



Writing Long Term Plan

EYFS						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Phonics	Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l	Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est /ed/, –est	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words
Tricky words	is I the	put* pull* full* as and has his her go no to into she push* he of we me be	was you they my by all are sure pure	No new tricky words Review all taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far
Handwriting	Preparation and practice (Wk1-2) • Teach the 'Ready to write' checklist • Engage in motor development activities • Practise with patterns Unit 1: Practising patterns • Horizontal lines, Vertical lines, Wavy lines, Circles (Wk1) • Up curves, Down curves, Mixed-height curves, Letter C (Wk2)	Unit 2: Curly letter family • c, a, d (Wk5) • g, o, q (Wk6) • e, s, f (Wk7) Unit 3: Long letter family • l, i, t (Wk8) • j, u, y (Wk9) Unit 4: Bouncy letter family • m, n, r (Week 10) Unit 4: Bouncy letter family • b, p, h (Wk11)	Unit 5: Zig-zag letter family • v, w, x (Wk12) • z, k (Wk13) Unit 6: Capital letters • Cc, Aa, Dd (Wk15) • Gg, Oo, Qq (Wk16) • Ee, Ss, Ff (Wk17)	Unit 6: Capital letters • Ll, Ii, Tt (Wk18) • Jj, Uu, Yy (Wk19) • Mm, Nn, Rr (Week 21) • Bb, Pp, Hh (Week 22) • Vv, Ww, Xx (Week 23) • Zz, Kk (Week 24)	Unit 7: Digraphs and trigraphs • ff, ll, ss (Wk26) • zz, ck, qu (Wk27) • ch, sh, th (Wk28) • ng, nk, ai (Wk29) • ee, igh, oa (Wk30) Assess and review week (Wk31 – before or after half-term) • oo, ar, or (Wk32) • ur, ow, oi (Wk33)	Unit 7: Digraphs and trigraphs • ear, air, er plus Assess and review (Wk34) Assess and review all letters as needed (Wk35 onwards)

	• Spirals, Crosses, Turrets, Diagonals (Wk3) • Zig-zags, Sideways V, Letter X, Triangles (Wk4)					
Texts	Family and Me Where we live- In every house on every street Six Dinner Sid I am an artist The Colour Monster Room on a Broom	Bonfire Night Rama and Sita Bertie's Poppy Eight Nights Eight Lights Kipper's birthday party Jesus' Christmas Party Farmer Christmas a festive farmyard.	Matisse's Magical Trail Topsy and Tim go to the Dentist Puddles and the Christening Splash The Great Race Let's Play! The Frog Olympics	The Gruffalo Snail and the Whale Zog The Smartest Giant in Town Stick man	Jack and the Beanstalk Goldilocks Gingerbread man The Enormous Turnip Superworm The Hungry Caterpillar What the Ladybird Heard Mad About Minibeasts Poetry	Sam Plants a Sunflower The Secret Garden Sports Day The Sea Pirates The Troll Carnival To carnival! Topsy and Tim Someone Swallowed Stanley

Year 1

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Phonics	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	PSC – No new GPCs or tricky words	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more
Tricky words	Review Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	their people oh your Mr Mrs Ms ask* could would should our house mouse water want	any many again who whole where two school call different thought through friend work	once laugh because eye	PSC – No new GPCs or tricky words	busy beautiful pretty hour move improve parents shoe
Handwriting	Unit 1: Lower-case letters • c, a, d, g, o, q (Wk1) • e, s, f, l, i, t (Wk2) • j, u, y, m, n, r (Wk3) • b, p, h, v, w, x (Wk4)	Unit 2: Applying capital letters • A, B, C, D (Wk7) • E, F, J, H (Wk8) • I, J, K, L (Wk9) • M, N, O, P (Wk10)	Unit 3: Forming digits • Numbers 0–5 (Wk1) • Numbers 6–9 (Wk2) Unit 4: Digraphs and trigraphs	Unit 5: Useful words Focus words: • and, go, his, be, her, full, he, into (Wk7) • push, pull, she, put, the, me, is, as (Wk8)	Unit 6: Words with Phase 5 GPCs Writing words with the GPCs: • ay, a-e, ea, e (Wk1) • ie, i-e, o, o-e (Wk2)	Unit 7: Days of the week • Monday, Tuesday, Wednesday, Thursday (Wk8)

	• z, k (Wk5) • Assess and review (Wk6)	• Q, R, S, T (Wk11) • U, V, W, X, Y, Z (Wk12) • Assess and review (Wk13)	• ll, ff, ss, zz, qu, ck, ch, sh (Wk3) • th, ng, nk, ai, ee, igh, oa, oo (Wk4) • ar, or, ur, ow, oi, ear, air, er (Wk5) • Assess and review (Wk6)	• we, to, all, are, by, my, I, was (Wk9) • they, said, you, come, do, have, here, like (Wk10) • love, little, has, one, some, there, so, today (Wk11) • Assess and review (Wk12)	• ue, ew, u-e, aw (Wk3) • ea, ir, ou, oy (Wk4) • i, a, ow, u (Wk5) • ph, wh, ie, g (Wk6) • Assess and review (Wk7)	• Friday, Saturday, Sunday (Wk9) Unit 8: Sentences with punctuation • Focus punctuation: . ? ! (Wk10) Unit 9: Sentences with useful words • Focus words: again, ask, because, could, eye, beautiful, friend, call (Wk11) • Focus words: laugh, our, people, house, school, should, their, water (Wk12) • Assess and review (Wk13)
Punctuation	Begin to punctuate sentences using a capital letter and a full stop.	Begin to punctuate sentences using a capital letter and a full stop	Begin to punctuate sentences using a capital letter and a full stop Begin to punctuate sentences using a '?' or '!'	Begin to punctuate sentences using a capital letter and a full stop Begin to punctuate sentences using a '?' or '!'	Begin to punctuate sentences using a capital letter and a full stop Begin to punctuate sentences using a '?' or '!'	Begin to punctuate sentences using a capital letter and a full stop Begin to punctuate sentences using a '?' or '!'
Sentence level	How words combine to make sentences Leave spaces between words.	How words combine to make sentences Leave spaces between words.	How words combine to make sentences Leave spaces between words.	How words combine to make sentences Leave spaces between words.	How words combine to make sentences Leave spaces between words. Use 'and' to join sentences together	How words combine to make sentences Leave spaces between words. Use 'and' to join sentences together
Texts	Mad about Minibeasts Dear Dinosaur Slug needs a hug	Traction Man Rama and Sita When Santa got stuck up the chimney The First Christmas	All about the weather Noah's Ark Colour Monster Who has seen the wind (poetry) Mind you winter wind (poetry)	Old Bear Grandpa The Teddy Bear Come, Seasons go Tree	The Lighthouse Keeper's Lunch Tiny Seed Hungry Caterpillar	Lucy and Tom series

Year 2

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Spelling	<u>Week 1</u> /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou <u>Week 2</u> /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow <u>Week 3</u> /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si <u>Week 4</u> /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our r <u>Week 5</u> ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	<u>Week 1</u> What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? <u>Week 2</u> Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? <u>Week 3</u> Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? <u>Week 4</u> When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? <u>Week 5</u> Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	<u>Week 1 and 2</u> Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? <u>Week 3 and 4</u> Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? <u>Week 5</u> Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	<u>Week 1 and 2</u> The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? <u>Week 3</u> Why do I swap the 'y' for an 'i' when I add the suffix -es? <u>Week 4</u> Why do some words have the spelling 'ey' for the sound /ee/? <u>Week 5</u> Why do some words end -le, -al, -il or -el?	<u>Week 1</u> Why does 'c' make the sound /s/ in some words? <u>Week 2</u> How can I spell the sound /zh/? <u>Week 3 and 4</u> What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? <u>Week 5</u> How can I show missing letters in a word?	<u>Week 1 and 2</u> Why do some longer words have the spelling 'ti' for /sh/? <u>Week 3</u> How do I use the possessive apostrophe (singular possession)? <u>Week 4 and 5</u> When do I swap, drop or double? (-ing, -er, -est, -y, -ed)
Tricky words	people eye whole through improve move prove shoe two who beautiful their parents thought sure once again any many friend busy pretty because laugh**	None	once two knight/night any many one/won <i>Review</i> where/wear	who whole our/hour people friend quite quiet move improve see/sea Review	beautiful laugh here/hear busy pretty be/bee parents because bare/bear	eye shoe sun/son thought through whole/hole Review blue/blew

	friend			to/too/two	Review there/their/they're	
Handwriting	<i>c o a d g q</i> <i>i l j k t f</i> <i>r n m h b p</i> <i>u y</i> <i>w x z</i> <i>e s</i>	L F E H T I U C O Q G S J D P B R K A M N V W X Y Z 0 1 2 3 4 5 6 7 8 9	Diagonal joins to letters without ascenders Horizontal joins to letters without ascenders Diagonal joins to letters with ascenders Horizontal joins to letters with ascenders	Diagonal joins to letters without ascenders Horizontal joins to letters without ascenders Diagonal joins to letters with ascenders Horizontal joins to letters with ascenders	Practise and Refinement of Joins: <i>in ine</i> <i>ut ute</i> <i>ve vi</i> <i>ok oh</i> <i>sh as es</i> <i>ri ru ry</i>	Practise and Refinement of Joins: <i>oa ad as</i> <i>ee ea ed</i> <i>ow ov ox</i> <i>ky hy ly</i> <i>ha ta pa</i> <i>od oo og</i>
Punctuation	A . ? !	A . ? ! , (in a list) ' (contraction)	A . ? ! , (in a list) ' (contraction)	A . ? ! , (in a list) ' (contraction and possession)	A . ? ! , (in a list) ' (contraction and possession)	A . ? ! , (in a list) ' (contraction and possession)
Sentence level	Use co-ordination (using 'or', 'and', 'but') Use sub-ordination (using 'when', 'if', 'that', or 'because') Expanded noun phrases to describe and specify	Use co-ordination (using 'or', 'and', 'but') Use sub-ordination (using 'when', 'if', 'that', or 'because') Expanded noun phrases to describe and specify	Use co-ordination (using 'or', 'and', 'but') Use sub-ordination (using 'when', 'if', 'that', or 'because') Expanded noun phrases to describe and specify How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Use co-ordination (using 'or', 'and', 'but') Use sub-ordination (using 'when', 'if', 'that', or 'because') Expanded noun phrases to describe and specify How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Use co-ordination (using 'or', 'and', 'but') Use sub-ordination (using 'when', 'if', 'that', or 'because') Expanded noun phrases to describe and specify How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Use co-ordination (using 'or', 'and', 'but') Use sub-ordination (using 'when', 'if', 'that', or 'because') Expanded noun phrases to describe and specify How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Texts	Ning Nang Nong (poetry) The Jungle Book Where the wild things are Rumble in the Jungle	Where the Poppies now Grow The Three Little Pigs The true story of the three little pigs Everything you need for a tree house The Christmas Story	Vlad and the Great Fire of London The Baker's Boy and the Great Fire of London, A day in London The Great Plague The Black Death	The Boy Who Grew Dragons series Wanted- the perfect pet	Little people big dreams Florence Nightingale	Paddington Bear Series

Year 3

	Autumn Term	Spring Term	Summer Term
Spelling	Adding the prefixes dis- and in- Adding the prefix im- to root words beginning with m or p Adding the suffix -ous Adding the suffix -ly (to adjectives to form adverbs) Words ending in -ture Adding -ation to verbs to form nouns Words with the c sound spelt ch	Words with the sh sound spelt ch Adding the suffix -ion (to root words ending in t or te) Adding the suffix -ian (to root words ending in c or cs) Adding the prefix re- Adding the prefix anti- Adding the prefix super- Adding the prefix sub- The short i sound spelt with the letter y	Read and spell additional homophones e.g. he'll, heal, heel and near homophones Spell correctly word families based on common words, showing how words are related in form and meaning e.g. solve, solution Spell identified commonly misspelt words from Year 3 and 4 word list (see spelling appendix) Use the first 2 or 3 letters of a word to check its spelling in a dictionary
Handwriting	<i>c o a d g q</i> <i>i l j k t f</i> <i>r n m h b p</i> <i>u y</i> <i>v w x z</i> <i>e s</i> L F E H T I U C O Q G S J D P B R K A M N V W X Y Z 0 1 2 3 4 5 6 7 8 9	Diagonal joins to letters without ascenders Horizontal joins to letters without ascenders Diagonal joins to letters with ascenders Horizontal joins to letters with ascenders <i>in ine</i> (Further practice of the 4 handwriting joins) <i>ut ute</i> (Further practice of the 4 handwriting joins) <i>ve vi</i> (Further practice of the 4 handwriting joins) <i>ok oh</i> (Further practice of the 4 handwriting joins)	<i>sh as es</i> Two ways of joining s <i>ri ru ry</i> Joining from r <i>oa ad as</i> Joining to and from a <i>ee ea ed</i> Joining from e <i>ow on ox</i> Joining from o <i>ky hy ly</i> Joining to y <i>ha ta fa</i> Joining to a <i>od oo og</i> Joining from o <i>er ir ur</i> Joining to r <i>ai al ay</i> Joining from a <i>you, oi</i> Joining to and from o <i>re oe fe</i> Horizontal join to e <i>fu wu nu</i> Horizontal join to u <i>ot ol ok</i> Joining o to ascenders <i>if fit fun</i> Joining to and from f <i>in na on</i> Joining to and from v
Punctuation	Revision of all taught punctuation: A . ? ! , (in a list)	Revision of all taught punctuation: A . ? ! , (in a list)	Revision of all taught punctuation: A . ? ! , (in a list)

	' (contraction and possession) Introduce: Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use of inverted commas to punctuate direct speech	' (contraction and possession) Introduce: Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use of inverted commas to punctuate direct speech	' (contraction and possession) Introduce: Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use of inverted commas to punctuate direct speech
Sentence level	Use a range of sentences with more than 1 clause by using a wider range of conjunctions e.g. when, if, because, although Use adverbs, conjunctions and prepositions to express time and cause	Use a range of sentences with more than 1 clause by using a wider range of conjunctions e.g. when, if, because, although Use adverbs, conjunctions and prepositions to express time and cause	Use a range of sentences with more than 1 clause by using a wider range of conjunctions e.g. when, if, because, although Use adverbs, conjunctions and prepositions to express time and cause
Genres	<u>Extended Write</u> Non-chronological report – Mary Anning Narrative - Halloween <u>Big Write</u> Description – History cross-curricular writing Description – Christmas <u>Writing Process</u> Narrative – Stone Age story cross curricular links to History Diary – Linked to Remembrance Day	<u>Extended Write</u> Story – Linked to Inspirational person Amy Johnson Discussion text – Topic cross-curricular writing <u>Big Write</u> Description – Science cross-curricular writing linked to plants (also linked to Secret Garden text) Description – History cross-curricular writing linked to the Ancient Egyptians <u>Writing Process</u> Explanation text – Science cross-curricular writing linked to plants Story – History cross-curricular writing linked to the Ancient Egyptians	<u>Extended Write</u> Biography – Inspirational person - Stephen Hawking Recount – RE Trip <u>Big Write</u> Description – RE cross-curricular writing Description – <u>Writing Process</u> Playscript – Topic cross-curricular writing Instructions – Science cross-curricular writing
Texts	Stone Age Boy The Egyptian Cinderella Cloud Busting Malorie Blackman	The Lost Words (poetry) Little Wings: The Story of Amy Johnson	Iron Man The Secret Garden The Sheep Pig

Year 4

	Autumn Term	Spring Term	Summer Term
Spelling	Adding the prefix mis– and revising un–, in–, dis– Words ending in zhuh spelt –sure Adding the prefix auto– Adding the suffix –ly Adding the prefix inter– Words with the ay sound spelt eigh, ei, ey Words ending in –ous Possessive apostrophes with plural words. The short <i>u</i> sound spelt ou	Words with the s sound spelt sc Words ending in zhun spelt –sion Adding il– and revising un–, in–, mis–, dis– The c sound spelt –que and the g sound spelt –gue Adding ir– to words beginning with r Adding the suffix –ion (1)	Place the possessive apostrophe accurately in words with regular plurals Recognise and spell additional homophones e.g. accept and except; whose and who's Spell identified commonly misspelt words from Year 3 and 4 word list Spell words with additional prefixes and understand how to add them to root words e.g. , 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-', Spell words with additional prefixes and understand how to add them to root words e.g. , 'un-', 'dis-', 'mis-', 'in-', Spell words with additional suffixes and understand how to add them to root words e.g. '-ation', '-ion', '-ian', '-tion', Use the first 2 or 3 letters of a word to check its spelling in a dictionary
Handwriting	Diagonal joins to letters without ascenders Horizontal joins to letters without ascenders Diagonal joins to letters with ascenders Horizontal joins to letters with ascenders <i>in ine</i> (Further practice of the 4 handwriting joins) <i>ut ute</i> (Further practice of the 4 handwriting joins) <i>ne ni</i> (Further practice of the 4 handwriting joins) <i>ok oh</i> (Further practice of the 4 handwriting joins)	<i>sh as es</i> Two ways of joining s <i>ri ru ry</i> Joining from r <i>oa ad as</i> Joining to and from a <i>ee ea ed</i> Joining from e <i>ow or ox</i> Joining from o <i>ky hy ly</i> Joining to y <i>ha ta fa</i> Joining to a <i>od oo og</i> Joining from o <i>er ir ur</i> Joining to r <i>ai al ay</i> Joining from a <i>you, oi,</i> Joining to and from o <i>re oe fe</i> Horizontal join to e <i>fu wu nu</i> Horizontal join to u <i>ot ol ok</i> Joining o to ascenders <i>if fit fun</i> Joining to and from f <i>in na on</i> Joining to and from v	ning ping ting oc od oo ake ome are fla flo fle who wha whe ie in il inly ky ny a par an ick uck ack he we re fte fir fin wra wri kni (silent letters) ii ll tt rr nn mm cc oo dd ss ff ee (double letters) ew ev ex th ht fl ac ag af

Punctuation	Revision of all taught punctuation: A . ? ! , (in a list) ' (contraction and possession) Introduce: Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use of inverted commas to punctuate direct speech Introduce: Use apostrophes to mark plural possession Use commas after fronted adverbials Use other punctuation in direct speech including a comma after the reporting clause	Revision of all taught punctuation: A . ? ! , (in a list) ' (contraction and possession) Introduce: Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use of inverted commas to punctuate direct speech Use apostrophes to mark plural possession Use commas after fronted adverbials Use other punctuation in direct speech including a comma after the reporting clause	Revision of all taught punctuation: A . ? ! , (in a list) ' (contraction and possession) Introduce: Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use of inverted commas to punctuate direct speech Use apostrophes to mark plural possession Use commas after fronted adverbials Use other punctuation in direct speech including a comma after the reporting clause
Sentence level	Use a range of sentences with more than 1 clause by using a wider range of conjunctions e.g. when, if, because, although Use expanded noun phrases with modifying adjectives and prepositional phrases e.g. the strict teacher with curly hair Use fronted adverbials e.g. later that day, I went shopping	Use a range of sentences with more than 1 clause by using a wider range of conjunctions e.g. when, if, because, although Use expanded noun phrases with modifying adjectives and prepositional phrases e.g. the strict teacher with curly hair Use fronted adverbials e.g. later that day, I went shopping	Use a range of sentences with more than 1 clause by using a wider range of conjunctions e.g. when, if, because, although Use expanded noun phrases with modifying adjectives and prepositional phrases e.g. the strict teacher with curly hair Use fronted adverbials e.g. later that day, I went shopping
Genres	<u>Extended Write</u> Instructions – Science cross-curricular writing linked to materials Letter – Persuasive writing Poetry – Remembrance Day <u>Big Write</u> Description – Science cross-curricular writing linked to materials Description – Science cross-curricular writing linked to senses <u>Writing Process</u> Persuasive Leaflet – Geography cross-curricular linked to the Americas Biography – Science cross-curricular writing linked to sound	<u>Extended Write</u> Newspaper report – History cross-curricular writing linked to Ancient Greeks Recount – Linked to Magna trip <u>Big Write</u> Description – History cross-curricular writing linked to Ancient Greeks Description – Science cross-curricular writing linked to Electricity <u>Writing Process</u> Myth – History cross-curricular linked to Greeks Explanation Text – Science/Geography cross-curricular writing	<u>Extended Write</u> Adventure Story – Science cross-curricular writing linked to animals and their habitats Playscript – History cross curricular writing linked to Romans <u>Big Write</u> Description – Science cross-curricular writing linked to habitats Description –History cross-curricular writing linked to Romans <u>Writing Process</u> Non-chronological report – Science cross-curricular writing linked to animals and their habitats Diary – History cross-curricular writing linked to Romans

Texts	The Late Crew Nim's Island Lion Witch and the Wardrobe – Extract Topsy Turvey World (poetry) Bake me a story How doth the little crocodile – Lewis C The woodcutter and the snow prince	Greek Myths (various) Revolting Rhymes (various) Children's choice	Butterfly Lion Michael Morpurgo Groundbreaking Scientists (Black Stories Matter) by J.P. Miller Chocolate Cake and Hot Food by Michael Rosen (Poetry) Romans on the Rampage by Jeremy Strong
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Year 5

	Autumn Term	Spring Term	Summer Term
Spelling	Words with silent letter b Words ending in -ible Words ending in -able Words with silent letter t Words ending in -ibly and -ably Words ending in -ent Words ending in -ence	The ee sound spelt ei Words ending in -ant, -ance and -ancy Words ending in shus spelt -cious Words ending in shus spelt -tious Words ending in shul spelt -cial or -tial	Add prefixes to a verb e.g re-, over-, dis-, de-, mis-, Distinguish between homophones and other words that are often confused (you must refer to spelling appendix 1 for this) Spell identified commonly misspelt words from Year 5 and 6 word list Spell some words with silent letters e.g. knight, psalm, solemn Use a thesaurus Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary
Handwriting	Consolidation of taught joins: ning ping ting oc od oo ake ome are fla flo fle who wha whe ie in il inly ky ny a par an ick uck ack he we re	Consolidation of taught joins: fte fir fin wra wri kni ii ll tt rr nn mm cc oo dd ss ff ee ew ev ex th ht fl ac ag af Correct formation and sizing of CL Letters surrounding an apostrophe Height of ascender on t Crossing double t	Consistency in sizing of letters Consistency in sizing of letters with ascenders Consistency in sizing of letters with descenders Revision of taught formation and joins as appropriate
Punctuation	Revision of all taught punctuation: Capital letters, full stops, question marks, exclamation marks, commas, apostrophes, inverted commas, Introduction of: brackets and dashes	Revision of all taught punctuation: Capital letters, full stops, question marks, exclamation marks, commas, apostrophes, inverted commas, brackets and dashes	Revision of all taught punctuation: Capital letters, full stops, question marks, exclamation marks, commas, apostrophes, inverted commas, brackets and dashes
Sentence level	Revision of all taught sentence structures: Statements Questions Commands Exclamations Simple Sentences Compound Sentences Expanded Noun Phrases	Revision of all taught sentence structures: Statements Questions Commands Exclamations Simple Sentences Compound Sentences Expanded Noun Phrases	Revision of all taught sentence structures: Statements Questions Commands Exclamations Simple Sentences Compound Sentences Expanded Noun Phrases

	Fronted Adverbials Complex Sentences Introduction of: Relative clauses Use of parenthesis	Fronted Adverbials Complex Sentences Relative clauses Use of parenthesis	Fronted Adverbials Complex Sentences Relative clauses Use of parenthesis
Genres	<u>Extended Write</u> Letter – Linked to children's interest Persuasive writing – DT cross-curricular writing <u>Big Write</u> Description – Linked to the Tempest (set text) Description – Linked to Christmas <u>Writing Process</u> Playscript – The Tempest (set text) Poetry – War Poetry	<u>Extended Write</u> Discussion text – Science cross-curricular writing linked to Earth and Space Description – Linked to Nen and the Lonely Fisherman (set text) <u>Big Write</u> Description – Linked to Science Earth and Space Description – Linked to DT Food <u>Writing Process</u> Narrative – History cross-curricular writing linked to Vikings (Viking Saga) Biography – Inspirational person (Jules Verne or Nellie Bly)	<u>Extended Write</u> Explanation text – Science cross-curricular writing linked to Life Cycles Letter – Transition <u>Big Write</u> Description – Science cross-curricular writing linked to animals Description – Geography cross-curricular writing <u>Writing Process</u> Instructions – Science cross-curricular writing linked to forces Newspaper report – History cross-curricular writing linked to Crime and Punishment
Texts	The Tempest by William Shakespeare (Archaic Text) Cosmic by Frank Cotterell Boyce (Non-Linear Time Sequences) Rosie Revere Engineer by Iggy Peck	How to Train your Dragon by Cressida Cowell Thor's Wedding Day by Bruce Coville The Opening verse of Dulce et Decorum Est Henry Moore The Boy Who Biked the World by Alastair Humphreys Nen and The Lonely Fisherman (Diversity Text) Around the World in Eighty Days by Jane Bingham	Jabberwocky (poem) by Lewis Carroll (Resistant Texts) The Highwayman by Alfred Noyes Revolting Rhymes by Roald Dahl (Complexity of the Plot/Symbol)

Year 6

	Autumn Term	Spring Term	Summer Term
Spelling	Suffixes (revision of all rules) Sh spelt as ti or ci Sh spelt as si or ssi	Silent letters (<i>silent k, g, l, n</i>) The spellings ei and ie Words ending in -ible and -able Plural Nouns	Distinguish between homophones and other words that are often confused Spell identified commonly misspelt words from Year 5 and 6 word list Use a hyphen to join a prefix to a root word Use a thesaurus independently, without prompting Use dictionaries independently to check the spelling and meaning of words
Handwriting	Correct formation and sizing of CL Letters surrounding an apostrophe Height of ascender on t Crossing double t Consistency in sizing of letters Consistency in sizing of letters with ascenders Consistency in sizing of letters with descenders Spacing of letters within words Fluency and Speed writing Different handwriting styles Decorated capital letters	Continue to revise and refine their handwriting style as required.	Continue to revise and refine their handwriting style as required.
Punctuation	Revision of all taught punctuation: Capital letters, full stops, question marks, exclamation marks, commas, apostrophes, inverted commas, brackets, dashes, Introduction of: hyphens bullet points colons semi colons	Continue to revise and refine the use of all taught punctuation.	Continue to revise and refine the use of all taught punctuation.
Sentence level	Revision of all taught sentence structures: Statements Questions Commands Exclamations Simple Sentences Compound Sentences Complex Sentences	Continue to revise and refine the use of all taught sentence structures.	Continue to revise and refine the use of all taught sentence structures.

	Expanded Noun Phrases Fronted Adverbials Use of parenthesis Introduction of: Subjunctive form Passive voice		
Genres	<u>Extended Write</u> Poetry – History cross-curricular writing linked to WWII Non-chronological report – Science cross-curricular writing (Fried Neck Lizard) <u>Big Write</u> Description – Northern Lights Description – History cross-curricular writing linked to Blitz WWII <u>Writing Process</u> News Report – History cross-curricular writing linked to Pompeii Diary - History cross-curricular writing linked to WWII	<u>Assessed Writing</u> Description – The Eye of the Storm Biography – Inspirational person Non-chronological report - Science cross-curricular writing Others according to children's interest SPAG Revision Reading Test Practise and Preparation	<u>Assessed writing</u> Letter – Persuasive/transition Others according to children's interest SPAG Revision Reading Test Practise and Preparation
Texts	Wonder by R.J. Palacio (Complexity of the Narrator) Charge of the Light Brigade by Alfred, Lord Tennyson (Archaic Text) In Flanders Fields (poem) by John McCrae (Complexity of the Plot/Symbol) Anne Frank's Diary by Anne Frank Pig Heart Boy by Malorie Blackman Kensuke's Kingdom by Michael Morpurgo	Who was Charles Darwin? By Deborah Hopkinson Trailblazers: Jane Goodall by Anita Ganeri Oh Maya God (Diversity Text) Electrical Wizard by Elizabeth Rusch	The Tyger by William Blake (Resistant Texts) Blindsided by Priscilla Cummings Holes by Louis Sachar (Non-Linear Time Sequences) Now is the time for Running by Michael Williams