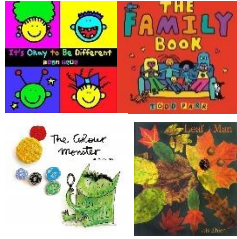


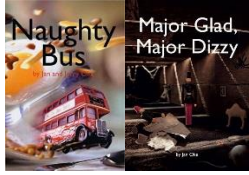






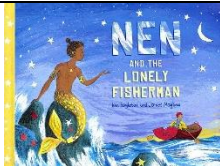



Writing Knowledge Development

		Term 1 Who am I?	Term 2 What do people celebrate?	Term 3 What's where in the world?	Term 4 How have things changed?	Term 5 How do things change and grow?	Term 6 Can we go on an adventure?
EYFS	Area of learning	 <p>Writing opportunities: Name writing Writing about family Drawing and labelling a colour monster Drawing and labelling a leaf character</p>	 <p>Writing opportunities: Drawing and labelling a celebration Describing fireworks Party invitation/list Letter to Santa</p>	 <p>Writing opportunities: Opinion – what is wonderful in the world Labelling an Antarctic suitcase Facts about spider monkeys Retelling a story (Handa's Surprise)</p>	 <p>Writing opportunities: Adding a page to a story (Naughty Bus adventure) Comparison (then and now)</p>	 <p>Writing opportunities: Life cycle of a butterfly Retelling a story (Jasper's Beanstalk) Setting description (top of my beanstalk) Facts about worms</p>	 <p>Writing opportunities: Character description Retelling/innovating a story Recount of trip to Westonbirt Arboretum/Gruffalo Trail</p>
	Prior knowledge	<p>Show a preference for a dominant hand.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p>	<p>Write some letters accurately.</p>				
	New knowledge	<p>Begin to form lower-case and capital letters correctly.</p>	<p><u>ELG - Write recognisable letters, most of which are correctly formed</u></p>	<p><u>ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</u></p>	<p>Write short sentences with words with known sound-letter correspondence.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>

				Begin to orally form and write simple phrases and sentences.		Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop.	Write simple phrases and sentences that can be read by others.
	Key vocabulary	<p>Subject: letter, phoneme, grapheme, blend, segment</p> <p>Content: sibling, community, family...</p> <p>feeling, emotion, fear, worry, happiness, calm, relaxed...</p> <p>autumn, season, drifting, gliding, rustle...</p>	<p>Subject: digraph, trigraph</p> <p>Content: celebration, festival, religion...</p> <p>Diwali, Mendhi, Rangoli, diva...</p> <p>Hanukah, menorah, dreidel...</p> <p>Nativity, Christmas, Bethlehem, stable...</p>	<p>Subject: phrase, sentence</p> <p>Content: Earth, equator, ocean...</p> <p>disappointment, delighted, harbour, polar...</p> <p>rainforest, canopy, crowded, dense...</p> <p>surprise, delicious, guava, mango, passion-fruit, avocado...</p>	<p>Content: naughty, passengers, reflection, handsome, rescue...</p> <p>bulged, dainty, fortunate, mislaid, ceased...</p>	<p>Subject: handwriting, capital letter, full stop, sentence</p> <p>Content: caterpillar, larva, pupa, chrysalis, emerge, metamorphosis...</p> <p>plant, flower, tree, root, stem, leaves, trunk...</p> <p>oesophagus, cast, absorbed, vibrations, bristles...</p>	<p>Subject: phrase, grip</p> <p>Content: stealthy, ogre, bandit, disguise, gaped...</p> <p>spluttered, flicker of light, Martian...</p> <p>shuddering, tumbled, brandished, reclaim, ferociously, exhausted...</p>
Year 1	Area of learning	 <p>Writing opportunities: Character description Retelling a known story Non-chronological report – African animals</p>	 <p>Writing opportunities: Setting description Character description Retelling a known story Instructions – making a rain gauge Non-chronological report - Seasons</p>	 <p>Writing opportunities: Character description Writing in character Retelling a known story</p>	 <p>Writing opportunities: Setting description Retelling a known story Letter – vegetable patch Instructions – planting a bean</p>	 <p>Writing opportunities: Character description Retelling a known story Recount – trip to the beach Instructions – making lunch</p>	 <p>Writing opportunities: Setting description Innovating a story Poetry Letter – from the snail to his friends</p>
	Prior knowledge	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>					


		<p>Spell words by identifying sounds in theme and representing the sounds with a letter or letters.</p> <p>Write simple sentences that can be read by others.</p>					
	New knowledge	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Name the letters of the alphabet in order.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form digits 0-9.</p> <p>Write sentences by saying out loud what they are going to write.</p> <p>Write to convey information.</p> <p>Leave spaces between words.</p> <p>Consistently punctuate sentences with a full stop.</p>	<p>Spell common exception words from phase 5.</p> <p>Form capital letters.</p> <p>Compose a sentence orally before writing it.</p> <p>Join words and join clauses using 'and'.</p> <p>Consistently punctuate sentences with a capital letter and a full stop.</p> <p>Consistently use capital letter for / and their own name.</p>	<p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Sequence sentences to form short narratives.</p> <p>Punctuate sentences with a question mark and an exclamation mark.</p> <p>'Question' sentences (Alan Peat)</p>	<p>Spell the days of the week.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Use capital letters for names.</p> <p>'2A' sentences (Alan Peat)</p>	<p>Apply simple spelling rules and guidance.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Use the past and present tense with some accuracy.</p>	<p>Use the spelling rules for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un-.</p> <p>Use –ing, -ed, -er and –est where no change is needed to the spelling of root words.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
	Key vocabulary	<p>Subject: letter, word, sentence, full stop</p> <p>Content: bandy, buckled, waltzing, elegant, entranced...</p>	<p>Subject: capital letter, adjective</p> <p>Content: breeze, scampered, scurried, scrambling, frantically...</p>	<p>Subject: question mark, exclamation mark, punctuation</p> <p>Content: lumber, rejoice, florescent, envelop, expanse...</p>	<p>Subject: singular, plural, , noun</p> <p>Content: perched, industrious, concocting, scavenging, devoured...</p>	<p>Content: perched, industrious, concocting, scavenging, devoured...</p>	<p>Subject: plural, verb, suffix, root word</p> <p>Content: humpback, slithered, flock, immensely, fiery...</p>

		savannah, cub, pride, stalking, chasing...	evergreen, hibernation, seedling, migration, squawking...				
Year 2	Area of learning	 <p>Writing opportunities: Question writing Character description Setting description Re-telling a story Diary</p>	 <p>Writing opportunities: Re-telling a story Character description Setting description Non-chronological report – robots/birds Instructions – how to make a bird feeder</p>	 <p>Writing opportunities: Setting description Instructions (recipe) News bulletin/Diary – Great Fire of London Non-chronological report – animals Picture book narrative</p>	 <p>Writing opportunities: Diary Innovating a story Non-chronological report Instructions – how to make a glow jar</p>	 <p>Writing opportunities: Character description Setting description Narrative Persuasive letter</p>	 <p>Writing opportunities: Recount – Class trip Biography – Brunel Character description Narrative (innovation)</p>
	Prior knowledge	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Write sentences by saying out loud what they are going to write.</p> <p>'2A' sentences (Alan Peat)</p>	<p>Spell common exception words from phase 5.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Compose a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Join words and join clauses using 'and'.</p>	<p>Apply simple spelling rules and guidance.</p> <p>Consistently punctuate sentence with a capital letter and a full stop.</p> <p>Punctuate sentences with a question mark and an exclamation mark.</p>	<p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Leave spaces between words.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Re-read what they have written to check that it makes sense.</p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
	New knowledge	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p>	<p>Learn to spell common exception words.</p> <p>Write from memory simple sentences dictated by the</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some</p>	<p>Use spacing between words that reflects the size of the letters.</p>	<p>Learn to spell more words with contracted forms.</p>	<p>Learn the possessive apostrophe (singular)</p>




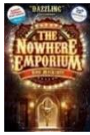


	<p>Learn to spell common exception words.</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Write narratives about the experiences of others (fictional).</p> <p>Write poetry.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Use simple expanded noun phrases to describe.</p> <p>'List' sentences (Alan Peat)</p>	<p>teacher that include words using the GPCs and common exception words and punctuation taught so far.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Write for different purposes – to inform.</p> <p>Write down ideas and/or key words, including vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense.</p> <p>Use sentences with different forms: statement, question.</p> <p>Use co-ordination (using or, and, but)</p> <p>'BOYs' sentences (Alan Peat)</p>	<p>words with each spelling, including a few common homophones.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write narratives about the experiences of others (real or fictional).</p> <p>Write for different purposes – to explain.</p> <p>Use new punctuation correctly – commas for lists.</p> <p>Use sentences with different forms: exclamation, command.</p> <p>Use subordination (using when, if, that, because).</p> <p>'What +!' sentences (Alan Peat)</p>	<p>Re-read to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use simple expanded noun phrases to specify.</p> <p>'-ly' sentences (Alan Peat)</p>	<p>Add suffixes to spell longer words, including – ful, -less, -ly.</p> <p>Distinguish between homophones and near homophones.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Proof-read to check for errors in spelling and punctuation.</p> <p>Use new punctuation correctly – apostrophes for contracted forms.</p>	<p>Add suffixes to spell longer words, including – ment, -ness.</p> <p>Write about real events.</p> <p>Write narratives about personal experiences.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Use new punctuation correctly – apostrophes for the possessive (singular).</p> <p>Similes (Alan Peat)</p>
Key vocabulary	<p>Subject: narrative, fiction, poetry, noun, adjective, expanded noun phrase, list, verb</p> <p>Content: conscience, opinion, thoughts, emotion, eye-witness...</p> <p>village, crops, weeping, scorching, ebony...</p>	<p>Subject: inform, statement, question, co-ordinating conjunctions, compound sentence</p> <p>Content: freezing, creaking, towering, hollow, outstretched...</p> <p>hitch, stumble, amaze, beast, creature...</p>	<p>Subject: homophone, explain, comma, exclamation, command</p> <p>Content: plague, rebuilt, architect, spread, thatched...</p> <p>dormouse, frosty...</p>	<p>Subject: tense, past, present, progressive, continuous, adverb</p> <p>Content: arrondissement, priority, preparation, treasured, possessions...</p> <p>taught, understood, tame, wild...</p>	<p>Subject: contraction, suffix, real, proof-read</p> <p>Content: barbaric, cruel, stormy, hunting...</p>	<p>Subject: apostrophe, possessive, suffix</p> <p>Content: apprentice, collapsed, propeller, navvy, tunnelling...</p> <p>disused, definitely, whine, lugged, nuzzled...</p>

Year 3	Area of learning	 <p>Writing opportunities: Character description Setting description Diary Narrative (story of a film) Innovating a story Non-chronological report (plants)</p>	 <p>Writing opportunities: Letter from Ivan Setting description Longer narrative (journey with suspense) Instructions Non-chronological report (volcanoes)</p>	 <p>Writing opportunities: Character description Setting description Diary Longer narrative (quest) Non-chronological report (Horrible Histories)</p>	 <p>Writing opportunities: Setting description Character description Short narrative Recount</p>	 <p>Writing opportunities: Short narrative with an alternative ending Instructions (How to wash a woolly mammoth) Persuasive writing</p>	 <p>Writing opportunities: Character description Poetry Diary Newspaper report (Iron Man)</p>
	Prior knowledge	<p>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Encapsulate what they want to say, sentence by sentence.</p>	<p>Write down ideas and/or key words, including vocabulary.</p> <p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Use simple expanded noun phrases to describe and specify.</p> <p>Use new punctuation correctly – commas for lists.</p>	<p>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly.</p> <p>Write for different purposes.</p> <p>Evaluate their writing with the teacher and other pupils.</p>	<p>Distinguish between homophones and near homophones.</p> <p>Re-read to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Learn to spell common exception words.</p>	



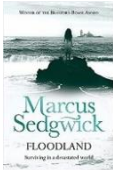


		<p>Proof-read to check for errors in spelling and punctuation.</p> <p>Use subordination (using when, if, that, because).</p>					
	New knowledge	<p>Use further prefixes (un-, dis-) and suffixes (-s, -es, -er, -ed, -ing).</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Compose and rehearse sentences orally.</p> <p>Proof-read for spelling, punctuation and grammar errors.</p> <p>Extend the range of sentences with more than one clause by beginning to use a wider range of conjunctions, including when, if, because, although.</p>	<p>Use further prefixes (mis-, re-).</p> <p>Discuss and record ideas.</p> <p>In narratives, create settings and characters.</p> <p>Read aloud their own writing, to a group, using appropriate intonation so that the meaning is clear.</p> <p>Organise writing into broad paragraphs (for example beginning, middle end).</p> <p>Use noun phrases expanded with adjectives and adverbs.</p> <p>Use apostrophes for contractions.</p>	<p>Use further prefixes (sub-, tele-) and suffixes (-ness, -ful, -ly).</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p>Compose and rehearse sentences orally, building a varied and rich vocabulary.</p> <p>In non-narrative material, use simple organisational devices (for example headings and sub-headings).</p> <p>Assess the effectiveness of their own writing.</p> <p>Understand word families based on common words, showing how words are related in form and meaning.</p> <p>Use the present perfect form of verbs instead of the simple past.</p> <p>Use apostrophes for singular possession.</p>	<p>Use further prefixes (super-, auto-)</p> <p>Spell further homophones.</p> <p>In narratives, create settings, characters and simple plots.</p> <p>Propose changes to grammar and vocabulary to improve consistency.</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause.</p> <p>Use and punctuate direct speech with inverted commas.</p> <p>'2 pairs' sentences (Alan Peat)</p>	<p>Spell words that are often misspelt.</p> <p>Spell some words from the Y3/4 spelling list correctly.</p> <p>Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion.</p> <p>Use the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel.</p> <p>'Verb, person' sentences (Alan Peat)</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation.</p> <p>Use the progressive form of the verb to show actions in progress.</p> <p>'Emotion word' sentences (Alan Peat)</p> <p>'The more, the more' sentences (Alan Peat)</p>

	Key vocabulary	<p>Subject: noun, prefixes, suffixes, compound, complex, clause, subordinate clause, coordinating conjunction, subordinating conjunction, proof-read, vocabulary</p> <p>Content: relieved, sparkled, wonder, shimmering, immediately...</p> <p>germination, pollination, nutrients, photosynthesis, dispersal...</p>	<p>Subject: narrative, setting, character, paragraph, adverb, fronted adverbial, comma</p> <p>Content: celandine, wisps, ravine, suspense...</p> <p>eruption, lava, magma, igneous, mantle...</p>	<p>Subject: heading, sub-heading, word family, present perfect tense, past tense</p>	<p>Subject: conjunction, adverb, preposition, time, place, cause, direct speech, inverted commas/speech marks, adjective</p> <p>Content: impatiently, lanterns, fidgeted, twitched, dim...</p>	<p>Subject: verb, consonant, vowel, tense, past, present perfect</p> <p>Content: prehistoric, gloomy, eerie, dappled, dank...</p> <p>notoriously, elevation...</p>	<p>Subject: emotion</p> <p>Content: brink, toppled, nothingness, snag...</p>
Year 4	Area of learning	 <p>Writing opportunities: Setting description Shorter narrative (additional scene) Longer narrative (alternative ending) Non-chronological report (mythical creatures)</p>	<p>Writing opportunities: Setting description Character description Diary Letter in character Newspaper report Explanation text</p>	<p>Writing opportunities: Poetry Character description Setting description Longer narrative Non-chronological report Balanced discussion</p>	<p>Writing opportunities: Longer narrative Newspaper report Persuasive advert Persuasive letter Diary Instructions</p>	<p>Writing opportunities: Setting description (Contrasting – Pompeii before and after eruption) Poetry Newspaper report Narrative</p>	<p>Writing opportunities: Character description Recount New chapter</p>
	Prior knowledge	<p>Spell further homophones.</p> <p>Spell words which are often misspelt.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Organise writing into broad paragraphs (for</p>	<p>Use further prefixes and suffixes.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn</p>	<p>Learn the possessive apostrophe (singular).</p> <p>Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation.</p>	<p>Use further prefixes and suffixes.</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p>Use expanded noun phrases to describe and specify.</p>	<p>Use further prefixes and suffixes.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>'Emotion word' sentences (Alan Peat)</p>	<p>Propose changes to grammar and vocabulary to improve consistency.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion.</p>

		<p>example beginning, middle end).</p> <p>In narratives, create settings, characters and simple plots.</p>	<p>from its structure and vocabulary.</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause.</p> <p>Use and punctuate direct speech with inverted commas.</p>	<p>Extend the range of sentences with more than one clause by beginning to use a wider range of conjunctions, including when, if, because, although.</p>			
	New knowledge	<p>Spell further homophones.</p> <p>Spell words which are often misspelt.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plots.</p> <p>Use fronted adverbials for manner, place and time.</p> <p>Use commas to mark fronted adverbials.</p>	<p>Use further prefixes (in-, im-, il-, ir-) and suffixes (-ed, -er, -ing, -en).</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Use a wider range of conjunctions, adverbs and prepositions to express time, place and cause.</p> <p>Use and punctuate direct speech with inverted commas and other punctuation (e.g. comma after reported clause).</p>	<p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Compose and rehearse sentences orally, including dialogue.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Extend the range of sentences with more than one clause by beginning to use a wider range of conjunctions, including when, if, because, although, in different places within a sentence – positioning the subordinate clause at the start and at the end.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p>	<p>Use further prefixes (anti-, inter-).</p> <p>Use the first three letters of a word to check its spelling in a dictionary.</p> <p>Use noun phrases expanded by the addition of modifying determiners, adjectives, nouns and prepositional phrases.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>'4A' sentences (Alan Peat)</p>	<p>Use further suffixes (-ous).</p> <p>Spell most words from the Y3/4 spelling list correctly.</p> <p>Use headings and sub-headings appropriately in non-fiction writing.</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Accurately manage tense changes where needed.</p> <p>'3 -ed' sentences (Alan Peat)</p>	<p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>'Short' sentences (Alan Peat)</p>

Year 5				Learn the grammatical difference between plural and possessive –s.			
	Key vocabulary	<p>Subject: homophone, paragraph, theme, narrative, character, setting, plot, sentence, clause, main clause, subordinate clause, conjunction, subordinating conjunction</p> <p>Content: demanded, scurried, scuttled, scrabbled, barricade...</p> <p>Minotaur, hero, unravel...</p>	<p>Subject: prefix, suffix, legible, structure, vocabulary, grammar, conjunction, adverb, preposition, direct speech, inverted comma, reported clause</p> <p>Content: detention, glimpse, succulent, veranda, retorted</p>	<p>Subject: possessive, apostrophe, dialogue, reported clause, plural, adverbial</p> <p>Content: lulled, generations, troupe, smouldering, wondrous</p>	<p>Subject: present perfect, past tense, determiner, noun phrase, adjective, prepositional phrase</p> <p>Content: civilised, yearned, drape, purveyor, boughs...</p> <p>hustling, gnawing, offended, yowling, orbiting...</p>	<p>Subject: emotion, adjective</p> <p>Content: haggling, quivered, brayed, looming...</p>	<p>Subject: pronoun, possessive pronoun, noun, cohesion</p> <p>Content:</p>
	Area of learning	 <p>Writing opportunities: Character description Setting description Narrative (flashback) Non-chronological report Newspaper report Poetry</p>	 <p>Writing opportunities: Diary (ship's log) Narrative (adventure) Setting description Recount Balanced argument (travel around the world)</p>	 <p>Writing opportunities: Biography (Shackleton) Non-chronological report (Endurance) Persuasive writing (job application) Newspaper report Diary Narrative non-fiction</p>	 <p>Writing opportunities: Setting description Diary Narrative Newspaper report Balanced argument (Daniel)</p>	 <p>Writing opportunities: Setting description Recount Instructions Newspaper report Persuasive letter (invitation) Narrative (conquering the monster)</p>	 <p>Writing opportunities: Character description Setting description Non-chronological report (dragons) Newspaper report Narrative Poetry</p>
	Prior knowledge	<p>Spell further homophones.</p> <p>Spell words which are often misspelt.</p> <p>Use the first three letters of a word to check its spelling in a dictionary.</p> <p>Discuss writing similar to that which they are planning to write in order</p>	<p>Use further prefixes and suffixes.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plots.</p>	<p>Use further prefixes and suffixes.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>In non-narrative material, use simple organisational devices (for example headings and sub-headings).</p>	<p>In narratives, create settings, characters and plots.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Use commas after fronted adverbials.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Extend the range of sentences with more than one clause by beginning to use a wider range of conjunctions, including</p>

	<p>to understand and learn from its structure, vocabulary and grammar.</p> <p>Use commas to mark fronted adverbials.</p>				<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use noun phrases expanded by the addition of modifying determiners, adjectives, nouns and prepositional phrases.</p>	<p>when, if, because, although, in different places within a sentence – positioning the subordinate clause at the start and at the end.</p>
New knowledge	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Use relative clauses beginning with who, which, where, when, whose or that.</p> <p>Use commas to mark subordinate and relative clauses.</p>	<p>Use further suffixes (-s, -es, -ies) and understand the guidance for adding them.</p> <p>Continue to distinguish between homophones.</p> <p>Use a thesaurus.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>In narratives, describe and develop settings and characters.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>'Paired conjunction' sentences (Alan Peat)</p>	<p>Use further suffixes (-fer) and understand the guidance for adding them.</p> <p>Choose which shapes of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Use further organisational and presentational devices to text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Punctuate bullet points consistently.</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can enhance meaning.</p> <p>In narratives, integrate dialogue to show the relationship between characters.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Write in a consistent and joined style, with increased quality and speed.</p> <p>In narratives, integrate dialogue to move the action on.</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Spell some words from the Y5/6 spelling list correctly.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>'Outside (Inside)' sentences (Alan Peat)</p> <p>Write complex sentence with the subordinate clauses at the start, middle and end of the sentence.</p>

	Key vocabulary	<p>Subject: homophones, expanded noun phrase, relative clause, relative pronoun</p> <p>Content: steeples, ledge, inch, plummeted, frantically...</p> <p>detritus, scavenge, fashioned, burnished, indecipherable...</p>	<p>Subject: suffixes, homophone, narrative, atmosphere, cohesion, adverbial, adverb, modal verb, conjunction</p> <p>Content: laboriously, inquisitive, elongated, intertwining, impenetrable...</p>	<p>Subject: suffixes, audience, purpose, form, organisational, presentational, bullet points, formal, informal</p> <p>Content: blizzard, crevasses, dehydration, glacier, precipice...</p>	<p>Subject: morphology, etymology, dialogue, convey, consistent, tense, brackets, dashes, commas, parenthesis comma, ambiguity</p> <p>Content: emporium, abuzz, intricate, enchanted, splendour...</p>	<p>Subject: perfect form</p> <p>Content: fiend, massacre, prosper, lament, merciless...</p> <p>Content:</p>	
Year 6	Area of learning	 <p>Writing opportunities: Character description Setting description Alternative ending Non-chronological report (London Eye) Travel brochure (London) Newspaper report (Salim's disappearance)</p>	 <p>Writing opportunities: Poetry (In Flanders Field) Short narrative Instructions (how to escape) Biography (Dr Barnardo) Diary (workhouse) Non-chronological report (Victorian Day)</p>	 <p>Writing opportunities: Short narrative (opening) Alternative ending Explanation (how the world flooded) Non-chronological report (tribe) Persuasive argument Balanced discussion (what should Zoe do?)</p>	 <p>Writing opportunities: Diary entries (on board HMS Beagle) Letter Non-chronological report (peppered moth) Campaign (save the dragons) Balanced discussion (should animals be kept in zoos?)</p>	 <p>Writing opportunities: Recount Diary entry Newspaper report (events of Tuesday) Narrative – Sequel/Prequel</p>	 <p>Writing opportunities: Description Non-chronological report (purple bird) Newspaper report (capture of the purple bird) Narrative Diary Persuasive (cross the border) Discussion (stay or leave?)</p>
	Prior knowledge	<p>Continue to distinguish between homophones.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form.</p>	<p>Use further suffixes (-s, -es, -ies) and understand the guidance for adding them.</p> <p>Write in a consistent and joined style, with increased quality and speed.</p> <p>Select appropriate grammar and vocabulary, understanding how such</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning.</p>	<p>Continue to distinguish between homophones.</p> <p>Use further organisational and presentational devices to text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p>	<p>Spell some words with 'silent' letters.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing.</p>	

		Use a wide range of devices to build cohesion within paragraphs.	choices can enhance meaning. In narratives, integrate dialogue to show the relationship between characters and move the action on.	In narratives, describe and develop settings and characters.	Use brackets, dashes or commas to indicate parenthesis.		
	New knowledge	Continue to distinguish between homophones and other words which are confused. Use dictionaries to check the spelling and meaning of words. Identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own. Use a wide range of devices to build cohesion within and across paragraphs (e.g. cohesive devices, repetition, adverbials, ellipsis). Use passive verbs to affect the presentation of information in a sentence.	Use further suffixes (-fer) and understand the guidance for adding them. Maintain legibility in joined handwriting when writing at speed. In narratives, integrate dialogue to convey character and advance the action. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use colons to introduce a list.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Propose changes to vocabulary, grammar and punctuation to enhance effects. In narratives, describe settings, character and atmosphere. Use verb tenses consistently and correctly throughout their writing. 'Imagine 3 examples:' sentences (Alan Peat)	Choose the writing implement that is best suited for a task. Precise longer passages. Ensure correct subject and verb agreement, distinguishing between the language of speech and writing and choosing the appropriate register. Use semi-colons, colons or dashes to mark boundaries between independent clauses. When_; when_; when_; then_. Sentences (Alan Peat)	Spell some words with 'silent' letters. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Tell: show 3; examples sentences (Alan Peat)	Use hyphens to avoid ambiguity. 'Getting worse/Getting better' sentences (Alan Peat)
	Key vocabulary	Subject: homophones, audience, purpose, form, cohesion, cohesive devices, paragraphs, repetition, ellipsis, active, passive Content: desolate, forbidden, immortal, lacquered, scent...	Subject: suffixes, dialogue, advance, colon, dash Content: poverty, plight, destitute, refuge, malevolent...	Subject: morphology, etymology, atmosphere Content: abandoned, derelict, marauding, desperate, inhabitants...	Subject: register, formal, informal, hyphen, subject, object, semi-colon, independent clause, dependent clause Content: adaptation, evolution, unfurl, speckled, charcoal...	Subject: subjunctive Content: cascade, galleon, brandished, hollows, torrent...	Subject: synonyms, antonyms Content: chaos, refugee, migrating, border, exodus...

		cantilevered, catastrophe, spontaneous, theory, combustion...			expedition, undiscovered, specimen, enchanted, stranded...		
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