

Writing Curriculum Progression Plan

At Filleigh Primary School, we endeavour to create a love for literacy. We want every child to leave Filleigh with the skills of an excellent writer. At Filleigh we are determined that:

- Children have the ability to write with fluency and each has an author's voice.
- Children are writing for a purpose and their writing is engaging; they think about the impact they want their writing to have on the reader and know how they will achieve this
- Children develop writing from high quality text models
- Children develop proficiency in writing in a range of genres and have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Opportunities for writing purposefully are developed through other areas of the curriculum
- Children develop writing stamina.
- Children are provided with the skills to embark on independent writing journeys both in and out of school
- Children are motivated to re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.
- Children display excellent transcription skills that ensure their writing is well presented, punctuated and spelt correctly.

Throughout their time at Filleigh, children develop their skills by exploring a wide-range of genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that, we not only develop a real enjoyment of writing in English lessons, but in all subjects across the curriculum.

Foxes – Reception

Term	Autumn	Spring	Summer			
Teacher led, structured and planned teaching						
Intent	To enjoy sharing books with adults and responding with appropriate questions and comments. To develop their use of vocabulary and engage in extended conversations. To developing their ability to recall and retell events through using pictures words and writing.					
Implementation	<ul style="list-style-type: none"> - Shared writing - Modelled writing - Opportunities for independent writing 					
Drawing Club Core texts Cycle A	Splat the cat Babies can Shifty McGifty Little Rabbit foo foo Stuck Superworm Farmer duck	Goldilocks Jack And the beanstalk Cinderella Gingerbread man Three billy goats gruff Three little pigs Little Red Riding Hood	The Train Ride Hungry caterpillar Titch Whatever Next! Bear Hunt Lost and Found Handa's surprise			
Drawing Club Core texts Cycle B	Kipper's birthday Colour Monster What the ladybird heard on holiday Oliver's Vegetables Little Red Hen Meg and Mog Where the Poppies now grow Wow said the owl How to catch a star	Elmer Ah Spider Oi Frog Dear Zoo Rosie's Walk Tiger that came to tea Monkey Puzzle Owl Babies The Odd Egg	What the lady bird heard at the seaside Sharing a shell Spot goes on holiday Ten little pirates Billy's bucket Commotion in the ocean			
Core Rhymes	1,2,3,4,5 Once I caught a fish alive Ba, ba, black sheep Hey, diddle, diddle	Humpty Dumpty Jack and Jill Miss Molly had a dolly	Pat-a-cake Round and round the garden The Grand old Duke of York	Twinkle, twinkle little star A sailor went to sea Down at the Station	Hickory, Dickory, Dock Incy, wincy spider Mary, Mary, quite contrary One, two, buckle my shoe	Ring a ring a roses Row, row, row your boat The Wheels on the Bus Wind the bobbin up
Spelling						
Intent	To understand that print has meaning. To read letters and words accurately. To read simple decodable books, demonstrating comprehension. To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.					
Implementation	Phonics sessions – building up to approx 30 daily. Pre-schoolers – short sessions to develop phase 1 skills					
Little Wandle Spelling Progression	Phase 2 s a t p i n m d g o c k ck e u r h b f ff l ll le ss	Phase 2 j v w x y z zz qu ch sh th ng nk	Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er	Phase 3 Longer words Words with double letters	Phase 4 Short vowels with adjacent consonants longer words and compound words words ending in suffixes	
Little Wandle Tricky Words	Phase 2 is l the put pull full as and has his her go no to into she push he of we me be	Phase 3 was you they my by all are sure pure	Phase 4 said so have like some come love do were here little says there when what one out today			

Handwriting			
Intent	To developing marks and shapes - pre-writing skills. To write some letters accurately in their play. To form lower-case and capital letters correctly.		
	Phase 2s a t p i n m d g o c k ck e u r h b f ff l ll le ss	Phase 2 j v w x y z zz qu ch sh th ng nk	Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er
Implementation	Playdough, threading, screwing, pegging, peg boards, small construction materials, making area, drawing table, digital media to draw, cutting table	Playdough, threading, screwing, pegging, peg boards, small construction materials, making area, drawing table, sewing and weaving, folding and cutting (Chinese new Year)	Playdough, threading, screwing, pegging, peg boards, small construction materials, making area, drawing table, sculpture (clay, wire, pipe cleaners...), digital media to draw
Progression of skills	Hand/finger strength to hold tools	Hand/finger strength to control tools with greater accuracy and improved hand-eye coordination	Hand/finger strength to control tools and carefully form letters correctly and of the same size.

Butterflies Year 2 Year 1			
Term	Autumn	Spring	Summer
Teacher led, structured and planned teaching			
Intent	<ul style="list-style-type: none"> - Pupils enjoy writing and write for a range of purposes - Pupils use the grammar and punctuation required to meet age related expectations - SL Pupils read their writing aloud, to a teacher or individual, using intonation to make meaning clear. - SL Pupils read their writing aloud clearly enough to be heard by other pupils. 		
Implementation	<ul style="list-style-type: none"> - Elicitation - Planning; drafting; revising; editing; publishing. 		
Cycle A; Core texts (inc. grammar and punctuation progression) Fiction: <ul style="list-style-type: none"> • Traditional tales from a variety of cultures • Stories by the same author • Myths and legends Non Fiction: <ul style="list-style-type: none"> • Postcards and letters (including persuasive letter writing) • Explanations • Recounts • Non-chronological reports • Instructions (including directions) Poetry:	This Is How We Do It by Matt Lamothe – Explanation (non-fiction) <ul style="list-style-type: none"> - PU1 Pupils demarcate many sentences with capital letters. - CO1 Pupils choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). - PU4 Pupils demarcate sentences appropriate end punctuation (question marks). - VG1 Pupils combine words to form grammatically accurate sentences. - PU1 Pupils demarcate most sentences in their writing with capital letters and full stops. The Christmas Story – Postcard/Letter (fiction) <ul style="list-style-type: none"> - PU6 Pupils use a capital for the personal pronoun 'I'. - PU2 Pupils demarcate sentences appropriate end punctuation (full stops, exclamation marks, question marks). 	Bar Headed Geese - Instruction writing (non-fiction) <ul style="list-style-type: none"> - CO3 Pupils sequence sentences to form a short narrative or piece of information writing. - CO2 Pupils compose sentences orally and in writing - CO4 Pupils use basic descriptive language. - VG1 Pupils combine words to form grammatically accurate sentences. - VG3 Pupils use co-ordination (e.g. or / and / but) to join clauses. How to hide a lion at school – Recount (Fiction) <ul style="list-style-type: none"> - VG2 Pupils join words and clauses using 'and'. - CO5 Pupils re-read and check writing makes sense. - CO1 Pupils write simple, coherent narratives about personal experiences (write about your own adventure). - CO2 Pupils write simple, coherent narratives about the personal experiences of others (real) 	The High Street – Narrative (Fiction) <ul style="list-style-type: none"> - PU5 Pupils use capital letters for names. - VG4 Pupils use some subordination (e.g. when / if / that / because) to join clauses Life Cycle of a Butterfly - Chronological Report (non-fiction) <ul style="list-style-type: none"> - PU2 Pupils use question marks correctly when required. - VG2 Pupils use past tense mostly correctly and consistently. - PU3 Pupils demarcate sentences appropriate end punctuation (exclamation marks)

<ul style="list-style-type: none"> • Calligrams 	<ul style="list-style-type: none"> - VG1 Pupils use present tense mostly correctly and consistently. 	<ul style="list-style-type: none"> - CO3 Pupils write simple, coherent narratives about the personal experiences of others (fictional) (<i>Write about the experiences of the main character</i>). - CO4 Pupils write about real events, recording these simply and clearly. 	
<p>Cycle B; Core texts (inc. grammar and punctuation progression)</p>	<p>Amelia Earhart (Little People, Big Dreams) - Biography (Non-fiction)</p> <ul style="list-style-type: none"> - PU1 Pupils demarcate many sentences with capital letters. - CO1 Pupils choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). - PU4 Pupils demarcate sentences appropriate end punctuation (question marks). - VG1 Pupils combine words to form grammatically accurate sentences. - PU1 Pupils demarcate most sentences in their writing with capital letters and full stops. <p>The Rainbow Fish - Letter (Fiction)</p> <ul style="list-style-type: none"> - PU6 Pupils use a capital for the personal pronoun 'I'. - PU2 Pupils demarcate sentences appropriate end punctuation (full stops, exclamation marks, question marks). - VG1 Pupils use present tense mostly correctly and consistently. 	<p>The Disgusting Sandwich – Narrative (Fiction)</p> <ul style="list-style-type: none"> - CO3 Pupils write simple, coherent narratives about the personal experiences of others (fictional) (<i>Write about the experiences of the main character</i>). - CO2 Pupils compose sentences orally and in writing - PU5 Pupils use capital letters for names. - CO4 Pupils use basic descriptive language. - VG1 Pupils combine words to form grammatically accurate sentences. <p>What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page - Instruction/Explanation (non-fiction)</p> <ul style="list-style-type: none"> - CO3 Pupils sequence sentences to form a short narrative or piece of information writing. - CO2 Pupils compose sentences orally and in writing - CO4 Pupils use basic descriptive language. - VG1 Pupils combine words to form grammatically accurate sentences. - VG3 Pupils use co-ordination (e.g. or / and / but) to join clauses. 	<p>Lord of the Forest – Recount (Fiction)</p> <ul style="list-style-type: none"> - PU5 Pupils use capital letters for names. - VG4 Pupils use some subordination (e.g. when / if / that / because) to join clauses <p>Outdoor Wonderland – Non-Chron report (Non-fiction)</p> <ul style="list-style-type: none"> - PU2 Pupils use question marks correctly when required. - VG2 Pupils use past tense mostly correctly and consistently. - PU3 Pupils demarcate sentences appropriate end punctuation (exclamation marks)
Spelling			
<p>Intent</p>	<ul style="list-style-type: none"> - Pupils use phonic knowledge and skills to spell phonetically regular words correctly. - Pupils spell many Tricky Words correctly. - SP1 Pupils segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly. - SP2 Pupils segment spoken words into phonemes and represent these by graphemes and make phonically-plausible attempts at more adventurous vocabulary. - SP3 Pupils spell many common exception words. 		
<p><u>Implementation</u></p>	<ul style="list-style-type: none"> - Phonics sessions (20 mins daily) - Spelling Shed Stage 1 Stage 2 		

Little Wandle progression (year 1)

Week	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s -es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

Week	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /ow/ ow snow /j/ j giant /ph/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ s ice /l/ ve give	school call different
Week 4	/ul/ o-e o ou some mother young /l/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Week	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie ie time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Week	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yo/ ue blue rescue /go/ u unicorn	their people oh your
Week 2	/oa/ a go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ ie time /oa/ o-e home /oo/ /yo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yo/ ew chew new /ee/ ie shield /or/ ow claw	house mouse water want
Week 5	Grow the code: /igh/ ie i-e /ai/ ay a o-e /oo/ /oa/ o o-e /ee/ e ie e-e ea /oo/ /yo/ ew u-e u ue	

Week	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u out awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

Week	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our ore daughter pour oar more review	
Week 5	review	

Progression of spelling rules (Spelling Shed Stage 1 and 2)

1. Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'
2. Words with the /k/ and /nk/ sound
3. Words with the trigraph 'tch'
4. Adding '-s' and '-es' to make plurals
5. Adding the suffixes '-ing' and '-ed'
6. Adding the prefix 'un-' and the suffixes '-er' and '-est'

7. Compound words and words with unstressed vowels
8. Words with the digraphs 'ai' and 'oi'
9. Words with the digraphs 'ay' and 'oy'
10. Words with the split digraph 'a_e'
11. Words with the split digraph 'e_e'
12. Words with the split digraph 'i_e'

13. Words with the split digraph 'o_e'
14. Words with the split digraph 'u_e'
15. Words with the digraph 'ar'
16. Words with the digraph 'ee'
17. Words where the digraph 'ea' makes an /ee/ sound
18. Words where the digraph 'ea' makes an /e/ sound

19. Words where the digraph 'er' is stressed
20. Words where the digraph 'er' is unstressed
21. Words with the digraphs 'ir' and 'ur'
22. Words with the digraphs 'oo'/'oo/
23. Words with the digraphs 'oo'/'u/
24. Words where the digraphs 'oa' and 'oe' make an /oa/ sound

25. Words where the digraph 'ou' makes an /ow/ sound
26. Words where the digraph 'ow' makes an /ow/ or /oa/ sound
27. Words ending in 'y'/'ee/ and 've'/'e/
28. Words with the digraphs 'ue' and 'ew'
29. Words where 'ie' makes an /igh/ sound
30. Words where 'ie' makes an /ee/ sound

31. Words with the trigraph 'igh'
32. Words with the digraph 'or' and the trigraph 'ore'
33. Words where 'aw' and 'au' make an /or/ sound
34. Words with the trigraphs 'air' and 'ear'
35. Words where the trigraphs 'air' and 'ear' make an /air/ sound
36. Words with the digraphs 'ph' and 'wh'

1. Words where 'dge' makes a /j/ sound
2. Words where 'ge' makes a /j/ sound
3. Words where 'g' makes a /j/ sound
4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'
5. Words where 'kn' and 'gn' make a /n/ sound at the

7. Words where 'wr' makes a /r/ sound at the beginning of words
8. Words ending in 'le'
9. Words ending in 'el'
10. Words ending in 'al'
11. Words ending in 'il'
12. Challenge Words

13. Words where 'y' makes an /igh/ sound
14. Words where '-es' is added to words ending in 'y'
15. Words where '-ed' is added to words ending in 'y'
16. Words where '-er' and '-est' are added to words ending in 'y'

19. Words where '-er', '-est' and '-ed' is added to words ending in 'e'
20. Words where '-ing' is added to single syllable words
21. Words where '-ed' is added to single syllable words
22. Words where 'a' makes an /or/ sound

25. Words where 'ey' makes an /ee/ sound
26. Words where 'a' makes an /o/ sound
27. Words where 'or' and 'ar' make an /er/ or /or/ sound
28. Words where 's' makes an /z/ sound
29. Words ending in '-ment' and '-ness'

31. Words that are homophones or near homophones
32. Words that are homophones or near homophones
33. Words ending in '-tion'
34. Words containing an apostrophe for contraction
35. Words containing an

	beginning of words 6.Challenge Words		17.Words where '-ing' is added to words ending in 'e' 18.Challenge Words	23.Words where 'o' makes an /u/ sound 24.Challenge Words	30.Words ending in '-ful' and '-less'	apostrophe for possession 36.Challenge Words
Handwriting						
Intent	<ul style="list-style-type: none"> - Continuing with gross and fine motor skills exercises - Strengthening handwriting, learning and practice - Numerals, capitals and printed letters; where and when to use, learning and practice - KS1 SATs SPaG exercises 					
Implementation	<ul style="list-style-type: none"> - 3 x weekly sessions (~20 mins) <p>Steps:</p> <ol style="list-style-type: none"> 1) Reinforce pencil grip and sitting position. 2) Teacher model the letter/word (I do). 3) Air practice the letter/word (We do). 4) Practice as a class on whiteboards, if appropriate (We do). 5) Practice at tables writing the letter/word (scaffolded by trace letter) (You do). 6) Adult to check – correct/extra practice if necessary. 7) Independent practice (You do). 					
Progression of skills	<ul style="list-style-type: none"> - Year 1 Letter formation using Little Wandle patter (no lead in) - Year 2 Module 1 (letter formation with lead in) and Module 2 (Capital letters) in the following order: <ul style="list-style-type: none"> o l, l, t, u, w, e, c, o, a, d, n, m, h, j, y, g, q, b, p, k, v, s, r, f, x, z, (in blocks of three, then practice the words). Use Little Wandle letter formation for k, z, f and x. o Capital letters taught in alphabetical order. Use Little Wandle formation for I, Y, M. 					

Buzzards Year 3 / Year 4

Term	Autumn	Spring	Summer
Teacher led, structured and planned teaching			
Intent	<ul style="list-style-type: none"> - Pupils enjoy writing and write for a range of purposes - Pupils use the grammar and punctuation required to meet age related expectations - SL Pupils read their writing aloud to the whole class, using intonation to make meaning clear. - SL Pupils read their writing aloud to the whole class, using tone to make meaning clear. - SL Pupils read their writing aloud to the whole class, using volume to make meaning clear. - CO Pupils evaluate the effectiveness of writing and suggest improvements. - CO Pupils proofread for spelling and punctuation appropriate to year 3 level. 		
Implementation	<ul style="list-style-type: none"> - Elicitation - Planning; drafting; revising; editing; publishing. 		
<p>Cycle A; Core texts (inc. grammar and punctuation progression)</p> <p>Haven't done yet</p> <p>Fiction:</p> <ul style="list-style-type: none"> ● Myths (quests) ● Writing and performing a play ● Story settings from another culture ● Autobiographical story ● Adventure ● Writing and performing a play ● Stories with a historical setting <p>Non-fiction:</p> <ul style="list-style-type: none"> ● Chronological report ● Persuasion ● Discussion letter ● Explanation ● Instructions <p>Poetry:</p> <ul style="list-style-type: none"> ● Riddles and limericks ● Narrative poetry ● Haiki ● Tanka ● Kennings 	<p>Chalk (Fiction) Picture book</p> <ul style="list-style-type: none"> - PU1 Pupils demarcate sentences accurately throughout using capital letters and end punctuation. - . VG7 Pupils express time, place, cause and enhance cohesion using adverbs. - CO2 Pupils demonstrate understanding of the main features of different forms of writing. - VG2 Pupils add detail and precision through expanding noun phrases using pre-modification. - CO1 Pupils write for real purposes and audiences. <p>13 Words (Fiction) Story based on random words</p> <ul style="list-style-type: none"> - CO6 Pupils use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. - CO2 Pupils demonstrate understanding of the main features of different forms of writing. - VG3 Pupils make accurate use of simple present, present progressive and present perfect forms - VG3 Pupils use present tense correctly. <p>Interview with a Tiger (Non-fiction) Interview</p> <ul style="list-style-type: none"> - VG1 Pupils write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). - VG2 Pupils add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). - PU1 Pupils demarcate sentences accurately throughout using capital letters and end punctuation. - VG6 Pupils express time, place, cause and 	<p>Ask Dr K Fisher about Planet Earth (Non-Fiction) Letters</p> <ul style="list-style-type: none"> - CO3 Pupils write using a rich and varied vocabulary appropriate to purpose and form. - VG8 Pupils express time, place, cause and enhance cohesion using adverbials, sometimes fronted. - VG7 Pupils express time, place, cause and enhance cohesion using prepositional phrases (during the night, before breakfast, because of the rain). <p>Rainforest Rough Guide (Non-fiction) Diary, letter and report</p> <ul style="list-style-type: none"> - . - PU5 Pupils use apostrophes for contractions. - CO6 Pupils use paragraphs as a way of grouping related material. - VG4 Pupils use past tense correctly. - VG1 Pupils write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although) <p>There's an Orangutan in my Bedroom (Fiction) Setting Description</p> <ul style="list-style-type: none"> - PU4 Pupils use apostrophes for plural possession. - VG5 Pupils use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done). - CO7 Pupils use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. 	<p>Ratpunzel (Fiction) Traditional Tale</p> <ul style="list-style-type: none"> - PU6 Pupils use apostrophes for singular possession - VG6 Pupils express time, place, cause and enhance cohesion using prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred). - PU1 Pupils use commas after fronted adverbials. - CO5 Pupils make effective choices about using direct speech within narratives. - CO4 Pupils write narratives with a clear plot, and describe settings and characters. - PU3 Pupils use inverted commas and other punctuation to indicate direct speech accurately. - CO5 Pupils begin to use direct speech within narratives. - PU3 Pupils Use inverted commas to punctuate direct speech. - CO4 In narrative, pupils create simple settings, characters and plot. <p>Dragons, Myths and truths (Non-fiction) Poem</p> <ul style="list-style-type: none"> - VG4 Pupils make accurate use of simple past, past progressive and past perfect forms. - VG9 Pupils choose language to suit the purpose and audience. - PU5 Pupils use apostrophes for singular possession. "The box's magic"? - VG5 Pupils use present perfect tense correctly.

	<p>enhance cohesion using adverbs (soon, therefore, finally).</p> <p>How Santa Really Works (Fiction) Explanation Text</p> <ul style="list-style-type: none"> - CO1 Pupils write for real purposes and audiences - VG8 Pupils choose language to suit the purpose and audience. - PU2 Pupils use commas in lists. 		
<p>Cycle B; Core texts (inc. grammar and punctuation progression) Haven't done yet</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Myths (quests) • Writing and performing a play • Story settings from another culture • Autobiographical story • Adventure • Writing and performing a play • Stories with a historical setting <p>Non-fiction:</p> <ul style="list-style-type: none"> • Chronological report • Persuasion • Discussion letter • Explanation • Instructions <p>Poetry:</p> <ul style="list-style-type: none"> • Riddles and limericks • Narrative poetry • Haiki • Tanka • Kennings 	<p>Horrid Henry (Fiction) Playscript</p> <ul style="list-style-type: none"> - PU1 Pupils demarcate sentences accurately throughout using capital letters and end punctuation. - VG7 Pupils express time, place, cause and enhance cohesion using adverbs. - VG3 Pupils make accurate use of simple present, present progressive and present perfect forms. - CO2 Pupils demonstrate understanding of the main features of different forms of writing. - CO1 Pupils write for real purposes and audience <p>Paint Me a Poem (Non-Fiction) Poetry</p> <ul style="list-style-type: none"> - VG2 Pupils add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). - PU5 Pupils use apostrophes for contractions - VG8 Pupils choose language to suit the purpose and audience. <p>Leon and the Place Between (Fiction) Adventure</p> <ul style="list-style-type: none"> - CO5 Pupils make effective choices about using direct speech within narratives. - CO4 Pupils write narratives with a clear plot, and describe settings and characters. - PU3 Pupils use inverted commas and other punctuation to indicate direct speech accurately. - CO4 In narrative, pupils create simple settings, characters and plot. <p>Kevin the Carrot (Fiction) Diary</p> <ul style="list-style-type: none"> - VG4 Pupils make accurate use of simple past, past progressive and past perfect forms. - VG5 Pupils use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done). - VG4 Pupils use past tense correctly. 	<p>Fantastically Great Women (non-fiction)</p> <ul style="list-style-type: none"> - CO1 Pupils write for real purposes and audiences. - . PU6 Pupils use apostrophes for singular possession - PU2 Pupils use commas in lists. - VG1 Pupils write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although) <p>I Don't Believe It Archie (Fiction) Story</p> <ul style="list-style-type: none"> - VG1 Pupils write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). - CO2 Pupils demonstrate understanding of the main features of different forms of writing. - VG3 Pupils use present tense correctly. - PU1 Pupils demarcate sentences accurately throughout using capital letters and end punctuation. - VG6 Pupils express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally). <p>Dare to Care: Pet Dragon (Non-fiction) Information</p> <ul style="list-style-type: none"> - VG9 Pupils choose language to suit the purpose and audience. - CO6 Pupils use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. - VG2 Pupils add detail and precision through expanding noun phrases using pre-modification. 	<p>Oliver and the Seawigs (Fiction)</p> <ul style="list-style-type: none"> - PU4 Pupils use apostrophes for plural possession. - VG6 Pupils express time, place, cause and enhance cohesion using prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred). - PU1 Pupils use commas after fronted adverbials. - CO7 Pupils use pronouns and nouns within and across sentences to aid cohesion and avoid repetition - CO5 Pupils begin to use direct speech within narratives. - PU3 Pupils Use inverted commas to punctuate direct speech. - VG7 Pupils express time, place, cause and enhance cohesion using prepositional phrases (during the night, before breakfast, because of the rain). - VG5 Pupils use present perfect tense correctly. - <p>A River (Poetry) Contrasting Poems</p> <ul style="list-style-type: none"> - CO3 Pupils write using a rich and varied vocabulary appropriate to purpose and form. <p>Book of Bones (Non-fiction) Explanation</p> <ul style="list-style-type: none"> - VG8 Pupils express time, place, cause and enhance cohesion using adverbials, sometimes fronted. - PU5 Pupils use apostrophes for singular possession. "The box's magic"?

	<ul style="list-style-type: none"> CO6 Pupils use paragraphs as a way of grouping related material. 					
Spelling						
Intent	<ul style="list-style-type: none"> SP1 Pupils spell correctly words that have been previously taught, including common exception words from KS1. SP2 Pupils spell correctly words that have been previously taught, including previously taught homophones. SP3 Pupils spell correctly words that have been previously taught, including those with known prefixes. SP4 Pupils spell correctly words that have been previously taught, including those with known suffixes. SP5 Pupils use and spell correctly many words from the Year 3 / Year 4 spelling list. SP6 Pupils use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. 					
Implementation	<ul style="list-style-type: none"> Spelling Shed Stage 3 Stage 4 					
Progression of spelling rules (Spelling Shed Stage 3 and 4)	<ul style="list-style-type: none"> 1.Words where 'ou' makes an /ow/ sound 2.Words where 'ou' makes a /u/ sound 3.Words where 'y' makes an /i/ sound 4.Words ending in '-sure' 5.Words ending in '-ture' 6.Challenge words 	<ul style="list-style-type: none"> 7.Words with the prefix 're-' 8.Words with the prefix 'dis-' 9.Words with the prefix 'mis-' 10.Words where '-ing' and '-ed' are added to multisyllabic words 11.Words where '-ing', '-en' and '-ed' are added to multisyllabic words 12.Challenge words 	<ul style="list-style-type: none"> 13.Words with the 'ai' digraph 14.Words with the 'ei' digraph 15.Words where 'ey' makes an /ai/ sound 16.Adding the suffix '-ly' 17.Words that are homophones 18.Challenge Words 	<ul style="list-style-type: none"> 19.Words ending in 'al' 20.Words ending in 'le' 21.Adding '-ly' when the root word ends in '-le' 22.Adding '-ally' when the root word ends in '-ic' 23.Adding '-ly' when the words do not follow the spelling patterns 24.Challenge Words 	<ul style="list-style-type: none"> 25.Words ending in '-er' when the root word ends in 'ch' 26.Words where 'ch' makes a /k/ sound 27.Words where 'que' makes a /k/ sound 28.Words where 'sc' makes a /s/ sound 29.Words that are homophones 30.Challenge Words 	<ul style="list-style-type: none"> 31.Words that end in 'sion' 32.Revision of spelling patterns learned in Stage 3
	<ul style="list-style-type: none"> 1.Words that are homophones 2.Words with the prefix 'in-' 3.Words with the prefixes 'il-', 'im-' and 'ir-' 4.Words with the prefix 'sub-' 5.Words with the prefix 'inter-' 6.Challenge Words. 	<ul style="list-style-type: none"> 7.Words ending in '-ation' 8.Words ending in '-ation' 9.Words ending '-ly' 10.Words ending '-lly' 11.Words where 'ch' makes a /sh/ sound 12.Challenge Words 	<ul style="list-style-type: none"> 13.Words ending in '-sion' 14.Words ending in '-ous' 15.Words ending in '-ous' where the ge from the root word remains 16.Words where 'i' makes an /ee/ sound 17.Words ending in '-ious' and 'eous' 18.Challenge Words 	<ul style="list-style-type: none"> 19.Words where 'au' makes an /or/ sound 20.Words ending in '-tion' 21.Words ending in '-sion' 22.Words ending in '-cian' 23.Words that are adverbs of manner 24.Challenge Words 	<ul style="list-style-type: none"> 25.Words that are homophones 26.Words spelled with 'c' before 'i' and 'e' 27.Words containing 'sol' and 'real' 28.Words containing 'phon' and 'sign' 29.Words with the prefixes 'super-', 'anti-' and 'auto' 30.Words with the prefix 'bi-' 31.Challenge Words 	<ul style="list-style-type: none"> 32.Words containing an apostrophe for possession 33.Revision of spelling patterns learned in Stage 4
Handwriting						
Intent	<ul style="list-style-type: none"> Pupils use a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson Pupils focus on using handwriting practice to support other subjects in the curriculum and, at the same time, build on fluency and consistency 					
Implementation	<ul style="list-style-type: none"> 3 x Weekly sessions (~20 mins) <p>Steps:</p> <ol style="list-style-type: none"> 1) Reinforce pencil grip and sitting position. 2) Teacher model the join (I do). 3) Air practice the join (We do). 4) Practice as a class on whiteboards, if appropriate (We do). 5) Practice at tables writing the join (scaffolded by trace letter) (You do). 6) Adult to check – correct/extra practice if necessary. 					

	7) Independent practice (You do).
Progression of skills	<ul style="list-style-type: none">- Year 3 - Module 3 – types of join- Year 4 – Module 4 – Handwriting fluency

Stags Year 5 Year 6

Term	Autumn	Spring	Summer
Teacher led, structured and planned teaching			
Intent	<ul style="list-style-type: none"> - Pupils enjoy writing and write for a range of purposes - Pupils use the grammar and punctuation required to meet age related expectations - SL Pupils perform their own compositions to a small group, ensuring meaning is clear using appropriate intonation. - SL Pupils perform their own compositions to a small group, ensuring meaning is clear using appropriate volume. - SL Pupils perform their own compositions to a small group, ensuring meaning is clear using movement. - CO1 Pupils write for a range of purposes and audiences. - CO9 Pupils make choices in drafting and revising writing, showing understanding of how these enhance meaning. - CO10 Pupils proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). 		
Implementation	<ul style="list-style-type: none"> - Elicitation - Planning; drafting; revising; editing; publishing. 		
Cycle A	<p>I am Cat</p> <ul style="list-style-type: none"> - CO7 Pupils use synonyms as a cohesive device to build cohesion within and across paragraphs. - CO5 Pupils use adverbials of time and place as a cohesive devices to build cohesion within and across paragraphs. - CO6 Pupils use pronouns as a cohesive device to build cohesion within and across paragraphs. - CO4 Pupils use conjunctions as a cohesive device to build cohesion within and across paragraphs. - CO6 Pupils use a range of devices to build cohesion within and across paragraphs. E.g. secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition - CO8 Pupil use a range of devices to build cohesion within and across paragraphs. E.g. link ideas using tense choices (e.g. he had seen her before instead of he saw her before). - CO7 Pupil use a range of devices to build cohesion within and across paragraphs. E.g. link ideas using adverbials of time, place and number <p>Homer – An Odyssey</p>	<p>Shackleton's Journey</p> <ul style="list-style-type: none"> - - VG6 Pupils use verb tenses consistently and correctly throughout their writing. - VG1 Pupils select grammatical structures that reflect what the writing requires, doing this mostly appropriately. - CO1 Pupils write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). <p>The Highway Man</p> <ul style="list-style-type: none"> - 	<p>The Wizard of Earth Sea</p> <ul style="list-style-type: none"> - VG2 Pupils select vocabulary that reflects what the writing requires, doing this mostly appropriately. - VG1 Pupils select appropriate grammar and vocabulary to change and enhance meaning. <p>Flood</p> <ul style="list-style-type: none"> - CO2 In narratives, pupils describe settings, characters and atmosphere. - CO3 Pupils integrate dialogue in narratives to convey character and advance the action. - PU2 Pupils use inverted commas and other punctuation to indicate direct speech. - PU2 Pupils use speech punctuation accurately. - CO5 Pupils use dialogue in narratives to convey character or advance the action. - CO4 In narratives, pupils begin to develop atmosphere ('show not tell') - CO3 In narratives, pupils describe settings and characters.
Cycle B	<p>My Secret War Diary</p> <ul style="list-style-type: none"> - VG4 Pupils use passive verbs to affect how information is presented. - VG3 Pupils use the perfect verb form to mark relationships of time and cause (e.g. They had walked...). - VG2 Pupils use a range of verb forms to mark relationships of time and cause (past vs present). <p>VG5 Pupils use adverbs to indicate possibility.</p> <p>When the sky falls</p>	<p>Cracking Contraptions</p> <ul style="list-style-type: none"> - PU1 Pupils use the range of punctuation taught at key stage 2 mostly correctly. - VG5 Pupils use modal verbs to suggest degrees of possibility. - VG5 Pupils use passive verbs to affect how information is presented. - PU1 Pupils demarcate sentences accurately throughout, using capital letters and end marks. - VG4 Pupils use modal verbs to indicate possibility. - PU3 Pupils indicate parenthesis using dashes - PU4 Pupils indicate parenthesis using brackets. - PU5 Pupils indicate parenthesis using commas. 	<p>Kensuke's Kingdom</p> <p>Inside the Villains</p> <ul style="list-style-type: none"> - VG1 Pupils select grammatical structures that reflect what the writing requires, doing this mostly appropriately. - PU1 Pupils use the range of punctuation taught at key stage 2 mostly correctly. - VG6 Pupils convey complicated information concisely by using pre-modification of nouns.

		<p>Animalium (Non-chron report) (3 weeks)</p> <ul style="list-style-type: none"> - PU1 Pupils use the range of punctuation taught at key stage 2 mostly correctly. - VG5 Pupils use modal verbs to suggest degrees of possibility. - VG5 Pupils use passive verbs to affect how information is presented. - PU1 Pupils demarcate sentences accurately throughout, using capital letters and end marks. - VG4 Pupils use modal verbs to indicate possibility. - PU3 Pupils indicate parenthesis using dashes - PU4 Pupils indicate parenthesis using brackets. - PU5 Pupils indicate parenthesis using commas. 				
Spelling						
Intent	<ul style="list-style-type: none"> - SP1 Pupils spell correctly words that have been previously taught, including common exception words from KS1. - SP2 Pupils spell correctly words that have been previously taught, including previously taught homophones. - SP3 Pupils spell correctly words that have been previously taught, including year 3/4 statutory words. - SP4 Pupils use and spell correctly many words from the year 5 / year 6 spelling list. - SP5 Pupils make good attempts at uncommon or more ambitious vocabulary. - SP6 Pupils check the spelling of some uncommon or more ambitious vocabulary using a dictionary. - SP1 Pupils spell correctly most words from the year 5 / year 6 spelling list - SP2 Pupils use a dictionary to check the spelling of uncommon or more ambitious vocabulary 					
Implementation	<ul style="list-style-type: none"> - Spelling Shed Stage 5 Stage 6 					
Progression of spelling rules (Spelling Shed stage 5 and 6)	<p>1.Words ending in '-tious' and '-ious'</p> <p>2.Words ending in '-cious'</p> <p>3.Words ending in /shul/ spelled '-cial'</p> <p>4.Words ending in /shul/ spelled '-tial'</p> <p>5.Words ending in /shul/ spelled '-cial' and '-tial'</p> <p>6.Challenge words</p>	<p>7.Words ending in '-ant' and '-ance'</p> <p>8.Words ending in '-ent' and '-ence'</p> <p>10.Words ending in '-able' and '-ible'</p> <p>11.Words ending in '-ably' and '-ibly'</p> <p>12.Challenge Words</p>	<p>13.Words ending in '-able', where the 'e' from the root word remains</p> <p>14.Words that are adverbs of time</p> <p>15.Words ending in '-fer'</p> <p>16.Words with 'silent' first letters</p> <p>17.Words with 'silent' letters</p> <p>18.Challenge Words</p>	<p>19.Words spelled with 'ie' after c</p> <p>20.Words where 'ei' makes an /ee/ sound</p> <p>21.Words where 'ough' makes an /or/ sound</p> <p>22.Words containing 'ough'</p> <p>23.Adverbs of possibility and frequency</p> <p>24.Challenge Words</p>	<p>25.Words that are homophones or near homophones</p> <p>26.Words that are homophones</p> <p>27.Words that are homophones</p> <p>28.Words that are homophones or near homophones</p> <p>29.Words that are homophones or near homophones</p> <p>30.Challenge Words</p>	<p>31.Words with hyphens</p> <p>32.Challenge Words</p> <p>33.Revision: Year 5 words</p>
	<p>1-5.Challenge Words</p>	<p>6-10. Challenge Words</p>	<p>11.Words with the short vowel sound /i/ spelled 'y'</p> <p>12.Words with the long vowel sound /igh/ spelled 'y'</p> <p>13.Adding the prefix '-over'</p> <p>14.Words with the suffix '-ful'</p> <p>15.Words that can be nouns and verbs</p> <p>16.Words with an /oa/ sound spelled 'ou' or 'ow'</p>	<p>17.Words with a 'soft c' spelled 'ce'</p> <p>18.Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'</p> <p>19.Words with a /f/ sound spelled 'ph'</p> <p>20.Words with origins in other countries and languages</p> <p>21.Words with unstressed vowel sounds</p> <p>22.Words ending with /shuhl/ spelled 'cial'</p>	<p>23.Words ending with /shuhl/ spelled 'tial'</p> <p>24.Words beginning with 'acc'</p> <p>25.Words with the suffix '-ably'</p> <p>26.Words with the suffix '-ible'</p> <p>27.Adding the suffix '-ibly' to create an adverb</p> <p>28.Words ending in '-ent' and '-ence'</p>	<p>29.Words ending in '-er', '-or' and '-ar'</p> <p>30.Adverbs synonymous with determination</p> <p>31.Adjectives to describe settings</p> <p>32.Adjectives to describe feelings</p> <p>33.Adjectives to describe characters</p> <p>34.Grammar Vocabulary 1</p> <p>35.Grammar Vocabulary 2</p> <p>36.Mathematical Vocabulary</p>

Handwriting	
Intent	<ul style="list-style-type: none"> - Reinforcing cursive handwriting across the curriculum - Form-filling/labelling using printed and capital letters - Dictation exercises promoting quick note-taking and speedy handwriting writing skills - KS2 SATs SPaG practice
Implementation	<ul style="list-style-type: none"> - 3 x weekly sessions (~20 mins) <p>Steps:</p> <ol style="list-style-type: none"> 1) Reinforce pencil grip and sitting position. 2) Teacher model the word/sentence (I do). 3) Air practice the word/sentence (We do). 4) Practice as a class on whiteboards, if appropriate (We do). 5) Practice at tables writing the word/sentence (scaffolded by trace letter) (You do). 6) Adult to check – correct/extra practice if necessary. 7) Independent practice (You do).
Progression of skills	Module 5 – Handwriting across the curriculum