

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

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

SP&G Overview

Year 4	<p>'Ready to Write'</p> <p>Conjunctions</p> <p>Subordinate clauses</p> <p>Present perfect tense</p>	<p>Pronouns for cohesion and to avoid repetition</p> <p>Fronted Adverbials</p> <p>Commas after fronted adverbials</p>	<p>Apostrophes for possession with plural nouns</p> <p>Grammatical difference between plural and possessive -s</p> <p>Direct speech</p>	<p>Noun phrases by addition of modifying adjectives, nouns and preposition phrases</p> <p>Suffixes</p>	<p>Standard English</p> <p>Paragraphs to organise idea around a theme</p>	<p>Determiners</p> <p>Suffixes: -ation, -ly, -ous, -tion, -sion, -ssion, -cian.</p>
Year 5	<p>Ready to write – re-cap of Y4 SPaG.</p> <p>Use of nouns/pronouns to avoid repetition, expanded noun phrases, fronted adverbials (including comma use), plural and possessive 's', speech punctuation</p> <p>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</p> <p>Using modal verbs to indicate degrees of possibility (should, might, will, must)</p> <p>Adverbs</p> <p>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</p> <p>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</p> <p>Cohesion Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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)</p> <p>Suffixes</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, ate; ise ; ify)</p>
Year 6	<p>Ready to Write – Recap of Year 5 SPAG</p> <p>Relative clauses, modal verbs, adverbs, parenthesis, expanded noun phrases, commas, present tense and past tense.</p> <p>Synonyms and Antonyms</p> <p>Synonyms and antonyms</p>	<p>Word Classes</p> <p>Identifying nouns and verbs, identifying subjects and objects, identifying determiners, conjunctions and prepositions and identifying word classes.</p> <p>Subjunctive Form</p> <p>Was or were?, recognising subjunctive form and using subjunctive form.</p>	<p>Punctuation 1</p> <p>Commas in a list, Colons and Semi-Colons, Writing in Notes and using bullet points for a list</p> <p>Active and Passive</p> <p>Identifying Verbs in Sentence, recognising the passive verb and using the passive verb</p> <p>Formal and Informal</p> <p>Recognising formal and informal, subjunctive form in formal speech, questions tags in informal speech, formal and informal vocabulary</p>	<p>Punctuation 2</p> <p>Identifying clauses, semi-colons to mark boundaries, colons to mark boundaries, dashes to mark boundaries and punctuation to mark boundaries.</p> <p>Hyphens</p> <p>Recognise hyphens to avoid ambiguity, using hyphens to avoid ambiguity.</p>	<p>Cohesion</p> <p>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>Consolidation</p> <p>Consolidating relative clauses, word classes, prefixes and suffixes, parenthesis, lists, synonyms and antonyms, formal and informal, redrafting sentences and paragraphs.</p>

EYFS Writing Essentials

Transcription and composition

Early Years Framework / Howard Writing Essentials – EYFS

Three and Four Year Olds

Transcription Spelling – Phonic and Spelling Rules

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.

Transcription Handwriting – Letter Formation, Placement and Positioning

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Shows a preference for a dominant hand.
- Write some letters accurately.

Writing Composition – Planning, Writing and Editing

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.
- Write some or all of their name.
- Write some letters accurately.

EYFS Writing Essentials

Vocabulary, Grammar and Punctuation

Early Years Framework / Howard Writing Essentials – EYFS

Three to Four Years

Awareness of Audience, Purpose and Structure

- Use a wider range of vocabulary.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Vocabulary, Grammar and Punctuation – Sentence Construction and Tense

- Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’
- Use longer sentences of four to six words.

Use of Phrases and Clauses

- Use longer sentences of four to six words.

Poetry and Performance

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

EYFS Writing Essentials

Spelling and Handwriting

Early Years Framework / Howard Writing Essentials – EYFS

Reception

Transcription – Spelling and Phonic Rules

- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Handwriting – Letter Formation, Placement and Positioning

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:
- pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower case and capital letters correctly.

EYFS Writing Essentials

Composition, purpose and structure

Early Years Framework / Howard Writing Essentials – EYFS

Reception

Composition – Planning, Writing and Editing

- Learn new vocabulary.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Form lower case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
- Re-read what they have written to check it makes sense.
- Develop storylines in their pretend play.

Awareness of Audience, Purpose and Structure

- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.
- Develop social phrases.
- Use new vocabulary in different contexts.

EYFS Writing Essentials

Vocabulary, Grammar and Punctuation

Early Years Framework / Howard Writing Essentials – EYFS

Reception

Vocabulary, Grammar and Punctuation – Sentence Construction and Tense

- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.

Use of Phrases and Clauses

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.

Poetry and Performance

- Engage in storytimes.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.

Non-Fiction

- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

EYFS Writing Essentials

Early Learning Goals

Early Years Framework / Howard Writing Essentials – EYFS

Early Learning Goal

Transcription – Handwriting

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.

Transcription – Planning, Writing and Editing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Invent, adapt and recount narratives and stories with peers and teachers.

Awareness of Audience, Purpose and Structure

- Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS Writing Essentials

Early Learning Goals

Early Years Framework / Howard Writing Essentials – EYFS

Early Learning Goal

Sentence Construction and Tense

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Uses of Phrases and Clauses

- Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Poetry and Performance

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with their peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Non-Fiction

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Early Years Handwriting

		Activities
<p>Writing: 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">• 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.• Set 1: c, o, a, d, g, q, e• Set 2: l, i, t, f, j, u, y• Set 3: r, n, m, h, b, p, k• Set 4: s, v, w, x, z• Set 5: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9	<p>Nursery (Within provision) 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>Reception (Daily sessions) 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

Year One



Me, My Family and
My World



Celebrations

Year Two



Woodland



Fabulous Food

Genre Coverage in Order
Recount
Narrative – Story Writing
Lists
Instructions
Letters
Narrative – Story Writing



to inform



Spring

Year One



Knights, Princesses
and Dragons



Under the Sea

Year Two



Pirates and
Mermaids



At the Zoo

Genre Coverage in Order
Letters
Narrative – Story Writing
Non-Chronological Reports
Narrative – Story Writing



to inform



Summer

Year One



Traditional Tales



Mini-beasts

Year Two



On the farm

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



to inform



Year 1 Writing Essentials

Vocabulary, Grammar and Punctuation

National Curriculum	Howard Writing Essentials – Year 1
<p>Vocabulary, Grammar and Punctuation <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">• 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' <p>Learning the grammar in column 1 in year 1 in Appendix 2:</p> <ul style="list-style-type: none">• use the grammatical terminology in Appendix 2 in discussing their writing.• Sequence sentences to form short narratives <p>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.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.</p>	<ul style="list-style-type: none">• 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
<p>Spelling (see Appendix 1) Pupils should be taught to spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.

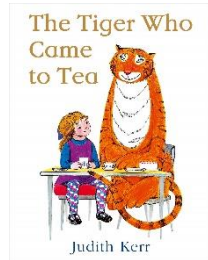
Writing Composition

- 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

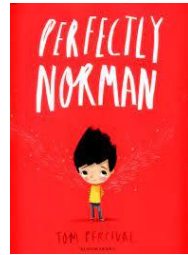
Year 1 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

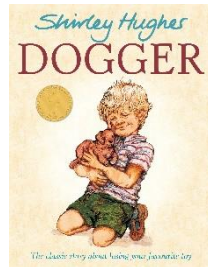
Autumn



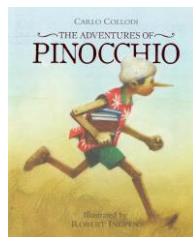
Tiger who came to Tea
By Judith Kerr
Narrative - Story



Perfectly Norman
By Tom Percival
Narrative – Story



Dogger
By Shirley Hughes
Diary



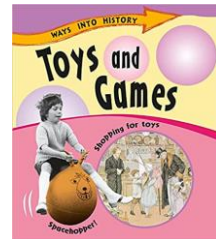
Pinocchio
By Carlo Collodi
Narrative – Traditional Tale



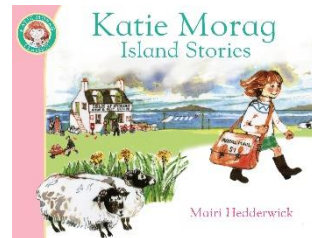
Autumn



Firework Night
By Andrew Collett
Poetry



Toys and Games
By Sally Hewitt
Information



Katie Morag
By Mairi Hedderwick
Postcards



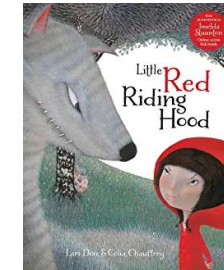
Jack and the Beanstalk
By Nosy Crow
Narrative – Traditional Tale



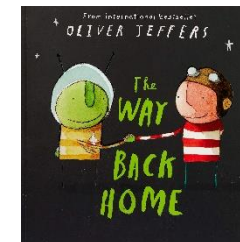
Spring



Our Trip to the Woods
Recount



Little Red Riding Hood
By Lari Don
Narrative – Traditional Tale



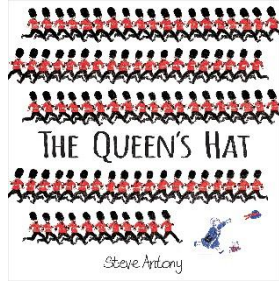
The Way Back Home
By Oliver Jeffers
Instructions



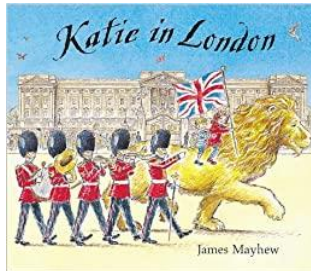
Year 1 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

Summer



The Queen's Hat
By Steve Antony
Narrative - Story



Kate in London
By James Mayhew
Biography



By Myself (p. 517)



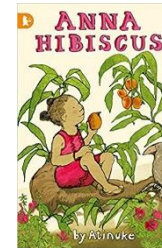
When I'm by myself
And I close my eyes
I'm a twin
I'm a dimple in a chin
I'm a room full of toys
I'm a squeaky noise
I'm a gospel song
I'm a gong
I'm a leaf turning red
I'm a loaf of brown bread
I'm a whatever I want to be
An anything I care to be
And when I open my eyes
What I care to be
Is me

by Eloise Greenfield

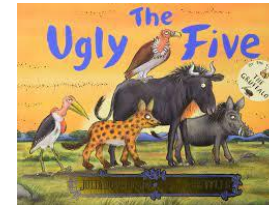
When I am by Myself
When I Close my Eyes'
by Eloise Greenfield.
Poetry



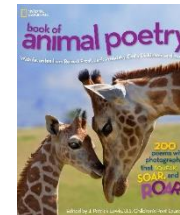
Summer



Anna Hibicus
By Atinuke
Narrative



The Ugly Five
By Julia Donaldson
Narrative



Animal Poetry
Poetry



On Safari
Travel Journal



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>Vocabulary, Grammar and Punctuation Pupils should be taught to: <i>develop their understanding of the concepts set out in Appendix 2 by:</i></p> <ul style="list-style-type: none">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)sentences with different forms: statement, question, exclamation, command and expanded noun phrases to describe and specify, e.g. the blue butterflythe present and past tenses correctly and consistently including the progressive formsubordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>Learning the grammar for year 2 in Appendix 2</p> <ul style="list-style-type: none">using some features of written Standard Englishuse and understand the grammatical terminology in Appendix 2 in discussing their writing.Sentence demarcationCommas in lists	<ul style="list-style-type: none">Demarcate sentence with full stops and capital lettersQuestion marksUse statement sentencesUse questionsUse exclamation sentencesUse capital letters for proper nouns and IUse past and present tense accuratelyUse progressive form of verbs in past and present tenseUse coordinating conjunctionsUse some subordination to join clausesExpanded noun phrasesApostrophes to show missing lettersApostrophes for singular possessionUse first and third person accuratelyUse exclamation marks to indicate emotionsRhetorical QuestionsComparative adjectivesCommas can be used to separate lists of characters, ideas and adjectives in noun phrasesVerbs chosen for effectSpelling many common exception wordsmakes phonically-plausible attempts to spell words

Year 2

Spelling

National Curriculum	Writing – Transcription - Spelling in Y2
<p>Spelling (see Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none">• 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 <p>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</p>

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

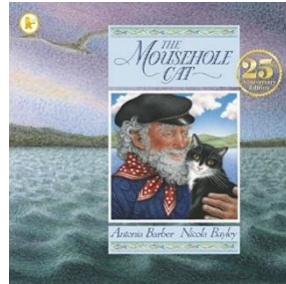
Year 2 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

Autumn



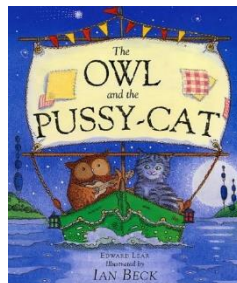
Song of the Sea
By Studio Canal
Narrative - Myth



The Mousehole Cat
By Antonia Barber
Narrative –
Traditional Tale



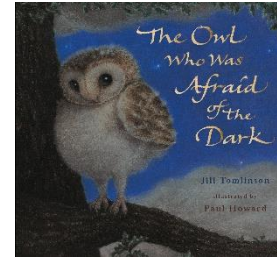
Grace Darling
Biography



The Owl and the Pussycat
By Edward Lear
Poetry



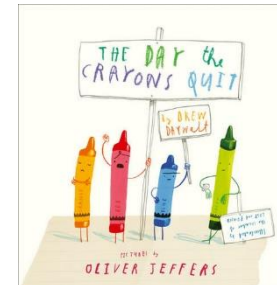
Autumn



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



How to Make a Bird
Feeder
Instructions

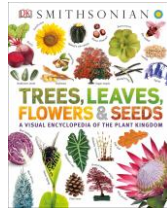


Diary– Great Fire of
London



Year 2 Writing Coverage

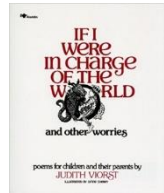
Spring



Plants
Information Text



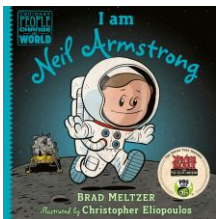
The Tear Thief
By Carol Ann Duffy
Narrative - Story



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



Stardust
By Jeanne Willis
Narrative- Story

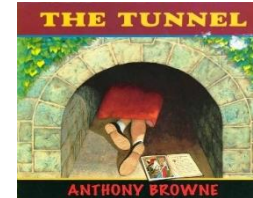


Neil Armstrong
Recount



Summer

Summer



Non-Fiction	Fiction
Poetry	Playscripts

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

Year 3

Spelling

National Curriculum	Writing – Transcription - Spelling in Y3
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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' <ul style="list-style-type: none">• 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
	<ul style="list-style-type: none">Words ending in –aryWords 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 eventfulWords ending in the suffix –alWords 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

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

Continue to teach the joins introduced in Year 2.

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

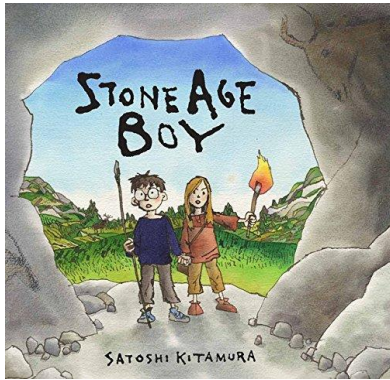
Pupils will benefit from regular handwriting lessons, teacher led. Handwriting can now focus on spelling. The expectation is for pupils to be transferring their joined script to all areas of the curriculum.

- All letters must be formed correctly, beginning and ending in the correct place.
- Letters must be of the correct size in relation to each other.
- 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.
- Use a neat, joined handwriting style with increasing accuracy and speed.

Year 3 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

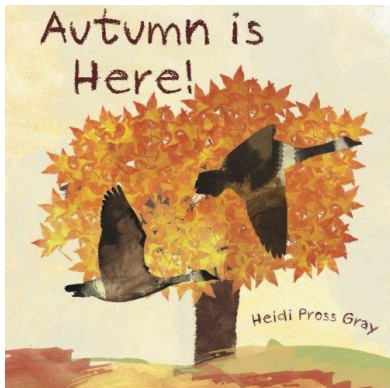
Autumn



Stone Age Boy
By Satoshi Kitamura
Narrative - Story



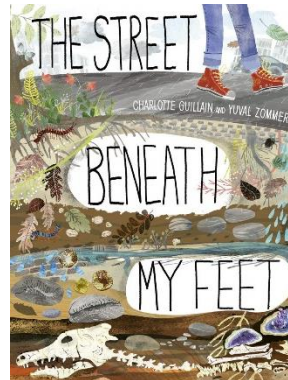
Skara Brae
Non-Fiction
Holiday Brochure



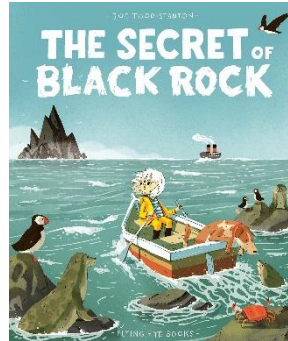
Autumn is Here
By Heidi Pross Gray
Poetry



Spring



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



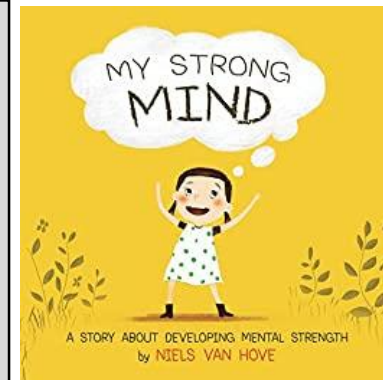
The Secret of Black Rock
By Joe Todd-Stanton
Narrative - Adventure



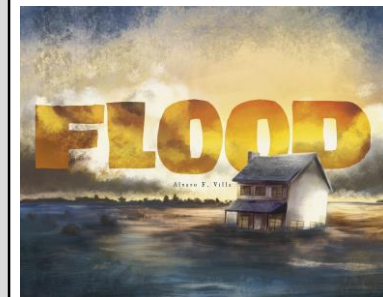
Theseus and the Minotaur
By Hugh Lupton and Daniel Morden
Myth



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

Year 4

Spelling

National Curriculum	Writing – Transcription - Spelling in Y4
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 staring 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: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> 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.

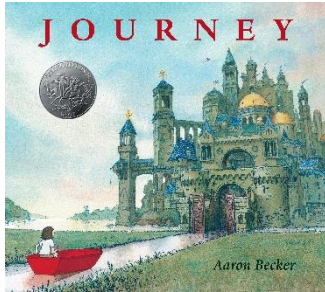
Writing Composition

- 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

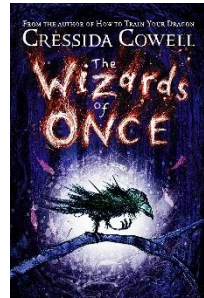
Autumn



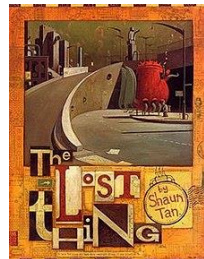
Journey
By Aaron Becker
Narrative -
Adventure



The River
By Valerie Bloom
Poetry



Wizards of Once
By Cressida Cowell
Newspaper Report



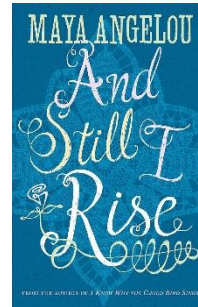
The Lost Thing
By Shaun Tan
Narrative - Fantasy



Spring



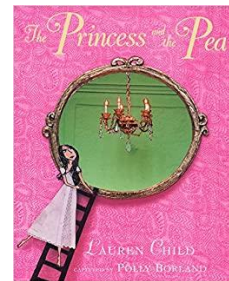
The Feast
By Disney
Narrative Story



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

Year 5

Writing

National Curriculum	Spelling
<p>Spelling (see Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

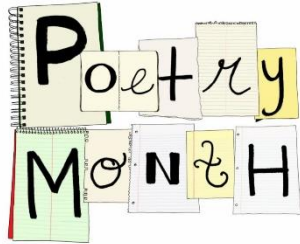
Writing Composition

- 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

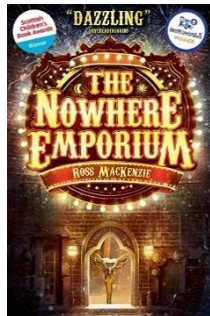
Autumn



Poetic Language
Poetry



The Present
By Jacob Frey
Narrative - Story



The Nowhere
Emporium
By Ross MacKenzie
Narrative - Mystery



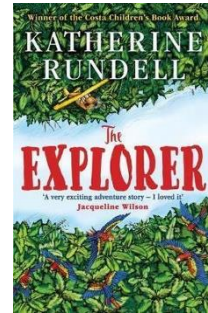
Travel Writing /
Blogs
Non Fiction - Blogs



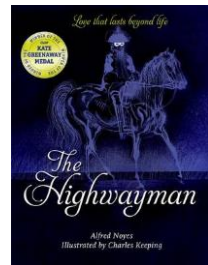
Spring



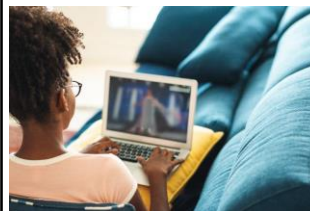
Kick
By Mitch Johnson
Persuasive Letter



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>Vocabulary, Grammar and Punctuation <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">• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• using passive verbs to affect the presentation of information in a sentence• using the perfect forms of verbs to mark relationships of time and cause• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>Learning the grammar for years 5 and 6 in Appendix 2 indicate grammatical and other features by:</p> <ul style="list-style-type: none">• using commas to clarify meaning or avoid ambiguity in writing• using hyphens to avoid ambiguity• using semi-colons, colons or dashes to mark boundaries between independent clauses• using brackets, dashes or commas to indicate parenthesis• using a colon to introduce a list• punctuating bullet points consistently• use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	<ul style="list-style-type: none">• 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 to indicate a degree of possibility• 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 to introduce a list• Use a semi-colon to separate items in a list• Headings and subheading to structure text• Select synonyms and antonyms accurately

Year 6

Writing

National Curriculum	Spelling
<p>Spelling (see Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

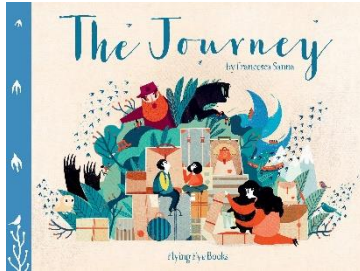
Writing Composition

- 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).

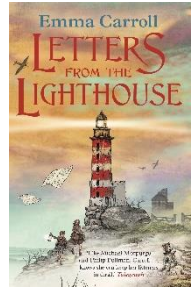
Year 6 Writing Coverage

Non-Fiction	Fiction
Poetry	Playscripts

Autumn



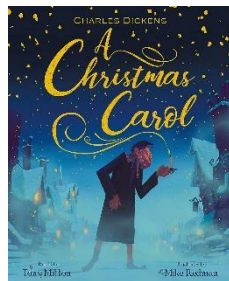
The Journey
By Francesca Sanna
Narrative - Story



Letters from the
Lighthouse By
Emma Carroll
Recount



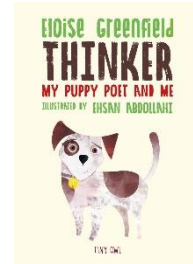
Paperman
By Disney
Narrative Romance



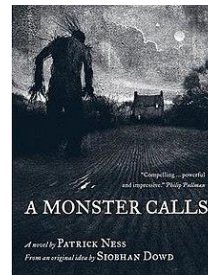
Letters to Mr
Scrooge
Persuasive Letter



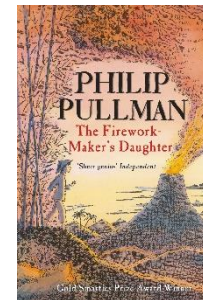
Spring



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



A Monster Calls
By Patrick Ness
Narrative - Horror



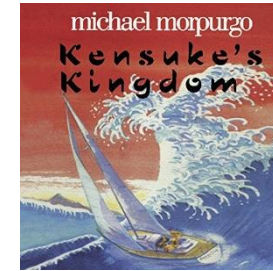
The Firework-Maker's
Daughter
By Philip Pullman
Narrative - Adventure



Postcard from Prison
Postcard



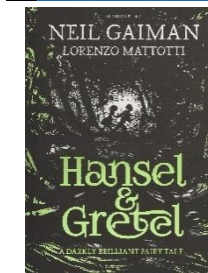
Summer



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.