

Learning Objectives

	0 -2 Years	2 - 3 Years	3 - 4 Years
Purpose	To explore early mark making.	To draw freely and assign meaning.	
Context			
Transcription Handwriting	Early mark making encouraged through a broad range of sensory materials.	Having increasing control of the drawing implement. Grip it comfortably to draw for increasingly sustained periods. Use a wide range of tools and materials for drawing and mark making.	Write their current store of letters accurately. Use a range of writing tools and materials suited to the task and size of the writing.
Spelling			Begin to use some print knowledge for starting writing, such as the initial sounds in their most familiar words like 'mummy'. Write their name.
Awareness of audience Knowledge or purpose and structure	Being 'proud' of their marking and wanting to show others.	Verbally communicate the meaning of marks made and a description of a drawing.	Indicate the meaning of marks, including multiple marks for sounds in words and attribute sounds to these marks.
Process	Looking at objects to draw.	Apply meaning to marks as well as drawings, i.e. "That says Mummy.", "It is a dog called Spot." Discuss an idea for a drawing before beginning, and during.	Discuss what is going to be written and 'read' (say aloud) what has been written according to the pupil.
Grammar Punctuation			
Vocabulary for writing			

Term	AUTUMN ONE (1)						
Week	1	2	3	4	5	6	7
Purpose	To record communication in writing.						
Context							
Transcription Handwriting	Forming lower case letters correctly for sounds taught.						
Spelling	Spelling CVC phase 2 words Spelling phase appropriate focus/tricky/red words.						
Awareness of audience Knowledge or purpose and structure	Understand that letters and words are ordered left to right. Write your name to identify your work. Hear, identify and record intial sounds.						
Process	Say and blend the sounds in your name						
Grammar Punctuation	Understand that an upper case letter is used as a capital to start your names.						
Vocabulary for writing	letter, alphabet, word, sound, rhyme, upper case, lower case, line, capital letter, name						

EYFS Writing Curriculum Long Term Plan

Term	AUTUMN TWO (2)						
Week	1	2	3	4	5	6	7
Purpose	To record communication in writing.						
Context							
Transcription Handwriting	Forming lower case letters correctly for sounds taught.						
Spelling	Spelling CVC phase 2 words Spelling phase appropriate focus/tricky/red words.						
Awareness of audience Knowledge or purpose and structure	Hear, identify and record medial sounds. Spell words by identifying the sounds and then writing the sound with letter/s.						
Process	Use fingers to identify the number of sounds in words.						
Grammar Punctuation	Understand that words should appear separated from each other on a page/ line.						
Vocabulary for writing	space						

EYFS Writing Curriculum Long Term Plan

Term	SPRING ONE (3)				
Week	1	2	3	4	5
Purpose	To record communication in writing, including things that have happened in the past.				
Context					
Transcription Handwriting	Forming upper and lower case letters correctly. Using finger spaces between words.				
Spelling	Spelling CVC phase 3 words Spelling phase appropriate focus/tricky/red words.				
Awareness of audience Knowledge or purpose and structure	Form simple phrases and clauses with words with known sound-letter correspondences.				
Process	Say, repeat and 'hold' a phrase in your head.				
Grammar Punctuation	Explore the use of simple subjects in phrases and clause, i.e. 'the...' and 'I'				
Vocabulary for writing					

Term	SPRING TWO (4)					
Week	1	2	3	4	5	6
Purpose	To record communication in writing, including things that have happened in the past, and some things that might/ will happen in the future.					
Context						
Transcription Handwriting	Forming upper and lower case letters correctly. Using finger spaces between words.					
Spelling	Spelling CVC phase 3 words Spelling phase appropriate focus/tricky/red words.					
Awareness of audience Knowledge or purpose and structure	Form simple phrases and clauses with words with known sound-letter correspondences.					
Process	Say, repeat and 'hold' a phrase in your head. Clap the syllables.					
Grammar Punctuation	Begin to embed the idea of clauses having a subject and a verb, without using specific terminology. ("What is happening in your writing? Who/what is doing the action?")					
Vocabulary for writing						

EYFS Writing Curriculum Long Term Plan

Term	SUMMER ONE (5)					
Week	1	2	3	4	5	6
Purpose	To record communication in writing, including things that have happened in the past, and some things that might/ will happen in the future.		To recount events.		To retell a story.	
Context						
Transcription Handwriting	Forming upper and lower case letters correctly. Using finger spaces between words. Writing upper and lower case letters in words with appropriate relative sizes.					
Spelling	Spelling CVC phase 3 words Spelling phase appropriate focus/tricky/red words.					
Awareness of audience Knowledge or purpose and structure	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.					
Process	Say, repeat and 'hold' a sentence in your head. Read your sentence aloud and check for start and end punctuation.					
Grammar Punctuation	Introduction to sentence punctuation: capital letters and full stops.					
Vocabulary for writing	full stop					

EYFS Writing Curriculum Long Term Plan

Term	SUMMER TWO (6)						
Week	1	2	3	4	5	6	7
Purpose	To record communication in writing, including things that have happened in the past, and some things that might/ will happen in the future.		To recount events.		To retell a story.		
Context							
Transcription Handwriting	Forming upper and lower case letters correctly. Using finger spaces between words. Writing upper and lower case letters in words with appropriate relative sizes.						
Spelling	Spelling CVC phase 3 words Spelling phase appropriate focus/tricky/red words.						
Awareness of audience Knowledge or purpose and structure	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.						
Process	Say, repeat and 'hold' a sentence in your head. Read your sentence aloud and check for start and end punctuation.						
Grammar Punctuation	Introduction to sentence punctuation: capital letters and full stops.						
Vocabulary for writing							

Year 1 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	AUTUMN ONE (1)						
Week	1	2	3	4	5	6	7
Purpose	Statements beginning 'I'.	Statements beginning 'The'.	Recounting personal events from the past.		Retelling events from heard narratives.		
Context							
Transcription Handwriting	Getting ready to write: sitting, pencil grip. Cc Aa	Getting ready to write: sitting, pencil grip. Dd Gg	Getting ready to write: sitting, pencil grip. 0-9	Getting ready to write: sitting, pencil grip. Qq Oo	Getting ready to write: sitting, pencil grip. Ee	Getting ready to write: sitting, pencil grip. 0-9	Getting ready to write: sitting, pencil grip. Ss Ff
Spelling			The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.	The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel.	The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.	Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.	Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.
Awareness of audience Knowledge or purpose and structure	Writes in the first person.	Writes in the third person.	Writes simple recounts from personal experience. Recount is structured in chronological order.		Uses stock human or animal characters or people/animals they know personally. Describes simple settings based on familiar real or imagined places. Includes some detail when describing characters, settings and action.		
Process	Form the statement orally with a partner. Repeat the statement before writing. Count the words in the statement/make marks for the number of words in the statement as a plan for writing.						
Grammar Punctuation	Identify the subject of a clause as the pronoun 'I' or a noun. Capital letters for start of sentences, names and 'I'. Full stops. Finger spaces between words.		Regular verb families to support structures: I walked..., I was walking...		Regular verb families. Creating compound sentences using 'and' to join clauses.		
Vocabulary for writing	noun, letter, capital letter, sentence, punctuation, full stop		verb, past				

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Term	AUTUMN TWO (2)						
Week	1	2	3	4	5	6	7
Purpose	to recount via a letter		to describe (a setting)	to describe (a character)	to narrate (re-telling)		to entertain through poetry
Context							
Transcription Handwriting	li	Ll Tt	Uu Yy	0-9	Jj Kk	Rr	0-9
Spelling	Adding the suffixes – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	Adding –er, –est and un- to words.	8. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.	9. The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.	10. Long vowel sound /e/ spelled ee. The letters ‘ee’ make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.	11. The vowel digraph er. In these words, the sound is stressed.	12. The vowel digraph er. In these words, the sound is unstressed and found at the end of words.
Awareness of audience Knowledge or purpose and structure	Writes simple recounts from personal experience. Recount is structured in chronological order. Simple openings and conclusions included.		Use of adjectives appropriate to the context.	Use of adjectives appropriate to the context.	Uses stock human or animal characters or people/animals they know personally. Describes simple settings based on familiar real or imagined places. Includes some detail when describing characters, settings and action.		Use words to express feelings, wishes and images real or imagined. Uses words to describe sensations or images.
Process	Describe and discuss what they are about to write. Compose and repeat a sentence orally before writing. Re-read sentences to check they match what was intended.						
Grammar Punctuation	Using noun plurals formed by adding -s. Creating compound sentences using 'and' to join clauses.		Using noun plurals formed by adding -es. Creating compound sentences using 'and' to join clauses.		Most common irregular verbs: say, make, go, take, come, see, know, get, give, find. Creating compound sentences using 'and' to join clauses.		
Vocabulary for writing	adjective, singular, plural.		syllable				

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Term	SPRING ONE (3)				
Week	1	2	3	4	5
Purpose	to inform		to narrate		to entertain through poetry
Context					
Transcription Handwriting	Nn Mm	Hh	Bb Pp	Vv Ww	Xx Zz
Spelling	13. The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.	14. The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/	15. The short vowel sound ‘oo’ as in foot. *Standard English pronunciation has been used here. In some parts of England, the –ook words may have a longer sound.	16. The long vowel sound /i/ spelled ‘igh.’ This is usually found in the middle of words but sometimes at the end of words too.	17. The /or/ sound. The vowel digraph ‘or’ and trigraph ‘ore.’ It is more likely that when at the end of a word then it will be spelled with an ‘e.’
Awareness of audience Knowledge or purpose and structure	Information is clear to reader. Ideas expressed simply. Simple opening statement as an introduction. Simple closing statement. Short sequence of informative points.		May use 'story language' to start, i.e. 'Once upon a time...' Progresses events sequentially leading to an appropriate conclusion. Employs a linear or chronological structure.		Use words to express feelings, wishes and images real or imagined. Uses words to describe sensations or images.
Process	Composing their writing aloud. Re-reading their writing to check that it makes sense. Choosing some adjectives to change to improve upon. Discuss what they have written and read aloud their writing to an adult or peer.				
Grammar Punctuation	Capital letters for days of the week. Verbs in the present simple for non-chronological reports.		How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].		Adjectives and verbs for expressing feelings.
Vocabulary for writing	tense, present		prefix		

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Term	SPRING TWO (4)					
Week	1	2	3	4	5	6
Purpose	to report		to recount		to describe	to entertain through poetry
Context						
Transcription Handwriting	un um	ig id	ed eg	an ar	ng	ch sh
Spelling	18. The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.	19. The ‘oa’ digraph can come at the beginning or in the middle of words but very rarely at the end. The ‘oe’ digraph can be sometimes found at the end of words.	20. Words with ‘ph’ or ‘wh’ spellings.	21. The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.	22. The long vowel sound /a/ spelled with the split digraph a-e	23. The long vowel sound /e/ spelled with the split digraph e-e.
Awareness of audience Knowledge or purpose and structure	Key details prioritised in the structure. Past tense maintained.		Writes simple recounts from personal experience. Recount is structured in chronological order. Simple openings and conclusions included. Some adverbs to establish order or sequence.		Verbs and adjectives used to describe.	Uses a repeating word, pattern or line. Uses adjectives, and experiments with synonyms and antonyms.
Process	<p>Composing their writing aloud. Re-reading their writing to check that it makes sense. Choosing some adjectives and verbs to change to improve upon. Discuss what they have written and read aloud their writing to an adult or peer.</p>					
Grammar Punctuation	Regular and irregular verb forms to maintain the past tense. Forming questions.		Common irregular verbs in English: think, tell, become, show, leave, feel, put, bring, begin, keep.		Combining adjectives to expand nouns.	Adjectives and verbs for expressing feelings.
Vocabulary for writing	question mark					exclamation mark

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Term	SUMMER ONE (5)					
Week	1	2	3	4	5	6
Purpose	to instruct		to describe		to narrate	
Context						
Transcription Handwriting	th	ill	sl	ck	st	nk
Spelling	24. The long vowel sound /i/ spelled with a split digraph i-e.	25. The long vowel sound /o/ spelled with the split digraph o_e.	26. The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.	27. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.	28. The short vowel sound /e/ spelled ea.	29. The ‘ou’ digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in ‘ou’ is you.
Awareness of audience Knowledge or purpose and structure	Independently writes a couple of consecutive instructions. May include statement of purpose and a simple list of equipment/ingredients. Shows some awareness of numbering steps. Uses direct / imperative language. Use of adjectives and adverbs may be limited to essential information.		Uses stock human or animal characters or people/animals they know personally. Describes simple settings based on familiar real or imagined places. Includes some detail when describing characters, settings and action.		Includes some simple 'narrative language' (once upon a time, later that morning, etc.) Attempts some dialogue. Uses some language to suggest sequencing or passing of time, (e.g., ordinals - first, second, etc.; adverbs)	
Process	Composing their writing aloud. Re-reading their writing to check that it makes sense. Choosing specific words to change to improve the quality of their writing. Discuss what they have written and read aloud their writing to their peers.					
Grammar Punctuation	Imperative verbs. Forming questions.		Using a range of verbs to describe action.		Experimenting with adverbs to help sequence sentences into the narrative.	
Vocabulary for writing						

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Term	SUMMER TWO (6)						
Week	1	2	3	4	5	6	7
Purpose	to persuade		to recount		to inform		to entertain through poetry
Context							
Transcription Handwriting	og	re	oo	wl	of	fl	y
Spelling	30. The digraph ‘ie’ making the /aɪ / sound as in pie.	31. The digraph ‘ie’ making the /ee/ sound.	32. The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.	33. The ‘ow’ digraph. This digraph can make two different sounds like in ‘cow’ or in ‘blow.’	34. The ‘oo’ and ‘yoo’ sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.	35. The trigraphs ‘air’ and ‘ear’. These spellings are commonly found in the middle or at the end of words but are sometimes used at the beginning of words too.	36. The /er/ sound spelled with ‘ear’ or ‘are’.
Awareness of audience Knowledge or purpose and structure	Writes simple statements of intent, i.e. You should... May include simple reasoning, i.e. ...because it is the best. A simple opening statement attempts to engage the audience. Some understanding of the need to separate reasons/ justifications/ benefits. Some use of superlatives or comparative adjectives to describe.		Writes simple recounts from personal experience. Recount is structured in chronological order. Simple openings and conclusions included. Some adverbs to establish order or sequence.		Writing addresses given headings with some additional details. Word choice shows some awareness of topic Some use of simple connectives Main Ideas linked together with possible use of line breaks, numbers, time related words, phrases		Uses a repeating word, pattern or line. Uses adjectives, and experiments with synonyms and antonyms.
Process	Composing their writing aloud. Re-reading their writing to check that it makes sense. Choosing specific words to change to improve the quality of their writing. Discuss what they have written and read aloud their writing to their peers.						
Grammar Punctuation	Superlatives. Forming questions. Exclamations.		Adverbs used to sequence sentences.		Revising compound sentences.		Rhyming words.
Vocabulary for writing							

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Term	AUTUMN ONE (1)						
Week	1	2	3	4	5	6	7
Purpose	to describe	to narrate	to inform		to recount		to entertain through poetry
Context							
Transcription Handwriting	in	ut	ve	ok	sh es	ri	oa
Spelling	Revision of Year 1.	Revision of Year 1	The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.	The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’	The /j/ sound spelled with a g.	The /s/ sound spelled c before e, i and y.	The /n/ sound spelled kn and gn at the beginning of words.
Awareness of audience Knowledge or purpose and structure	Develops detail in describing characters and settings.	Uses mostly human or animal characters (drawn from real life or imagined) or simply personified objects in fantasy settings. Can draw on knowledge of well-known traditional stories and fairy tales and incorporates this into their own writing. Uses some dialogue. Writes in the first person.	Information is relevant. Ideas may be based on personal experience. Simple opening statement as an introduction Some points grouped together and linked by topic.		Writes recounts from personal experience or events read about/ listened to. Recount is structured in chronological order.		Begins to group ideas together creatively. Creates a pattern or shape on the page, from a model if necessary.
Process	<p>Say out loud what they are going to write about. Write down their own ideas for the text. Write down key words and any new vocabulary. re-reading to check that their writing makes sense proof-reading to check for end of sentence punctuation and capital letters read aloud what they have written with appropriate intonation to make the meaning clear.</p>						
Grammar Punctuation	Simple clause construction Expanded noun phrases for description		Coordination using or, and, but Expanded noun phrases for specification Understanding sentence types: statement		Using the past simple tense Beginning subordination using when, because Understanding sentence types: exclamation		Using -ly to turn adjectives into adverbs.
Vocabulary for writing	noun phrase, clause		statement, question, exclamation, command, consonant, vowel		simple tense		adverb

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Term	AUTUMN TWO (2)						
Week	1	2	3	4	5	6	7
Purpose	to narrate		to explain		to report - news		to entertain through poetry
Context							
Transcription Handwriting	ee	ow	ky	ha	od	er	ai
Spelling	The /r/ sound spelled ‘wr’ at the beginning of words.	The /l/ or /ul/ sound spelled ‘-le’ at the end of words.	The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.	The /l/ or /ul/ sound spelled ‘-al’ at the end of words.	Words ending in ‘-il.’	The long vowel ‘i’ spelled with a y at the end of words.	Term 1 revision.
Awareness of audience Knowledge or purpose and structure	Uses mostly human or animal characters (drawn from real life or imagined) or simply personified objects in fantasy settings. 'Sets up' narratives with an opening that introduces and describes characters and settings. Follows a predominantly chronological structure incorporating an opening and a conclusion. Writes in the third person.		Information is clear to the reader; vocabulary choices describe the main features of the object, activity or process. Mostly relevant information is given in each section of the report with some sequencing. Simple opening statement as an introduction. Writing addresses given headings with some additional detail. Statements usually given in some order suggesting a process. Simple subject-specific vocabulary is used to develop some detail.		Can describe the same events in a few different simple ways, i.e., 1st person chronological recount, 3rd person narrative, 2nd person letter. Makes some deliberate choices about what to include and omit. Key events linked together with possible use of line breaks, numbers, time related words, phrases. Simple vocabulary choices show awareness of audience.		Begins to group ideas together creatively. Creates a pattern or shape on the page, from a model if necessary.
Process	<p>Say out loud what they are going to write about. Write down their own ideas for the text. Write down key words and any new vocabulary. re-reading to check that their writing makes sense proof-reading to check for end of sentence punctuation and capital letters read aloud what they have written with appropriate intonation to make the meaning clear.</p>						
Grammar Punctuation	Revise simple clause construction. Using past simple and past progressive Compound words: whiteboard, superman		Using present simple Understanding sentence types: question.		Apostrophes for possession Commas in a list		Using -ly to turn adjectives into adverbs.
Vocabulary for writing	compound				apostrophe, comma		

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Term	SPRING ONE (3)				
Week	1	2	3	4	5
Purpose	to describe/narrate		to instruct		to entertain through poetry
Context					
Transcription Handwriting	oy	re	fu	ot	ai ol al ow
Spelling	Adding ‘-es’ to nouns and verbs ending in ‘y.’	Adding ‘-ed’ to words ending in y. The y is changed to an i.	Adding ‘-er’ to words ending in y. The y is changed to an i.	Adding ‘ing’ to words ending in ‘e’ with a consonant before it.	Adding ‘er’ to words ending in ‘e’ with a consonant before it.
Awareness of audience Knowledge or purpose and structure	Makes some ambitious vocabulary choices. Writes in the first or third person. Maintains the past tense.		Independently writes simple instructions. Structures steps sequentially, usually in a logical order. Includes statement of purpose and a simple list of equipment/ingredients. Separate steps signposted in some way, i.e., using numbers. Subheadings for sections, i.e., equipment, before you start..., etc. Uses direct / imperative language.		Begins to group ideas together creatively. Uses simple repeating phrases or lines, from models if necessary. Experiments with simile, alliteration and expanded noun phrases.
Process	Say out loud what they are going to write about. Write down their own ideas for the text. Write down key words and any new vocabulary. re-reading to check that their writing makes sense proof-reading to check for end of sentence punctuation and capital letters read aloud what they have written with appropriate intonation to make the meaning clear.				
Grammar Punctuation	Revise clause construction and 'What makes a sentence?' Coordination using or, and, but		Subordination using if Understanding sentence types: command. Using -ly to turn adjectives into adverbs.		Target a specific SPaG gap for revision through poetry writing.
Vocabulary for writing					

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Term	SPRING TWO (4)					
Week	1	2	3	4	5	6
Purpose	to narrate		to inform		to persuade	
Context						
Transcription Handwriting	in	ut	ve	ok	sh es	ri
Spelling	Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound.	Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound.	The ‘or’ sound spelled ‘a’ before ll and ll	The short vowel sound ‘o.’	The /ee/ sound spelled ‘-ey’	Term 2 revision.
Awareness of audience Knowledge or purpose and structure	Writes in the first or third person. Maintains the past tense. Signals sequence and passing of time through appropriate vocabulary choices.		Information is relevant. Relationships between ideas usually marked by simple connectives. Simple closing statement. Informative statements sequenced.		"Writes simple statements of intent, i.e. 'You should...!', 'This will...!', etc. Reasons show some awareness of impact on audience, i.e. 'It will make you fitter/happier...!', etc." A opening statement attempts to set the tone or provoke a thought to engage the audience. "Points separated and supported by reasons or examples. Uses captions to accompany images." "Adjectives and adverbs used to describe especially superlative and comparative adjectives. Uses simple repetition to emphasise points."	
Process	Orally rehearse what they want to say, sentence by sentence. Write down their own ideas for the text. Write down key words and any new vocabulary. re-reading to check that their writing makes sense proof-read to check and correct verb tenses proof-reading to check for spelling of known words Evaluate their writing with the teacher and other pupils.					
Grammar Punctuation	Expanded noun phrases for description Use of the suffixes –er, –est in adjectives Compound words: whiteboard, superman		Using the tense present simple Expanded noun phrases for specification Understanding sentence types: statement.		Using the present progressive tense Understanding sentence types: question.	
Vocabulary for writing	suffix					

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Term	SUMMER ONE (5)					
Week	1	2	3	4	5	6
Purpose	to describe/narrate		to explain		to report	
Context						
Transcription Handwriting	oa	ee	ow	ky	ha	od
Spelling	Words with the spelling ‘a’ after w and qu.	The /er/ and /or/ sound spelled with or or ar.	The /z/ sound spelled s.	The suffixes ‘-ment’ and ‘-ness’	The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words.	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
Awareness of audience Knowledge or purpose and structure	Develops their characters' motives/character in simple terms (e.g., good/bad, friendly, naughty, brave, evil, etc.) Makes some ambitious vocabulary choices.		Information is clear to the reader; vocabulary choices describe the main features of the object, activity or process. Some development and detail is given in each section (e.g. made of very hard metal...). Simple opening statement as an introduction. Simple closing statement. Writing addresses given headings with some additional detail. Statements usually given in some order suggesting a process. Simple subject-specific vocabulary is used to develop some detail.		Can describe the same events in a few different simple ways, i.e., 1st person chronological recount, 3rd person narrative, 2nd person letter. Opening and conclusion support the overall text structure. Simple vocabulary choices show awareness of audience.	
Process	Orally rehearse what they want to say, sentence by sentence. Write down their own ideas for the text. Write down key words and any new vocabulary. re-reading to check that their writing makes sense proof-read to check and correct verb tenses proof-reading to check for spelling of known words Evaluate their writing with the teacher and other pupils.					
Grammar Punctuation	Expanded noun phrases Understanding sentence types: exclamation.		Subordination using that Formation of nouns using suffixes such as –ness, –er		Using -ly to turn adjectives into adverbs. Formation of adjectives using suffixes such as –ful, –less	
Vocabulary for writing						

Year 2 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SUMMER TWO (6)						
Week	1	2	3	4	5	6	7
Purpose	to narrate		to instruct		to inform		to entertain through poetry
Context							
Transcription Handwriting	er	ai	oy	re	fu	ot	ai ol al ow
Spelling	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Words ending in ‘-tion.’	Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.	The possessive apostrophe (singular).	Term 3 revision.	Year 2 Revision.	Year 2 Revision.
Awareness of audience Knowledge or purpose and structure	Develops their characters' motives/character in simple terms (e.g., good/bad, friendly, naughty, brave, evil, etc.) Attempts to introduce a problem or an element of tension.		Structures steps sequentially, usually in a logical order. Includes statement of purpose and a simple list of equipment/ingredients. Separate steps signposted in some way, i.e., using numbers. Subheadings for sections, i.e. equipment, before you start..., etc. May include diagrams to accompany, or text boxes to separate instructions. Can use emotive language with support. Some use of adjectives and adverbs to add detail.		Information is clear to reader Simple vocabulary choices show awareness of audience. Main Ideas linked together with possible use of line breaks, numbers, time-related words, phrases. Writing addresses given headings with additional details		Begins to group ideas together creatively. Uses simple repeating phrases or lines, from models if necessary. Experiments with simile, alliteration and expanded noun phrases.
Process	Orally rehearse what they want to say, sentence by sentence. Write down their own ideas for the text. Write down key words and any new vocabulary. re-reading to check that their writing makes sense proof-read to check and correct verb tenses proof-reading to check for spelling of known words Evaluate their writing with the teacher and other pupils.						
Grammar Punctuation	Expanded noun phrases for description Use of the suffixes –er, –est in adjectives		Understanding sentence types: command. Formation of nouns using suffixes such as –ness, –er		Revise clause and sentence structures. Formation of adjectives using suffixes such as –ful, –less		Target a specific SPaG gap for revision through poetry writing.
Vocabulary for writing							

Year 3 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	AUTUMN ONE (1)						
Week	1	2	3	4	5	6	7
Purpose	to describe/narrate		to inform		to report - personal events		to entertain through poetry
Context							
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.						
Spelling	Revision of KS1 spelling patterns.	Revision of KS1 spelling patterns.	Revision of KS1 spelling patterns.	Revision of KS1 spelling patterns.	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.	Revision.
Awareness of audience Knowledge or purpose and structure	Uses typical characters that are recognisable stereotypes (e.g., pirates, princesses, monsters, superheroes) or familiar roles from everyday life (e.g., family members, policemen, teachers, footballers, etc.). Some simple conventions of popular genres are used, e.g. aliens in science fiction or dragons in fantasy.		Relevant information is given in each section of the report. Ideas may be based predominantly on personal experience. Series of informative points Brief introduction and concluding sentence ensures that the report has structure. Begins to use a variety of organisational devices to structure and divide report into sections e.g., numbered lists, bullet points, headings, etc. Limited vocabulary choices relating to the topic		Organises paragraphs around a theme. Some description and detail is used to engage the audience. Simple overall chronological text structure includes a brief introduction, middle and concluding sentence. Relevant information is given in each section of writing. Vocabulary chosen to engage the audience.		Takes a simple idea and develops it by building on description and extending the imagery. Writes free verse. Uses powerful verbs.
Process	Analyse the structure and language used in writing for a range of purposes. Discuss and record ideas. Compose sentences orally. Proof-read and correct punctuation errors. Proof-read and correct spelling errors in known vocabulary. Edit and improve specific vocabulary choices, e.g. choose 3 adjectives and make more interesting choices, choose 3 nouns and make more precise choices. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part and a part to improve.						
Grammar Punctuation	Add subordinate clauses using a range of conjunctions including when, if, because, although. Accurately punctuate direct speech.		Choose nouns or pronoun appropriately to avoid repetition. Introduce paragraphs with a topic sentence.		Use conjunctions to express time. Subject/verb agreement.		Use fronted adverbials. Create similes.
Vocabulary for writing	conjunction, clause, subordinate clause, direct speech, inverted commas						

Year 3 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	AUTUMN TWO (2)						
Week	1	2	3	4	5	6	7
Purpose	to describe/narrate		to explain		to report - news		to entertain through poetry
Context							
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.						
Spelling	Spelling Rule: The /i/ sound spelled with a ‘y.’	Words with endings that sound like /ze/ as in measure are always spelled with ‘-sure.’	Words with endings that sound like /ch/ is often spelled –‘ture’ unless the root word ends in (t)ch.	Words with the prefix ‘re-’ ‘re-’ means ‘again’ or ‘back.’	The prefix ‘dis-’ which has a negative meaning. It often means ‘does not’ as in does not agree = disagree.	The prefix ‘mis-’ This is another prefix with negative meanings.	Revision.
Awareness of audience Knowledge or purpose and structure	Develops characters through describing their appearance, thoughts and actions, which give a sense of their motives. Uses a sequence of events which are explained and developed with a suitable conclusion.		Attempts at development and detail made in each section. Relevant information is given in each section of the report and is generally sequenced. Statements demonstrate an order suggesting a process. Simple overall text structure given includes a brief introduction and concluding sentence. Divisions between sections are indicated e.g. subheadings, bullet points and paragraphs. Some precision and authenticity in the choice of words and phrases relating to the topic.		Can describe the same events in a couple of different ways, i.e., 1st person chronological recount, 3rd person narrative, 2nd person letter, news or police report, etc. Some evidence of viewpoint is used but may not be maintained. Within sections, pronoun reference or vocabulary choices generally maintain links between ideas. Some selection of language appropriate to form, i.e. police report, diary, etc.		Takes a simple idea and develops it by building on description and extending the imagery. Can write within different line pattern and repeating structures. Uses precise nouns.
Process	Analyse the structure and language used in writing for a range of purposes. Discuss and record ideas. Compose sentences orally. Proof-read and correct punctuation errors. Proof-read and correct spelling errors in known vocabulary. Edit and improve specific vocabulary choices, e.g. choose 3 adjectives and make more interesting choices, choose 3 nouns and make more precise choices. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part and a part to improve.						
Grammar Punctuation	Add subordinate clauses using a range of conjunctions including when, if, because, although.		Use definite and indefinite articles accurately. Revise coordination in compound sentences.		Use adverbs to express time. Use a possessive apostrophe with plural nouns.		Revise simple past and present tense.
Vocabulary for writing	word families						

Year 3 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SPRING ONE (3)				
Week	1	2	3	4	5
Purpose	to describe/narrate		to instruct		to entertain through poetry
Context					
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.				
Spelling	Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.	Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.	The long vowel /a/ sound spelled 'ai'	The long /a/ vowel sound spelled 'ei.'	Revision.
Awareness of audience Knowledge or purpose and structure	Uses typical characters that are recognisable stereotypes (e.g., pirates, princesses, monsters, superheroes) or familiar roles from everyday life (e.g., family members, policemen, teachers, footballers, etc.). Events are sequenced to create chronological plots using adverbials and prepositions.		Instructions composed, tested, and evaluated. Structures steps sequentially in a logical order. Includes statement of purpose and a list of equipment/ingredients. Uses some organisational devices which make instructions easier to follow, e.g., lists, numbers, bulleted points, diagrams with arrows, keys, etc. Uses imperative language and maintains 2nd person point of view.		Takes a simple idea and develops it by building on description and extending the imagery. Writes free verse. Creates own similes.
Process	Analyse the structure and language used in writing for a range of purposes. Discuss and record ideas. Compose orally with a partner. Proof-read and correct punctuation errors. Proof-read and correct spelling errors in known vocabulary. Edit and improve specific vocabulary choices, e.g. choose 3 adjectives and make more interesting choices, choose 3 nouns and make more precise choices. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part and a part to improve.				
Grammar Punctuation	Use the present perfect form of verbs in contrast to the past tense. Subject/verb agreement.		Use conjunctions to express time.		Identify the number of syllables (beats) in a line.
Vocabulary for writing					

Year 3 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SPRING TWO (4)					
Week	1	2	3	4	5	6
Purpose	to describe/narrate		to inform		to persuade	
Context						
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.					
Spelling	The long /a/ vowel sound spelled 'ey.'	Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.	Homophones – words which have the same pronunciation but different meanings and/or spellings.	The /l/ sound spelled '-al' at the end of words.	The /l/ sound spelled '-le' at the end of words.	Revision.
Awareness of audience Knowledge or purpose and structure	Develops characters through describing their appearance, thoughts and actions, which give a sense of their motives. Description of character and setting is developed through the use of adverbials, e.g. in the empty hallway...". Attempts to create interest by posing a problem e.g. 'when I got there, it had gone', or creating suspense e.g. 'suddenly I felt something touch my feet'."		Development and detail in each section provide more interest for the reader. Information given in each section links together. Vocabulary choices draw reader in, sometimes using an informal style Main ideas linked together with use of line breaks, numbers, time-related words, phrases, etc.		Organises paragraphs around a theme. Can write for different persuasive purposes, i.e., adverts, campaigns, complain, protest, etc. Purpose of text and clear attempt to engage the audience set up at outset. Uses slogans or separates memorable statements. Experiments with alliteration in short statements or slogans. Can write a simple rhetorical question.	
Process	Analyse the structure and language used in writing for a range of purposes. Discuss and record ideas. Compose orally with a partner. Proof-read and correct punctuation errors. Proof-read and correct spelling errors in known vocabulary. Edit and improve specific vocabulary choices, e.g. choose 3 adjectives and make more interesting choices, choose 3 nouns and make more precise choices. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part and a part to improve.					
Grammar Punctuation	Choose nouns or pronouns appropriately to avoid repetition. Accurately punctuate direct speech.		Use prepositions to express time.		Use fronted adverbials. Introduce paragraphs with a topic sentence.	
Vocabulary for writing			preposition			

Year 3 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SUMMER ONE (5)					
Week	1	2	3	4	5	6
Purpose	to describe/narrate		to explain		to review	
Context						
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.					
Spelling	Adding the suffix ‘-ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’	Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘-ic.’	Adding the suffix –ly. Words which do not follow the rules.	Words ending in ‘-er’ when the root word ends in (t)ch.	Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language.	Revision.
Awareness of audience Knowledge or purpose and structure	Develops characters through describing their appearance, thoughts and actions, which give a sense of their motives. Description of character and setting is developed using adverbials, e.g., in the empty hallway...". Events are sequenced to create chronological plots using adverbials and prepositions.		Some evidence of viewpoint. Description and detail add interest in each section. Similar information is grouped together and ordered logically. Within sections, pronoun references or vocabulary choices generally maintain links between ideas. Vocabulary choices begins to draw the reader in, sometimes in an informal style (e.g., running on the spot gives you exercise and makes you lift those knees!)		Writes sentences in support of something and against the same thing recognising that both are possible opinions. Simple description and detail add interest in each section. Overall text structure includes introduction, points of view and conclusion. Simple viewpoints are presented although coverage may not be balanced. Some divisions between sections indicated, e.g., paragraphs. Vocabulary chosen to engage the audience.	
Process	Analyse the structure and language used in writing for a range of purposes. Discuss and record ideas. Compose orally and discuss compositions with others. Proof-read and correct punctuation errors. Proof-read and correct spelling errors in known vocabulary. Identify new vocabulary and check it’s spelling using resources such as dictionaries. Edit and improve specific vocabulary choices, e.g. choose 3 adjectives and make more interesting choices, choose 3 nouns and make more precise choices. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part and a part to improve.					
Grammar Punctuation	Use the present perfect form of verbs in contrast to the past tense.		Choose nouns or pronouns appropriately to avoid repetition and improve clarity. Use adverbs to express time.		Use a possessive apostrophe with plural nouns. Revise coordination in compound sentences.	
Vocabulary for writing						

Year 3 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SUMMER TWO (6)						
Week	1	2	3	4	5	6	7
Purpose	to describe/narrate		to instruct		to discuss/debate		to entertain through poetry
Context							
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.						
Spelling	Words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’ These words are French in origin.	Words with the /s/ sound spelled ‘sc’ which is Latin in its origin.	Homophones: Words which have the same pronunciation but different meanings and/or spellings.	The suffix ‘-sion’ pronounced /ʒən/	Revision.	Revision.	Revision.
Awareness of audience Knowledge or purpose and structure	Develops characters through describing their appearance, thoughts and actions, which give a sense of their motives. Description of character and setting is developed through the use of adverbials, e.g., in the empty hallway...". Attempts to create interest by posing a problem e.g., ‘when I got there, it had gone’, or creating suspense e.g., ‘suddenly I felt something touch my feet’."		Instructions are clear and register shows some awareness of intended audience. Uses adjectives and adverbs to clarify and add detail.		Selection of information is relevant and given in each section of the discussion. Clear opening and closing statements. Each point for the argument in separate paragraphs. Within sections, pronoun reference or vocabulary choices generally maintain links between ideas. Some selection of language appropriate to form, i.e., formal debate, talk show, book review, etc.		Takes a simple idea and develops it by building on description and extending the imagery. Can write within different line pattern and repeating structures. Writes free verse. Uses powerful verbs. Uses precise nouns. Creates own similes.
Process	Analyse the structure and language used in writing for a range of purposes. Discuss and record ideas. Compose orally and discuss compositions with others. Proof-read and correct punctuation errors. Proof-read and correct spelling errors in known vocabulary. Identify new vocabulary and check it’s spelling using resources such as dictionaries. Edit and improve specific vocabulary choices, e.g. choose 3 adjectives and make more interesting choices, choose 3 nouns and make more precise choices. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part and a part to improve.						
Grammar Punctuation	Accurately punctuate direct speech. Revise simple past and present tense.		Use prepositions to express time.		Use definite and indefinite articles accurately.		Identify the rhyming structure of a poem and attempt to recreate it.
Vocabulary for writing							

Year 4 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	AUTUMN ONE (1)						
Week	1	2	3	4	5	6	7
Purpose	to describe/narrate		to inform		to report - personal events		to entertain through poetry
Context							
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.						
Spelling Phonics	Revision of Year 3 spelling patterns.	Revision of Year 3 spelling patterns.	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	The prefix ‘in-’ can mean both ‘not’ and ‘in’/‘into.’ In these spellings the prefix ‘in-’ means ‘not.’	Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root word starting with r the prefix ‘in-’ becomes ‘ir-’	The prefix ‘sub-’ which means under or below.	Revision.
Awareness of audience Knowledge of purpose and structure	Creates settings, characters and plot. Organises paragraphs around a theme. Narratives use typical characters, settings and events whether imagined or real. Description of character and setting is developed using adverbials, e.g., in the empty hallway... Events are sequenced to create chronology using adverbials and prepositions. Writes in the first or third person. Maintains the past tense.		Organises paragraphs around a theme A range of relevant information is given in each section of the report. Includes an introduction providing a clear sense of purpose and a closing paragraph to summarise/conclude. Some attempt to control the formality. Information given in each section links together. Vocabulary choices consciously try to engage reader.		Ideas selected and adapted to engage reader, e.g. interesting facts and background information. Simple description and detail add interest in each section. Some evidence of viewpoint used although it may not be maintained. Simple overall chronological text structure includes a brief introduction, middle and concluding sentence. Introduction orientates the reader and provides a clear sense of purpose i.e. what the writing is about, when and where events take place, and who is involved. Divisions between sections indicated by paragraphs. Vocabulary deliberately chosen to engage the audience.		Attempts narrative within poetry. Experiments with onomatopoeia.
Process	Analyse the structure, language and grammar used in writing for a range of purposes. Discuss and record ideas. Compose writing orally, including dialogue. Proof-read and correct punctuation and spelling errors in known vocabulary. Identify new vocabulary and check it’s spelling using resources such as dictionaries. Edit and improve specific vocabulary choices, including adverbs and words that change the level of formality. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part with reasoning, and suggesting improvements.						
Grammar Punctuation	Use the present perfect form of verbs in contrast to the past tense. Accurately punctuate direct speech and use a range of speech verbs.		Choose nouns or pronouns appropriately to avoid repetition and improve clarity. Develop paragraph detail around a single theme.		Add subordinate clauses using a wide range of conjunctions. Use conjunctions to express time and cause.		Use fronted adverbials, demarcated by commas.
Vocabulary for writing	determiner		pronoun				

Year 4 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	AUTUMN TWO (2)						
Week	1	2	3	4	5	6	7
Purpose	to describe/narrate		to explain		to report - news		to entertain through poetry
Context							
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.						
Spelling	The prefix ‘inter-’ means between, amongst or during.	The suffix ‘-ation’ is added to verbs to form nouns.	The suffix ‘-ation’ is added to verbs to form nouns.	Adding –ly to adverbs. Remembering words ending in ‘-y’ become ‘-ily’ and words ending in ‘-le’ become ‘-ly.’	Adding ‘-ly’ to to turn an adjective into an adverb when the final letter is ‘l.’	Word with the ‘sh’ sound spelled ch. These words are French in origin.	Revision.
Awareness of audience Knowledge or purpose and structure	Some evidence of narrator’s or characters’ reactions to events. Draws on themes and conventions from a wide range of books. Links made to events earlier plot to build up contextual detail e.g., ‘He legs ran as fast as they could, but she was tired from the run to the hospital’. Language choices help create realistic-sounding narratives. e.g., adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.		Evidence of clear viewpoint, not necessarily maintained throughout. Ideas are selected and adapted to engage the reader, e.g. creative titles, background information, interesting facts and simple reflective comments. Information is grouped together and ordered logically. Introduction sets a simple context and provides a clear sense of purpose. Conclusion clearly sums up the report. Divisions between sections are indicated, e.g. subheadings, bullet points and paragraphs. Vocabulary choices deliberately engage the reader.		Simple reflective comments, observations and detail add interest in conclusion. Relevant information is given in each section of writing with limited vocabulary choices relating to topics of interest, study or personal experience. Within sections, pronoun reference or vocabulary choices maintain links between ideas. Sections or paragraphs clearly identifiable and in chronological order but transitions between them sometimes awkward. Style of language appropriate to context is beginning to be used, e.g. language used specifically for a diary extract or police report.		Tries to extend one image/ idea through several stanzas of verse. Uses rhyming patterns. Experiments with personification.
Process	Analyse the structure, language and grammar used in writing for a range of purposes. Discuss and record ideas. Compose writing orally, including dialogue. Proof-read and correct punctuation and spelling errors in known vocabulary. Identify new vocabulary and check it’s spelling using resources such as dictionaries. Edit and improve specific vocabulary choices, including adverbs and words that change the level of formality. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part with reasoning, and suggesting improvements.						
Grammar Punctuation	Use adverbs to express time and cause. Use a possessive apostrophe with plural nouns.		Understand plural and possessive –s. Use Standard English forms for verb inflections instead of local spoken forms.		Accurately punctuate direct speech and use a range of speech verbs. Noun phrases expanded by the addition of modifying noun phrases.		Identify the metre in a very simple line of poetry.
Vocabulary for writing	adverbial						

Year 4 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SPRING ONE (3)				
Week	1	2	3	4	5
Purpose	to describe/narrate		to instruct		to entertain through poetry
Context					
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.				
Spelling	Adding the suffix ‘-ion.’ When the root word ends in ‘d,’ ‘de’ or ‘se’ then the suffix ‘-ion’ needs to be ‘-sion.’	Adding the suffix –ous.’ Sometimes the root word is obvious, and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.	The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept.	The ‘ee’ sound spelled with an ‘i.’	Revision.
Awareness of audience Knowledge or purpose and structure	Characters’ feelings or attitudes mainly consistently with story. Some development of character and plot, e.g., may introduce an element of uncertain clarity of what is to happen. Dialogue is used to convey characters’ thoughts and to move the narrative forward. Maintains the present tense.		Increasingly complex instructions composed, tested and evaluated. Instructions are clear, and register shows awareness of intended audience. Order of instructions is clear. Uses imperative language and maintains 2nd person point of view. Uses adjectives and adverbs to clarify and add detail. Vocabulary choices consciously try to engage reader.		Tries a range of different forms, i.e., Haiku, acrostic, limerick. Uses rhyming patterns.
Process	Analyse the structure, language and grammar used in writing for a range of purposes. Discuss and record ideas. Compose writing orally, including dialogue. Proof-read and correct punctuation and spelling errors in known vocabulary. Identify new vocabulary and check it’s spelling using resources such as dictionaries. Edit and improve specific vocabulary choices, including adverbs and words that change the level of formality. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part with reasoning, and suggesting improvements.				
Grammar Punctuation	Use the present perfect form of verbs in contrast to the past tense. Use prepositions to express time and cause.		Add subordinate clauses using a wide range of conjunctions. Noun phrases expanded by the addition of modifying prepositional phrases.		Identify the metre in a very simple line of poetry.
Vocabulary for writing					

Year 4 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SPRING TWO (4)					
Week	1	2	3	4	5	6
Purpose	to describe/narrate		to inform		to persuade	
Context						
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.					
Spelling	The suffix ‘-ous.’ If there is an ‘ee’ sound before the ‘-ous’ ending, it is usually spelled as i, but a few words have e.	The ‘au’ digraph	The suffix ‘-ion’ when the root word ends in ‘t’ or ‘te’ then the suffix becomes ‘-tion.’	The suffix ‘-ion’ becomes ‘-ssion’ when the root word ends in ‘ss’ or ‘mit.’	The suffix ‘-cian’ used instead of ‘-sion’ when the root word ends in ‘c’ or ‘cs’	Revision.
Awareness of audience Knowledge or purpose and structure	Viewpoint is established and maintained e.g., narrative is sympathetic about or disapproving of main characters. Attempts at humour or building anticipation enlivens the narrative e.g., using amusing dialogue between characters, vocabulary carefully chosen to describe the characters’ behaviour.		Pronoun reference and vocabulary choices generally support links between ideas. Uses, with growing confidence, a variety of organisational devices to structure and divide report into sections e.g., numbered lists, bullet points, headings, etc. Begins to experiment with technical, specific tier 2 and 3 vocabulary is used.		Deliberate attempts made to bring audience ‘onside’ throughout. Register shows some awareness of the audience. Some attempt to control the formality. Begins to use conjunctive adverbs and adverbial phrases to link points and develop argument. Different points clearly separated. Some idea of the relative effectiveness of different points is evident in the order/structure of the text. Pronoun reference and vocabulary choices generally support links between ideas. Extended written texts include an introduction providing a clear sense of purpose and a closing paragraph to summarise/ reinforce. Some features of layout or text organisation used to emphasise certain points. Uses alliteration and rhetorical questions to engage the audience. Begins to use other persuasive devices such as statistics, rule of three and exaggeration. Experiments with appeals to generalisation and use of quantifiers, i.e. ‘Many people believe...’	
Process	Analyse the structure, language and grammar used in writing for a range of purposes. Discuss and record ideas. Compose writing orally, including dialogue. Workshop ideas through composing and discussing with others. Proof-read and correct punctuation and spelling errors in known vocabulary. Identify new vocabulary and check it’s spelling using resources such as dictionaries. Proof-read and improve clarity of pronoun reference chains. Edit and improve specific vocabulary choices, including adverbs and words that change the level of formality. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part with reasoning, and suggesting improvements.					
Grammar Punctuation	Choose nouns or pronouns appropriately to improve clarity and cohesion. Choose when to start a new paragraph according to time, person, topic or place (TIP ToP)		Use conjunctions to express time and cause.		Use fronted adverbials, demarcated by commas. Develop paragraph detail around a single theme.	
Vocabulary for writing	possessive pronoun					

Year 4 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SUMMER ONE (5)					
Week	1	2	3	4	5	6
Purpose	to describe/narrate		to explain		to review	
Context						
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.					
Spelling	Adding ‘-ly’ to create adverbs of manner. These adverbs describe how the verb is occurring.	Homophones – words which have the same pronunciation but different meanings and/or spellings.	The /s/ sound spelled c before ‘i’ and ‘e’.	Some words have similar spellings, root words and meanings. We call these word families. ‘sol word family’ and ‘real word family’	Some words have similar spellings, root words and meanings. We call these word families. ‘phon- word family’ and ‘sign word family’	Revision.
Awareness of audience Knowledge or purpose and structure	Creates settings, characters and plot. Organises paragraphs around a theme. Language choices help create realistic-sounding narratives. e.g., adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. Some development of character and plot, e.g., may introduce an element of uncertain clarity of what is to happen. Dialogue is used to convey characters’ thoughts and to move the narrative forward.		Selection of information is deliberate, relevant and given in each section of the report using subject-specific vocabulary. Sections or paragraphs clearly identifiable but transitions between them sometimes awkward. Within sections, pronoun references or vocabulary choices maintain links between ideas. Vocabulary is appropriate to topic and context. Diagrams, flowcharts, etc. may be incorporated to aid explanation.		Viewpoints are presented and maintained almost throughout with good attempts at balance and clarity. Description and detail add interest in each section and develop the key statements. Selection of information is relevant and given in each section of the discussion. Clear opening and closing statements. Different points in support of or against the statement/topic/subject are separated into different paragraphs. Vocabulary choices deliberately engage the reader.	
Process	Analyse the structure, language and grammar used in writing for a range of purposes. Discuss and record ideas. Compose writing orally, including dialogue. Workshop ideas through composing and discussing with others. Proof-read and correct punctuation and spelling errors in known vocabulary. Identify new vocabulary and check it’s spelling using resources such as dictionaries. Proof-read and improve clarity of pronoun reference chains. Edit and improve specific vocabulary choices, including adverbs and words that change the level of formality. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part with reasoning, and suggesting improvements.					
Grammar Punctuation	Use adverbs to express time and cause. Accurately punctuate direct speech and use a range of speech verbs.		Add subordinate clauses using a wide range of conjunctions.		Use Standard English forms for verb inflections instead of local spoken forms. Noun phrases expanded by the addition of modifying noun phrases.	
Vocabulary for writing						

Year 4 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SUMMER TWO (6)						
Week	1	2	3	4	5	6	7
Purpose	to describe/narrate		to instruct		to discuss		to entertain through poetry
Context							
Transcription Handwriting	Focus on consistent, legible and fluent handwriting. Works on developing fluency with joins and choosing not to join where appropriate as part of developing an individual style.						
Spelling	Prefixes – ‘super-’ ‘anti’ and ‘auto.’	The prefix bi- meaning two.	Plural possessive apostrophes.	Revision	Revision	Revision	Revision
Awareness of audience Knowledge or purpose and structure	Creates settings, characters and plot. Organises paragraphs around a theme. Language choices help create realistic-sounding narratives. e.g., adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. Some development of character and plot, e.g., may introduce an element of uncertain clarity of what is to happen. Dialogue is used to convey characters’ thoughts and to move the narrative forward.		Some attempt to control the formality. Edits the instructions to improve simplicity and understanding. Can employ a range of organisational devices which make instructions easier to follow, e.g., lists, numbers, bulleted points, diagrams with arrows, keys, and selects those most appropriate to topic and audience. Begins to experiment with technical, specific tier 2 and 3 vocabulary is used.		Coverage is largely balanced, viewpoints are established in different sections. Within sections, pronoun reference or vocabulary choices generally maintain link between ideas. Sections or paragraphs are clearly identifiable with some attempts at creating transitions between them. Vocabulary is appropriate to topic and context.		Tries to extend one image/ idea through several stanzas of verse. Uses rhyming patterns. Experiments with personification.
Process	Analyse the structure, language and grammar used in writing for a range of purposes. Discuss and record ideas. Compose writing orally, including dialogue. Workshop ideas through composing and discussing with others. Proof-read and correct punctuation and spelling errors in known vocabulary. Identify new vocabulary and check it’s spelling using resources such as dictionaries. Proof-read and improve clarity of pronoun reference chains. Edit and improve specific vocabulary choices, including adverbs and words that change the level of formality. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate their own or others writing by identifying an effective part with reasoning, and suggesting improvements.						
Grammar Punctuation	Choose nouns or pronouns appropriately to improve clarity and cohesion. Use prepositions to express time and cause.		Noun phrases expanded by the addition of modifying prepositional phrases.		Use a possessive apostrophe with plural nouns.		Compose lines of poetry that imitate a simple metre.
Vocabulary for writing							

Year 5 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	AUTUMN ONE (1)						
Week	1	2	3	4	5	6	7
Purpose	to describe	to narrate		to inform		to report - personal events	
Context							
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.						
Spelling	Revision of Year 4 spelling patterns.	Revision of Year 4 spelling patterns.	Revision of Year 4 spelling patterns.	Words ending in ‘-ious.’	Words ending in ‘-cious.’ If the root word ends in – ce the sound is usually spelled ‘-cious.’	Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.	Revision
Awareness of audience Knowledge or purpose and structure	Considers how authors have developed characters and settings in what pupils have read, listened to or seen performed. Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g., adverbs, adjectives, precise nouns, expressive verbs and figurative language.	Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g., adverbs, adjectives, precise nouns, expressive verbs and figurative language. Characters’ feelings or attitudes mainly consistent with original story. Some evidence of narrator’s or character’s reactions to events. Dialogue is used to convey characters’ thoughts and to move the narrative forward. Confidently adopts the appropriate tense.		Development and detail in each section engages the reader. Shows awareness of a clearly formal or informal style. Content is well selected and focused on purpose of the report. Sections are linked and follow a logical progression. Paragraphs are organised around a topic and developed appropriately. Introductions and conclusions are used to support clarity without repetition. New sections / paragraphs are indicated, e.g. using subheadings, bullet points, topic sentences, 2nd person address or introductory phrases. Vocabulary is used to engage the reader and maintains the desired style.		Ideas selected and adapted to engage the reader e.g. interesting facts and background information. Simple description and detail add interest in each section. Viewpoint is established, i.e. usually from the author’s point of view. Some degree of formality apparent in writing. Introduction orientates the reader and provides a clear sense of purpose. Summary or reflective comments, observations and detail add interest in conclusion. Sections or paragraphs clearly identifiable and fit chosen text order, but limited or repetitive transitions used.	
Process	Identify the audience and purpose of a range of writing, and analyse the structure and language to support their own planning. Develop initial ideas independently and by collaboration, drawing on their reading. Proof-read to correct errors in a range of punctuation. Identify and correct spelling errors in know vocabulary and other words using a dictionary or word lists. Make edits to vocabulary, grammar and punctuation to improve clarity. Evaluate and assess the effectiveness of writing in the class.						
Grammar Punctuation	Use relative clauses beginning with who, which, where, when, whose, that.	Use the perfect form of verbs to mark relationships of time.		Use passive verbs to affect the presentation of information in a sentence. Use brackets, dashes or commas to indicate parenthesis.		Use expanded noun phrases to convey complicated information. Use a colon to introduce a list.	
Vocabulary for writing	relative clause, relative pronoun	perfect tense, ellipsis		parenthesis, bracket, dash		cohesion, colon	
Term	AUTUMN TWO (2)						
Week	1	2	3	4	5	6	7

Year 5 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Purpose	to describe & narrate		to explain		to report - news		to entertain through poetry
Context							
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.						
Spelling	Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.	Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.	Words ending in ‘-ant.’ ‘-ant’ ls used if there is an ‘a’ or ‘ay’ sound in the right place.	Words ending in ‘-ance.’ ‘-ance’ ls used if there is an ‘a’ or ‘ay’ sound in the right place.	Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.	Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’	Revision
Awareness of audience Knowledge or purpose and structure	Story form adapted to suggest a realistic situation e.g., use of pacing to prepare reader for main events; presentation of characters to interest the reader. Viewpoint is established and maintained e.g., narration is sympathetic about or disapproving of main characters. Dialogue is used to convey characters’ thoughts and to move the narrative forward. Confidently adopts the appropriate tense.		Viewpoints are established and maintained e.g. as a reporter or through the presentation of a person’s point of view. Ideas selected and adapted to engage the reader e.g. creative titles, background information, interest facts and simple reflective comments. Description and detail are used carefully to enhance meaning and develop the whole text. Diagrams, flowcharts, etc. are incorporated to aid explanation, where appropriate. Introduction establishes the context and provides a clear sense of purpose. Summary or reflective comments, observations and detail add interest in conclusion. Sections or paragraphs clearly identifiable. Connections between ideas are established and maintained throughout, e.g. by reference to previous part of the text. Some evidence of vocabulary chosen to adopt a particular style.		Order of information may not be chronological, depending on the form, but is clear and appropriate to purpose. Relevant information is given in each section of writing with vocabulary choices relating to topics of interest, study or personal experience. Within and across sections, pronoun reference or vocabulary choices maintain links between ideas. Connections between ideas established and maintained. e.g., by reference to previous part of text. Using and maintaining a style of language appropriate to the context.		Attempts narrative poems consisting of multiple stanzas. Can extend and develop ideas and imagery in interesting and surprising ways.
Process	Identify the audience and purpose of a range of writing, and analyse the structure and language to support their own planning. Develop initial ideas independently and by collaboration, drawing on their reading. Proof-read to correct errors in a range of punctuation. Identify and correct spelling errors in know vocabulary and other words using a dictionary or word lists. Make edits to vocabulary, grammar and punctuation to improve clarity. Evaluate and assess the effectiveness of writing in the class.						
Grammar Punctuation	Use commas to clarify meaning or avoid ambiguity. Use verb prefixes accurately [for example, dis-, de-, mis-, over- and re-].		Use modal verbs to indicate degrees of possibility. Punctuate bullet points consistently.		Use vocabulary and structures that are appropriate for formal speech and writing. Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify].		Try to write within a range of forms.
Vocabulary for writing	ambiguity		modal verb, bullet points				
Term	SPRING ONE (3)						
Week	1	2	3	4	5		
Purpose	to describe & narrate		to instruct			to entertain through poetry	

Year 5 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Context					
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.				
Spelling	Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably	Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept otherwise, they would be said with their hard sounds as in cap and gap.	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.	Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed, then the r isn’t doubled.	Revision
Awareness of audience Knowledge or purpose and structure	Narratives are told sequentially and non-sequentially (e.g., flashbacks) through the use of adverbials and prepositions. Uses a wide range of devices to build cohesion within and across paragraphs. Attempts at humour or building anticipation enlivens the narrative e.g., using amusing dialogue between characters; vocabulary carefully chosen to describe the character’s behaviour. Experiments with the second person.		The writing demonstrates deliberate choices made about audience reception, which the child can comment on when asked. The intended audience is clear from the register used. The audience is engaged, possibly through use of personal detail or extra information, without sacrificing clarity of instruction. Shows awareness of a clearly formal or informal style. Demonstrates an understanding of a variety of ways of sequencing instructions to promote clarity and can describe complex procedures effectively. The child can adapt the structure according to the audience, i.e. make the instructions more or less detailed to modify the outcome. Uses a range of organisational devices which make instructions easier to follow, e.g. lists, numbers, bulleted points, diagrams with arrows, keys, and selects those most appropriate to topic and audience. Uses imperative language, with more sophisticated verbs and maintains 2nd person point of view. Uses adjectives and adverbs to clarify and add detail. Vocabulary choices consciously engage the reader. Uses some technical, specific tier 2 and 3 vocabulary correctly.		Tries to write within more sophisticated form, i.e., sonnet, villanelle, ballad, etc. Experiments with metaphor based on verb choice.
Process	Identify the audience and purpose of a range of writing, and analyse the structure and language to support their own planning. Develop initial ideas independently and by collaboration, drawing on their reading. Proof-read to correct errors in a range of punctuation. Identify and correct spelling errors in know vocabulary and other words using a dictionary or word lists. Make edits to vocabulary, grammar and punctuation to improve clarity and the effect on an audience. Evaluate and assess the effectiveness of writing in the class.				
Grammar Punctuation	Use expanded noun phrases to convey complicated information.		Use relative clauses beginning with who, which, where, when, whose, that. Use a colon to introduce a list.		Use commas to clarify meaning or avoid ambiguity.
Vocabulary for writing					
Term	SPRING TWO (4)				
Week	1	2	3	4	5
Purpose	to describe & narrate		to inform		to persuade
Context					

Year 5 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.					
Spelling	Words with ‘silent’ letters at the start.	Words with ‘silent’ letters (i.e., letters whose presence cannot be predicted from the pronunciation of the word)	Words spelled with ‘ie’ after c.	Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.	Words containing the letter string ‘ough’ where the sound is /aw/.	Revision
Awareness of audience Knowledge or purpose and structure	<p>Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g., adverbs, adjectives, precise nouns, expressive verbs and figurative language.</p> <p>Characters’ feelings or attitudes mainly consistent with original story.</p> <p>Some evidence of narrator’s or character’s reactions to events.</p> <p>Dialogue is used to convey characters’ thoughts and to move the narrative forward.</p> <p>Confidently adopts the appropriate tense.</p>		<p>Pronoun reference and vocabulary choices support links between ideas.</p> <p>Connections between ideas established and maintained e.g., by references to the previous part of the text.</p> <p>Some technical, specific tier 2 and 3 vocabulary is used.</p>		<p>Audience is the clear focus of texts, and attempts to influence, persuade and manipulate them are evident throughout.</p> <p>Formality is selected according to audience and maintained throughout.</p> <p>Argument is clearly developed throughout and builds to a persuasive conclusion.</p> <p>Points are linked well-supported by examples, evidence and framed by persuasive devices.</p> <p>Each section of the text is carefully linked to those before and after giving a clear sense of overall cohesion.</p> <p>The type of text and layout is selected according to the topic and audience and a variety of presentational features is skilfully employed to support the argument.</p> <p>Uses emotive language with deliberate effects in mind.</p> <p>Makes use of expert opinions to support points, i.e. ‘A recent survey by the Royal Oceanographic Institute found...’</p> <p>Able to present opinion as fact to persuade.</p> <p>Uses inclusive pronouns to demonstrate agreement with audience, i.e., ‘we’.</p>	
Process	<p>Identify the audience and purpose of a range of writing, and analyse the structure and language to support their own planning.</p> <p>Develop initial ideas independently and by collaboration, drawing on their reading.</p> <p>Proof-read to correct errors in a range of punctuation.</p> <p>Identify and correct spelling errors in know vocabulary and other words using a dictionary or word lists.</p> <p>Make edits to vocabulary, grammar and punctuation to improve clarity and the effect on an audience.</p> <p>Evaluate and assess the effectiveness of writing in the class.</p>					
Grammar Punctuation	Use brackets, dashes or commas to indicate parenthesis. Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify].		Use the perfect form of verbs to mark relationships of time. Punctuate bullet points consistently.		Use vocabulary and structures that are appropriate for formal speech and writing.	
Vocabulary for writing						
Term	SUMMER ONE (5)					
Week	1	2	3	4	5	6
Purpose	to describe & narrate		to explain		to discuss/debate/argue	
Context						
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.					

Year 5 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Spelling	Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow.	Adverbs of possibility. These words show the possibility that something has of occurring.	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Revision
Awareness of audience Knowledge or purpose and structure	<p>Story form adapted to suggest a realistic situation e.g., use of pacing to prepare reader for main events; presentation of characters to interest the reader.</p> <p>Viewpoint is established and maintained e.g., narration is sympathetic about or disapproving of main characters.</p> <p>Dialogue is used to convey characters’ thoughts and to move the narrative forward.</p> <p>Confidently adopts the appropriate tense.</p>		<p>Information is carefully selected, ordered and presented throughout the text to be purposeful and relevant.</p> <p>Within sections, pronoun references or vocabulary choices generally maintain links between ideas.</p> <p>Vocabulary is beginning to exert a deliberate effect on the reader.</p>		<p>Viewpoints are presented, and maintained throughout with balance and clarity.</p> <p>Description and detail add interest in each section and develop the key statements.</p> <p>Introduction establishes the context and provides a clear sense of purpose.</p> <p>Summary or reflective comments, observations and detail add interest in conclusion.</p> <p>Connections between ideas are established and maintained throughout, e.g. by reference to previous part of the text.</p> <p>Some evidence of vocabulary chosen to adopt a particular style.</p>	
Process	<p>Identify the audience and purpose of a range of writing, and analyse the structure and language to support their own planning.</p> <p>Develop initial ideas independently and by collaboration, drawing on their reading and research.</p> <p>Proof-read to correct errors in a range of punctuation.</p> <p>Identify and correct spelling errors in know vocabulary and other words using a dictionary or word lists.</p> <p>Make edits to vocabulary, grammar and punctuation to improve clarity and the effect on an audience.</p> <p>Evaluate and assess the effectiveness of writing in the class and suggest improvements.</p>					
Grammar Punctuation	Use modal verbs to indicate degrees of possibility.		Use passive verbs to affect the presentation of information in a sentence. Use brackets, dashes or commas to indicate parenthesis.		Use vocabulary and structures that are appropriate for formal speech and writing. Use commas to clarify meaning or avoid ambiguity.	
Vocabulary for writing						

Year 5 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SUMMER TWO (6)						
Week	1	2	3	4	5	6	7
Purpose	to describe & narrate		to review/evaluate		to discuss/debate/argue		to entertain through poetry
Context							
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.						
Spelling	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	Revision	Revision	Revision	Revision
Awareness of audience Knowledge or purpose and structure	Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. Uses a wide range of devices to build cohesion within and across paragraphs. Attempts at humour or building anticipation enliven the narrative e.g. using amusing dialogue between characters; vocabulary carefully chosen to describe the character's behaviour. Experiments with the second person.		Viewpoints are presented and maintained throughout with balance and clarity. Description and detail add interest in each section and develop the key statements. Introduction establishes the context and provides a clear sense of purpose. Connections between ideas are established and maintained throughout, e.g. by reference to previous part of the text. Some evidence of vocabulary chosen to adopt a particular style.		Different points are developed and supported in different paragraphs. Counterpoints may be put together to develop balance. Information is selected according to relevance and ability to effectively support each point in the arguments. Within sections, pronoun references or vocabulary choices generally maintain links between ideas. Vocabulary is beginning to exert a deliberate effect on the reader.		Attempts narrative poems consisting of multiple stanzas. Can extend and develop ideas and imagery in interesting and surprising ways. Tries to write within more sophisticated form, i.e., sonnet, villanelle, ballad, etc. Experiments with metaphor based on verb choice.
Process	Identify the audience and purpose of a range of writing, and analyse the structure and language to support their own planning. Develop initial ideas independently and by collaboration, drawing on their reading and research. Proof-read to correct errors in a range of punctuation. Identify and correct spelling errors in known vocabulary and other words using a dictionary or word lists. Make edits to vocabulary, grammar and punctuation to improve clarity and the effect on an audience. Evaluate and assess the effectiveness of writing in the class and suggest improvements.						
Grammar Punctuation	Use relative clauses beginning with who, which, where, when, whose, that.		Use expanded noun phrases to convey complicated information. Use a colon to introduce a list.		Use the perfect form of verbs to mark relationships of time. Use modal verbs to indicate degrees of possibility.		Use an extended metaphor.
Vocabulary for writing							

Year 6 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	AUTUMN ONE (1)						
Week	1	2	3	4	5	6	7
Purpose	to describe	to describe & narrate		to inform		to report (news)	
Context							
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.						
Spelling	Revision of Year 5 spelling patterns.	Revision of Year 5 spelling patterns.	Words with the short vowel sound /i/ spelled y	Words with the long vowel sound /i/ spelled with a y.	Adding the prefix ‘-over’ to verbs.	3/4 5/6 spelling words	Revision
Awareness of audience Knowledge or purpose and structure	Considers how authors have developed characters and settings in what pupils have read, listened to or seen performed. Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g., adverbs, adjectives, precise nouns, expressive verbs and figurative language.	Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. Story form adapted to suggest a realistic situation e.g. use of pacing to prepare reader for main events; presentation of characters to interest the reader. Dialogue is used to convey characters’ thoughts and to move the narrative forward. Opinions, attitudes and feelings expressed using a range of stylistic devices e.g. use of figurative language to build up the description of the crowd e.g. ‘everyone charged like a buffalo’. Writes in first, second and third person.		Varied development of each topic and detail in each section engages the reader. Demonstrates different levels of formality and maintains this throughout the text. Content is well selected and focused on purpose of the report. Sections are linked and follow a logical progression with deliberate variation if required. Paragraphs are organised around a topic and skilfully developed. Conclusion draws together key features and may include reflective comments Pronoun reference and vocabulary choices support links between ideas. Connections between ideas established and maintained e.g. by references to the previous part of the text. Vocabulary is deliberately engaging and enhances the required style, tone and level of formality.		Content is well selected and clearly focused on the purpose of the recount. Level of formality is maintained and appropriate to the form. The order in which information is provided is deliberately manipulated to be engaging within the constraints of the form. Lively opening and detailed descriptions or comments are manipulated to achieve particular effects and maintain reader’s interests. Conclusion provides appropriate end and closure of text. Connections between ideas are established and maintained. e.g., by reference to previous part, or subsequent parts of the text. Use of range of cohesive devices to structure writing, indicate the passing of time, and establish connections/ build detail. Paragraphs introduced and developed fully, appropriately to form. Deploys style of language appropriate to context and desired level of formality. e.g. language used specifically for a diary extract. Vocabulary is carefully chosen to enhance writing and provide detail.	
Process	<p>Identify the audience and purpose of a range of writing, analysing the structure and language as models for developing appropriate forms. Develop initial ideas independently and by collaboration, drawing on their reading and research, and the characterisation of published authors. Proof-read to correct errors in the full range of punctuation. Identify and correct spelling errors in know vocabulary and other words using a dictionary or word lists. Make edits to vocabulary, grammar and punctuation to improve clarity, enhance meaning and affect an audience. Evaluate and assess a range of writing from the class and beyond, suggesting improvements with justification.</p>						
Grammar Punctuation	Know words are related by meaning as synonyms and antonyms [for example, big, large, little].	Use expanded noun phrases to convey complicated information concisely. Use brackets, dashes or commas to indicate parenthesis.		Use passive verbs to affect the presentation of information in a sentence. Use hyphens to avoid ambiguity.		Use the perfect form of verbs to mark relationships of time and cause. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.	
Vocabulary for writing	synonym, antonym		active, passive, hyphen, subject, object				

Year 6 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	AUTUMN TWO (2)						
Week	1	2	3	4	5	6	7
Purpose	to describe & narrate		to explain		to persuade		to entertain through poetry
Context							
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.						
Spelling	Convert nouns or verbs into adjectives using suffix ‘-ful.’	Words which can be nouns and verbs.	Words with an /o/ sound spelled ‘ou’ or ‘ow.’	Words with a ‘soft c’ spelled /ce/.	Prefix dis-, un-, over-, im-. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	3/4 5/6 spelling words	Revision
Awareness of audience Knowledge of purpose and structure	<p>Draws on knowledge of narratives that challenge genre convention.</p> <p>Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions.</p> <p>Dialogue is used to convey characters’ thoughts and to move the narrative forward.</p> <p>Writing engages reader in a variety of ways e.g. direct address (would I get the game?); repetition for effect (Tim ran, the boy ran, but...)</p> <p>Writes in first, second and third person.</p>		<p>A range of viewpoints could be adopted and skilfully maintained.</p> <p>Content is well selected and clearly focused on the purpose of the article.</p> <p>Paragraphs vary in length and structure to create interest.</p> <p>Lively openings, detailed descriptions, explanations and comments manipulated to achieve particular effects and maintain reader’s interests.</p> <p>Introductions skilfully establish the purpose and scope of the text.</p> <p>Conclusion draws together key features and includes reflective comments.</p> <p>Transitions between paragraphs are controlled.</p> <p>Sections within the report are sequenced for effect e.g. information is clearly prioritised and manipulated for maximum effect.</p> <p>Vocabulary is carefully chosen to enhance writing and provide detail. This may be technical or words to describe humour, suspense or sensation depending on style adopted.</p>		<p>Prefix dis-, un-, over-, im-. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite</p> <p>Skilfully adapts register and formality to appropriate topic and audience.</p> <p>Argument is clearly developed throughout and builds to a persuasive conclusion.</p> <p>Points are linked well-supported by examples, evidence and framed by persuasive devices.</p> <p>Pronoun reference and vocabulary choices support links between ideas.</p> <p>Can employ and refute a counterargument.</p>		<p>Writes imaginatively to create surreal, surprising, amusing and inventive poetry.</p> <p>Select a structure, form or patterns to match meaning and the child's own voice.</p> <p>Use simple metaphors and personification to create poems based on real or imagined experience.</p> <p>Experiment with a variety of figurative language.</p> <p>Experiments with nonsense words or surprising, original word combinations.</p>
Process	<p>Identify the audience and purpose of a range of writing, analysing the structure and language as models for developing appropriate forms.</p> <p>Develop initial ideas independently and by collaboration, drawing on their reading and research, and the characterisation of published authors.</p> <p>Proof-read to correct errors in the full range of punctuation.</p> <p>Identify and correct spelling errors in known vocabulary and other words using a dictionary or word lists.</p> <p>Make edits to vocabulary, grammar and punctuation to improve clarity, enhance meaning and affect an audience.</p> <p>Evaluate and assess a range of writing from the class and beyond, suggesting improvements with justification.</p>						
Grammar Punctuation	Use commas to clarify meaning or avoid ambiguity. Use semi-colons, colons or dashes to mark boundaries between independent clauses.		Use modal verbs and adverbs to indicate degrees of possibility.		Use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.		
Vocabulary for writing	semi-colon				subjunctive		

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Term	SPRING ONE (3)				
Week	1	2	3	4	5
Purpose	to describe & narrate		to instruct		to entertain through poetry
Context					
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.				
Spelling	Words with the /f/ sound spelled ph.	Words with origins in other countries	Words with unstressed vowel sounds.	3/4 5/6 spelling words	Revision
Awareness of audience Knowledge or purpose and structure	Changes in adaptation e.g., with-holding information to build suspense, contribute to overall impact and engage reader. Plot control is evident through well placed information that becomes significant at a later stage. Dialogue is used to convey characters’ thoughts and to move the narrative forward. Writes in first, second and third person. Experiments with different tenses in the same narrative.		Complex instructions composed, tested and evaluated. The intended audience is clear from the register used. Various types of extra detail are added to engage specific audiences, without sacrificing clarity of instruction. Demonstrates different levels of formality and maintains this throughout the text. Sequencing of instructions promotes clarity and is able to describe complex procedures effectively. The child can adapt the structure according to the audience, i.e. make the instructions more or less detailed to modify the outcome. Organises their text in creative and original ways. Demonstrates an ability to adapt their text to different media, i.e. the same instructions in a book, a magazine and on a website. Uses imperative language, with more sophisticated verbs and maintains 2nd person point of view. Uses adjectives and adverbs to clarify and add detail. Vocabulary choices are clearly appropriate to topic and audience. Uses technical, specific tier 2 and 3 vocabulary effectively.		Writes imaginatively to create surreal, surprising, amusing and inventive poetry. Select a structure, form or patterns to match meaning and the child's own voice. Use simple metaphors and personification to create poems based on real or imagined experience. Experiment with a variety of figurative language. Experiments with nonsense words or surprising, original word combinations.
Process	Identify the audience and purpose of a range of writing, analysing the structure and language as models for developing appropriate forms. Develop initial ideas in a variety of ways, drawing on their reading and research, and the characterisation and description of published authors. Proof-read to correct errors in the full range of punctuation. Identify and correct spelling errors in know vocabulary and other words using a dictionary or word lists. Make edits to vocabulary, grammar and punctuation and redraft to improve clarity, enhance meaning and affect an audience in conscious and considered ways. Evaluate and assess a range of writing from the class and beyond, suggesting improvements with justification.				
Grammar Punctuation	Use modal verbs and adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.		Use expanded noun phrases to convey complicated information concisely. Use brackets, dashes or commas to indicate parenthesis.		
Vocabulary for writing					

Year 6 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SPRING TWO (4)					
Week	1	2	3	4	5	6
Purpose	to describe & narrate		to persuade		to discuss/debate/argue	
Context						
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.					
Spelling	Words with endings /shuhl/ after a vowel letter.	Words with endings /shuhl/ after a consonant letter.	Words with the common letter string ‘acc’ at the beginning of words.	Words ending in ‘-ably.’	3/4 5/6 spelling words	Revision
Awareness of audience Knowledge or purpose and structure	<p>Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. Story form adapted to suggest a realistic situation e.g. use of pacing to prepare reader for main events; presentation of characters to interest the reader.</p> <p>Dialogue is used to convey characters’ thoughts and to move the narrative forward.</p> <p>Opinions, attitudes and feelings expressed using a range of stylistic devices e.g. use of figurative language to build up the description of the crowd e.g. ‘everyone charged like a buffalo’.</p> <p>Writes in first, second and third person.</p>		<p>Demonstrates an awareness of audience's thoughts and feelings and attempts to manipulate them.</p> <p>The type of text and layout is selected according to the topic and audience and a variety of presentational features is employed to support the argument.</p> <p>Experiments with puns to engage audience.</p> <p>Experiments with sarcasm to belittle opposition.</p>		<p>Viewpoints are skilfully managed for balance.</p> <p>The possibility of no 'right' answer or solution is allowed for. Content is adapted and shaped for effect e.g. use of mini-interviews with people who are for or against the issue and who provide supporting evidence.</p> <p>Introduction establishes the context and provides a clear sense of purpose.</p> <p>Summary or reflective comments, observations and detail add interest in conclusion.</p> <p>Connections between ideas are established and maintained throughout, e.g. by reference to previous part of the text.</p> <p>Vocabulary is carefully chosen to enhance writing and provide detail. This may be technical or words to describe humour, suspense or sensation depending on style adopted.</p>	
Process	<p>Identify the audience and purpose of a range of writing, analysing the structure and language as models for developing appropriate forms.</p> <p>Develop initial ideas in a variety of ways, drawing on their reading and research, and the characterisation and description of published authors.</p> <p>Proof-read to correct errors in the full range of punctuation.</p> <p>Identify and correct spelling errors in know vocabulary and other words using a dictionary or word lists.</p> <p>Make edits to vocabulary, grammar and punctuation and redraft to improve clarity, enhance meaning and affect an audience in conscious and considered ways.</p> <p>Evaluate and assess a range of writing from the class and beyond, suggesting improvements with justification.</p>					
Grammar Punctuation	<p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use hyphens to avoid ambiguity.</p>		<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>		<p>Use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	
Vocabulary for writing						

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Term	SUMMER ONE (5)					
Week	1	2	3	4	5	6
Purpose	to describe & narrate		to inform		to review/evaluate	
Context						
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.					
Spelling	Words ending in '-ible'	Adding the suffix '-ibly' to create an adverb.	Changing '-ent' to '-ence.'	-er, -or, -ar at the end of words.	3/4 5/6 spelling words	Revision
Awareness of audience Knowledge of purpose and structure	<p>Draws on knowledge of narratives that challenge genre convention.</p> <p>Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions.</p> <p>Dialogue is used to convey characters' thoughts and to move the narrative forward.</p> <p>Writing engages reader in a variety of ways e.g. direct address (would I get the game?); repetition for effect (Tim ran, the boy ran, but...)</p> <p>Writes in first, second and third person.</p>		<p>Depersonalised style employed, including effective use of singular nouns and passive voice.</p> <p>Variation in structure of introductions and conclusions is used to engage and provide clarity without repetition.</p> <p>A range of comparative relationships may be built up and thematic links/vocabulary are evident.</p> <p>A range of devices is used to introduce new sections.</p> <p>Technical, specific, tier 2 and 3 vocabulary is deployed and suited to the audience.</p>		<p>Viewpoints are skilfully managed for balance.</p> <p>Content is adapted and shaped for effect e.g. use of mini-interviews with people who provide supporting evidence.</p> <p>Introduction establishes the context and provides a clear sense of purpose.</p> <p>Summary or reflective comments, observations and detail add interest in conclusion.</p> <p>Uses a wide range of connective devices to structure argument in sentences and link paragraphs</p> <p>Different styles are adopted appropriate to context e.g. use of passive mood to lend an air of impartiality.</p>	
Process	<p>Analyse a range of writing to support in adopting a style and register appropriate to a purpose and audience.</p> <p>Develop initial ideas in a variety of ways, drawing on their reading and research, and the characterisation and description of published authors.</p> <p>Proof-read to correct errors in the full range of punctuation.</p> <p>Identify and correct spelling errors in know vocabulary and other words using a dictionary or word lists.</p> <p>Make edits to vocabulary, grammar and punctuation and redraft to improve clarity, enhance meaning and affect an audience in conscious and considered ways.</p> <p>Evaluate and assess a range of writing from the class and beyond, suggesting improvements with reasoned justification.</p>					
Grammar Punctuation	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.		Use modal verbs and adverbs to indicate degrees of possibility. Use semi-colons, colons or dashes to mark boundaries between independent clauses.		Use the perfect form of verbs to mark relationships of time and cause. Use brackets, dashes or commas to indicate parenthesis.	
Vocabulary for writing						

Year 6 Curriculum Long Term Plan – all genres will be covered, although their order will reflect the explicit / implicit links made with current core texts, which may well alter annually; resulting in the sequence determined below ‘looking’ different – at all times, pupils’ prior exposure to genres will be considered.

Term	SUMMER TWO (6)						
Week	1	2	3	4	5	6	7
Purpose	to describe & narrate		to discuss/debate/argue		to explain		to entertain through poetry
Context							
Transcription Handwriting	In upper key stage 2, handwriting instruction is given as appropriate to the needs of the cohort or individual.						
Spelling	Academic vocabulary.	Academic vocabulary.	Academic vocabulary.	Academic vocabulary.	Academic vocabulary.	Academic vocabulary.	Academic vocabulary.
Awareness of audience Knowledge or purpose and structure	Changes in adaptation e.g., with-holding information to build suspense, contribute to overall impact and engage reader. Plot control is evident through well placed information that becomes significant at a later stage. Dialogue is used to convey characters’ thoughts and to move the narrative forward. Writes in first, second and third person. Experiments with different tenses in the same narrative.		Arguments are evaluated. Points may be developed through mini debates within sections. Different structures and can adopted depending on appropriateness and topic. Uses a wide range of connective devices to structure argument in sentences and link paragraphs. Stylistic devices manipulated to support arguments and engage audience. Different styles are adopted appropriate to context e.g., use of passive mood to lend an air of impartiality.		Reports are carefully structured with balance of text and appropriate diagrams to enhance the explanation. Relationships between paragraphs give structure to the whole article e.g., an engaging title followed by a focused introduction and ended with a focused conclusion. Connections between ideas are established and maintained throughout e.g., by reference to previous part of the text. Stylistic devices manipulated to support purpose and engage audience.		Writes imaginatively to create surreal, surprising, amusing and inventive poetry. Select a structure, form or patterns to match meaning and the child's own voice. Use simple metaphors and personification to create poems based on real or imagined experience. Experiment with a variety of figurative language. Experiments with nonsense words or surprising, original word combinations.
Process	Analyse a range of writing to support in adopting a style and register appropriate to a purpose and audience. Develop initial ideas in a variety of ways, drawing on their reading and research, and the characterisation and description of published authors. Proof-read to correct errors in the full range of punctuation. Identify and correct spelling errors in know vocabulary and other words using a dictionary or word lists. Make edits to vocabulary, grammar and punctuation and redraft to improve clarity, enhance meaning and affect an audience in conscious and considered ways. Evaluate and assess a range of writing from the class and beyond, suggesting improvements with reasoned justification.						
Grammar Punctuation	Use expanded noun phrases to convey complicated information concisely.		Use passive verbs to affect the presentation of information in a sentence. Use commas to clarify meaning or avoid ambiguity.		Use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use hyphens to avoid ambiguity.		
Vocabulary for writing							