

# Ackworth Howard C of E School

Educating for 'life in all its fullness.'



## English Curriculum (Writing) – Essential Knowledge

# Intent

At Ackworth Howard J&I School, we believe that English should develop: the mind (speaking, reading, writing, knowledge acquisition); body (communicating emotion); and spirit (communicating socially and spiritually) of each child.



## **Mind**

The English curriculum at our school offers a high quality learning experience for learners. Children are taught to speak and write fluently so that they can confidently, coherently and efficiently communicate ideas to others and through their reading and listening, others can communicate with them. Reading underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects so pupils have the chance to acquire knowledge and build on what they already know.



## **Body**

Based on first hand experiences, our curriculum builds confidence and encourages children to develop their independence, communication skills and collaborative working whilst taking risks in a safe environment. The unique talents of every child are embraced.



## **Spirit**

Trust and imagination, the ability to think, reflect and grow morally and socially and cognitively are the bedrock of our curriculum where we aim to create a safe place for children to learn and express their inner most thoughts. Through the study of a range of stimulating texts, children develop a critical understanding of their impact on daily life, society and the wider world around them.

# Writing Genre Coverage and Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Narrative – Story Narrative – Traditional Tale	Narrative – Story Narrative – Adventure Narrative – Traditional Tale	Narrative – Myth Narrative – Traditional Tales Narrative – Story Narrative – Adventure	Narrative – Tragedy Narrative – Story Narrative – Traditional Tale Narrative – Myth Narrative – Adventure	Narrative – Mystery Narrative – Story Narrative – Traditional Tale Narrative – Science Fiction Narrative – Fantasy Narrative – Adventure	Narrative – Mystery Narrative – Story Narrative – Science Fiction Narrative – Adventure	Narrative – Story Narrative – Traditional Tale Narrative – Romance Narrative – Horror Narrative – Adventure Narrative – Ghost Story
Non-Fiction	Recount Lists Instructions Letters Non-Chronological Wanted Posters	Biography Travel Journal Letters Diary Postcards Instructions	Non-chronological Report Persuasive Letter Recount Diary Instructions	Explanation Holiday Brochure Instructions Non-chronological Report	Persuasive Writing Newspaper Report Letter	Journal Persuasive Letter Balanced Argument Diary/Journal Non-chronological report	Newspaper Report Speech Persuasive Letter Recount Postcard
Poetry		Poetry – List Poetry - Rhyming	Poetry – Free verse Poetry – Humorous poem Poetry - Rhyming	Poetry	Poetry	Poetry - Narrative poems	Poetry – Rap
Play scripts					Play scripts		

## SP&G Overview

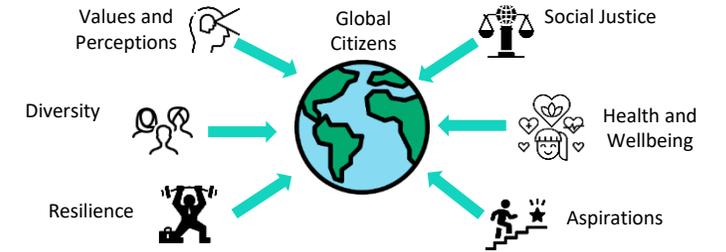
<b>Year 1</b>	<p>Ready to write: Finger spaces, letters and words Punctuation What is a capital letter? Where does a Full stop go?</p>	<p>Sentences: How words combine to make a sentence. Capital letter for the personal pronoun I.</p>	<p>Conjunctions: Joining words and clauses using and. Introduction to exclamation marks.</p>	<p>Capital letters: Using capital letters for proper nouns - names of people, places and days of the week.</p>	<p>Questions: Introductions to questions and how to use a question mark. Singular and plural: Using regular single noun suffix -s and -es.</p>	<p>Prefix/Suffix How the prefix un changes the meaning of verbs and adjectives. Sequencing sentences.</p>
<b>Year 2</b>	<p>Ready to Write - What is a sentence? Correctly demarcate sentences. Using a capital letter for people, places, the days of the week and the personal pronoun I. Joining clauses using and Word classes- revise nouns and verbs Adjectives, adverbs Types of sentence</p>	<p>Questions and commands Writing and identifying statements and exclamations. Adjectives and expanded noun phrases Coordination / subordination</p>	<p>Using commas to separate items in a list. Learn how to use the past and present tenses correctly and consistently. Adjectives with er and est - comparative/superlative</p>	<p>Forming the Progressive Tense Compound Words Forming nouns using er Noun Phrases Conjunctions</p>	<p>The formation of nouns using suffixes such as ness and erly to turn adjectives into adverbs Forming adjectives using ful and less Apostrophes to mark where letters are missing and for singular possession.</p>	<p>Consolidation Consolidating Year 2 grammar including the use of sentence types and conjunctions.</p>
<b>Year 3</b>	<p>Ready to write Expanded noun phrases Punctuation How the grammatical patterns in a sentence indicate its function as a question, command, exclamation or statement. Coordination and subordination Commas in a list Apostrophes to mark where letters are omitted and for singular possession Using past and present tense correctly including progressive.</p>	<p>Determiners Using the forms a or an Conjunctions Extending the range of sentences with more than one clause by using a wider range of conjunctions. Using conjunctions to express time, place and cause.</p>	<p>Adverbs Using adverbs to express time, place and cause. Prepositions Using prepositions to express time, place and cause.</p>	<p>Speech Introduction to inverted commas to punctuate direct speech.  Tenses Use of the present perfect form of verbs instead of the simple past. Using the present perfect form of verbs in contrast to the past tense.</p>	<p>Nouns Types of noun  Paragraphs Introduction to paragraphs as a way to group related material . Headings and sub-headings to aid presentation</p>	<p>Word families Word families based on common words, showing how words are related in form and meaning. Prefixes The formation of nouns using a range of prefixes.</p>

## SP&G Overview

<b>Year 4</b>	<p>'Ready to Write' Conjunctions Subordinate clauses Present perfect tense</p>	<p>Pronouns for cohesion and to avoid repetition Fronted Adverbials Commas after fronted adverbials</p>	<p>Apostrophes for possession with plural nouns Grammatical difference between plural and possessive -s Direct speech</p>	<p>Noun phrases by addition of modifying adjectives, nouns and preposition phrases Suffixes</p>	<p>Standard English Paragraphs to organise idea around a theme</p>	<p>Determiners Suffixes: -ation, -ly, -ous, -tion, -sion, -ssion, -cian.</p>
<b>Year 5</b>	<p>Ready to write – re-cap of Y4 SPaG. Use of nouns/pronouns to avoid repetition, expanded noun phrases, fronted adverbials (including comma use), plural and possessive 's', speech punctuation Relative clauses Using relative clauses beginning with who, which, where, when, whose, that or with an implied ( ie omitted) relative pronoun</p>	<p>Modal Verbs Using modal verbs to indicate degrees of possibility (should, might, will, must) Adverbs Using adverbs to indicate degrees of possibility (perhaps, surely)</p>	<p>Parenthesis Use of nouns/pronouns to avoid repetition, expanded noun phrases, fronted adverbials (including comma use), plural and possessive 's', speech punctuation Expanded Noun Phrases Using relative clauses beginning with who, which, where, when, whose, that or with an implied ( ie omitted) relative pronoun</p>	<p>Tenses Perfect form of verbs to mark relationships of time and cause</p>	<p>Commas Using commas to clarify meaning or avoid ambiguity in writing Cohesion Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Prefixes Verb prefixes [for example, dis —, de —, mis —, over and re) Suffixes Converting nouns or adjectives into verbs using suffixes [for example, ate; ise ; ify)</p>
<b>Year 6</b>	<p><b>Ready to Write – Recap of Year 5 SPAG</b> Relative clauses, modal verbs, adverbs, parenthesis, expanded noun phrases, commas, present tense and past tense.  <b>Synonyms and Antonyms</b> Synonyms and antonyms</p>	<p><b>Word Classes</b> Identifying nouns and verbs, identifying subjects and objects, identifying determiners, conjunctions and prepositions and identifying word classes.  <b>Subjunctive Form</b> Was or were?, recognising subjunctive form and using subjunctive form.</p>	<p><b>Punctuation 1</b> Commas in a list, Colons and Semi-Colons, Writing in Notes and using bullet points for a list <b>Active and Passive</b> Identifying Verbs in Sentence, recognising the passive verb and using the passive verb <b>Formal and Informal</b> Recognising formal and informal, subjunctive form in formal speech, questions tags in informal speech, formal and informal vocabulary</p>	<p><b>Punctuation 2</b> Identifying clauses, semi-colons to mark boundaries, colons to mark boundaries, dashes to mark boundaries and punctuation to mark boundaries.  <b>Hyphens</b> Recognise hyphens to avoid ambiguity, using hyphens to avoid ambiguity.</p>	<p><b>Cohesion</b> Recognising devices to build cohesion, paragraphs in fiction, paragraphs in non-fiction, organising sentences within paragraphs, organising paragraphs within texts, avoiding repetition and using devices to build cohesion.</p>	<p><b>Consolidation</b> Consolidating relative clauses, word classes, prefixes and suffixes, parenthesis, lists, synonyms and antonyms, formal and informal, redrafting sentences and paragraphs.</p>



**'Providing opportunities for growth  
in mind, body and spirit.'**



**Statutory  
Guidance from the  
EYFS Framework  
for Physical  
Development**

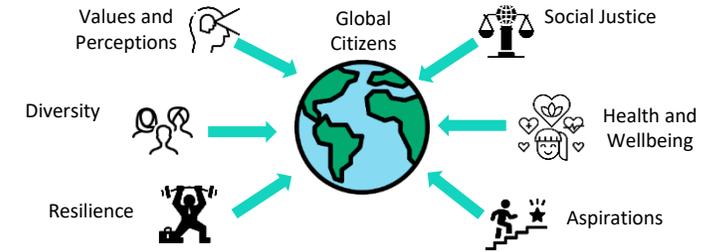
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Statutory  
Guidance from the  
EYFS Framework  
for Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



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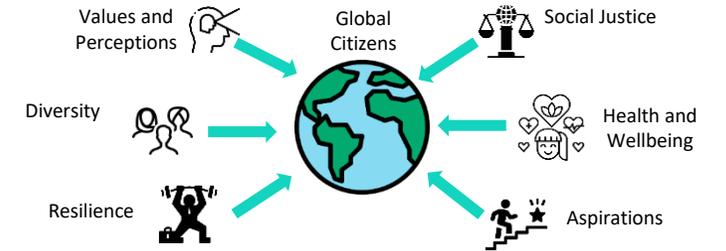
## Physical Development Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor Skills	I can use a palm grip when using mark making tools. I can use a spoon to feed myself correctly. I can use spring loaded scissors to make snips into paper with adult support. Pencils, tools, spoon, food, feed, safely, hand, scissors, snips.	I can mark make by scribbling and colouring. I can explore a range of motor activities and implements. I can use a spoon and a fork to feed myself. Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, colouring, spoon, fork.	I am showing an increasing desire to be independent, such as wanting to feed myself and dress or undress.		I am learning how to use a knife and fork. I am developing manipulation and control. I can explore different materials and tools.	
			I am beginning to use a four finger grip to use mark making tools. I can use construction equipment correctly to build e.g. Duplo. I am developing more independence when using spring loaded scissors. Pencil, grip, hand, fingers, skill, scissors, snips, control, build, independence.	I can make more controlled marks when drawing and mark making, I can manipulate dough through rolling, squeezing, balling and patting. Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking.	I can use a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. I can show some threading skills. Thumb and fingers, pencil, grip, draw, pencil, shape, drawing, care, time, threading.	I can use pencils and other equipment comfortably. I am beginning to make snips in paper either using one hand or two independently. I can turn pages in a book one at a time. I can form some letters in my name. Pencils, tools, equipment, safely, hand, scissors, snips, letters, letter shapes.

\*Early Starters



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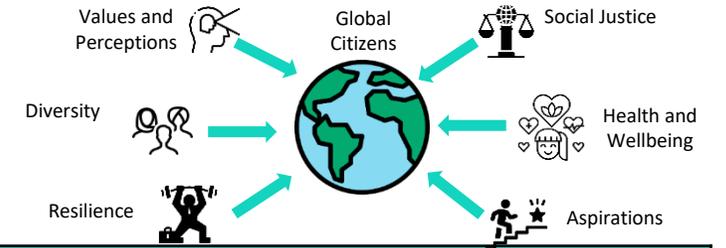


## Literacy Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	<p>I am developing an interest in making marks. I am beginning to distinguish between marks and pictures/drawings. Marks, pencils, pens, paper, drawing, writing.</p> <p>I can sit in a balanced position. I can pretend to write. I can make controlled marks using tools or their finger in sand, glitter etc. Balance, comfortable, straight, pencil, marks, sand, glitter. .</p>	<p>I can draw marks that are not always distinguishable. I can follow large pattern templates available. Marks, pencils, pens, paper, drawing, writing, trace, copy.</p> <p>I can make controlled marks e.g. dots, circles, scribbles. I can copy shapes and patterns with developing accuracy. Writing, mark making, pencils, pens, copy, trace.</p>	<p>I can add some marks to my drawings, which I can give meaning to.</p>	<p>I can add some marks to drawings. I can add marks that to them symbolises their name. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>I can make smaller controlled lines. I am beginning to use a two finger and a thumb grip when writing. Writing, mark making, pencils, pens, copy, trace, pencil grip.</p>	<p>I am beginning to give meaning to the marks I make. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>I can hold a pencil or tool with a preferred hand. Writing, mark making, pencils, pens, copy, trace, pencil grip, hand.</p>	<p>I can notice some print. I can make marks on my picture to stand for my name.</p>
			<p>I can give meanings to the marks made. I can pretend to write in a range of contexts. I am becoming more confident with name writing – I can write some or all of my name. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning, letters, sounds.</p> <p>I can use the basis of a three finger pencil grip. I can use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name). Writing, mark making, pencils, pens, copy, trace, pencil grip, hand, letter writing.</p>			



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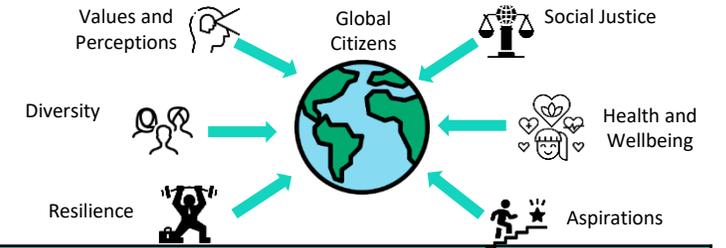


## Physical Development Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Fine Motor Skills</b>	<p>I can use pencils and other equipment comfortably. I can make snips in paper either using one hand or two.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips.</p>	<p>I am continuing to develop my fine motor skills. I am beginning to learn correct letter formations and use these in my writing.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.</p>	<p>I am developing an effective pencil grip. I am developing skill when using tools including scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control.</p>	<p>I can form recognisable letters with an effective pencil grip.</p> <p>Letters, trace, rhymes, pencil grip.</p>	<p>I can confidently use scissors and small tools. I am beginning to use a tripod grip to draw and write accurately.</p> <p>Scissors, small tools, tripod, fingers, draw, pencils.</p>	<p>I can use the tripod grip. I can use a range of small tools. I can show accuracy when drawing.</p> <p>Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.</p>



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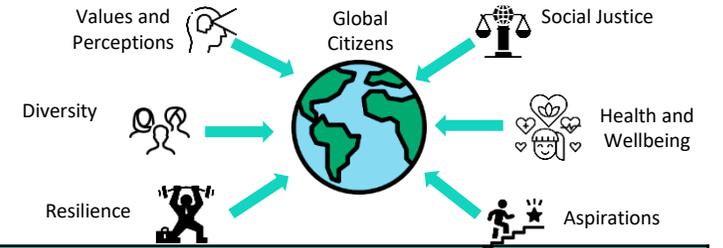


## Literacy Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Writing (including compositional skills)</b>	<p>I am forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions.</p> <p>Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies.</p>	<p>I understand that thoughts and stories can be written down from what has been modelled to me. I can use talk to link ideas during conversation and play as well as clarify my thinking and feelings.</p> <p>Roleplay, feelings, happy, sad, story, message, stories, text.</p>	<p>I can orally sound out CVC words. I can break down words to ensure I've remembered all of the sounds.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read.</p>	<p>I can orally compose a caption and hold it in memory before attempting to write it.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read</p>	<p>I can create a simple caption e.g. it is a bus. I am continuing to build on knowledge of letter sounds in writing. I try to include finger spaces.</p> <p>Writing, sounds, letter sounds, graphemes, phonemes, mark making. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space.</p>	<p>I can write for a range of purposes e.g. non-fiction and fiction writing. I can write short sentences sometimes using finger spaces, capital letters and full stops.</p> <p>Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.</p>	
	<p>I can write my name - copying it from a name card or trying to write it from memory. I have developed an awareness that writing communicates meaning. I can give meaning to marks I make.</p> <p>Listen, speak, speaking, writing, mean, explain, what.</p>	<p>I am continuing to develop a phoneme / grapheme relationship. I now have increasing control when making marks and drawing. I can copy adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. I can use some recognisable letters and own symbols such as my name or some initial sounds.</p> <p>Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.</p>	<p>I can record letters for initial sounds and end sounds. I can build and record simple CVC words.</p> <p>Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end.</p>	<p>I can build CVC, CVCC words using known graphemes and record these. I can use writing in my play.</p> <p>Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.</p>	<p>I can form most lower- case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. I can include spaces between words.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right, lazy letters, tall letters, on the line, under the line.</p>	<p>I can use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing.</p>	
	<p>I know that print carries meaning and in English, is read from left to right and top to bottom. I can draw lines and circles.</p> <p>Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles.</p>	<p>I can form letters from my name correctly. I can recognise that after a word there is a space.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces.</p>	<p>I can write from left to right and top to bottom. I am beginning to form some recognisable letters</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page.</p>	<p>I can hold a pencil effectively to form recognisable letters. I know how to form clear ascenders and descenders</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right, lazy letters, tall letters, on the line, under the line.</p>	<p>I can form most lower- case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. I can include spaces between words.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations.</p>		



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## Literacy Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spelling</b>	<p>I can orally segment simple words e.g. cat, dog. I can write my name copying it from a name card or trying to write it from memory.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations.</p>	<p>I can orally spell VC and CVC words by identifying the sounds. I can write my own name.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons.</p>	<p>I can sound out to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, spelling.</p>	<p>I can sound out to write VC, CVC and CVCC words independently using Level 2 and Level 3 graphemes. I can spell some tricky words e.g. the, to, no, go* independently.</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.</p>	<p>I can use the knowledge and understanding of phoneme – grapheme correspondence to spell words. I can make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Level 2 and 3 knowledge.</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.</p>	<p>I can make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Level 2 and 3 knowledge. Spelling Level 4 words if ready.</p> <p>I can spell tricky words e.g., he, she, we, be, me* independently.</p> <p>Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent.</p>

# Early Years Handwriting

		Activities
<p><b>Writing:</b> children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"><li>• The formation of letters should be taught at a brisk pace, aiming to introduce all lower case letters and numbers by the end of Term 1.</li><li>• Set 1: c, o, a, d, g, q, e</li><li>• Set 2: l, i, t, f, j, u, y</li><li>• Set 3: r, n, m, h, b, p, k</li><li>• Set 4: s, v, w, x, z</li><li>• Set 5: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9</li></ul>	<p><b>Nursery (Within provision)</b> Pupils are to be given regular opportunities to develop hand control- plasticine, cutting out, small construction toys, jigsaws, peg boards, drawing patterns etc. These should be offered on a daily basis. Letter formation may not be explicitly taught here but the cursive script will be modelled by practitioners.</p> <p><b>Reception (Daily sessions)</b> Handwriting is taught using the set letter patterns. It should be taught in letter families rather than alongside phonics with a distinction made between phonics for reading and letters for writing.</p>

# EYFS Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

## Autumn

Nursery



Marvellous Me



Amazing Autumn

Reception



Marvelous Me



Light and Dark

**Genre Coverage**  
 Recount  
 Narrative – Story Writing  
 Lists  
 Instructions  
 Letters  
 Narrative – Story Writing



## Spring

Nursery



Super Spring



Get Growing

Reception



Frozen World



Farming Foods

**Genre Coverage**  
 Letters  
 Narrative – Story Writing  
 Non-Chronological Reports  
 Narrative – Story Writing



## Summer

Nursery



Marvellous Mini-beasts



Traditional Tales

Reception



Marvellous Mini-beasts



Under the Sea

**Genre Coverage**  
 Narrative – Traditional Tales  
 Letters  
 Wanted Posters  
 Recount  
 Narrative – Story Writing



# Year 1 Writing Essentials

## Vocabulary, Grammar and Punctuation

### National Curriculum

#### Vocabulary, Grammar and Punctuation

*Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:*

- leaving spaces between words
- joining words and joining sentences using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

#### *Learning the grammar in column 1 in year 1 in Appendix 2:*

- use the grammatical terminology in Appendix 2 in discussing their writing.
- Sequence sentences to form short narratives

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.

### Howard Writing Essentials – Year 1

- leave spaces between words
- combine words to make a sentence
- demarcate some sentences with a capital letter and full stop
- demarcate some sentences with a question mark when required
- use a capital letter on most occasions for names of people, places, the days of the week and the personal pronoun 'I'
- join words and clauses using 'and'
- Stories written in third person
- Recounts use first person
- Recounts in past tense
- Use exclamation marks for emotions
- Use personal pronoun 'I'

# Year 1

## Spelling

### National Curriculum

### Writing – Transcription - Spelling in Y1

#### Spelling (see Appendix 1)

##### Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet

##### Pupils should be taught:

- naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)
- apply simple spelling rules and guidelines, as listed in Appendix 1
- write from memory simple sentences dictated by the teacher that include words taught so far. Spellings should be corrected as seen in the teacher handbook. Children should be given weekly spellings to learn based on their phase or stage

- The sounds /f/ and /s/, spelt 'ff' and 'ss'
  - The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'
  - Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word
  - The sound spelt n before g 'ng' The sound spelt n before k 'nk'
  - The sound /ch/ spelt 'ch' The sound /ch/ spelt –'tch'
  - The sound v The /v/ sound at the end of words spelt with 've'
  - The digraphs 'ai' and 'oi' are hardly ever used at the end of English words.
  - The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables.
  - The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word)
  - The sound /ee/ spelt 'e' and with the vowel digraph 'ee'
  - The vowel digraph 'ea'
  - The vowel digraph 'ie' making the /igh/ and / ee/ sounds
- 
- The trigraph igh
  - The vowel digraph 'ar'
  - The vowel digraph 'er' (unstressed) 'er' (stressed)
  - The vowel digraph 'ir', 'ur'
  - Adding –er and –est to adjectives where no change is needed to the root word
  - Days of the week/ Common Exception Words there\*, here\* , they\*
  - The sound /k/ spelt with 'k' not 'c', before e, i and y
  - The split vowel digraphs 'a-e' and 'e-e'
  - The split vowel digraphs 'i-e' 'o-e'
  - The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'
  - The vowel digraph 'oo' – very few words have oo at the end
  - The sounds/oo/ and /yoo/ spelt with 'ue' 'ew'

# Year 1

## Spelling continued

### Writing – Transcription - Spelling in Y1

- The vowel digraphs 'ow' and 'ou'
- Words ending with the sound /e/ spelt with 'y'
- The vowel digraph 'or' and the vowel trigraph 'ore'
- The vowel digraphs 'aw' and 'au'
- The vowel trigraph 'air' and 'are'
- The vowel trigraph 'ear'
  
- New consonant spelling 'ph' and 'wh'
- Adding the prefix -un without any change to the spelling of the root word
- Adding s and es to words
- Compound words
- Common Exception Words: of\* said\* was\* has\* come\* one\* once\* ask\* your\* is\*.

Pupils should be able to:

- read back words they have spelt.
- segment spoken words into individual phonemes and then represent the phonemes by the appropriate grapheme(s).
- use word-specific rehearsal for spelling
- Correct misspellings of words that they have been taught to spell

# Year 1

## Handwriting

### National Curriculum

#### Handwriting

##### Pupils 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 'families' (i.e. letters that are formed in similar ways) and to practise these.

#### Non-statutory

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

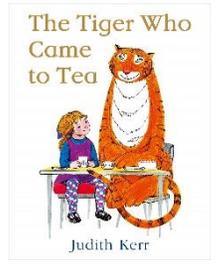
### Writing Composition

- Children should sit comfortably at the table with two feet on the floor and the non-writing hand resting on the paper.
- They should adopt a comfortable tripod grip.
- Know where to place their pencil correctly to begin each letter and start and finish in the right place.
- Know which letters belong to which handwriting family and are formed in similar ways and practise these.
- Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
- Form letters in the correct direction.
- Form capital letters correctly ensuring that they are the correct size.
- Form the digits 0 to 9 correctly.
- Pupils will spend the first term practising the formation of lower case letters as part of words, e.g. common words and/or CVC, CCVC, CVCC words. This should continue to be teacher led as far as possible.
- Autumn 1 Revision
- Lower case a – z, child's full name, capitals A- M, capitals N – Z
- Autumn 2 +
- Set 1: ll, li, ti, il, it, ill, ut, at, ull
- Set 2: all, in, un, an, im, um, am, ine, ime
- Set 3: ar, aw, iv, hu, ti, ki, du, ay, ey
- Set 4: ip, up, ib, ub, th, ck, ch, ent, ant

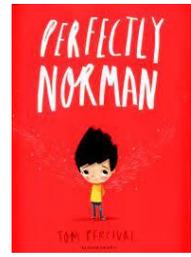
# Year 1 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

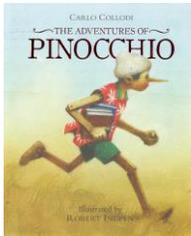
Autumn



Tiger who came to Tea  
By Judith Kerr  
Narrative - Story



Perfectly Norman  
By Tom Percival  
Narrative – Story

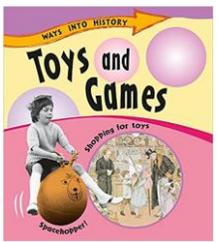


Pinocchio  
By Carlo Collodi  
Narrative – Traditional Tale

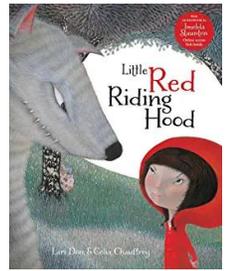


Firework Night  
By Andren Collett  
Poetry

Autumn



Toys and Games  
By Sally Hewitt  
Information



Little Red Riding Hood  
By Lari Don  
Narrative – Traditional Tale

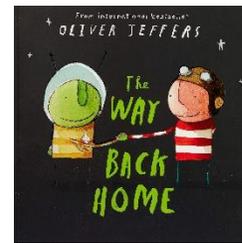


Spring

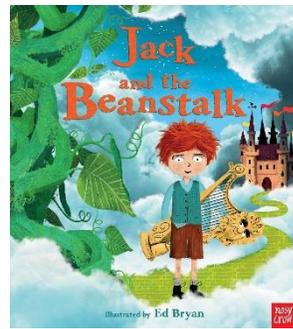
Spring



Our Trip to the Woods  
Recount



The Way Back Home  
By Oliver Jeffers  
Instructions

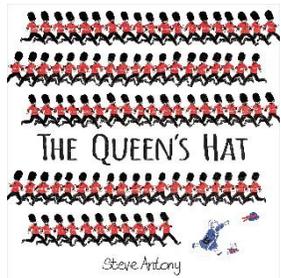


Jack and the Beanstalk  
By Nosy Crow  
Narrative – Traditional Tale

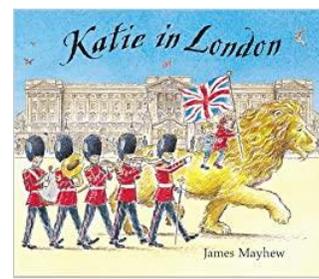
# Year 1 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

Summer



The Queen's Hat  
By Steve Antony  
Narrative - Story



Katie in London  
By James Mayhew  
Biography



**By Myself** (p. 517)

When I'm by myself  
And I close my eyes  
I'm a twin  
I'm a dimple in a chin  
I'm a room full of toys  
I'm a squeaky noise  
I'm a gospel song  
I'm a gong  
I'm a leaf turning red  
I'm a loaf of brown bread  
I'm a whatever I want to be  
An anything I care to be  
And when I open my eyes  
What I care to be  
Is me

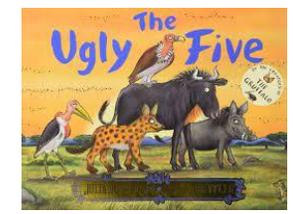
*by Eloise Greenfield*



When I am by Myself  
When I Close my Eyes'  
by Eloise Greenfield.  
Poetry



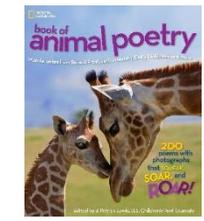
Summer



The Ugly Five  
By Julia Donaldson  
Narrative



On Safari  
Travel Journal



Animal Poetry  
Poetry



Yorkshire Wildlife Park  
Recount



# Year 1 Writing Coverage

Non-Fiction	Fiction
Poetry	

	Autumn					Spring					Summer							
Howard Essentials Year 1↓	Tiger who came to Tea	Perfectly Norman	Dogger	Pinocchio	Firework Night	Katie Morag	Jack and the Beanstalk	Our Trip to the Woods	The Way Back Home	Little Red Riding Hood	The Queen's Hat	Katie in London	By Myself	The Ugly Five	Anna Hibiscus	Animal Poetry	On Safari	Yorkshire Wildlife Park
leave spaces between words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
combine words to make a sentence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
demarcate some sentences with a capital letter and full stop	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
demarcate some sentences with a question mark when required				✓				✓	✓	✓	✓	✓		✓	✓		✓	✓
use a capital letter on most occasions for names of people, places, the days of the week and the personal pronoun 'I'						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
join words and clauses using 'and'			✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓
Stories written in third person	✓		✓	✓			✓		✓	✓	✓			✓	✓			
Recounts use first person						✓												✓
Recounts in past tense								✓				✓						✓
Use exclamation marks for emotions							✓		✓	✓	✓			✓	✓	✓	✓	✓
Use personal pronoun 'I'				✓		✓		✓	✓		✓		✓					✓

# Year 2 Writing Essentials

## Vocabulary, Grammar and Punctuation

National Curriculum	Howard Writing Essentials – Year 2
<p><b>Vocabulary, Grammar and Punctuation</b>  <b>Pupils should be taught to: <i>develop their understanding of the concepts set out in Appendix 2 by:</i></b></p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>sentences with different forms: statement, question, exclamation, command ☐ expanded noun phrases to describe and specify, e.g. the blue butterfly</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> <p><b><i>Learning the grammar for year 2 in Appendix 2</i></b></p> <ul style="list-style-type: none"> <li>using some features of written Standard English</li> <li>use and understand the grammatical terminology in Appendix 2 in discussing their writing.</li> <li>Sentence demarcation</li> <li>Commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate sentence with full stops and capital letters</li> <li>Question marks</li> <li>Use statement sentences</li> <li>Use questions</li> <li>Use exclamation sentences</li> <li>Use capital letters for proper nouns and I</li> <li>Use past and present tense accurately</li> <li>Use progressive form of verbs in past and present tense</li> <li>Use coordinating conjunctions</li> <li>Use some subordination to join clauses</li> <li>Expanded noun phrases</li> <li>Apostrophes to show missing letters</li> <li>Apostrophes for singular possession</li> <li>Use first and third person accurately</li> <li>Use exclamation marks to indicate emotions</li> <li>Rhetorical Questions</li> <li>Comparative adjectives</li> <li>Commas can be used to separate lists of characters, ideas and adjectives in noun phrases</li> <li>Verbs chosen for effect</li> <li>Spelling many common exception words</li> <li>makes phonically-plausible attempts to spell words</li> </ul>

# Year 2

## Spelling

### National Curriculum

### Writing – Transcription - Spelling in Y2

Spelling (see Appendix 1) Pupils should be taught to: spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidelines, as listed in Appendix 1
- write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

- The /n/ sound spelt kn and (less often) gn at the beginning of words
- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- The /s/ sound spelt c before e, i and y
- The /r/ sound spelt wr at the beginning of words
- The /l/ or /əl/ sound spelt –el at the end of words
- The /l/ or /əl/ sound spelt –al at the end of words
- Words ending –il
- The /aɪ/ sound spelt –y at the end of words
- Adding –es to nouns and verbs ending in –y
- Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
- Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
- Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter
- The /ɔ:/ sound spelt a before l and ll
- The /ʌ/ sound spelt o
- The /i:/ sound spelt –ey
- The /ɒ/ sound spelt a after w and qu
- The /ɜ:/ sound spelt or after w
- The /ɔ:/ sound spelt ar after w
- The /ʒ/ sound spelt s
- The suffixes –ment, –ness, –ful ,
- The suffixes –less and –ly
- Words ending in –tion
- Contractions
- The possessive apostrophe (singular nouns)

# Year 2

## Spelling

### Writing – Transcription - Spelling in Y2

- Homophones and near-homophones
- Conjunctions
- Months of the year / time
- Question words / SP&G Terms – who, why, what, how, which, where, when, adjective, verb, adverb

**Common Exception Words:**

door, floor, again, wild, children, climb, parents, most, only, both  
find, mind, behind, old, gold, cold, hold, told, every, everybody  
even, break, steak, great, move, prove, improve, sure, sugar, eye  
fast, last, father, class, grass, pass, plant, bath, path, people  
any, many, clothes, water, pretty, Christmas, busy, beautiful, poor, kind

# Year 2

## Handwriting

### National Curriculum

#### Handwriting

##### Pupils should be taught to:

- 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 and understand which letters, when adjacent to one another, are best left unjoined
- 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 size of the letters.

#### Non-statutory

- Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

### Writing Composition

- The children should continue to sit comfortably at the table with two feet on the floor and the non-writing hand resting on the paper.
- They should demonstrate a comfortable tripod grip, being able to manipulate their pencil in order to correctly form letters and write with developing fluency. .
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- form lower case letters of the correct size, relative to one another.
  
- use spacing between words that reflects the size of the letters.
  
- begin to use some horizontal and diagonal joins as soon as letter formation is secure.
- Regular, focussed lessons enable the children to practise correct letter formation.
- **Once letter formation is secure**, the lead strokes required to enable joining will begin to be taught.

#### Top Joins:

Set 1: ou, ov, ow, op

Set 2: re, ri, rt, rk

Set 3: ob, ol, ot, of, if

Set 4: ve, we, wh

Set 5: fe, fi, fu, fl, ft

#### Joins to anti-clockwise letters:

Set 1: ac, ad, ag, ca, da, ha

Set 2: oa, od, og, oo

Set 3: fa, fo, va, wa, ws

Set 4: ea, ed

#### Other Joins:

Set 1: joins to e, joining from t, qu, ff, ss, sw, us, ix

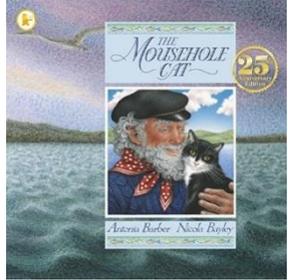
# Year 2 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

Autumn



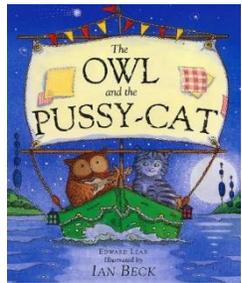
Song of the Sea  
By Studio Canal  
Narrative - Myth



The Mousehole Cat  
By Antonia Barber  
Narrative –  
Traditional Tale



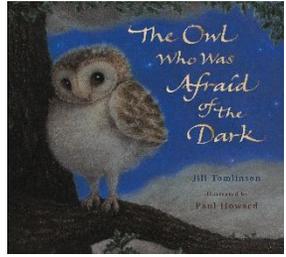
Grace Darling  
Biography



The Owl and the Pussycat  
By Edward Lear  
Poetry



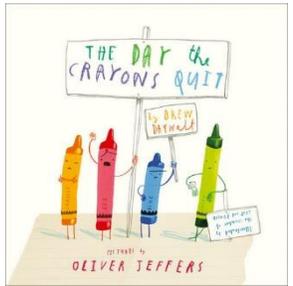
Autumn



The Owl Who Was  
Afraid Of The Dark  
By Jill Tomlinson  
Narrative – Adventure



Little Red Reading  
Hood  
Narrative –  
Traditional Tale



The Day the Crayons  
Quit  
By Drew Daywalt  
Persuasive Letter



Spring



How to Make a Bird  
Feeder  
Instructions



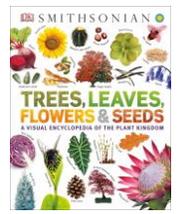
Diary– Great Fire of  
London



# Year 2 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

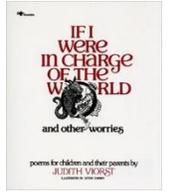
Spring



Plants  
Information Text



The Tear Thief  
By Carol Ann Duffy  
Narrative - Story



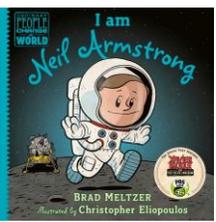
If I were in Charge of the World  
Poetry – Free Verse



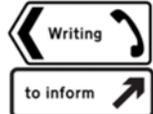
Summer



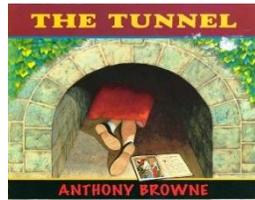
Stardust  
By Jeanne Willis  
Narrative- Story



Neil Armstrong  
Recount



Summer



The Tunnel  
By Anthony Browne  
Narrative - Adventure



Big Cats  
Non-Chronological Report



Birds and Habitats  
Poetry



# Year 2 Writing Coverage

Non-Fiction	Fiction
Poetry	

	Autumn							Spring					Summer				
Howard Essentials Year 2↓	Song of the Sea	The Mousehole Cat	Grace Darling	The Owl and the Pussycat	The Great Fire of London	The Owl Who Was Afraid of the Dark	Little Red Reading Hood	The Day the Crayons Quit	How to Make a Bird Feeder	The Tear Thief	Plants	If I were in Charge of the World	Stardust	Neil Armstrong	The Tunnel	Big Cats	Birds and Habitats
full stops and capital letters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Question marks	✓					✓	✓	✓	✓				✓			✓	
Use statement sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Use questions	✓					✓	✓	✓	✓		✓		✓			✓	
Use exclamation sentences					✓	✓	✓	✓		✓			✓	✓	✓	✓	
Use capital letters for proper nouns and I	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓			
Use past and present tense accurately		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Use progressive form of verbs in past and present tense										✓				✓		✓	✓
Use coordinating conjunctions	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use some subordination to join clauses						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expanded noun phrases	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓		✓		✓
Apostrophes to show missing letters						✓	✓	✓				✓	✓		✓		

# Year 2 Writing Coverage

Non-Fiction	Fiction
Poetry	

	Autumn							Spring					Summer				
Howard Essentials Year 2↓	Song of the Sea	The Mousehole Cat	Grace Darling	The Owl and the Pussycat	The Great Fire of London	The Owl Who Was Afraid of the Dark	Little Red Reading Hood	The Day the Crayons Quit	How to Make a Bird Feeder	The Tear Thief	Plants	If I were in Charge of the World	Stardust	Neil Armstrong	The Tunnel	Big Cats	Birds and Habitats
Apostrophes for singular possession							✓						✓			✓	
Use first and third person accurately		✓		✓			✓	✓				✓	✓		✓		
Use exclamation marks to indicate emotions								✓	✓				✓		✓	✓	✓
Comparative adjectives	✓					✓			✓				✓		✓	✓	
Commas can be used to separate lists of characters, ideas and adjectives in noun phrase				✓			✓	✓	✓	✓		✓	✓				
Verbs chosen for effect		✓				✓				✓					✓	✓	✓
exception words	✓			✓					✓	✓		✓				✓	✓
makes phonically-plausible attempts to spell words	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓

# Year 3 Writing Essentials

## Vocabulary, Grammar and Punctuation

National Curriculum	Howard Writing Essentials – Year 3
<p><b>Vocabulary, Grammar and Punctuation</b> <b><i>Pupils should be taught to:</i></b></p> <ul style="list-style-type: none"><li>• develop their understanding of the concepts set out in English Appendix 2 by:</li><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• using the present perfect form of verbs in contrast to the past tense</li><li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• using conjunctions, adverbs and prepositions to express time and cause</li><li>• using fronted adverbials</li></ul> <p><b><i>Learning the grammar for years 3 and 4 in English Appendix 2:</i></b></p> <ul style="list-style-type: none"><li>• use the correct form of a or an</li><li>• form nouns using prefixes super and anti</li><li>• indicate grammatical and other features by:</li><li>• using commas after fronted adverbials</li><li>• indicating possession by using the possessive apostrophe with plural nouns</li><li>• using and punctuating direct speech</li><li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li><li>• Learn word families based on common words (solve, solution, dissolve etc)</li></ul>	<ul style="list-style-type: none"><li>• Conjunctions for time</li><li>• Adverbials of time</li><li>• Prepositions of time</li><li>• Noun Phrases</li><li>• Nouns or adverbs for clarity and cohesion</li><li>• Paragraphs</li><li>• Present perfect form of verbs</li><li>• Headings and Subheadings</li><li>• Inverted Commas for direct speech</li><li>• Verbs chosen for effect</li><li>• Adverbs chosen for effect</li><li>• Noun phrases to create description</li><li>• Nouns and Pronouns used to create cohesion</li><li>• Word families used</li><li>• Time adverbials</li><li>• Subordinate clauses</li><li>• A and an used correctly</li><li>• Use of verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</li><li>• Use capital letters, full stops, question marks, exclamation marks and commas for lists</li></ul>

# Year 3

## Spelling

### National Curriculum

### Writing – Transcription - Spelling in Y3

Spelling (see Appendix 1) Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- Words with the long /e/ sound spelt with ei
- Words with the long /e/ sound spelt with ey
- Words with the long /e/ sound spelt with ai
- Words with / / sound spelt with ear
- Homophones & near homophones
- Creating adverbs using the suffix -ly (no change to root word)
- Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)
- Creating adverbs using the suffix -ly (root word ends in 'le')
- Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')
- Creating adverbs using the suffix -ly (exceptions to the rules)
- Statutory Spelling Challenge Words: believe appear often group breath continue arrive women describe height
- Words with short /i/ sound spelt with 'y'
- Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)
- Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)
- Creating negative meanings using prefix mis
- Creating negative meanings using prefix dis
- Words with a /k/ sound spelt with 'ch'
- Homophones & Near Homophones:  
grate great grown groan plain plane peace piece rain reign  
scent sent vain vein rode road steel steal waist waste
- Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')
- Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'
- Words with a /sh/ sound spelt with 'ch'
- Statutory Spellings Challenge Words: address busy business heart fruit breathe strange complete extreme forwards

# Year 3

## Spelling

### Writing – Transcription - Spelling in Y3

- Words ending in –ary
- Words with a short /u/ sound spelt with ‘o’
- Words with a short /u/ sound spelt with ‘ou’
- Word families based on common words, showing how words are related in form and meaning.:  
instruct structure construction instruction instructor unit union united universe university  
scope telescope microscope horoscope periscope inspect spectator respect perspective spectacles  
press suppress express compress impress prevent invent venture adventure eventful
- Words ending in the suffix –al
- Words ending with an /zher/ sound spelt with ‘sure’
- Words ending with a /cher/ sound spelt with ‘ture’
- Words ending with a /cher/ sound spelt as ‘ture’
- Silent Letters Revision:  
island answer write wrapper knife knock thumb doubt half calm  
build guide guard wheat whale honest whirl gnome gnaw surprise

# Year 3

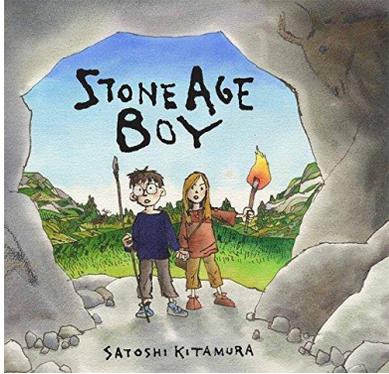
## Handwriting

National Curriculum	Writing Composition
<p><b>Handwriting</b> <b>Pupils should be taught to:</b></p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p><b>Non-statutory</b></p> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<p>Continue to teach the joins introduced in Year 2.</p> <p>Top Joins: Set 1: ou, ov, ow, op                      Set 2: re, ri, rt, rk Set 3: ob, ol, ot, of, if                      Set 4: ve, we, wh Set 5: fe, fi, fu, fl, ft</p> <p>Joins to anti-clockwise letters: Set 1: ac, ad, ag, ca, da, ha              Set 2: oa, od, og, oo Set 3: fa, fo, va, wa, ws                      Set 4: ea, ed</p> <p>Other Joins: Set 1: joins to e, joining from t, qu, ff, ss, sw, us, ix</p> <p>Pupils will benefit from regular handwriting lessons, teacher led. Handwriting can now focus on spelling. The expectation is for pupils to be transferring their joined script to all areas of the curriculum.</p> <ul style="list-style-type: none"><li>• All letters must be formed correctly, beginning and ending in the correct place.</li><li>• Letters must be of the correct size in relation to each other.</li><li>• Children will begin to use fluent, joined handwriting throughout their independent writing ensuring that they use the diagonal and horizontal strokes that are needed to join letters and understand which letters should be left unjoined.</li><li>• Use a neat, joined handwriting style with increasing accuracy and speed.</li></ul>

# Year 3 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

Autumn



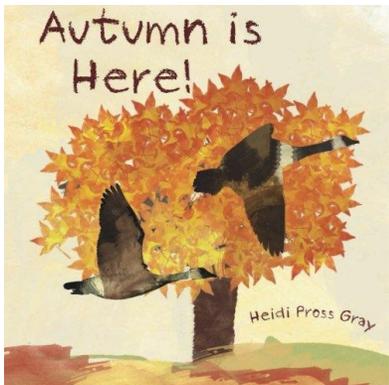
Stone Age Boy  
By Satoshi Kitamura  
Narrative - Story



Skara Brae  
Non-Fiction  
Holiday Brochure



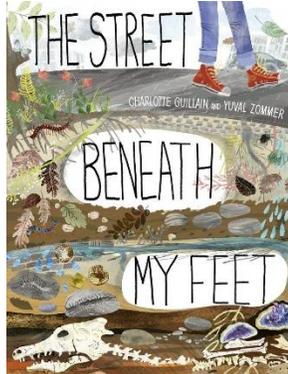
Writing to persuade



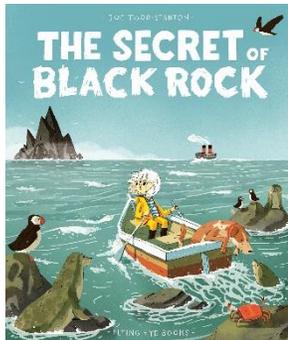
Autumn is Here  
By Heidi Pross Gray  
Poetry



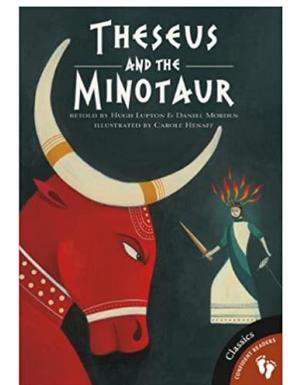
Spring



Street Beneath My Feet  
By Charlotte Gullain and Yuval Zommer  
Explanation Text



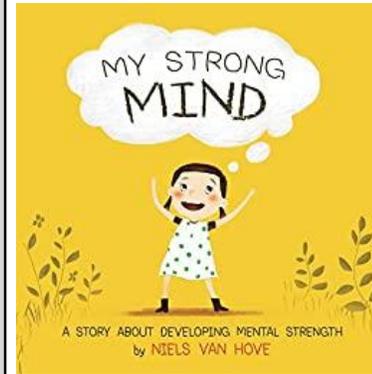
The Secret of Black Rock  
By Joe Todd-Stanton  
Narrative - Adventure



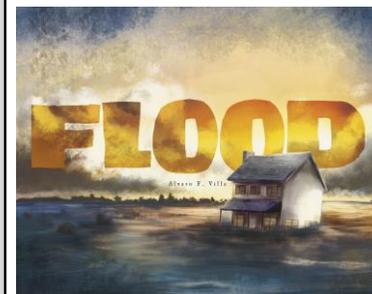
Theseus and the Minotaur  
By Hugh Lupton and Daniel Morden  
Myth



Summer



My Strong Mind  
By Niels Van Hove  
Instruction Text



Flood  
By Alvaro F. Villa  
Narrative - Tragedy



The True Story of Three Little Pigs  
By Jon Scieszka  
Narrative – Traditional Tale





# Year 4 Writing Essentials

## Vocabulary, Grammar and Punctuation

National Curriculum	Howard Writing Essentials – Year 4
<p><b>Vocabulary, Grammar and Punctuation</b>  <b>Pupils should be taught to:</b>  <i>develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> </ul> <p><i>Learning the grammar for years 3 and 4 in English Appendix 2:</i>  <b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> <li>• Understanding the difference between plural and possessive –s</li> <li>• Extended noun phrases, including with prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinating conjunctions</li> <li>• Subordinating conjunctions</li> <li>• Coordinating clauses</li> <li>• Subordinating clauses</li> <li>• Clauses marked with commas</li> <li>• Prepositions to express time and clause</li> <li>• Adverbs to express time and clause</li> <li>• Pronouns/Possessive pronouns used appropriately</li> <li>• Pronouns for clarity</li> <li>• Nouns used appropriately</li> <li>• Nouns for clarity</li> <li>• Fronted adverbials</li> <li>• Commas after fronted adverbials</li> <li>• Past and present tense used appropriately and accurately throughout</li> <li>• Adjectival Phrases</li> <li>• Expanded noun phrases</li> <li>• Paragraphs used to organise ideas</li> <li>• Apostrophes for singular and plural possession</li> <li>• Inverted commas and other punctuation for direct speech</li> <li>• Determiners</li> <li>• Adverbs to link paragraphs</li> <li>• Standard English form of verbs used consistently</li> </ul>

# Year 4

## Spelling

### National Curriculum

### Writing – Transcription - Spelling in Y4

#### Spelling (see Appendix 1) Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- Words with /aw/ spelt with augh and au
- Adding the prefix in- (meaning 'not' or 'into')
- Adding the prefix im- (before a root word starting with 'm' or 'p')
- Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')
- Homophones & near homophones: medal meddle missed mist scene seen board bored which witch
- Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')
- Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')
- Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')
- Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)
- Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')
- Words with 'ough' to make a long /o/, /oo/ or /or/ sound
- Statutory Spellings Challenge Words: interest experiment potatoes favourite imagine material promise opposite minute increase
- Homophones & Near Homophones:
  - accept except affect effect aloud allowed weather whether whose who's
  - cereal serial check cheque through threw draft draught stares stairs
- Nouns ending in the suffix -ation
- Nouns ending in the suffix -ation
- Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')
- Plural Possessive Apostrophes with plural words
- Words with the /s/ sound spelt with 'sc'
- Words with a 'soft c' spelt with 'ce'
- Words with a 'soft c' spelt with 'ci'
- Word families based on common words, showing how words are related in form and meaning
  - phone phonics microphone telephone homophone real reality realistic unreal realisation
  - solve solution insoluble dissolve solvent sign signature assign design signal
- Statutory Spellings Challenge Words: length strength purpose history different difficult separate suppose therefore knowledge

# Year 4

## Spelling

### Writing – Transcription - Spelling in Y4

- Adding the prefix inter- (meaning 'between' or 'among')
- Adding the prefix anti- (meaning 'against')
- Adding the prefix auto- (meaning 'self' or 'own')
- Adding the prefix ex- (meaning 'out' )
- Adding the prefix non- (meaning 'not' )
- Words ending in -ar/ -er
  
- Adding the suffix -ous (No change to root word)
- Adding the suffix -ous (No definitive root word)
- Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')
- Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')
- Adverbials of frequency and possibility: regularly occasionally frequently usually rarely perhaps maybe certainly possibly probably
- Adverbials of manner: awkwardly frantically curiously obediently carefully rapidly unexpectedly deliberately hurriedly reluctantly

# Year 4

## Handwriting

### National Curriculum

#### Handwriting

Pupils should be taught to:

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

#### Non-statutory

- Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

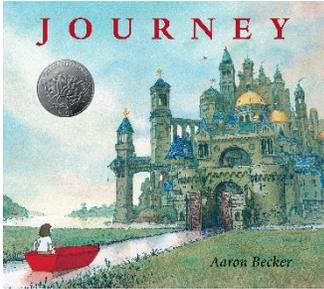
### Writing Composition

- Ensure that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- Understand which letters should be left unjoined
- Increase the legibility, consistency and quality of their handwriting
- Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
- Fluent, joined handwriting should be used throughout independent writing.

# Year 4 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

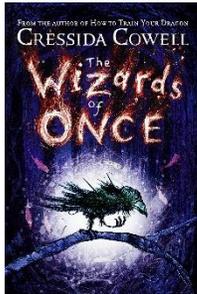
Autumn



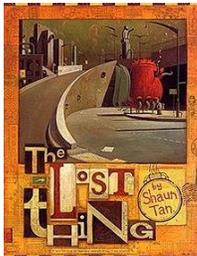
Journey  
By Aaron Becker  
Narrative - Adventure



The River  
By Valerie Bloom  
Poetry



Wizards of Once  
By Cressida Cowell  
Newspaper Report



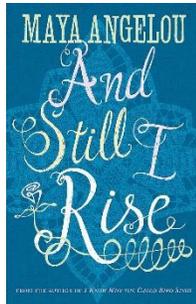
The Lost Thing  
By Shaun Tan  
Narrative - Fantasy



Spring



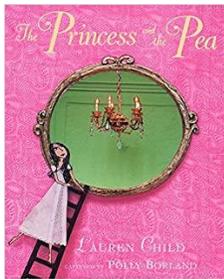
The Feast  
By Disney  
Narrative Story



And Still I Rise  
By Maya Angelou  
Poetry



Sicily  
Holiday Brochure  
Persuasive Writing



The Princess and the Pea  
By Lauren Child  
Narrative – Traditional Tale



Summer



The Plague  
Play Scripts



Inviting and author into  
School Letter  
Persuasive Writing



The Iron Man  
By Ted Hughes  
Narrative- Science Fiction



The Whale  
By Ethan and Vita Murrow  
Narrative - Mystery



# Year 4 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

	Autumn				Spring				Summer			
Howard Essentials Year 4↓	Journey	River	Wizards of Once	The Lost Thing	Feast	And Still I Rise	Sicily Holiday Brochure	The Princess and the Pea	The Plague	Inviting an Author	The Iron Man	The Whale
Coordinate Conjunctions	✓		✓	✓	✓		✓				✓	
Subordinate Conjunctions			✓	✓	✓					✓	✓	✓
Commas to mark clauses			✓	✓	✓	✓		✓		✓	✓	✓
Prepositions to express time and cause	✓		✓		✓			✓			✓	
Adverbs to express time and cause	✓		✓	✓	✓	✓	✓	✓		✓		
Pronouns/Possessive pronouns appropriate	✓	✓	✓		✓			✓		✓	✓	✓
Nouns appropriate	✓	✓	✓	✓	✓		✓	✓	✓			✓
Nouns for clarity			✓	✓	✓				✓			
Pronouns for clarity	✓				✓			✓		✓		
Paragraphs to organise ideas			✓				✓			✓		
Fronted adverbials	✓		✓		✓			✓		✓	✓	✓
Commas after fronted adverbials	✓		✓		✓			✓		✓		✓
Past and Present tense	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Adjectival Phrases	✓			✓	✓			✓			✓	✓
Expanded Noun Phrases	✓		✓		✓		✓	✓	✓		✓	✓
Apostrophe for singular and plural possession					✓					✓		✓
Inverted commas and other punctuation for direct speech	✓		✓	✓	✓			✓	✓	✓	✓	✓
Determiners										✓		
Adverbs to link paragraphs	✓		✓	✓	✓			✓			✓	
Standard English form of verbs			✓						✓			

# Year 5 Writing Essentials

## Vocabulary, Grammar and Punctuation

National Curriculum	Howard Writing Essentials – Year 5
<p><b>Vocabulary, Grammar and Punctuation</b>  <i>Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by:</i></p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect forms of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul> <p><i>Learning the grammar for years 5 and 6 in Appendix 2, indicate grammatical and other features by:</i></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes</li> <li>Use prefixes on verbs</li> <li>Relative clauses</li> <li>Relative pronouns</li> <li>Adverbs to indicate a degree of possibility</li> <li>Modal verbs to indicate a degree of possibility</li> <li>Linking ideas across paragraphs using adverbials of time</li> <li>Linking ideas across paragraphs using adverbials of place</li> <li>Linking ideas across paragraphs using adverbials of number</li> <li>Linking ideas across paragraphs using adverbials of tense choices</li> <li>Brackets, commas, dashes for parenthesis</li> <li>Use of commas to clarify meaning/ambiguity</li> <li>Use a variety of extended noun phrases</li> <li>Include modifiers in extended noun phrases</li> <li>Some vocabulary is selected to show the formality of the text</li> <li>Some grammar is selected to show the formality of the text</li> <li>inverted commas to punctuate direct speech</li> <li>apostrophes to mark plural possession</li> <li>commas for fronted adverbials (if appropriate)</li> <li>Past perfect progressive verb tense</li> <li>Layout devices including bullet points</li> <li>Begin to use some semi-colons, colons or dashes to mark clauses.</li> <li>Introduce a list using a colon</li> </ul>

# Year 5

## Writing

### National Curriculum

Spelling (see Appendix 1) Pupils should be taught to: spell by:

- use further prefixes and suffixes and understand the guidelines for adding them
- spell some words with 'silent' letters, e.g. knight, psalm, solemn
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

### Spelling

- Words with endings that sound like/shuhs/ spelt with -cious
- Words with endings that sound like/shuhs/ spelt with -tious or -ious
- Words with the short vowel sound /i/ spelt with y
- Words with the long vowel sound /i/ spelt with y
- Homophones & near homophones
- Words with 'silent' letters
- Modal verbs
- Words ending in 'ment'
- Adverbs of possibility and frequency
- Statutory Spelling Challenge Words : **vegetable vehicle bruise soldier stomach recommend leisure privilege occur neighbour**
- Creating nouns using -ity suffix
- Creating nouns using -ness suffix
- Creating nouns using -ship suffix
- Homophones & Near Homophones
- Words with an /or/ sound spelt 'or'
- Words with /or/ sound spelt 'au'
- Convert nouns or adjectives into verbs using the suffix -ate
- Convert nouns or adjectives into verbs using the suffix -ise
- Convert nouns or adjectives into verbs using the suffix -ify
- Convert nouns or adjectives into verbs using the suffix -en
- Words containing the letter string 'ough'
- Adverbials of time
- Adverbials of place
- Words with an /ear/ sound spelt 'ere'
- Statutory Spelling Challenge Words: **amateur ancient bargain muscle queue recognise twelfth profession develop harass**
- Unstressed vowels in polysyllabic words
- Adding verb prefixes de- and re-
- Adding verb prefix over-
- Convert nouns or verbs into adjectives using suffix -ful
- Convert nouns or verbs into adjectives using suffix -ive
- Convert nouns or verbs into adjectives using suffix -al

# Year 5

## Handwriting

### National Curriculum

#### Handwriting

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

#### Non-statutory

- Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

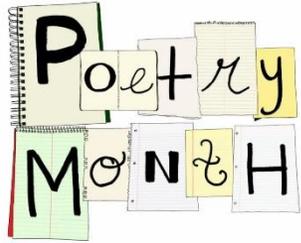
### Writing Composition

- The pupil can maintain joined legible handwriting in all of their writing.
- They increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.
- They understand what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.
- They confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.

# Year 5 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

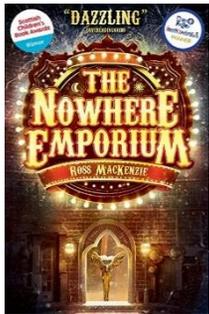
Autumn



Poetic Language  
Poetry



The Present  
By Jacob Frey  
Narrative - Story



The Nowhere Emporium  
By Ross MacKenzie  
Narrative - Mystery



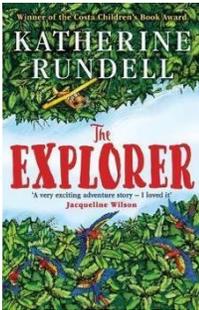
Travel Writing /  
Blogs  
Non Fiction - Blogs



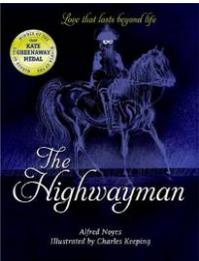
Spring



Kick  
By Mitch Johnson  
Persuasive Letter



The Explorer  
By Katherine Rundell  
Narrative - Adventure



The Highwayman  
By Alfred Noyes  
Poetry



Screen Use  
Balanced Argument



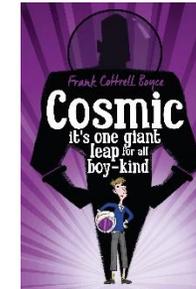
Summer



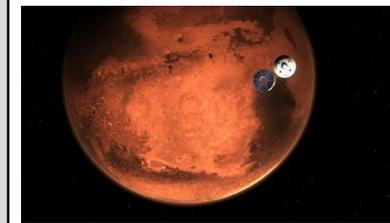
War Horse  
By Michael Morpurgo  
Non-Chronological Report



Aspirations and Dreams  
Poetry



Cosmic  
By Frank Cottrell Boyce  
Narrative- Science Fiction



Mars Transmission  
Journal Writing



# Year 5 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

	Autumn				Spring				Summer			
	Poetic Language	The Present	Nowhere Emporium	Travel Writing/Blogs	Kick	The Explorer	The Highwayman	Screen Use	War Horse	Aspirations and Dreams	Cosmic	Mars Transmission
Convert nouns or adjectives into verbs using suffixes	√						√			√		
Use prefixes on verbs	√	√	√			√				√		
Relative clauses		√	√		√			√	√	√	√	√
Relative pronouns		√	√					√	√	√	√	√
Adverbs/Modal Verbs to indicate a degree of possibility		√	√					√	√	√	√	√
Linking ideas across paragraphs using adverbials of time, place, number and tense choice	√	√	√		√	√		√	√	√		√
Brackets, dashes, commas for parentheses		√	√			√	√	√	√		√	√
Commas to clarify meaning and ambiguity		√	√	√				√	√	√		
Use a variety of extended noun phrases	√				√	√	√		√	√		
Grammar and vocabulary selected for formality of text	√	√	√	√	√	√		√	√		√	√
Direct speech and its punctuation		√	√		√	√	√	√	√		√	
Apostrophes for plural possession		√	√	√					√	√		
Commas for fronted adverbials if appropriate	√	√	√			√			√	√		
Past perfect progressive verb tense									√	√		
Bullet points				√					√			
Begin to use semi-colons, colons or dashes to mark clause boundaries					√			√	√			
Introducing a list using a colon		√			√	√		√	√			

# Year 6 Writing Essentials

## Vocabulary, Grammar and Punctuation

National Curriculum	Howard Writing Essentials – Year 6
<p><b>Vocabulary, Grammar and Punctuation</b>  <i>Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by:</i></p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect forms of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul> <p><b>Learning the grammar for years 5 and 6 in Appendix 2 indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>Subjunctive form</li> <li>Passive verbs</li> <li>Identify subject and object</li> <li>Perfect form of verbs to mark time and cause</li> <li>Expanded noun phrases to concisely convey complicated information</li> <li>Adverbs to indicate a degree of possibility</li> <li>Modal verbs to indicate a degree of possibility</li> <li>Relative clauses and relative pronouns</li> <li>Linking ideas using repetition of a word or phrase</li> <li>Use of adverbials for cohesion</li> <li>Use of ellipsis</li> <li>Brackets, commas, dashes for parenthesis</li> <li>Use of commas to clarify meaning/ambiguity</li> <li>Use hyphens to avoid ambiguity</li> <li>Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>Using colons to introduce a list</li> <li>Use a semi-colon to separate items in a list</li> <li>Headings and subheading to structure text</li> <li>Select synonyms and antonyms accurately</li> </ul>

# Year 6

## Writing

### National Curriculum

- Spelling (see Appendix 1) Pupils should be taught to: spell by:
- use further prefixes and suffixes and understand the guidelines for adding them
  - spell some words with 'silent' letters, e.g. knight, psalm, solemn
  - continue to distinguish between homophones and other words which are often confused
  - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
  - use dictionaries to check the spelling and meaning of words
  - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
  - use a thesaurus.

### Spelling

- **Ambitious Synonyms: Adjectives:** aggressive hostile awkward obstinate desperate frantic disastrous calamitous marvellous spectacular
- **Homophones & Near Homophones: Nouns** that end in -ce/-cy and verbs that end in -se/-sy
- **Adjectives ending in -ant into nouns ending in -ance/ -ancy**
- **Adjectives ending in -ent into nouns ending in -ence/ -ency**
- **Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.**
- **Hyphens: To join compound adjectives to avoid ambiguity**
- **Words ending in -able**
- **Words ending in -ably**
- **Word families based on common words, showing how words are related in form and meaning:** temperature temper temperament tempered variety vary variation varied variable variance suggest digest congestion gesture gestation lightning daylight enlighten twilight limelight
- **Creating diminutives using prefixes micro- or mini**
- **Adding suffixes beginning with vowel letters to words ending in -fer**
- **Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)**
- **Word families based on common words, showing how words are related in form and meaning:** commit committee transmit submit commitment emit permit intermittent omit unremittin interrupt interfere intercept interject intertwine interim internal intersperse interloper interest
- **Statutory Spelling Challenge Words:** attached available average competition conscience controversy correspond embarrass especially exaggerate
- **Words with endings which sound like /shuhl/ after a vowel letter**
- **Words with endings which sound like /shuhl/ after a consonant letter**
- **Words with a 'soft c' spelt /ce/**
- **Word families based on common words, showing how words are related in form and meaning:** accommodate accompany access accuse accost accrue accuracy accomplish accumulate accentuate signature assign design designate significant resignation resign insignificant assignment signal
- **Statutory Spelling Challenge Words:** foreign apparent appreciate persuade individual language sufficient determined explanation
- **Word families based on common words, showing how words are related in form and meaning:** programme telegram hologram diagram grammar grammatical parallelogram monogram programmer program
- **Words that can be nouns and verbs**
- **Words with a long /o/ sound spelt 'ou' or 'ow'**
- **Words ending in -ible**
- **Words ending in -ibly**
- **Synonyms & Antonyms**

# Year 6

## Handwriting

### National Curriculum

#### Handwriting

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

#### Non-statutory

- Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

### Writing Composition

- The pupil can maintain joined legible handwriting in all of their writing.
- They write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- They independently select the writing implement that is best suited for a task (e.g. quick notes, letters).
- Adapt style to suit the text / genre, recognising when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).

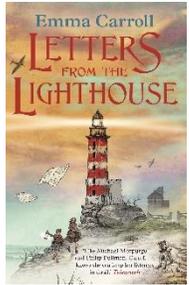
# Year 6 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

Autumn



The Journey  
By Francesca Sanna  
Narrative - Story



Letters from the Lighthouse  
By Emma Carroll  
Recount



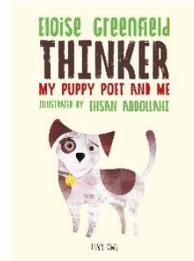
Paperman  
By Disney  
Narrative Romance



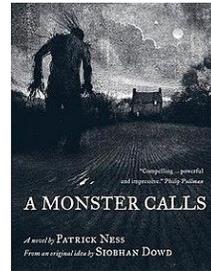
Letters to Mr Scrooge  
Persuasive Letter



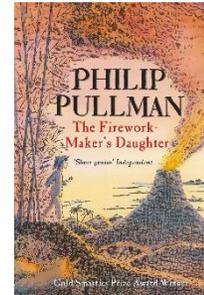
Spring



Thinker's Rap: My Puppy poet and Me  
By Eloise Greenfield  
Poetry



A Monster Calls  
By Patrick Ness  
Narrative - Horror



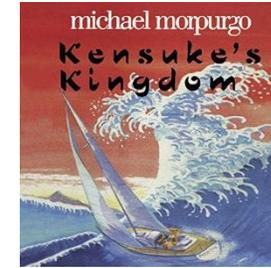
The Firework-Maker's Daughter  
By Philip Pullman  
Narrative - Adventure



Postcard from Prison  
Postcard



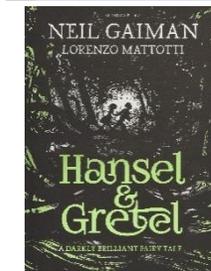
Summer



Kensuke's Kingdom  
By Michael Morpurgo  
Narrative - Adventure



Greta  
Speech/Debate



Hansel and Gretel  
By Neil Gaiman  
Narrative- Traditional Tale



Goldilocks  
Newspaper Report



# Year 6 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

	Autumn				Spring				Summer			
	Journey	Letters from the Lighthouse	Paperman	A Christmas Carol	Thinker's Rap: My Puppy poet and Me	A Monster Calls	The Firework Maker's Daughter	Postcard from Prison	Kensuke's Kingdom	Greta	Hansel and Gretel	Goldilocks
Subjunctive form		✓	✓		✓	✓	✓	✓				✓
Passive verbs	✓		✓						✓	✓		✓
Identify subject and object												
Perfect form of verbs to mark time and cause			✓						✓			
Expanded noun phrases to concisely convey complicated information	✓	✓	✓	✓		✓	✓		✓	✓		
Adverbs/Modal Verbs to indicate a degree of possibility			✓			✓						
Relative clauses and relative pronouns	✓			✓		✓	✓		✓	✓		
Linking ideas using repetition of a word or phrase	✓	✓	✓	✓	✓	✓	✓		✓		✓	
Use of adverbials for cohesion	✓	✓	✓		✓	✓				✓	✓	
Use of ellipsis						✓				✓	✓	
Brackets, commas, dashes for parenthesis		✓		✓			✓					✓
Use of commas to clarify meaning/ambiguity												
Use hyphens to avoid ambiguity	✓	✓				✓	✓					✓
Use semi-colons, colons or dashes to mark boundaries between independent clauses	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
Using colons and semi-colons in a list	✓	✓					✓		✓	✓		✓
Headings and subheading to structure text												
Select synonyms and antonyms accurately									✓			

# Aspirational Outcomes...

- All children have the opportunity to become enthusiastic, fluent and efficient readers, developing a good understanding.
- All children are provided with opportunities to develop the habit of reading widely and often, for both pleasure and information.
- All children will have access to synthetic, systematic phonics which is taught by highly skilled and trained staff.
- All children are given the opportunity to experience a wide range of quality texts in order to develop a love of reading as well as exposure to tier 2 and 3 vocabulary.
- All children will be provided with opportunities to develop an extensive, expressive and accurate vocabulary which is essential to lifelong learning.
- All children are expected to use efficient and accurate vocabulary in their work.
- All children are encouraged to use challenging texts as a model and to inspire their own writing. They are able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- All children are given opportunities to draft, edit and publish their work.
- All children are offered opportunities to discuss, debate, perform and read their work aloud with others to ensure competence in the arts of speaking and listening.
- All children will be taught grammar and spelling systematically, building on previously taught knowledge and skills.
- All children take a pride in the presentation of their work and understand that there are high expectations of handwriting across the curriculum.
- All children will experience our rich and varied literary history.