



# RECEPTION

# ENGLISH CURRICULUM

**KNOW IT!**

**TEACH IT!**

**APPLY IT!**

# KNOW IT: WORD WRITING

## Phonics

Children should be taught to segment to spell words containing these structures:

### Initial Code

Unit 1	a, i, m, s, t
Unit 2	n, o, p
Unit 3	b, c, g, h
Unit 4	d, e, f, v
Unit 5	k, l, r, u
Unit 6	j, w, z
Unit 7	x, y, ff, ll, ss, zz
Unit 11	sh, ch, th, ck, wh, ng, qu

## High Frequency Words - Sounds-Write

Children should learn to spell these high-frequency words, as well as their own name.

### Initial Code

Unit 2	is, a
Unit 3	the, I
Unit 4	for, of
Unit 5	are
Unit 6	was
Unit 7	all
Unit 8	some, come
Unit 9	to

Early Writing Skills: Letter Formation	Early Writing Skills: Spelling	Early Writing Skills: Sentence Writing
Children should be taught to:	Children should be taught to:	Children should be taught/given opportunity to:
<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a suitable mark-making tool comfortably and correctly-using a tripod grip in most cases.</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Recognise how letters sit on a line.</li> <li>• Begin to form upper-case (capital) letters correctly so that they can be distinguish from a lower-case letter.</li> <li>• Learn to form digits 0-9.</li> <li>• Write own name using correct letter formation including a capital letter.</li> </ul>	<ul style="list-style-type: none"> <li>• Segment initial code sounds and link to letters to spell words.</li> <li>• Orally segment and spell:               <ul style="list-style-type: none"> <li>* CVC-<b>map, sit</b> etc</li> <li>* VCC and CVCC– <b>ant, bump</b> etc</li> <li>* CCVC-<b>crab, dress</b> etc</li> <li>* CCVCC and CCCVC-<b>drank, scrap</b> etc</li> </ul> </li> <li>words and attempt longer polysyllabic words.</li> <li>• Spell high frequency words within the initial code correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Think of their own ideas for writing, say ideas in a sentence and attempt to write it independently.</li> <li>• Orally rehearse the caption or sentence they want to write and break it up into words.</li> <li>• Confidently write short captions accurately through regular dictation exercises.</li> <li>• Use appropriately spacing between words.</li> <li>• Begin sentences and their own name with a capital letter.</li> <li>• End a sentence with a full stop.</li> <li>• Re-read own words, captions or sentences to make sure sounds or words have been correctly represented and not been missed out.</li> <li>• Read own captions or sentences aloud to an adult to ensure that they can be understood by others.</li> </ul>

# APPLY IT: PURPOSEFUL LEARNING OPPORTUNITIES

ALL EARLY ENGLISH SKILLS AND KNOWLEDGE SHOULD BE ENHANCED THROUGH THE PROVISION OF CAREFULLY PLANNED ACTIVITIES, ENABLING ENVIRONMENTS IN CONTINUOUS PROVISION AND INTERACTIONS WITH SKILLED PRACTITIONERS.

## OPPORTUNITIES TO MAXIMISE READING & WRITING IN THE EARLY YEARS SETTING

### Daily Routines & Classroom Organisation

Sing/recite nursery rhymes, songs, poems and the days of the week.

Read and re-read quality texts throughout the day, including titles linked to a theme or topic and ones chosen just for pleasure.

Encourage children to find their own names e.g. cloakroom, tray labels, name cards etc.

Daily handwriting/Sounds-Write sessions.



Display accessible signs, labels and name cards around the classroom containing a mixture of print and writing.

Celebrate children's writing; emergent, guided and independent by discussing it and displaying it in the classroom.

Make books easily available throughout the setting and for children to take home, promoting a love of reading.



### Role play and small worlds

Maximise opportunities for narrative in small world and role-play, for example provide resources to re-enact a known story.



Model reading and writing in role play areas e.g. reading and writing an appointment, list or prescription in the clinic.

### Finger Gym/Fine Motor Development

Provide construction sets that develop fine motor strength and control.



Provide playdough and other fine motor activities that encourage children's strength and coordination.



### Areas in Continuous Provision

#### Outdoors/Gross Motor Development

Create an outdoor reading space by bringing books outside.

Provide large equipment and model/support activities that encourage upper body strength: crates, tyres, ribbons, ropes etc.

Model how to make marks and signs outdoors e.g. "stop" and "go" for a car track.



#### Sand and Water

Provide marking making tools such as brushes and wooden sticks for use in dry/wet sand, bubbles or frost.



### Mark Making Area

Ensure children have access to a wide range of manipulative resources for their own writing and mark making ideas that they can use in all areas of provision.

Teach the correct names of each resource and model its correct use.

For example: clipboards, pencils, pens, chalk, different sizes and types of paper, booklets, glue, scissors, stampers, pencil grips.



Use technology to support the teaching of reading and writing through appropriate apps and resources.

For example; the Sounds-Write app, voice recording technology and painting programs.





# YEAR 1

# WRITING CURRICULUM



# KNOW IT

## YEAR 1

New Learning

Prior Learning

### SPELLING

<b>Plural</b>	More than one noun.
<b>Singular</b>	One noun.

### WORD CLASS

<b>Noun</b>	A word to describe a 'person, a place or a thing'.
<b>Adjective</b>	A word to describe a noun.
<b>Verb</b>	A 'doing' or 'happening' word

### SENTENCE STRUCTURE

<b>Object</b>	The person or thing being acted upon.
<b>Verb</b>	Describes the action or state.
<b>Subject</b>	Who or what is doing the action.
<b>Sentence</b>	A group of words which must include subject/object and verb.

### PUNCTUATION

<b>Exclamation Mark</b>	To indicate surprise, urgency or emphasis
<b>Question Mark</b>	To indicate a question.
<b>Finger Space</b>	A space left to separate words.
<b>Full stop</b>	To mark the end of a sentence.
<b>Capital Letter</b>	An upper case letter used at the start of a sentence and for proper nouns.

### TENSE

<b>Past Tense</b>	An action which has already happened.
<b>Tense</b>	A verb form which indicates time.

### PHONICS

Our school follows the Sounds-Write programme for the teaching of phonics.

Please refer to 'Phonics - Know It' and the programme teaching materials.

## Phonics

Children should be taught to segment to spell words containing these structures:

Initial Code		Extended Code			
Unit 1	a, i, m, s, t	Unit 1	ae	Unit 14	u
		Unit 2	ee	Unit 15	ou - spelling
Unit 2	n, o, p	Unit 3	ea - spelling	Unit 16	s
		Unit 4	oe	Unit 17	s - spelling
Unit 3	b, c, g, h	Unit 5	o - spelling	Unit 18	l
		Unit 6	er	Unit 19	or
Unit 4	d, e, f, v	Unit 7	e	Unit 20	air
		Unit 8	ow	Unit 21	ue
Unit 5	k, l, r, u	Unit 9	ow - spelling	Unit 22	ew - spelling
		Unit 10	oo (as in moon)	Unit 23	oy
Unit 6	j, w, z	Unit 11	ie	Unit 24	ar
		Unit 12	oo (as in book)	Unit 25	o
Unit 7	x, y, ff, ll, ss, zz	Unit 13	oo - spelling	Unit 26	a - spelling
Unit 11	sh, ch, th, ck, wh, ng, qu				

## Spelling

Children in Year 1 should be taught to spell:

Common Exception Words	Prefix Words	Compound Words	Word Endings
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.	with the prefix 'un'. For example, <i>untidy</i> <i>unhappy</i> <i>unwell</i> <i>unfair</i> <i>unlock</i> <i>undo</i>	For example,  <i>football</i> <i>bedroom</i> <i>sunset</i> <i>farmyard</i>	where no change is needed to the root: <ul style="list-style-type: none"> <li>add 'ing' 'ed' 'er' to verbs - <i>jumping</i></li> <li>add 'er' 'est' to adjectives - <i>quicker</i></li> </ul> Add 's' 'es' for plurals-cats Spell words with a /v/ sound at the end as <i>live</i> and an /i/ sound at the end as <i>very</i>

## Grammar

## Punctuation

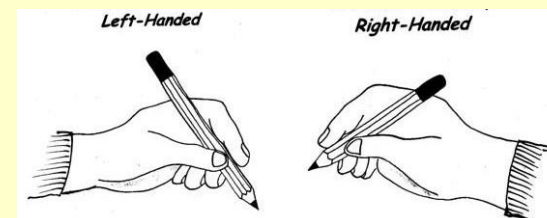
Children should be taught to construct sentences through:

<ul style="list-style-type: none"> <li>understanding that sentences are groups of words which must contain a subject/object and a verb;</li> <li>combining words to make basic sentences which include a subject/object and a verb;</li> <li>adding adjectives to describe subject/object within the sentence;</li> <li>joining words and clauses using <b>and</b>.</li> </ul>	<ul style="list-style-type: none"> <li>leaving spaces between words;</li> <li>use of a capital letter to start a sentences;</li> <li>use of a capital letter for proper nouns and personal pronoun I;</li> <li>use of full stops to mark the end of a sentence;</li> <li>use exclamation marks and question marks.</li> </ul>
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## Handwriting

Children should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting family and practise these.



Ensure that the needs of left-handed children are considered.

## Handwriting Families

### Curly Caterpillar Letters

### Letter Ladders

**c a o d g q e s f l i t u j y**

### One-armed Robot

### Zig-zag Letters

**r b n h m p k**

**v w x z**



## WHOLE CLASS TEACHING OF ENGLISH IN YEAR 1 SHOULD INCLUDE:

- ⇒ Daily phonics: reviewing, teaching and applying code.
- ⇒ Daily handwriting instruction.
- ⇒ Daily shared reading of a quality text and/or shared writing linked to a quality text.
- ⇒ Daily opportunities to practise composition through **oral** activities.
- ⇒ Daily vocabulary instruction linked to shared texts and topics.

## A MODEL SEQUENCE OF GUIDED AND INDEPENDENT TEACHING AND LEARNING OPPORTUNITIES

Pupils should have opportunities to complete guided writing sessions with an adult as part of a small group, as well as completing pieces of independent writing matched to their phonic code knowledge. This can be adapted according to the needs of pupils using the approaches below.

### EMERGING WRITERS

#### **Guided/Support Work**

*Clear focus on correct letter formation, use of basic punctuation and secure spelling.*

- ⇒ Word build within the Initial Code.
- ⇒ Write simple dictated sentences within the initial code.
- ⇒ Re-read their work for sense and accuracy.

Orally compose their own sentences for an adult to scribe.

#### **Independent Work**

- ⇒ Attempt to word build using secure code spellings.
- ⇒ Attempt to write simple captions using secure code spellings.

### DEVELOPING WRITERS

#### **Guided/Support Work**

*Clear focus on correct letter formation, use of basic punctuation and secure spelling.*

- ⇒ Word build within the taught Extended Code
  - ⇒ Write longer dictated sentences within the initial code and taught Extended Code.
  - ⇒ Re-read their work for sense and accuracy.
- Orally compose their own sentences before writing, with adult support.

#### **Independent Work**

- ⇒ Attempt to word build using secure code spellings.
- ⇒ Attempt to write simple captions using secure code spellings.

### SECURE WRITERS

#### **Guided/Support Work**

*Clear focus on correct letter formation, use of basic punctuation and secure spelling.*

Orally compose sentences with a focus on developing vocabulary choices.

Write for different purposes showing an awareness of the reader.

- ⇒ Re-read their work for sense and accuracy.

#### **Independent Work**

- ⇒ Write longer sequences of sentences in independent pieces using phonetically plausible code knowledge to spell unfamiliar words.

# APPLY IT

YEAR 1

## SUGGESTED SHORT NARRATIVES FOR SECURE WRITERS

Descriptive Writing	A Recount of an Event	A Retell of a Story	Poetry
<p>This could be linked to an image from a book e.g. a character or setting or topic related.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• use adjectives to describe what can be seen;</li><li>• use other sensory descriptions;</li><li>• use an exclamatory sentence;</li><li>• use subject-specific language as appropriate;</li><li>• use the conjunction 'and' to link ideas.</li></ul>	<p>This could be linked to a trip, school visitor or personal news.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• state how the day/event has made them feel;</li><li>• sequence events in chronological order;</li><li>• use adjectives to describe;</li><li>• use the conjunction 'and' to link information;</li><li>• may use an exclamatory sentence to sum up the day.</li></ul>	<p>This should be a story the children are very familiar with and have had plenty of opportunities to explore.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• sequence events within their own narrative;</li><li>• use nouns to refer to important characters/places;</li><li>• use adjectives to describe;</li><li>• use the conjunction 'and' to link ideas;</li><li>• use patterned language from the text or known story language.</li></ul>	<p>Children should explore and experience a range of poetry, including shape/colour poems.</p> <p><b>Through modelling, children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• explore, develop and use growing vocabulary;</li><li>• use adjectives to describe;</li><li>• use subject-specific language;</li><li>• use simple repetitive/patterned structures.</li></ul> <p><b>Pupils should be given opportunities to perform their poems to an audience.</b></p>

# APPLY IT

YEAR 1

## SUGGESTED SHORT NARRATIVES FOR SECURE WRITERS

Riddle-me-this	Speech/Thought Bubbles	Simple Instructions	Postcards
<p>This could be linked to a topic, object or book stimulus.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• begin with 'What am I?';</li><li>• include clues which will incorporate adjectives to describe;</li><li>• pose a question to the reader and demarcate with a question mark;</li><li>• use sensory description.</li></ul>	<p>This could be linked to a familiar book, character or historical figure.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• imagine what the character might say or think;</li><li>• include words that the character says in speech/thought bubbles;</li><li>• include a question with a question mark;</li><li>• include an exclamation mark to indicate urgency or surprise.</li></ul>	<p>This could be linked to learning within other curriculum areas.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• include a list of equipment;</li><li>• write in sequential order using numbers or sequencing words;</li><li>• use present tense;</li><li>• use imperative verbs;</li><li>• use subject-specific language.</li></ul>	<p>This could be linked to a recount of a real event or to a story.</p> <p><b>Through modelling, children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• begin with a welcome greeting;</li><li>• use nouns to refer to people and places;</li><li>• use adjectives to describe;</li><li>• use past tense;</li><li>• use the conjunction 'and' to link ideas or information;</li><li>• include a closing statement.</li></ul>



# YEAR 2

# WRITING CURRICULUM



# KNOW IT

## YEAR 2

New Learning

Prior Learning

### TENSE

<b>Present Tense</b>	An action which is happening now.
<b>Past Tense</b>	An action which has already happened.
<b>Tense</b>	A verb form which indicates time.

### SPELLING

<b>Compound</b>	Two words joined together to make a new word.
<b>Contraction</b>	Two words joined and made shorter by omitting a letter e.g. <i>was + not = wasn't</i>
<b>Homophone</b>	Same sound - different spelling and meaning e.g. <i>peace/piece</i>
<b>Silent Letter</b>	An unheard letter within a word e.g. <i><u>l</u>amb <u>k</u>night</i>
<b>Suffix</b>	A group of letters added to the end of a root word to change the meaning e.g. <i>happ<u>iness</u></i>
<b>Plural</b>	More than one noun e.g. <i>fox to foxes</i>
<b>Singular</b>	One noun

### SENTENCE STRUCTURE

<b>Command Sentence</b>	An order or instruction. <i>Write a story.</i>
<b>Question Sentence</b>	A question or request. <i>Can you write a story?</i>
<b>Exclamation Sentence</b>	Makes a statement which conveys an emotion. <i>What a lovely story that is!</i>
<b>Statement Sentence</b>	Gives a fact, opinion or idea. <i>The story was set in a forest.</i>
<b>Object</b>	The person or thing being acted upon.
<b>Verb</b>	Describes the action or state.
<b>Subject</b>	Who or what is doing the action.
<b>Sentence</b>	A group of words which are complete and make sense. Beginning with a capital letter and ending with . ! or ?

### WORD CLASS

<b>Noun Phrase</b>	Add more details to the noun: <i>ugly witch</i>
<b>Imperative Verb</b>	A command verb: <i>stop put take etc.</i>
<b>Conjunction</b>	A word used to link clauses within a sentence: <i>because and etc.</i>
<b>Adverbs of Manner</b>	Gives extra meaning to the verb.
<b>Noun</b>	A word to describe a 'person, place or thing'.
<b>Adjective</b>	A word to describe a noun.
<b>Verb</b>	A 'doing' or 'happening' word

### PUNCTUATION

<b>Apostrophe of Possession</b>	To mark singular possession. <i>The girl's shoes.</i>
<b>Apostrophe of Contraction</b>	Used to join two words e.g. do + not = don't.
<b>Commas</b>	Used to separate items in a list.
<b>Exclamation Mark</b>	To indicate surprise, urgency or emphasis
<b>Question Mark</b>	To indicate a question.
<b>Full stop</b>	To mark the end of a sentence.
<b>Capital Letter</b>	An upper case letter used at the start of a sentence and for proper nouns.

## Phonics

Children should be taught to blend to read words containing these structures:

Extended Code				Extended Code			
Unit 1	ae	Unit 14	u	Unit 27	ae	Unit 39	g - spelling
Unit 2	ee	Unit 15	ou - spelling	Unit 28	d	Unit 40	f
Unit 3	ea - spelling	Unit 16	s	Unit 29	ee	Unit 41	gh - spelling
Unit 4	oe	Unit 17	s - spelling	Unit 30	i	Unit 42	m
Unit 5	o - spelling	Unit 18	l	Unit 31	y - spelling	Unit 43	or
Unit 6	er	Unit 19	or	Unit 32	oe	Unit 44	h
Unit 7	e	Unit 20	air	Unit 33	n	Unit 45	k
Unit 8	ow	Unit 21	ue	Unit 34	er	Unit 46	r
Unit 9	ow - spelling	Unit 22	ew - spelling	Unit 35	v	Unit 47	t
Unit 10	oo (as in moon)	Unit 23	oy	Unit 36	oo (as in moon)	Unit 48	z
Unit 11	ie	Unit 24	ar	Unit 37	j	Unit 49	eer
Unit 12	oo (as in book)	Unit 25	o	Unit 38	g	Unit 50	a
Unit 13	oo - spelling	Unit 26	a - spelling				

## Spelling

Children in Year 2 should be taught to spell:

### Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.

### Plurals

Adding -es to nouns ending in 'y' changing the 'y' to an 'i' *baby/ babies* except when words end in 'ey' then only add 's' *donkey/ donkeys*

Adding 's' 'es' to words cat/cats, catch/catches

### Alternatives

dge, ge, g sounding 'j' edge/age/gem  
a sounding 'or' war/towards  
ey sounding 'e' donkey  
Some words beginning with 'w' want/word/warm.  
y sounding 'i' cry/reply  
Silent letter k/w/g knight/write/gnat  
Soft c before 'e' 'i' and 'y' race/city  
Homophones  
Learn difference in meaning of some homophones and near homophones  
Teach a range.  
Homophones spelt with silent k and w night/knight wrap/rap  
Homophones spelt ee/ea see/sea  
Three way homophones to/two/too

### Apostrophe Words

Apostrophes for contraction-placing the apostrophes where the omitted letter/letters would be placed: *didn't/can't/it's*. Note *it's* should never be used for the possessive.

Possessive apostrophes for singular nouns: *Megan's the child's*.

### Prefix and Suffix Words

Adding the suffixes -ment, -ness, -ful, -less and -ly to root words *enjoyment/happiness/careful/hopeless/badly*.

Prefixes: Adding the prefix -un.

### Word Endings

Spell words ending in:  
-le, most common, table/middle/bottle/ little  
-el, much less common, camel/tunnel/travel/towel  
-al metal/pedal/hospital/capital  
-il pencil/fossil/nostril  
-tion station/fiction/motion  
Adding -ed, -er and -est to root words ending in 'y' change to an 'i' copied/copier/happiest.  
Adding -ed, -er, -est and -y to words ending in 'e' drop the 'e' hiking/nicest/shiny.  
Adding -ing, -ed, -er, -est and y to words containing and short vowel sound-double the consonant letter patting/patted sadder/saddest.

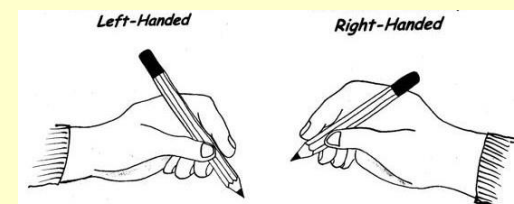
Adding -ing, -er-ed to verbs and -er, -est to adjectives where no change is needed to the root word.

Spelling an /i/ sound at the end as y very

## Handwriting

Children should use their handwriting skills to:

- sit correctly at a table, holding a pencil comfortably and correctly;
- form lower-case letters of the correct size relative to one another;
- start using some of the diagonal and horizontal strokes needed to join letters;
- understand which letters, when adjacent to one another, are best left un-joined;
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters;
- use spacing between words that reflects the true size of the letters.



Ensure that the needs of left-handed children

Children should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

### Handwriting Families

#### Curly Caterpillar Letters

c a o d g q e s f

#### Letter Ladders

l i t u j y

#### One-armed Robot

r b n h m p k








#### Zig-zag Letters

v w x z

## Writing Skills






### Grammar

Children should be taught to increase their range of sentence structures through:

-  use of co-ordinating conjunction 'and';
-  use of noun phrases to describe and specify;
-  use of sub-ordinating or co-ordinating conjunctions to add further detail or link ideas;
-  use of different sentence forms i.e. statement, command, question, exclamation;
-  use of present and past tense throughout writing;
-  use of progressive tense to mark actions in progress
-  use of adverbs of manner.

### Punctuation

Children should be taught to use punctuation accurately across all writing including:

-  use of capital letters and full stops to demarcate sentences;
-  use of exclamations marks and question marks to demarcate sentences;
-  use of commas to separate items in a list;
-  use of apostrophes for contraction words;
-  use of apostrophes for singular use possession in nouns.

## Writing Process

### 6. Produce/Publish

Read work aloud to self, peers and teacher.

### 1. Read and Respond

Through shared reading together, immerse children in language, layout and sequence of the text.

### 5. Edit

Read back sentences, check for sense. With adult prompts make some corrections.

### Essential Steps

### 2. Prepare

Introduce task, discuss and share language and ideas.

### 4. Draft/Practise

Draft and write through rehearsing and composing sentences, experimenting with language.

### 3. Plan

Plan ideas making choices about vocabulary and sequence.

## Writing Purpose

Children should know that there are different purposes for writing.

In Year 2 children should focus on two of these. They should be given opportunity to read and write texts which inform and entertain.

### To inform

Recount - real  
Instructions




### To entertain

Character Profiles  
Recount - imaginary

Story Writing  
Poetry

New Learning Prior Learning

Children should be taught to consider the importance of context, audience and purpose through:

-  choosing different sentence forms appropriately according to purpose;
-  thinking about the reader when choosing language to make writing clear and engaging;
-  selecting the appropriate tense; using it correctly and consistently.





# APPLY IT: TO ENTERTAIN

YEAR 2

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

Story Writing	Poetry	Character Profiles	Recount
<p>This should be linked to either a text that has been explored or a cross-curricular topic.</p> <p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a title for their story;</li> <li>establish the setting;</li> <li>introduce the character(s);</li> <li>include a problem or special event;</li> <li>sequence events clearly;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use mainly third person;</li> <li>use co-ordinating conjunctions;</li> <li>use subordinating conjunctions;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use expanded noun phrases to aid cohesion;</li> <li>use adverbs and adjectives to give detailed descriptions;</li> <li>include some speech to indicate a character's feelings;</li> <li>use language drawn from knowledge of context.</li> </ul>	<p>Children should explore and experience a range of poetry, including sensory poems.</p> <p><b>Children should be encouraged to compose sensory poems through:</b></p> <ul style="list-style-type: none"> <li>describing a stimulus;</li> <li>using sensory descriptions;</li> <li>using simple similes to compare;</li> <li>making adventurous vocabulary choices;</li> <li>using subject-specific language;</li> <li>using simple repetitive/patterned structures;</li> <li>experimenting with alliteration, rhyme and sound effects;</li> <li>performing with pace and intonation.</li> </ul> <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>This should be linked to a familiar text or class novel or be linked historical figures.</p> <p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>introduce the character to the reader;</li> <li>describe the character's appearance and personality;</li> <li>explain why their character is significant/important;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use conjunctions to link ideas;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use a range of adjectives to describe appearance and personality;</li> <li>use simple similes and metaphors to add detail and description;</li> <li>use pronouns to avoid repetition;</li> <li>use noun phrases to aid cohesion and add detail;</li> <li>use language drawn from knowledge of context.</li> </ul>	<p>This could be a recount of an imagined event or a historical event written from a character's viewpoint.</p> <p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>state what the imagined/historical event was;</li> <li>express what type of day/experience it has been;</li> <li>sequence events in chronological order;</li> <li>close by expressing final thoughts;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use the first person;</li> <li>use the past tense;</li> <li>include time and sequence conjunctions;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>include adjectives to build detailed descriptions;</li> <li>use an exclamatory sentence to convey emotion;</li> <li>use adjectives to describe and convey emotions;</li> <li>use expanded noun phrases to aid cohesion;</li> <li>use pronouns to avoid the repetition of names;</li> <li>use language drawn from knowledge of context.</li> </ul>

# APPLY IT: TO INFORM

YEAR 2

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## Instructions

This could be linked to learning within other curriculum areas.

**Children should be encouraged to:**

### Structure & Organisation

- include a title which outlines what the instructions are for, “How to....”;
- include a list of materials/ingredients;
- sequence the instructions with numbered steps or sequencing words;
- close with a final statement or warning i.e. ‘now you will have...’ ‘be careful to’;

### Grammatical features

- use conjunctions to aid the sequence (first, next, after that);
- use mainly present tense;

### Language features

- use imperative verbs to give clear directions;
- use adjectives and adverbs only for essential information;
- use subject-specific vocabulary.

## Recount– Real Event

This could be linked to a trip, school visitor or personal news.

**Children should be encouraged to:**

### Structure & Organisation

- state what the event/experience was;
- express what type of day/experience it has been;
- sequence events in chronological order;
- close by expressing final thoughts;

### Grammatical features

- use the first person;
- use the past tense;
- include time and sequence conjunctions;

### Language features

- include adjectives to build detailed descriptions;
- use adjectives to describe and convey emotions;
- use expanded noun phrases to aid cohesion;
- use pronouns to avoid the repetition of nouns.



# YEAR 3

# WRITING CURRICULUM



# KNOW IT

## YEAR 3

New Learning Prior Learning

TENSE	
Progressive Tense	An ongoing action. <i>'I am writing.'</i>
Perfect Tense	Uses has/had/have to refer to a completed action: <i>'I have been writing.'</i>
Present Tense	An action which is happening now.
Tense	A verb form which indicates time.

SPELLING	
Irregular Verbs	Verbs that don't follow the usual pattern for changing tense e.g. <i>write/wrote go/went am/was</i>
Contraction	Two words joined and made shorter by omitting a letter e.g. <i>was + not = wasn't</i>
Homophone	Same sound - different spelling and meaning e.g. <i>peace/piece</i>
Silent Letter	An unheard letter within a word e.g. <i>lamb knight</i>
Prefix	A group of letters added to the beginning of a root word to change the meaning e.g. <i>untidy</i>
Suffix	A group of letters added to the end of a root word to change the meaning e.g. <i>happiness</i>
Plural	More than one noun e.g. <i>fox to foxes</i>
Singular	One noun
Compound	Two words joined together to make a new word.

WORD CLASS	
Pronoun	Can be used to replace a noun: <i>I they</i>
Preposition	A word which indicates position: <i>under through</i>
Co-ordinating Conjunction	A word which joins two equal clauses: <i>but and yet etc.</i>
Subordinating Conjunction	A word linking a main and subordinate clause: <i>while because etc.</i>
Conjunction	A word used to link clauses within a sentence: <i>because and</i>
Adverbials Time Place	Gives extra meaning to the verb: <i>yesterday, in the forest</i>
Adverb/ Adverbials Manner	Gives extra meaning to the verb: <i>quickly well</i>
Noun Phrase	Add more details to the noun: <i>ugly witch</i>
Imperative Verb	A command verb: <i>stop put take</i>

SENTENCE STRUCTURE	
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i>
Main Clause	Forms a complete sentence on its own. <i>The boy wrote a story.</i>
Clause	Contains a subject and a verb.
Command Sentence	An order or instruction. <i>Write a story.</i>
Question Sentence	A question or request. <i>Can you write a story?</i>
Exclamation Sentence	Makes a statement which conveys an emotion. <i>What a lovely story that is!</i>
Statement Sentence	Gives a fact, opinion or idea. <i>The story was set in a forest.</i>

PUNCTUATION	
Inverted commas	Used to surround direct speech.
Commas	Used to separate items in a list, excluding where and is used.
Apostrophe of Contraction	Used to join two words.
Possessive Apostrophe (singular)	To mark singular possession. <i>The girl's shoes.</i>

Spelling				Handwriting	
Children in Year 3/4 should be taught to spell:				Children should use their handwriting skills to:	
Common Exception Words	Apostrophe Words	Prefix Words	Suffix Words	<div> <div> <p>use the diagonal and horizontal strokes that are needed to join letters;</p> <p>increase the fluency, legibility, consistency and quality of their handwriting through regular practice;</p> <p>continue to encourage correct pencil/pen grip and posture when writing;</p> <p>use joined up handwriting throughout independent writing.</p> </div> <div> <div>Left-Handed</div> <div>Right-Handed</div> </div> </div> <p>Ensure the needs of left-handed children are considered.</p> <div> <div> <p><u>Diagonal joiners without ascenders</u></p> <p>ai ee ie ea er in</p> <p>aw uo ig air</p> <p><u>Horizontal joiners without ascenders</u></p> <p>oa oo oi ou or</p> <p>nu ra fi wo wa</p> </div> <div> <p><u>Diagonal joiners with ascenders</u></p> <p>al ot sh ch mb</p> <p>ed</p> <p><u>Horizontal joiners from ascenders</u></p> <p>kn ly hi ki lo la</p> <p>ta ti lo ha di do</p> </div> </div>	
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Possession (plural) Children’s men’s girls’ babies’	dis~, mis~, re~, in~, il~, im~, sub~, auto~, anti~, ir~, inter~, super~	-ally, ~ing, ~ed, ~er, ~tion, ~sion, ~ation		
door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	Possession (singular) girl’s dog’s Contractions Can’t, didn’t, hasn’t, it’s, I’ll	un~	~ful, ~ment, ~ly, ~ness, ~less		
	Alternatives	Homophones			
	<ul style="list-style-type: none"> <li>y sounding i – mystery</li> <li>different ou sounds shout, young, tour ow u oo (add ou making or sound word too).</li> <li>ei, eigh, ey sounding a vein, eight, ob y</li> </ul>	Teach a range: <ul style="list-style-type: none"> <li>ai / a_e – pail, pale;</li> <li>ee / ea – meet, meat;</li> <li>3 way homophones: there / their / they’re buy / by / bye heal / heel / he’ll</li> <li>i / y – die / dye</li> <li>i_e / igh – side / sighed</li> <li>oa / ow – groan / grown</li> </ul>			

Rules To Be Taught To Support Spelling In Year 3	
In most cases:	
<div> <div></div> <div>when adding consonant suffix ‘ly’ it is just added to the root word, except: if the root word ends in ‘le’ change to ‘ly’ e.g. gently; if the root word ends in ‘ic’ change to ‘ally’ e.g. magically;</div> </div>	
<div> <div></div> <div>when adding vowel suffixes-‘ing’, ‘ed’, ‘er’, ‘est’, if the root word contains a short vowel sound, double the consonant letter e.g. popping, batted, runner. If the root word ends in ‘e’ drop the ‘e’ before adding ‘ing’, ‘ed’, ‘y’ e.g. liking, baked, greasy;</div> </div>	
<div> <div></div> <div>when adding consonant suffixes-‘ly’, ‘ful’, ‘ness’, if the root word ends in ‘y’ change to an ‘i’ e.g. beautiful, greedily, gloominess. (This also applies to vowel suffix ‘er’ and ‘est’ e.g. happier, happiest); ‘tion’ is the most common spelling of the ‘shun’ sound however, if the root word ends in ‘s’ /‘se’ ‘d’/‘de’, then ‘sion’ should be used;</div> </div>	
<div> <div></div> <div>when changing nouns from singular to plural most words add ‘s’ however, if the noun ends with ‘f’ or ‘fe’ add ‘ves’ and if it ends in ‘ch’, ‘sh’ ‘x’ ‘s’ add ‘es’ e.g. churches, bushes, boxes, kisses;</div> </div>	
<div> <div></div> <div>adding –es to nouns ending in ‘y’ changing the ‘y’ to an ‘i’ baby/babies except when words end in ‘ey’ then only add ‘s’ donkey/donkeys.</div> </div>	

# TEACH IT: COMPOSITION

YEAR 3

## Writing Skills

### Grammar

Children should be taught to:

✎ use **a** or **an** according to whether the next word begins with a consonant or vowel;

**Extend sentence structures and aid cohesion through:**

✎ use of conjunctions, prepositions and adverbs to express time, place and cause;

✎ use of perfect form of verbs instead of simple past e.g. *He has gone out*;

✎ use of noun phrases;

✎ use of sub-ordinating or co-ordinating conjunctions to extend sentences to include both subordinate and main clauses.

### Punctuation

Children should be taught to use punctuation accurately across all writing including:

✎ use of inverted commas to punctuate direct speech in narrative;

✎ use of the possessive apostrophe for **singular** and plural nouns;

✎ use of commas to separate items in a list;

✎ use of apostrophes for contraction.

## Writing Process

### 6. Produce/Publish

Read aloud their own writing to a group or class with appropriate intonation to make meaning clear.

### 5. Evaluate & Edit

Evaluate effectiveness of own & others' writing.  
Proof read for spelling, punctuation and grammar errors.

### Essential Steps

### 4. Draft / Practise

Draft and write through rehearsing and composing sentences, experimenting with language and sentence structures. Organise paragraphs around a theme and consider organisational devices.

### 1. Read and Respond

Identify and discuss language, grammar, structure and organisational features in a model text.

### 2. Prepare

Introduce the writing task identifying C.A.P. Discuss and share ideas. Gather information and vocabulary banks.

### 3. Plan

Plan writing through discussing and recording ideas, continuing to refer back to the C.A.P and model text.

## Writing Purpose

Children should know that there are different purposes for writing.

In Year 3 children should focus on 3 of these. They should be given opportunity to read and write texts which inform, entertain or persuade.

### To inform

Non-chronological Reports

Recount-Letters

Recount-Diary

Instructions

### To entertain

Character Profiles

Poetry-Acrostic Poems

Story Writing

### To persuade

Adverts - Posters

New Learning

Prior Learning

Children should be taught to consider the importance of context, audience and purpose through:

- ✎ understanding that language can have different functions e.g. to enhance, evoke response, persuade or aid meaning;
- ✎ building cohesion through the use of paragraphs to group related material and headings and sub-headings to aid the reader;
- ✎ beginning to experiment with a formal style of writing which may use perfect tense, avoid contracted form and colloquialisms.



# APPLY IT

YEAR 3

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO ENTERTAIN

TO PERSUADE

## Story Writing

Children should be taught to:

### Structure & Organisation

- create a title for their story;
- include a beginning which introduces the character or setting;
- include a build up which hints at what is going to happen next;
- include a dilemma which introduces the problem;
- include a resolution where the problem is solved;
- organise writing into paragraphs;

### Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to express, time, place and manner;
- decide if they are using first or third person and use consistently;
- use direct speech to advance the action;

### Language features

- use pronouns to avoid repetition;
- use noun phrases to aid cohesion;
- use adverbs and adjectives to give detailed descriptions.

## Poetry

Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

**They should be given the opportunity to plan, write and perform poetry.**

**Children should be taught to read, write and perform:**

### Acrostic Poems

- choose a topic/themed word and arrange it vertically;
- begin each line with the next letter of that word;
- Understand that acrostic poems do not need to rhyme;
- use poetic devices such as alliteration, similes and rhythm to create effect.

**Pupils should also experience a range of poetry through the reading curriculum.**

## Character Profiles

Children should be taught to:

### Structure & Organisation

- introduce the character to the reader;
- describe their appearance (distinctive features), personality, actions, thoughts and feelings;

### Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas
- use the third person;

### Language features

- use adjectives to describe appearance personality and feelings;
- use similes and metaphors to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use pronouns to avoid repetition;
- use noun phrases to aid cohesion and add detail;
- use language drawn from the context.

## Posters - Persuasive

Children should be taught to:

### Structure & Organisation

- include a heading;
- consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size);
- focus upon the key message and ensure this is clearly written on the poster;

### Grammatical features

- use imperative verbs to convey importance;
- use inverted commas for direct quotes/endorsements;
- use exclamatory sentences to emphasise;

### Language features

- use subject specific vocabulary;
- avoid detailed descriptions;
- use comparisons (better than..);
- use alliteration for effect.



# APPLY IT: TO INFORM / EXPLAIN

YEAR 3

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>Non-chronological report</u>	<u>Instructions</u>	<u>Recount - Letter</u>	<u>Recount - Diary</u>	<u>Wider Curriculum Explanations</u>
<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>organise related information into paragraphs;</li> <li>use a heading to introduce the topic;</li> <li>use sub headings to organise sections of information and aid cohesion;</li> <li>write an introduction which provides an overview;</li> <li>include labelled diagrams where appropriate;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly present tense;</li> <li>include some use of perfect tense;</li> <li>use a wider range of co-ordinating conjunctions i.e (so, or, yet);</li> <li>use a wider range of subordinating conjunctions i.e. (when, if, which);</li> <li>use the third person;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use subject specific/technical vocabulary;</li> <li>use noun phrases to clarify and avoid repetition;</li> <li>use prepositions to indicate place.</li> </ul>	<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a title which outlines what the instructions are for, "How to....";</li> <li>organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence;</li> <li>use bullet points, numbered steps and sequencing words to aid cohesion;</li> <li>organise the steps chronologically;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly present tense;</li> <li>use the second person address (you will need);</li> <li>use conjunctions to aid the sequence (first, next, after that);</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use adverbs to direct how the action should be completed;</li> <li>use imperative verbs to give clear directions;</li> <li>use technical vocabulary specific to the purpose;</li> <li>avoid too much descriptive language.</li> </ul>	<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a sender and recipient's address;</li> <li>include the date the letter was written;</li> <li>begin with 'Dear';</li> <li>begin by informing the reader of the purpose of the letter;</li> <li>present the information chronologically, organising information into paragraphs;</li> <li>include only significant information;</li> <li>close by stating what the writer hopes will happen next or emphasizing overall feeling about the event;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>some use of perfect tense;</li> <li>use first person address;</li> <li>consider use of a rhetorical question;</li> <li>include time and sequence conjunctions;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use Sir/Madam if the recipient is unknown;</li> <li>use 'faithfully' to close if the recipient is unknown, 'sincerely' when known;</li> <li>use emotive language to emphasise feelings;</li> <li>use pronouns to avoid the repetition of proper nouns.</li> </ul>	<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a date the diary was written;</li> <li>express what type of day it has been;</li> <li>organise the main body into paragraphs;</li> <li>organise the information chronologically;</li> <li>include only significant/relevant information;</li> <li>include a closing reflection;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use first person address;</li> <li>include time and sequence conjunctions;</li> <li>use adverbs of time;</li> <li>consider the effectiveness of a rhetorical question;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use emotive language to emphasise feelings and reveal thoughts;</li> <li>use pronouns to avoid the repetition of proper nouns;</li> <li>include opinions as well as facts;</li> <li>use personal pronouns.</li> </ul>	<p>Children should be taught how to write short, high-quality explanations across the wider curriculum such as:</p> <ul style="list-style-type: none"> <li>Explaining parts of a process in Science;</li> <li>Answering questions in History or Geography.</li> </ul> <p><b>In Year 3 children should be taught to include:</b></p> <ul style="list-style-type: none"> <li>Technical language for the subject</li> <li>Factual, grammatically correct sentences</li> <li>Conjunctions such as 'if', 'when', 'because' for subordination</li> <li>Questions to organise content</li> <li>Mainly present tense</li> <li>Adverbs and prepositions to sequence.</li> </ul> <p><b>Please note that children should not be expected to include all of these features all of the time. The emphasis should be on instructing them how to write clearly and coherently, in order to demonstrate their understanding.</b></p>





# YEAR 4

# WRITING CURRICULUM



# KNOW IT

## YEAR 4

### SENTENCE STRUCTURE

Reporting Clause	Use in direct speech to explain who is speaking and how it's being spoken
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence e.g. <b>The boy wrote a story, as there was a competition.</b>
Main Clause	Forms a complete sentence on its own e.g. <b>The boy wrote a story.</b>
Clause	Contains a subject and a verb.

### SPELLING

Stressed	A syllable within a word given greater emphasis.
Unstressed	Letters which are not easy to hear within a word.
Exceptions	Those spellings which do not follow a given rule/pattern.
Near Homophones	<b>bury/berry, accept/except</b>
Irregular Verbs	Verbs that don't follow the usual pattern for changing tense. <b>write/wrote go/went am/was</b>
Prefix	A group of letters added to the beginning of a root word to change the meaning. <b>untidy</b>

### New Learning

### Prior Learning

### TENSE





Progressive Tense	An ongoing action. <b>'I am writing.'</b>
Perfect Tense	Uses has/had/have to refer to a completed action. <b>'I have been writing.'</b>
Tense	A verb form which indicates time.

### PUNCTUATION

Commas	After a reporting clause.
Commas	Used after a fronted adverbial.
Inverted commas	Used to surround speech.
Possessive Apostrophe (Plural)	To mark plural possession. <b>The girls' shoes</b>


### WORD CLASS


Comparative	An adjective which compares two nouns e.g. bigger, deeper.
Superlative	An adjective which compares 3+ nouns e.g. rich, richer, richest.
Determiner	A word used to define the noun. <b>all, few, many</b>
Possessive Pronoun	A pronoun which indicates possession. <b>mine, yours, his</b>
Pronoun	Can be used to replace a noun. <b>'I', 'they'</b>
Fronted Adverbial	An adverb/adverbial at the front of the sentence <u>before the verb</u> . <b>carefully,</b>
<u>Adverbials</u> Time Place	Give extra meaning to the verb: <b>yesterday, in the forest,</b>
<u>Adverb/</u> <u>Adverbials</u> Manner	Time and place. <b>quickly well</b>
Preposition	A word which indicates position. <b>under through</b>
Co-ordinating Conjunction	A word which joins two equal clauses: <b>but and yet</b>
Subordinating Conjunction	A word linking a main and subordinate clause: <b>while because</b>

Spelling				Handwriting	
Children in Year 3/4 should be taught to spell:				Children should use their handwriting skills to:	
Common Exception Words	Apostrophe Words	Prefix Words	Suffix Words	 use the diagonal and horizontal strokes that are needed to join letters;	
				 increase the fluency, legibility, consistency and quality of their handwriting through regular practice;	
				 continue to encourage correct pencil/pen grip and posture when writing;	
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion (ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Possession (plural) Children’s men’s girls’ babies’	dis~, mis~, re~, in~, il~, im~, sub~, auto~, anti~, ir~, inter~, super~	~ssion ~ian ~ous  -ally, ~ing, ~ed, ~er, ~tion, ~sion, ~ation	 use joined up handwriting throughout independent writing.	
				Ensure the needs of left-handed children are considered.	
Alternatives		Homophones		<u>Diagonal joiners without ascenders</u>	<u>Diagonal joiners with ascenders</u>
<ul style="list-style-type: none"><li>~sure, ~ture, ~cher endings, e.g. measure, creature, teacher</li><li>ch sounding k, e.g. echo</li><li>ch sounding sh, e.g. chef</li><li>gue sounding g, e.g. league</li><li>que sounding k, e.g. unique</li><li>sc sounding s, e.g. scheme</li></ul>		<div>Teach a range:-</div> <ul style="list-style-type: none"><li>ai / a_e – pail, pale</li><li>ee / ea – meet, meat</li><li>3 way homophones:<div>there / their / they’re</div>buy / by / bye</li><li>heal / heel / he’ll</li><li>i / y – die / dye</li><li>i_e / igh – side / sighed</li><li>oa / ow – groan / grown</li></ul>		<i>ai ee ie ea er in</i> <i>aw uo ig air</i>	<i>al ot sh ch mb</i> <i>ed</i>
				<u>Horizontal joiners without ascenders</u>	<u>Horizontal joiners from ascenders</u>
				<i>oa oo oi ou or</i> <i>ru ra fi wo wa</i>	<i>kn ly hi ki lo la</i> <i>ta ti lo ha di do</i>


## Rules To Be Taught To Support Spelling In Year 4


In most cases:


 Adding ‘ing’, ‘ed’, ‘er’, ‘en’, ‘ation’.  
If the word has more than one syllable and the second syllable is stressed, then double the consonant;  
e.g. forgotten, forgetting, beginner, beginning - stressed  
Gardener, limitation - unstressed

 Plurals  
Nouns that end with vowel + o add s, e.g. toes  
Nouns that end with consonant + o add e.g. echoes;

In most cases just add the suffix ~ous to the root word where the root ends in ‘our’ drop the ‘u’ and add ‘ous’ e.g. humorous.

 words ending in ‘sure’, ‘ture’, - if it sounds ‘zur’ then ‘sure’ should be used, e.g. measure. If it sounds like ‘chur’ then ‘ture’ should be used e.g. picture;

 ~ssion should be used if the root ends in ‘ss’ or ‘mit’, e.g. admission;

 ~cian should be used if the root ends in ‘c’ or ‘cs’, e.g. musician.

Rules To Be Taught To Support Spelling In Year 4	
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<div></div> <div>~cian should be used if the root ends in ‘c’ or ‘cs’, e.g. musician.</div>	

# TEACH IT: COMPOSITION

YEAR 4

## Writing Skills

### Grammar

Children should be taught to:

- understand the difference between plural and possessive 's';
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done.

Extend sentence structures and aid cohesion through:

- use of fronted adverbials e.g. 'Later that day';
- use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth';

- use a or an according to whether the next word begins with a consonant or vowel.

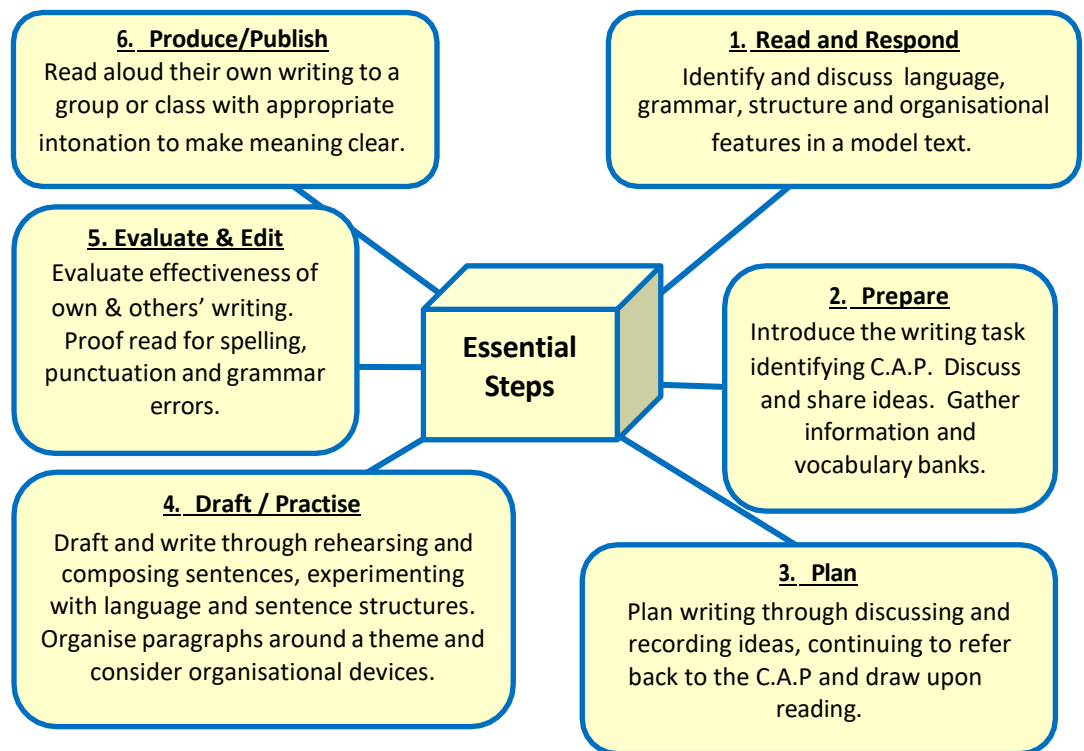
Extend sentence structures through:

- use of conjunctions, prepositions and adverbs to express time, place and cause;
- use of perfect form of verbs instead of simple past e.g. He has gone out.

### Punctuation

- Use of commas after a fronted adverbial.
- Use of comma after a reporting clause in direct speech.
- Use of inverted commas to punctuate direct speech in narrative.
- Use of the possessive apostrophe for singular and plural nouns.

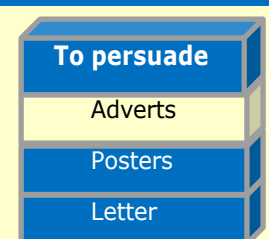
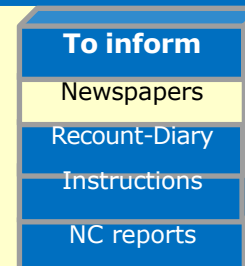
## Writing Process



## Writing Purpose

Children should know that there are different purposes for writing.

In Year 4 children should focus on three of these. They should be given opportunity to read and write texts which inform, entertain or persuade.



Children should be taught the importance of context, audience and purpose through:

- selecting language for the particular affect it has on the reader, e.g. persuade, inform, engage, evoke emotion;
- building cohesion within and across sentences through: appropriate choice of nouns; to introduce the subject/object and pronouns to reference back; use of paragraphs to organise ideas around a theme and use of fronted adverbials, conjunctions and prepositions to clarify;
- beginning to experiment with an informal style, as well as formal, which may include contracted form, vernacular language and direct addresses to the reader.



# APPLY IT: TO ENTERTAIN

## YEAR 4

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

### Story Writing

Children should be taught to:

#### Structure & Organisation

- create a title for their story;
- include a beginning which introduces the character or setting;
- include a build up which hints at what is going to happen next;
- include a dilemma which introduces the problem;
- include a resolution where the problem is solved;
- include an ending which details the characters' feelings and what will happen next;
- organise writing into paragraphs which follow and flow;

#### Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to express, time, place and manner;
- decide whether to use first or third person and use it consistently;
- use direct speech to advance the action;

#### Language features

- use pronouns to avoid repetition;
- use expanded noun phrases to aid cohesion;
- use fronted adverbials to detail where, when and how;
- use adverbs and adjectives to create detailed

### Poetry

Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

**They should be given the opportunity to plan, write and perform poetry.**

**Children should be taught to read, write and perform:**

#### Kenning Poems

- create a list of words and ideas to describe the object;
- select the most powerful vocabulary;
- create compound words (using the selected vocabulary); which will describe the object of the poem;
- avoid using the object's name.

For example:

#### The Sea

life-giver  
whale-road  
blue-abyss

**Pupils should also experience a range of poetry through the reading curriculum.**

### Descriptions

Children should be taught to:

#### Structure & Organisation

- introduce the character, setting or object to the reader;
- describe their/its appearance (distinctive features), personality, actions, thoughts and feelings;

#### Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas;
- use subordinate clauses to add detail and context;
- use the third person;

#### Language features

- use adjectives, adverbs and prepositions to paint a clear picture for the reader;
- use figurative language to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use fronted adverbials to detail where and where, when and how;
- use pronouns to avoid repetition;
- use expanded noun phrases to aid cohesion and add detail.

# APPLY IT: TO INFORM / EXPLAIN

## YEAR 4

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

Non-chronological report	Newspaper Article	Instructions	Recount - Diary	Wider Curriculum Explanations
<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a heading to introduce the topic;</li> <li>include an introduction to outline the topic;</li> <li>include sub-headings to organise sections of information and to aid cohesion;</li> <li>use paragraphs to organise related information;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use mainly present tense;</li> <li>include some use of perfect tense;</li> <li>use a range of conjunctions to aid cohesion;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use technical vocabulary to demonstrate factual knowledge;</li> <li>use specific names of people or places;</li> <li>use statistics to inform;</li> <li>use pronouns to refer back to the subject;</li> <li>use noun phrases to avoid repetition;</li> <li>use noun phrases, adverbs and prepositions to provide specific, factual detail.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a short, catchy headline;</li> <li>include a byline with who is reporting;</li> <li>organise the article in two columns;</li> <li>may include an image with caption;</li> <li>begin with an introduction which summarises the report (5Ws);</li> <li>use paragraphs to sequence the events;</li> <li>close with a final comment about the article;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>include witness statements through direct and reported speech;</li> <li>use past tense;</li> <li>use third person;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use specific names of people or places;</li> <li>use emotive vocabulary to convey and evoke response;</li> <li>use noun phrases to avoid repetition;</li> <li>use pronouns to refer back to the subject;</li> <li>avoid overly detailed descriptions.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a title which outlines what the instructions are for, "How to....";</li> <li>organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence;</li> <li>keep the sentences concise so the reader can follow the steps easily;</li> <li>use numbered steps to give clarity;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use second person;</li> <li>use adverbs to direct how the action should be completed;</li> <li>use imperative verbs to indicate importance;</li> <li>use conjunctions to illustrate the sequence;</li> <li>use mainly present tense;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use determiners to give precision and quantify;</li> <li>use technical/subject specific language for clarity;</li> <li>use noun phrases and pronouns to avoid repetition.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a date the diary was written;</li> <li>express what type of day it has been;</li> <li>organise the main body into paragraphs;</li> <li>organise the information chronologically;</li> <li>include only relevant/significant events or information;</li> <li>include a closing reflection;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use first person address;</li> <li>include time and sequence conjunctions;</li> <li>use adverbs of time;</li> <li>consider the effectiveness of a rhetorical question;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use emotive language to emphasise feelings and reveal thoughts;</li> <li>use pronouns to avoid the repetition of proper nouns;</li> <li>include opinions as well as facts;</li> <li>use personal pronouns.</li> </ul>	<p><b>Children should be taught how to write short, high-quality explanations across the wider curriculum such as:</b></p> <ul style="list-style-type: none"> <li>Explaining parts of a process in Science;</li> <li>Explaining how something works in DT;</li> <li>Answering questions in History or Geography.</li> </ul> <p><b>In Year 4 children should be taught to include:</b></p> <ul style="list-style-type: none"> <li>Technical language for the subject</li> <li>Factual, grammatically correct sentences</li> <li>Conjunctions such as 'if', 'when', 'because' 'although' for subordination.</li> <li>Questions to organise content</li> <li>Mainly present tense</li> <li>Adverbs, prepositions and conjunctions to express time, cause and place.</li> <li>Expanded noun phrases</li> </ul> <p><b>Please note that children should not be expected to include all of these features all of the time. The emphasis should be on instructing them how to write clearly and coherently, in order to demonstrate their understanding.</b></p>

# APPLY IT: TO PERSUADE

YEAR 4

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## Advert

Children should be taught to:

### Structure & Organisation

- include a heading;
- include sub-headings;
- consider how best to make the advert visually appealing (colour, bullet points, diagrams, images, font, size);
- create a catchy tagline to advertise the product;
- include a promise of a bargain/offer;

### Grammatical features

- use imperative verbs to convey importance;
- use inverted commas for direct quotes/endorsements;
- use exclamatory sentences to emphasise;
- include a rhetorical question;
- include positive statistics;

### Language features

- use subject specific vocabulary;
- avoid detailed descriptions;
- use comparisons and exaggeration (better than...);
- use alliteration for effect;
- use noun phrases to avoid repetition;
- use language which appeals to the senses;
- use comparative and superlative adjectives.

## Letter

Children should be taught to:

### Structure & Organisation

- include a sender and recipient's address;
- include the date the letter was written;
- begin the letter with 'Dear...';
- inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce);
- present facts and information clearly;
- close by stating what you would like to happen next;

### Grammatical features

- use mainly past tense;
- use first person address;
- add a rhetorical question to cause the reader to consider the writer's view;
- use subordinating conjunctions to express cause and effect;

### Language features

- use Sir/Madam if the recipient is unknown;
- use 'faithfully' to close if the recipient is unknown, 'sincerely' when known;
- include only relevant information;
- use emotive language to stress feelings;
- use pronouns to avoid the repetition of proper nouns.

## Posters

Children should be taught to:

### Structure & Organisation

- include a heading;
- consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size);
- focus upon the key message and ensure this is clearly written on the poster;

### Grammatical features

- use imperative verbs to convey importance;
- use inverted commas for direct quotes/endorsements;
- use exclamatory sentences to emphasise;

### Language features

- use subject specific vocabulary;
- avoid detailed descriptions;
- use comparisons (better than...);
- use alliteration for effect;
- use noun phrases to avoid repetition;
- use comparatives and superlative adjectives.





# YEAR 5

# WRITING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!



# KNOW IT

## YEAR 5

New Learning Prior Learning

### TENSE

<b>Past Progressive</b>	A continuing action that was happening
<b>Past Perfect</b>	Indicates that an action was completed before something else. <i>The plane had left by the time I got to the</i>
<b>Progressive Tense</b>	An ongoing action. <i>'I am writing.'</i>
<b>Perfect Tense</b>	Uses has/had/have to refer to a completed action. <i>'I have been writing.'</i>
<b>Tense</b>	A verb form which indicates time.

### WORD CLASS

<b>Personal Pronoun</b>	Replaces the name of a person.
<b>Relative Pronoun</b>	A word which can introduce a relative clause. <i>who, whom, whose, that, which</i>
<b>Possessive Pronoun</b>	A pronoun which indicates possession. <i>mine, yours, his</i>
<b>Modal Verb</b>	A verb that expresses degrees of possibility or necessity.
<b>Co-ordinating Conjunction</b>	A word which joins two equal clauses: <i>but and yet</i>
<b>Fronted Adverbial</b>	An adverb/adverbial at the front of the sentence <u>before the verb</u> . <i>carefully,</i>
<b>Determiner</b>	A word used to define the noun. <i>all, few, many</i>
<b>Comparative</b>	An adjective which compares two nouns e.g. bigger, deeper.
<b>Superlative</b>	An adjective which compares 3+ nouns e.g. rich, richer, richest.

### SENTENCE STRUCTURE

<b>Cohesive device</b>	Words and markers used to link the text and aid understanding.
<b>Relative Clause</b>	A type of subordinate clause which begins with a relative pronoun.
<b>Reporting Clause</b>	Use in direct speech to explain who is speaking and how it's being spoken
<b>Subordinate Clause</b>	Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i>

### SPELLING

<b>Synonym</b>	A word which carries a similar meaning to another.
<b>Antonym</b>	A word which carries an opposite meaning to another.
<b>Stressed</b>	A syllable within a word given greater emphasis.
<b>Unstressed</b>	Letters which are not easy to hear within a word.
<b>Exceptions</b>	Those spellings which do not follow a given rule/pattern.
<b>Near Homophones</b>	<i>bury/berry, accept/except</i>

### PUNCTUATION










<b>Parenthesis</b>	Word/phrase inserted to add explanation or asides - demarcated with either ( ) , -
<b>Bracket ( )</b>	Pair of punctuation marks surrounding word/figures.
<b>Dash -</b>	Indicates a range or a pause.
<b>Commas</b>	Used to avoid ambiguity or clarify meaning.
<b>Commas</b>	After a reporting clause.
<b>Commas</b>	Used after a fronted adverbial.

Spelling			Handwriting
Children in Year 5/6 should be taught to spell:			Children should use their handwriting skills to:
Common Exception Words	Word Endings	Suffix Words	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;</li> <li>choosing the writing implement that is best suited for the task.</li> </ul> <p>Ensure the needs of left-handed children are considered.</p> <p><i>ai ee ie ea er in aw</i> <i>uo ig air</i></p> <p><u>Diagonal joiners without ascenders</u></p> <p><i>al ot sh ch mb ed</i></p> <p><u>Diagonal joiners with ascenders</u></p> <p><i>oa oo oi ou or nu</i> <i>ra fi wo wa</i></p> <p><u>Horizontal joiners without ascenders</u></p> <p><i>kn ly hi ki lo la</i> <i>ta ti lo ha di do</i></p> <p><u>Horizontal joiners from ascenders</u></p>
Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached , available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.	<ul style="list-style-type: none"> <li>Endings which sound like ‘shus’ spelt like ~cious or ~tious.</li> <li>Endings which sound like ‘shl’ ~cial, ~tial.</li> </ul>	~ant, ~ance/~ancy ~ent, ~ence/~ency ~able, ~ible ~ably, ~ibly	
	~ sure, ~ture, ~cher ~gue, ~que	~ssion ~cian ~ous	
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Letter Strings	Homophones	
	<ul style="list-style-type: none"> <li>Word containing the letter string ~ough. ought, brought, thought, cough, though, dough, through, thorough, plough</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and other words that are often confused for example,  advice/advise  device/devise  licence/license  practice/practise</li> </ul>	
Rules To Be Taught To Support Spelling In Year 5			
In most cases: <ul style="list-style-type: none"> <li>if the root words ends in ~ce the ‘sh’ sound is usually spelt as ~c e.g. vice-vicious, grace-gracious, space-spacious;</li> <li>use ~cial after a vowel letter and ~tial after a consonant letter e.g. official, special, partial, essential;</li> <li>when spelling homophones such as practice/practise, device/devise, licence/license, nouns end in ~ce and verbs end in ~se;</li> <li>if it sounds like ‘zur’ then ‘sure’ should be used e.g. measure; if it sounds like ‘chur’ then ‘ture’ should be used e.g. picture.</li> </ul>			





## Writing Skills

## Grammar

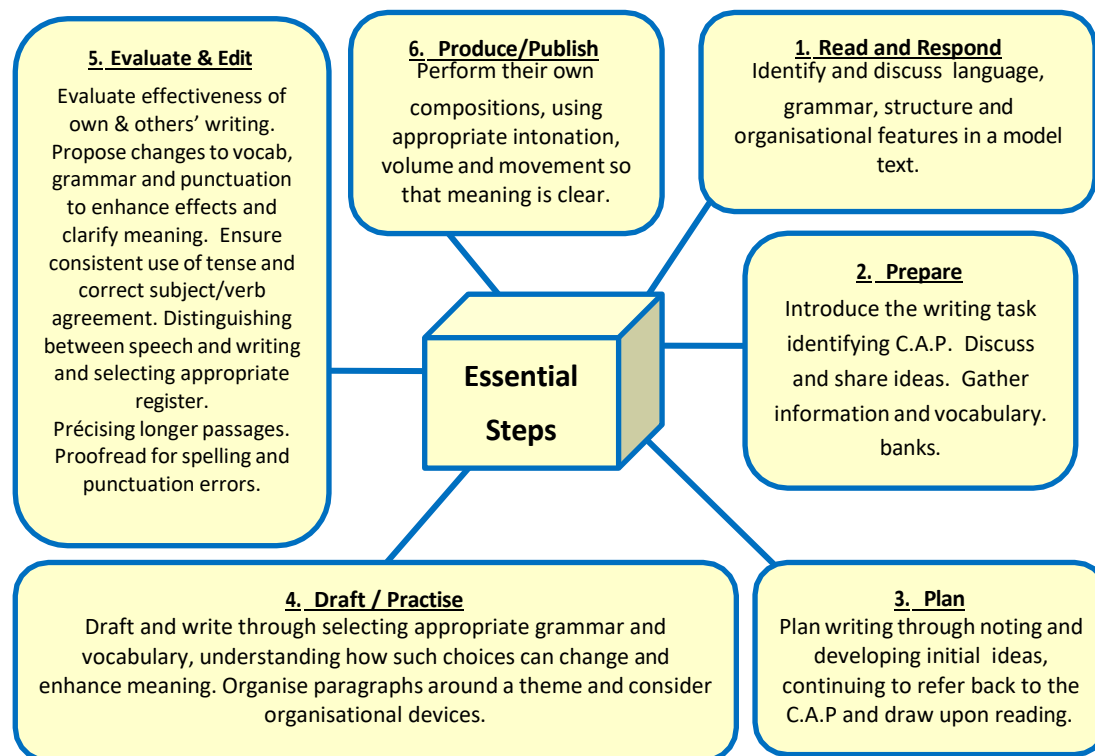
## Children should be taught to:

-  convert nouns or adjectives into verbs using suffixes.
- Extend sentence structures and aid cohesion through:
  -  linking ideas across paragraphs using adverbials of time, place and number;
  -  use of tense to reference back or ahead, e.g. he had seen her before;
  -  use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun;
  -  indicating degrees of possibility using adverbs or modal verbs;
-  understand the difference between plural and possessive 's';
-  use the standard English form for verb inflections, e.g. We were/We was, I did/I done.
- Extend sentence structures and aid cohesion through:
  -  use of fronted adverbials e.g. 'Later that day';
  -  use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth'.

## Punctuation

-  use of brackets, dashes or commas to indicate parenthesis;
-  use of commas to clarify meaning or avoid ambiguity;
-  use of commas after a fronted adverbial;
-  use of comma after a reporting clause in direct speech.

## Writing Process



## Writing Purpose

Children should know that there are different purposes for writing.

In Year 5 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.

## To inform

Procedures  
Historical Account  
Newspapers  
Non-Chronological Reports

## To entertain

Poetry  
Description  
Story Writing




## To persuade

Speech  
Letter

## To discuss

Discussion

Children should be taught the importance of context, audience and purpose through:

-  developing use of language and selecting word choices for clarity, effect on reader and/or context;
-  selecting from a wide range of taught cohesive devices to develop flow and aid the reader, e.g. use of nouns/pronouns to reference back. Use of adverbials, conjunctions and prepositions and use of paragraphs and other organisational features;
-  selecting an appropriately formal or informal tone through use of taught language and grammar, see table.

## Formal

Context specific vocabulary

Avoid contracted form

Perfect Tense

## Informal

Personal tone

Direct Addresses

Vernacular Language

Contracted Form



# APPLY IT

YEAR 5

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## TO ENTERTAIN

### Story Writing

Children should be taught to:

#### Structure & Organisation

- create a title which hints at the theme;
- include a beginning which introduces the character, setting and atmosphere;
- include a build up which hints at what is going to happen next;
- include a dilemma which introduces the problem;
- include a resolution where the problem is solved;
- include an ending which details the characters' feelings and what will happen next;
- organise writing into paragraphs;
- use a range of cohesive devices to aid flow;

#### Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to express, time, place and manner;
- consistently maintain first or third person (may use 2nd person addresses to the reader);
- use fronted adverbials to detail time/place;
- use expanded noun phrases to add detail;
- use direct speech/reported speech to advance the action and/or aid characterisation;

#### Language features

- use pronouns to avoid repetition;
- use fronted adverbials to detail where, when and how.

### Poetry

Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

**They should be given the opportunity to plan, write and perform poetry.**

**Children should be taught to read, write and perform:**

#### Haiku

- contains 3 lines;
- the first line has 5 syllables;
- the second line has 7 syllables;
- the third line has 5 syllables;
- choose vocabulary for effect.

Haikus tend to link to nature and natural phenomena. For example:

Frozen Kingdom;  
Ice crystals clinging;  
Branches glimmer in the sun;  
Winter's masterpiece.

Pupils should also experience a range of poetry through the reading curriculum.

### Description

Children should be taught to:

#### Structure & Organisation

- introduce the character, setting or object to the reader;
- describe unusual and distinctive features;
- ensure features are described in a logical and cohesive order;

#### Grammatical features

- use the third person;
- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas;
- use subordinate clauses, in varied positions, to add detail and context;
- use fronted adverbials to detail time/place;
- use pronouns to refer back to subject/object;

#### Language features

- use precise adjectives, adverbs and prepositions to create atmosphere and effect;
- use figurative language to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use pronouns to avoid repetition;
- use expanded noun phrases to aid cohesion and add detail.

# APPLY IT: TO INFORM / EXPLAIN

YEAR 5

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

Non-chronological report	Newspaper Article	Procedural	Recount- Historical Account	Wider Curriculum Explanations
<p><b>Children should be taught to:</b></p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>include a heading;</li> <li>include an introduction to outline the topic;</li> <li>include sub-headings;</li> <li>use paragraphs to organise the information;</li> <li>make organisational decisions about how the report should look;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use mainly present tense;</li> <li>include some use of the perfect tense;</li> <li>use a range of conjunctions, in varied positions, to aid cohesion;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>maintain a suitably formal tone;</li> <li>use technical vocabulary to demonstrate factual knowledge;</li> <li>use specific names of people or places;</li> <li>use statistics to inform;</li> <li>use noun phrases, adverbs and prepositions to provide specific, factual detail.</li> <li>use pronouns to refer back to the subject;</li> <li>use noun phrases to avoid repetition;</li> <li>use a range of determiners.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>include a short, catchy headline (may include a pun/wordplay if appropriate);</li> <li>include a by-line with who is reporting;</li> <li>organise the article into columns;</li> <li>may include an image with caption;</li> <li>begin with an introduction which summarises the report (5Ws);</li> <li>use paragraphs to sequence the events;</li> <li>close with a final comment/recommendation linked to the article;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>include witness statements through direct and reported speech;</li> <li>include a reporting clause for direct speech;</li> <li>use past tense;</li> <li>use third person;</li> <li>use relative clauses to add further detail;</li> <li>use of determiners to open paragraphs;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>use specific names of people or places;</li> <li>use emotive vocabulary to convey and evoke response;</li> <li>use noun phrases to avoid repetition;</li> <li>use pronouns to refer back to the subject;</li> <li>present relevant information concisely.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>include a title which states the purpose, usually 'How to..';</li> <li>include a statement which outlines the end goal/aim;</li> <li>keep the sentences concise so the reader can follow the steps easily;</li> <li>use numbered steps to give clarity;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> <li>include diagrams where appropriate;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>use second person;</li> <li>use present tense;</li> <li>use adverbs to indicate time and place;</li> <li>use imperative verbs to indicate importance;</li> <li>use conjunctions to illustrate the sequence;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>use determiners to give precision and quantify;</li> <li>use technical/subject specific language for clarity;</li> <li>use noun phrases and pronouns to avoid repetition;</li> <li>use cautionary language to emphasise.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>state whose viewpoint the account is written from;</li> <li>include relevant/significant factual information;</li> <li>provide brief introductory outline of the event;</li> <li>follow on with chronologically ordered paragraphs detailing events;</li> <li>conclude with a summing up e.g. impact of the event; personal statement of feeling or opinion;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>use the third or first person;</li> <li>use the tense consistently (past or present);</li> <li>use a wide range of conjunctions to link ideas;</li> <li>use subordinate clauses, in varied positions, to add detail and context;</li> <li>use fronted adverbials to detail time/place;</li> <li>use relative clauses to provide additional useful detail;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>use precise adjectives, adverbs and prepositions to clarify or evoke response;</li> <li>use pronouns to avoid repetition and reference back;</li> <li>use expanded noun phrases to aid cohesion and add further detail;</li> <li>use context specific language.</li> </ul>	<p><b>Children should be taught how to write short sequences of high-quality explanations across the wider curriculum such as:</b></p> <ul style="list-style-type: none"> <li>Explaining parts of a process in Science;</li> <li>Explaining how something works in DT;</li> <li>Explaining phenomenon in Geography;</li> <li>Answering questions across all subjects.</li> </ul> <p><b>In Year 5 children should be taught to include:</b></p> <ul style="list-style-type: none"> <li>Technical language for the subject</li> <li>Concise, factually accurate and grammatically correct sentences</li> <li>Utilise a range of conjunctions to achieve coordination and subordination.</li> <li>Questions and bullets to organise content</li> <li>Mainly present tense</li> <li>Adverbs, prepositions and conjunctions to express time, cause and place.</li> <li>Parenthesis to add further detail or rename a noun.</li> <li>Modal Verbs</li> </ul> <p><b>Please note that children should not be expected to include all of these features all of the time. The emphasis should be on instructing them how to write clearly and coherently, in order to demonstrate their understanding of the wider curriculum.</b></p>

# APPLY IT

YEAR 5

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## TO PERSUADE

## TO DISCUSS

<u>Speech</u>	<u>Letter</u>	<u>Discussion</u>
<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"><li>include an opening which outlines the topic;</li><li>elaborate upon points in the main body;</li><li>use examples and evidence, including statistics, to support points made;</li><li>include a conclusion which links back to the opening;</li></ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"><li>use mainly present tense;</li><li>add a rhetorical question to cause the reader to consider the writer's view and to draw them in;</li><li>use subordinating conjunctions to express cause and effect;</li><li>use modal verbs to indicate necessity;</li><li>present opinions as facts;</li></ul> <p><u>Language features</u></p> <ul style="list-style-type: none"><li>use emotive language to emphasise feelings;</li><li>use technical vocabulary to convey knowledge and expertise;</li><li>use the power of three for effect;</li><li>use pronouns to avoid the repetition of proper nouns;</li><li>use cautionary language for emphasis and to draw in the audience.</li></ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"><li>include a sender and recipient's address;</li><li>include the date the letter was written;</li><li>begin the letter with 'Dear...';</li><li>inform the recipient of the purpose of the letter and how the writer is feeling<ul style="list-style-type: none"><li><i>(I am excited to inform you/saddened to tell you/happy to announce);</i></li></ul></li><li>present facts and information clearly within logically ordered paragraphs;</li><li>include only relevant/significant information;</li><li>close by stating what you would like to happen next;</li></ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"><li>use mainly past tense;</li><li>use first person address;</li><li>add a rhetorical question to cause the reader to consider the writer's view and to draw them in;</li><li>use subordinating conjunctions to express cause and effect;</li><li>use modal verbs to indicate necessity;</li></ul> <p><u>Language features</u></p> <ul style="list-style-type: none"><li>use Sir/Madam if the recipient is unknown;</li><li>use 'faithfully' to close if the recipient is unknown, 'sincerely' when know;</li><li>use emotive language to stress feelings;</li><li>use pronouns to avoid the repetition of proper nouns.</li><li>use cautionary language for emphasis and to draw in the reader.</li></ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"><li>include a clear title which states the discussion topic (often a question);</li><li>include an opening paragraph which summarises the discussion;</li><li>use paragraphs to outline arguments for and against;</li><li>use examples and evidence, including statistics, to support points made;</li><li>include a conclusion which outlines the writer's position;</li></ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"><li>use third person consistently;</li><li>use mainly present tense;</li><li>use subordinating conjunctions to aid cohesion and express cause and effect;</li><li>use adverbials to link ideas/opinion;</li></ul> <p><u>Language features</u></p> <ul style="list-style-type: none"><li>use emotive language to emphasise opinion and evoke response;</li><li>use technical vocabulary to convey knowledge and expertise;</li><li>use pronouns to avoid the repetition of proper nouns.</li></ul>





# YEAR 6

# WRITING CURRICULUM



# KNOW IT

## YEAR 6

### SPELLING

<b>Hyphenated Words</b>	When a hyphen is used to avoid ambiguity. <i>Recover, re-cover</i>
<b>Synonym</b>	A word which carries a similar meaning to another.
<b>Antonym</b>	A word which carries an opposite meaning to another.

### SENTENCE STRUCTURE

<b>Passive</b>	When the subject undergoes the action.
<b>Active</b>	When the subject performs the action.
<b>Phrase</b>	A groups of words which is part of, rather than the whole of, a sentence.
<b>Cohesive device</b>	Words and markers used to link the text and aid understanding.
<b>Relative Clause</b>	A type of subordinate clause which begins with a relative pronoun.
<b>Reporting Clause</b>	Use in direct speech to explain who is speaking and how it's being spoken.
<b>Subordinate Clause</b>	Extends the main clause. Cannot stand alone as a sentence. <b>The boy wrote a story, as there was a competition.</b>

### New Learning

### Prior Learning

### WORD CLASS

<b>Subjunctive</b>	Relating to the mood of verbs; expressing what is imagined, wished or possible.
<b>Indefinite Article</b>	A determiner referencing a non-specific noun: <b>a, an.</b>
<b>Definite article</b>	A determiner referencing a specific noun. The only definite article is 'the'.
<b>Auxiliary</b>	Verbs used to form the tense and mood of other verbs: <b>have, be, do</b>
<b>Relative Pronoun</b>	A word which can introduce a relative clause: <b>who, whom, whose, that, which</b>
<b>Personal Pronoun</b>	Replaces the name of a person.
<b>Modal Verb</b>	A verb that expresses degrees of possibility or necessity.








### PUNCTUATION

<b>Ellipsis ...</b>	A series of dots, usually three indicating the omission of words.
<b>Hyphen -</b>	A mark used with compound words or to join a prefix to a root word where the prefix ends in a vowel and the root word begins with one.
<b>Colon :</b>	Used to precede lists, quotes and explanations.
<b>Semi-colon ;</b>	Links two independent clauses which are related.
<b>Bullet Points •</b>	Used to separate items in a list; should be punctuated consistently.
<b>Parenthesis</b>	Word/phrase inserted to add explanation or asides - demarcated with either ( ) " "
<b>Bracket ( )</b>	Pair of punctuation marks surrounding word/figures
<b>Dash -</b>	Indicates a range or a pause.
<b>Commas</b>	Used to avoid ambiguity or clarify meaning.

### TENSE

Tenses	Past	Present	Future
Simple	I <u>did</u> my chores.	I <u>do</u> my chores.	I <u>will do</u> my chores.
Progressive	I <u>was doing</u> my chores.	I <u>am doing</u> my chores.	I <u>will be doing</u> my chores.
Perfect Simple	I <u>had done</u> my chores.	I <u>have done</u> my chores.	I <u>will have done</u> my chores.
Perfect Progressive	I <u>had been doing</u> my chores.	I <u>have been doing</u> my chores.	I will have been doing my chores.



Spelling			Handwriting
Children in Year 5/6 should be taught to spell:			Children should use their handwriting skills to:
Common Exception Words	Word Endings	Suffix Words	Write legibly, fluently and with increasing speed by:   choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;   choosing the writing implement that is best suited for the task.  <i>ai ee ie ea er in</i> <i>aw uo ig air</i> <u>Diagonal joiners without ascenders</u> <i>al ot sh ch mb ed</i> <u>Diagonal joiners with ascenders</u> <i>oa oo oi ou or vu</i> <i>ra fi wo wa</i> <u>Horizontal joiners without ascenders</u> <i>kn ly hi ki lo la</i> <i>ta ti lo ha di do</i> <u>Horizontal joiners from ascenders</u>
Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached , available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.	<ul style="list-style-type: none"><li>Endings which sound like ‘shus’ spelt like ~cious or ~tious.</li><li>Endings which sound like ‘shl’ ~cial, ~tial.</li></ul>	<ul style="list-style-type: none"><li>Add suffixes beginning with vowel letters to words ending in ~fer e.g. referring, referred. Referral etc.</li></ul>	
	Silent Letters	~ant, ~ance/~ancy  ~ent, ~ence/~ency  ~able, ~ible  ~ably, ~ibly	
	<ul style="list-style-type: none"><li>Words with silent letters e.g. doubt, island, lamb, solemn, thistle, knight.</li></ul>		
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Letter Strings	Homophones	
	<ul style="list-style-type: none"><li>Word containing the letter string ~ough.</li></ul>	<ul style="list-style-type: none"><li>Homophones and other words that are often confused e.g.  advice/advise  device/devise  licence/license  practice/practise</li></ul>	
	Alternatives		
<ul style="list-style-type: none"><li>Words with the ‘ee’ sound spelt ei after c e.g. deceive, conceive, receive etc.</li></ul>			
Rules To Be Taught To Support Spelling In Year 6			
In most cases:			
	the r is doubled if the ~fer is still stressed when the ending is added e.g. referring, referred, referral. The r is not doubled if the ~fer is no longer stressed e.g. reference, referee, preference, transference;		
	the ‘i before e except after c’ rule applies to words where the sound spelt by ei is ‘ee’ e.g. deceive, conceive, receive, perceive, ceiling etc;		
	if the root words ends in ~ce the ‘sh’ sound is usually spelt as ~c e.g. vice-vicious, grace-gracious, space-spacious;		
	use ~cial after a vowel letter and ~tial after a consonant letter e.g. official, special, partial, essential;		
	when spelling homophones such as practice/practise, device/devise, licence/license, nouns end in ~ce and verbs end in ~se.		

## Writing Skills

### Grammar

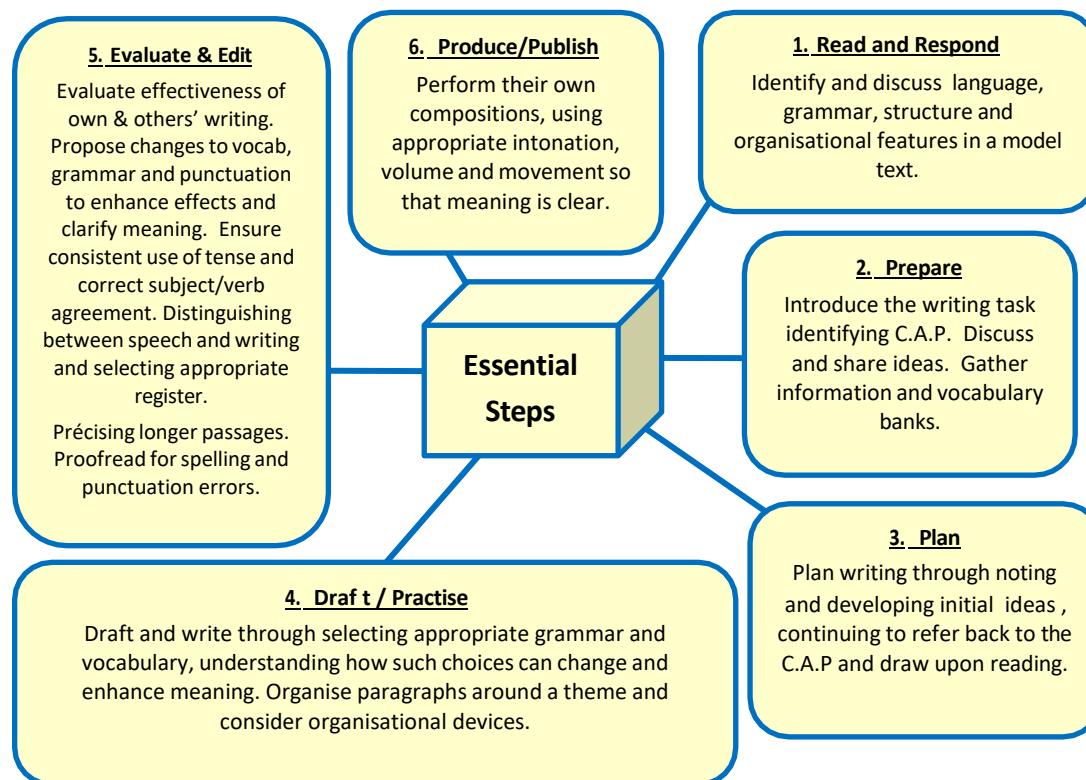
#### Children should be taught to:

- use the passive voice to affect the presentation of information in a sentence.
- Extend sentence structures and aid cohesion through:
  - linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, use of adverbials such as *on the other hand*, *in contrast*), ellipsis and layout devices such as headings, columns, bullets etc.;
- convert nouns or adjectives into verbs using suffixes.
- Extend sentence structures and aid cohesion through:
  - linking ideas across paragraphs using adverbials of time, place and number;
  - use of tense to reference back or ahead, e.g. he had seen her before;
  - use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.
  - Indicating degrees of possibility using adverbs or modal verbs.

### Punctuation

- use of a semi-colon, colon and dash to mark the boundary between independent clauses;
- use of the colon to introduce a list and use of semi-colons within lists;
- use of hyphens to avoid ambiguity e.g. *recover versus re-cover*;
- use of brackets, dashes or commas to indicate parenthesis.

## Writing Process



## Writing Purpose

Children should know that there are different purposes for writing.

In Year 6 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.

### To inform

Biography  
Procedures  
Newspapers  
Non-Chronological Reports

### To entertain

Poetry  
Description  
Story Writing

### To persuade

Travel Brochure  
Courtroom Close

### To discuss

Discussion

Children should be taught the importance of context, audience and purpose through:

- showing awareness of language and grammar typical of informal speech and that appropriate for formal speech and writing;
- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting an appropriately formal or informal tone through use of taught language and grammar, see table-

### Formal

Use of the subjunctive or passive form  
Context specific vocabulary  
Avoid contracted form  
Perfect Tense

### Informal

Question Tags  
Direct Addresses  
Vernacular Language  
Contracted Form



# APPLY IT

YEAR 6

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## TO ENTERTAIN

### Story Writing

Children should be taught to:

#### Structure & Organisation

- create a title which hints at the theme;
- include a beginning which introduces the character, setting, atmosphere - this may also take the form of a flashback/flash-forward;
- include a build up which hints at what is going to happen next;
- include a dilemma which introduces the problem;
- include a resolution where the problem is solved;
- include an ending which details the characters' feelings and ties together the threads of detail;
- organise writing into paragraphs;
- use a range of cohesive devices to aid flow;

#### Grammatical features

- select the correct tense and apply consistently (may vary);
- use a wide range of conjunctions to express, time, place and manner in varying positions;
- consistently maintain first or third person (may use second person to address the reader);
- use fronted adverbials to detail time/place;
- use expanded noun phrases to add detail;
- use multi-clause sentences for detail and single clause for effect;
- use direct speech/reported speech to advance the action and/or aid characterisation;

#### Language features

- use pronouns to avoid repetition and refer back;
- select vocabulary that matches the level of formality required.

### Poetry

Children should be taught to: explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

They should be given the opportunity to plan, write and perform poetry.

#### Imagery

Children should be taught to:

- use figurative language to describe the subject;
- draw upon all senses to create a sensory experience for the reader including onomatopoeia;
- use precise and emotive vocabulary;
- choose whether to use rhyme.

An example of a poem which uses imagery is William Wordsworth's classic 1804 poem -

*I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.*

Pupils should also experience a range of poetry through the reading curriculum.

### Description

Children should be taught to:

#### Structure & Organisation

- introduce the character, setting or object to the reader;
- describe unusual and distinctive features;

#### Grammatical features

- use the third person;
- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas;
- use subordinate clauses, in varied positions, to add detail and context;
- use fronted adverbials to detail time/place;
- use pronouns to refer back to subject/object;

#### Language features

- use increasingly precise adjectives, adverbs and prepositions to create atmosphere and for effect.
- use figurative language to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use pronouns to avoid repetition;
- use expanded noun phrases to aid cohesion and add detail;
- use the power of three for effective repetition.

# APPLY IT: TO INFORM / EXPLAIN

## YEAR 6

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>Non-chronological report</u>	<u>Recount Diary</u>	<u>Procedural</u>	<u>Biography</u>	<u>Wider Curriculum Explanations</u>
<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a heading;</li> <li>include an introduction to outline the topic;</li> <li>include sub-headings;</li> <li>use paragraphs to organise the information logically;</li> <li>make organisational decisions about how the report should look. This may include fact boxes, bullet pointed lists, diagrams;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use mainly present tense;</li> <li>include some use of the perfect tense;</li> <li>use a range of conjunctions, in varied positions, to aid cohesion;</li> <li>use modal verbs to indicate degrees of possibility;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>select appropriate vocabulary which matches the required level of formality;</li> <li>use technical vocabulary to demonstrate factual knowledge;</li> <li>use specific names of people or places;</li> <li>use statistics to inform;</li> <li>use noun phrases, adverbs and prepositions to provide specific, factual detail.</li> <li>use pronouns to refer back to the subject;</li> <li>use noun phrases and a variety of determiners to avoid repetition.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include an opening which provides context and details feelings about the day/event;</li> <li>organise the main body chronologically;</li> <li>include only relevant/significant events and information;</li> <li>include a closing paragraph which reveals the writer's feeling, hopes/fears for the future;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>consistently use past tense although the present tense may be used for the opening and closing;</li> <li>use first person consistently throughout;</li> <li>include a range of conjunctions to aid cohesion;</li> <li>use a full range of adverbials in varied positions;</li> <li>use modal verbs to indicate degrees of possibility;</li> <li>use the subjunctive mood to indicate hopes and desires;</li> <li>use direct addresses such as question tags to draw the reader in;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>select appropriate vocabulary which matches the required level of formality;</li> <li>use precise and emotive vocabulary to reveal the writer's innermost thoughts and feelings;</li> <li>use pronouns to refer back.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a title which states the purpose;</li> <li>include a statement which outlines the end goal/aim;</li> <li>include an ingredients/resource/equipment list (may be bulleted);</li> <li>keep the sentences concise so the reader can follow the steps/method easily;</li> <li>use numbered or clearly logical steps to give clarity;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> <li>include diagrams where appropriate;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use second person;</li> <li>use present tense;</li> <li>use adverbs to indicate time and place;</li> <li>use of preposition to provide specific detail;</li> <li>use imperative verbs to indicate importance;</li> <li>use conjunctions to illustrate the sequence;</li> <li>use causal conjunctions;</li> <li>use modal verbs to indicate degrees of possibility;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use determiners to aid precision;</li> <li>use technical/subject specific language;</li> <li>use noun phrases and pronouns to avoid repetition;</li> <li>select appropriate vocabulary which matches the required level of formality;</li> <li>use cautionary language for emphasis.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include an opening which introduces the person and why they are significant;</li> <li>organise paragraphs around key events chronologically in the person's life;</li> <li>Include a closing paragraph which outlines what the future may hold or why this person will be remembered;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use past tense;</li> <li>use third person;</li> <li>use adverbs to indicate time and place;</li> <li>use relative clauses to add further detail;</li> <li>use a range of conjunctions, in varied positions, to aid cohesion;</li> <li>use formal sentence structures to achieve impersonal tone;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use specific names of people or places;</li> <li>use noun phrases to avoid repetition;</li> <li>use pronouns to refer back to the subject;</li> <li>use emotive vocabulary to convey and provoke feelings about the person life;</li> <li>use passive and active voice;</li> <li>use subject-specific/context-linked vocabulary for authenticity;</li> <li>use formal language to achieve impersonal tone.</li> </ul>	<p><b>Children should be taught how to write short sequences of high-quality explanations across the wider curriculum such as:</b></p> <ul style="list-style-type: none"> <li>Explaining parts of a process in Science;</li> <li>Explaining how something works in DT;</li> <li>Explaining phenomenon in Geography;</li> <li>Answering questions across all subjects.</li> </ul> <p><b>In Year 6 children should be taught to include:</b></p> <ul style="list-style-type: none"> <li>Technical language for the subject</li> <li>Concise, factually accurate and grammatically correct sentences</li> <li>A range of conjunctions to achieve coordination and subordination.</li> <li>Questions and bullets to organise content</li> <li>Mainly present tense</li> <li>Adverbs, prepositions and conjunctions to express time, cause and place.</li> <li>Parenthesis to add further detail or rename a noun.</li> <li>Modal Verbs</li> <li>Passive Voice</li> </ul> <p><b>Please note that children should not be expected to include all of these features all of the time. The emphasis should be on instructing them how to write clearly and coherently, in order to demonstrate their understanding.</b></p>

# APPLY IT

YEAR 6

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## TO PERSUADE

## TO DISCUSS

### Court Room - Closing Argument

Children should be taught to:

#### Structure & Organisation

- include an opening which summarises the issue;
- include a main body which includes logically organised paragraphs;
- provide example and evidence for each point made;
- include a conclusion which indicates opinion and directly appeals to the reader;

#### Grammatical features

- use past and present tense appropriately;
- use second person to address the reader (the jury);
- add a rhetorical question to cause the reader to consider the writer's view and to draw them in;
- use subordinating conjunctions to express cause and effect;
- use modal verbs to indicate necessity;
- use subjunctive mood to express wish/desire/hope;

#### Language features

- use precise emotive language to emphasise feelings;
- use technical vocabulary to convey knowledge and expertise;
- use the power of three for effect;
- use pronouns to avoid the repetition of proper nouns;
- use active and passive voice;
- use direct appeal to the reader;
- use cautionary language to warn/emphasise.

### Travel Brochure

Children should be taught to:

#### Structure & Organisation

- include an opening sentence which outlines the desirability of the destination;
- use sub-headings/fact boxes to organise information;
- select information to appeal to audience;
- include images and slogans/taglines;
- include a conclusion which reiterates why the reader should visit;

#### Grammatical features

- use present tense;
- use of 2nd person pronoun 'you' to address the reader;
- use a rhetorical question to draw the reader in;
- use modal verbs to emphasise importance (should, must, ought);
- use imperatives to indicate importance;

#### Language features

- maintain an appropriately informal style to connect with the reader;
- use subject specific vocabulary to convey knowledge/expertise;
- use expanded noun phrases to add detail;
- use repetition to emphasise desirability;
- use the power of three to describe.

### Discussion

Children should be taught to:

#### Structure & Organisation

- include a clear title which states the discussion topic (often a question);
- include an opening paragraph which summarises the discussion;
- use paragraphs to outline arguments for and against;
- Use examples and evidence to support each point including some use of statistics;
- include a conclusion which outlines the writer's position;

#### Grammatical features

- use third person consistently;
- use mainly present tense;
- use subordinating conjunctions to aid cohesion and express cause and effect;
- use adverbials to link ideas/opinion;

#### Language features

- use emotive language to emphasise points;
- use technical vocabulary to convey knowledge and expertise;
- use pronouns to avoid the repetition of proper nouns;
- select appropriate vocabulary which matches the required level of formality;
- use passive and active voice;
- use language of possibility and probability to speculate.