 10. Emotion word comma sentences
- 13. AD same AD sentences
- Choosing which shape of a letter to use when given choices and deciding whether or not join specific letters



	<ul style="list-style-type: none"> • Convince me that.. • I am convinced that.. • Given that.. <p><u>Language of opinion</u></p> <ul style="list-style-type: none"> • Consequently/ based on fact/ because of my beliefs.. • To hold the view.. • After consideration.. • After/On reflection.. • It is my understanding that.. • The fact lead me to the conclusion that.. <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> • First I ... then .. next.. finally.. • I approached it methodically by.. • I was systematic... (when/because) • I looked at the whole problem and broke it down into these steps.. • We could possibly.. or... • So far I have discovered/worked out that.. 	<ul style="list-style-type: none"> • Distinguish between homophones and other words which are often confused. • Spelling words with silent letters. • Use the first 3/4 letters of a word to check the spelling and meaning of a word in a dictionary. • 12. Many questions sentences • 1. BOYS sentence • 20. Paired conjunction sentences • Use the perfect form of verbs to mark relationships of time and cause.
<p>Spring 1 History: Conflict & Resolution</p>	<p>War Horse</p> <p>Main writing Pieces</p> <ul style="list-style-type: none"> • Narrative based on war horse <u>SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Model text ideas: Short narrative based on war horse (could be a short prequel or sequel)</p> <ul style="list-style-type: none"> • Balanced argument for the world wars. <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Model text ideas: Pro war campaign vs no war campaign</p> <p><u>Previous units of writing</u></p> <ul style="list-style-type: none"> Y2- Alternative Narrative (Dingo Dog and the Billabong Storm) Y3- Narrative (The Stolen Spear) Y3 Narrative (Holiday of a Lifetime) Y3- Narrative (The Stolen Spear) Y4 Narrative (Wanted!) Y4 Narrative (World Burn Down) Y4 Narrative (Eddie Red Undercover: Mystery in Mayan Mexico) Y4 Narrative (Flat Stanley: Lost in New York) Y5 Narrative (Anglo saxon boy) Y5 Narrative (my story: Mill Girl) Y5 Balanced argument (Anglo Saxon Boy) 	<p><u>Previous units of writing</u></p> <ul style="list-style-type: none"> Y2- Alternative Narrative (Dingo Dog and the Billabong Storm) Y3- Narrative (The Stolen Spear) Y3 Narrative (Holiday of a Lifetime) Y3- Narrative (The Stolen Spear) Y4 Narrative (Wanted!) Y4 Narrative (World Burn Down) Y4 Narrative (Eddie Red Undercover: Mystery in Mayan Mexico)

Short Burst ideas:

- Setting description.
- Character description.
- Propaganda posters.
- Speech for war or not.

Handwriting focus:

- Letter-join lessons 26-38 (twice per week)
- Automatically producing neatly-presented handwriting.
- Improve speed, legibility and fluency.
- Choosing an appropriate style of handwriting, note-taking, writing at length to build stamina (history & science)
- Dictation to refine pupils revising and checking skills as well as boosting handwriting speed, stamina & fluency.
- SPAG activities and MFL activities.

Spelling focus:

- Spelling shed lesson 13-18. Adding the prefix over. Adding the suffix ful. Words which can be nouns and verbs. Oa spelled ou. The soft c spelled ce. The prefixes dis, un, over and im.
- Embed how to write from memory simple sentences, dictated by the teacher that include words taught so far.

Composition focus:

- Embed how to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Embed how to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Embed how to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Vocabulary, grammar and punctuation focus:

- 3. Simile sentences
- 19. Personification of weather sentences
- 17. List sentences
- 8. O.I sentences
- Embed how to use expanded noun phrases to convey complicated information concisely.
- Embed how to use brackets, dashes or commas to indicate parenthesis.
- Embed how to use a colon to introduce a list.

Spoken language focus:Language of opinion

- Consequently/ based on fact/ because of my beliefs...
- To hold the view...
- After consideration.
- After/On reflection...

Y4 Narrative (Flat Stanley; Lost in New York)

Y5 Narrative (Anglo saxon boy)

Y5 Narrative (my story; Mill Girl)

Y5 Balanced argument (Anglo Saxon Boy)

Y3 explanation (the Last Polar Bears)

Y4 Explanation (Queen of Darkness)

- The short I sound spelled y.
- The long igh sound spelled y.
- Use a thesaurus.
- 2. 2A sentence
- 15. Double ly ending sentences
- 11. Noun which/who/were sentences
- 18. Some; others sentences
- Use passive verbs to affect the presentation of information in a sentence.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use semicolons, colons or dashes to mark boundaries between independent clauses.

Flourishing Together



	<ul style="list-style-type: none"> • It is my understanding that... • The fact lead me to the conclusion that... <p><u>Language of deduction</u></p> <ul style="list-style-type: none"> • The facts lead to... • Based on... • Been lead to the conclusion that. • The evidence leads to... • Having considered that. • This infers that... <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> • First I ... then .. next.. finally.. • I approached it methodically by.. • I was systematic.. (when/because) • I looked at the whole problem and broke it down into these steps... • We could possibly... or... <p>So far I have discovered/worked out that...</p>	<ul style="list-style-type: none"> • Choosing the writing implement that is best suited for a task • Adding the prefix over. • Adding the suffix ful. • Words which can be nouns and verbs. • Oa spelled ou. • The soft c spelled ce. • The prefixes dis, un, over and im. • 3. Simile sentences • 19. Personification of weather sentences • 17. List sentences • 8. O.I sentences • Use expanded noun phrases to convey complicated information concisely. • Use brackets, dashes or commas to indicate parenthesis. • Use a colon to introduce a list.
<p>Spring 2 History: Conflict & Resolution</p>	<p><u>War Horse</u></p> <p>Main Writing Pieces:</p> <ul style="list-style-type: none"> • Biography <u>SEE NON-FICITON PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Model text ideas: Biography on his early life/career/late life</p> <ul style="list-style-type: none"> • <u>Explanation of the uses of animals in war.</u> <u>SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.</u> <p>Model text ideas: Explanation</p> <p><u>Previous units of writing:</u> Y3 explanation (the Last Polar Bears) Y4 Explanation (Queen of Darkness)</p> <p>Short Burst ideas:</p> <ul style="list-style-type: none"> • Character description. • Biased argument. • Review of the Windrush boat. • Letters - contrasting letters, writing back and forth. <p>Handwriting focus:</p> <ul style="list-style-type: none"> • Letter-join lessons 39-40 (twice per week) • Automatically producing neatly-presented handwriting. • Improve speed, legibility and fluency. • Choosing an appropriate style of handwriting, note-taking, writing at length to build stamina (history & science) • Dictation to refine pupils revising and checking skills as well as boosting handwriting speed, stamina & fluency. • SPAG activities and MFL activities. 	



Spelling focus:

- Spelling shed lesson 19-24. Words with the f sound spelled ph. Words from other countries and languages. Words with an unstressed vowel sound. Words ending with cial after a vowel. Words ending with tial after a consonant. Words beginning with acc.

Composition focus:

- Embed how to draft and write by précising longer passages.
- Embed how to draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- Embed how to evaluate and edit by assessing the effectiveness of their own and others' writing.
- Embed how to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.

Vocabulary, grammar and punctuation focus:

- 16. All the W's sentences
- 4. 3__ed sentence
- 10. Emotion word comma sentences
- 6. DeDe sentences
- 14. 3 bad dash question sentences
- Embed how to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Embed how to use commas to clarify meaning or avoid ambiguity in writing.
- Embed how to use hyphens to avoid ambiguity.

Spoken language focus:

Language of description

- In comparison to...
- Idioms e.g. peas in a pod.
- Develop metaphors and similes.

Language of explanation

- ...such as...
- Due to... x has/is...
- In summary...
- Owing to... x has/is...
- This has altered...
- Evidently...

Language of explanation- maths

- First I ... then .. next... finally...
- I approached it methodically by...
- I was systematic... (when/because)
- I looked at the whole problem and broke it down into these steps...
- We could possibly... or...

So far I have discovered/worked out that...

Summer 1

??????????

Previous units of writing



Geography: Mapping the World

Main Writing Pieces:

- Poetry (see progression in poetry document to decide on poetry form suitable for cohort) SEE POETRY PROGRESSION DOCUMENT FOR FEATURES.

Model text ideas:

Poem linked to text (see progression document for ideas)

- Formal letter invitation to join the Titanic SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES.

Previous units of writing:

- Y2 Poetry (Dingo Dog and the Billabong Storm)
- Y3 Repeated poetry (Holiday of a Lifetime)
- Y4 Emotive poetry (World burn down)
- Y5 poetry (the boy at the back of the class)
- Y2 Letter (The Twisted Tunnels)
- Y3 Formal letter (Holiday of a lifetime)
- Y4 Persuasive letter (World Burn Down)
- Y5 Persuasive letter (Kensuke's Kingdom)

Model text ideas:

Formal 1st class invitation to join the Titanic

Short Burst ideas:

- Comparative diary
- Character description
- Settings
- Job description for the bell boy
- Comparison of characters

Handwriting focus:

- Letter-join lessons 41-52 (twice per week)
- Automatically producing neatly-presented handwriting
- Improve speed, legibility and fluency
- Choosing an appropriate style of handwriting, note-taking, writing at length to build stamina (history & science)
- Dictation to refine pupils revising and checking skills as well as boosting handwriting speed, stamina & fluency
- SPAG activities and MFL activities

Spelling focus:

- Revision of any spelling rules that still need mastering
-

Composition focus:

- Embed how to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Vocabulary, grammar and punctuation focus:

- 7. Verb person sentences
- 5. Two pairs sentences
- 13. AD same AD sentences

- Y2 Poetry (Dingo Dog and the Billabong Storm)
- Y3 Repeated poetry (Holiday of a Lifetime)
- Y4 Emotive poetry (World burn down)
- Y5 poetry (the boy at the back of the class)
- Y2 Letter (The Twisted Tunnels)
- Y3 Formal letter (Holiday of a lifetime)
- Y4 Persuasive letter (World Burn Down)
- Y5 Persuasive letter (Kensuke's Kingdom)
- Y2 - Alternative Narrative (Dingo Dog and the Billabong Storm)
- Y3 - Narrative (The Stolen Spear)
- Y3 Narrative (Holiday of a Lifetime)
- Y3 - Narrative (The Stolen Spear)
- Y4 Narrative (Wanted!)
- Y4 Narrative (World Burn Down)
- Y4 Narrative (Eddie Red Undercover: Mystery in Mayan Mexico)
- Y4 Narrative (Flat Stanley: Lost in New York)
- Y5 Narrative (Anglo saxon boy)
- Y5 Narrative (my story: Mill Girl)



	<ul style="list-style-type: none"> 25. Imagine 3 examples sentences Embed how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. <p>Spoken language focus:</p> <p><u>Language of comparison</u></p> <ul style="list-style-type: none"> In some ways...and...are alike.. For instance they both.. Another feature they have in common is that.. Furthermore they are both.. However they also differ in some ways. For example.. while.. Another difference is.. <p><u>Language of opinion</u></p> <ul style="list-style-type: none"> Consequently/ based on fact/ because of my beliefs.. To hold the view.. After consideration.. After/On reflection.. It is my understanding that.. The fact lead me to the conclusion that.. <p><u>Language of explanation- maths</u></p> <ul style="list-style-type: none"> First I ... then .. next.. finally.. I approached it methodically by.. I was systematic.. (when/because) I looked at the whole problem and broke it down into these steps.. We could possibly.. or.. So far I have discovered/worked out that.. 	<p>Y6 narrative (Secrets of a sun king)</p> <p>Y2 Newspaper report (Great Fire of London)</p> <p>Y2 Newspaper report (Mama Miti and the Trees of Kenya)</p> <p>Y4 Newspaper report (World Burn Down)</p> <p>Y5 Non-chronological report (Escape from Pompeii)</p> <p>Y6 Non-chronological report (Secrets of a Sun King)</p> <ul style="list-style-type: none"> Words with the f sound spelled ph Words from other countries and languages. Words with an unstressed vowel sound Words ending with cial after a vowel Words ending with tial after a consonant. Words beginning with acc. 16. All the W's sentences 4. 3__ed sentence 10. Emotion word comma sentences
<p>Summer 2</p> <p>History: Making Our Mark</p>	<p>?????</p> <p>Main Writing Pieces:</p> <ul style="list-style-type: none"> Narrative - retelling part of the narrative. SEE NARRATIVE PROGRESSION DOCUMENT FOR FEATURES. <p>Model text ideas:</p> <p>Choose a key event of the text to retell it, chn can then innovate their own version of this event</p> <ul style="list-style-type: none"> Biased newspaper. SEE NON-FICTION PROGRESSION DOCUMENT FOR FEATURES. <p>Model text ideas:</p> <p>Biased newspaper article based on one of the 'favourable' gods.</p> <p><u>Previous units of writing</u></p> <p>Y2 - Alternative Narrative (Dingo Dog and the Billabong Storm)</p> <p>Y3 - Narrative (The Stolen Spear)</p> <p>Y3 Narrative (Holiday of a Lifetime)</p> <p>Y3 - Narrative (The Stolen Spear)</p> <p>Y4 Narrative (Wanted!)</p> <p>Y4 Narrative (World Burn Down)</p> <p>Y4 Narrative (Eddie Red Undercover: Mystery in Mayan Mexico)</p> <p>Y4 Narrative (Flat Stanley: Lost in New York)</p> <p>Y5 Narrative (Anglo saxon boy)</p>	



Y5 Narrative (my story: Mill Girl)
 Y6 narrative (Secrets of a sun king)
 Y2 Newspaper report (Great Fire of London)
 Y2 Newspaper report (Mama Miti and the Trees of Kenya)
 Y4 Newspaper report (World Burn Down)
 Y5 Non-chronological report (Escape from Pompeii)
 Y6 Non-chronological report (Secrets of a Sun King)

Short Burst ideas:

- **Poetry**
- Character description
- Diary writing
- Letters
- Settings
- Embellishing the text

Handwriting focus:

- Letter-join lessons 53-60 (twice per week)
- Revision of any areas needed
- Automatically producing neatly-presented handwriting
- Improve speed, legibility and fluency
- Choosing an appropriate style of handwriting, note-taking, writing at length to build stamina (history & science)
- Dictation to refine pupils revising and checking skills as well as boosting handwriting, speed, stamina & fluency
- SPAG activities and MFL activities

Spelling focus:

- Revision of any spelling rules that still need mastering

Composition focus:

- Revision of any skills that still need mastering

Vocabulary, grammar and punctuation focus:

- 22. Short sentences
- If, if, if, then sentences
- 21. The more the more sentences
- 24. Irony sentences
- Embed how to punctuate bullet points consistently

Spoken language focus:

Language of hypothesis

- Based on the evidence I have been presented with, I can conclude...
- Taking everything into account.
- Having analysed...

- 6. De;De sentences
- 14. 3 bad dash question sentences
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Use commas to clarify meaning or avoid ambiguity in writing
- Use hyphens to avoid ambiguity
- 7. Verb person sentences
- 5. Two pairs sentences
- 13. AD same AD sentences
- 25. Imagine 3 examples sentences
- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- 22. Short sentences
- If, if, if, then sentences
- 21. The more the more sentences
- 24. Irony sentences
- Punctuate bullet points consistently



- Having pondered...
- If we accept this hypothesis, what else will be true?
- Given this, it is likely that...

Language of sequencing

- Whilst x was... y was...
- During X-Y happened.
- Initially the ... were... however...

Language of explanation- maths

- First I ... then .. next... finally..
- I approached it methodically by..
- I was systematic.. (when/because)
- I looked at the whole problem and broke it down into these steps...
- We could possibly... or...
- So far I have discovered/worked out that