



Milldown CE Academy

Inspire, Believe, Achieve

Achieving age-related expectations in Writing

Reception – Year 6

Writing – Medium Term Planning

Year R	WRITING					
	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write CVC words. Write phrases and short sentences that can be read by others. Write some taught common exception words, spelt correctly (to, no, go, I, the, into). Write their name with a capital letter at the beginning and lower case for the rest of it with most of it formed correctly. Write own name, label and captions. 	<ul style="list-style-type: none"> Write recognisable letters, with increasing accuracy so letters are correctly formed in the school agreed style. Accurately trace lines (up, down, clockwise, anti-clockwise) to support better letter writing. Use the correct starting point for letter families e.g. c, o. Understand that letters have different types of lines. Be able to move the pencil down and retrace a straight line back up (starting points for letters such as 'p'). Keep the pencil on the page to create a continuous line, e.g. when writing 'a'. To develop spatial awareness of the line on a page/whiteboard. Grip a pencil between two fingers and thumb (tripod grip) – see fine motor control. 	<ul style="list-style-type: none"> Break the flow of speech into words. Identify in a sentence meaning e.g. the cat is sleeping. Who is sleeping? The cat. 	<ul style="list-style-type: none"> Know each word needs representing separately in writing. Separate words with spaces. 	<ul style="list-style-type: none"> Orally say a sentence, rehearse a sentence. 	<ul style="list-style-type: none"> Use past and future tense orally. Talk using words and sentences. Talk includes key vocabulary. Language of stories is conveyed in talk.
Spring	<ul style="list-style-type: none"> Write some taught common exception words, spelt correctly. To represent initial, end and medial sounds using taught phonics. Spell known words with increasing confidence. Write phrases and short sentences that can be read by others. Write words in response to a stimulus. 	<ul style="list-style-type: none"> Correctly, with accuracy, form all taught letters of the alphabet. To show clear ascenders and descenders. To correctly ascend and descend in a straight line. To understand the difference between vertical (straight), curved and diagonal lines. To show the difference in size between lower case and upper-case letters. To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc.). To moderate through adult feedback letter size / orientation and formation adjusting to the size/space around the lines. 	<ul style="list-style-type: none"> To orally use sequencing words, e.g. 'first, next'. Orally sequence at least 5 words into a sentence. 	<ul style="list-style-type: none"> Know that writing represents meaning of the words we say and we use punctuation to show this. Write words, phrases and simple sentences. Start a sentence with a capital letter and end with a full stop. Know that writing represents meaning of the words we say and we use punctuation to show this. 	<ul style="list-style-type: none"> Say a complete sentence aloud before writing. Practise counting the words in a sentence so that they can remember it. Practise repeating the sentence to hold it in memory until the point of writing. 	<ul style="list-style-type: none"> To know that 'went' is the past tense of 'go'. Know that there are words that can be used to describe objects, people and things. To know that these describing words can be part of a sentence. Orally compose a sentence that includes descriptive words. Start a sentence with a capital letter and end with a full stop.
Summer	<ul style="list-style-type: none"> To use taught digraphs in writing: ff, ll, ss, zz, ck, ch, sh, ng, th, qu, wh To write words with CVCC, CCVC, CCVC, CCCVC structure. Write taught common exception words, spelt correctly. To represent initial, end and medial sounds using taught phonics. Spell known words with increasing confidence 	<ul style="list-style-type: none"> Correctly, with accuracy, form all taught letters of the alphabet. To show clear ascenders and descenders, with appropriate size and orientation to the line. To show the difference in size between lower case and upper-case letters. To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc.) so that writing sits on the line. To moderate with increasing accuracy through adult feedback letter size / orientation and formation adjusting to the size/space around the lines. To apply correct letter formation of all letters. 	<ul style="list-style-type: none"> To orally use sequencing words, e.g. 'first, next'. Write words in response to a stimulus. Sequence a series of sentences orally before writing. Understand that a sentence contains one or two ideas but no more. 	<ul style="list-style-type: none"> Accurately write short sentences, with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> Understand that writers read and re-read their writing to check it makes sense. 	<ul style="list-style-type: none"> Use a capital letter at the start of a sentence. Understand that a capital letter follows a full stop. Use a capital letter at the start of their name.

Writing – Medium Term Planning

Year 1	WRITING					
	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words that have been taught Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use -ing and -ed, where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. Letter formation practice: capital letters 	<ul style="list-style-type: none"> Say out loud what they are going to write about Discuss what they have written with the teacher or other pupils Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary 	<ul style="list-style-type: none"> Has an awareness that ideas can be organised into a sequence 	<ul style="list-style-type: none"> Compose a sentence orally before writing it Write a simple sentence starting with a personal pronoun Write a simple sentence starting with a noun/proper noun 	<ul style="list-style-type: none"> Leave spaces between words Use capital letter for names Use capital letter for the personal pronoun 'I' Begin to punctuate sentences using a capital letter and a full stop Join words using 'and'
Spring	<ul style="list-style-type: none"> Spell the days of the week Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Begin to spell words using contracted forms 	<ul style="list-style-type: none"> Introduce diagonal join to ascender Introduce diagonal join, no ascender Introduce diagonal join, no ascender to an anticlockwise letter. 	<ul style="list-style-type: none"> Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Write a simple sentence with straight forward subject/ verb agreement 	<ul style="list-style-type: none"> Begin to punctuate sentences using a question mark Join clauses using 'and' Use a capital letter for days of the week
Summer	<ul style="list-style-type: none"> Can use the prefix un- Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> Practice diagonal join, no ascender Introduce horizontal join, no ascender Introduce horizontal join, no ascender to an anticlockwise letter Introduce horizontal join to ascender Introduce horizontal and diagonal joins to ascender 	<ul style="list-style-type: none"> Use simple prepositions 	<ul style="list-style-type: none"> Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions 	<ul style="list-style-type: none"> Write reliably formed simple and compound sentences 	<ul style="list-style-type: none"> Begin to punctuate sentences using an exclamation mark Use simple noun phrases (adjective + noun) Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Writing – Medium Term Planning

Year 2	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly Spell by learning new ways of spelling phonemes for which one or more spellings are already known Spell common homophones Spell common exception words taught so far Add suffixes to spell longer words, including -ly Use the possessive apostrophe (singular) 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another 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 Practise diagonal joins. Practise horizontal joins. 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by planning or saying out loud what they are going to write about When planning, write down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read to check that writing makes sense e.g. verb tense 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending Appropriately sequences ideas 	<ul style="list-style-type: none"> Write questions (beginning with who/ what/ when/ where/ how etc) Write statements 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation to demarcate sentences Use coordinating conjunctions (or/and/but) Write expanded noun phrases to describe and specify Use the present and past tenses correctly and consistently Use -ly to turn adjectives into adverbs – slow/ slowly
Spring	<ul style="list-style-type: none"> Add suffixes to spell longer words, including -ful, -less (to create adjectives) Spell more words with contracted forms Distinguish between homophones and near-homophones Add suffixes to spell longer words – ment, -ness 	<ul style="list-style-type: none"> Introduce looping join Introduce joins to s. 	<ul style="list-style-type: none"> Proof-read to check for errors in spelling, grammar and punctuation Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task 	<ul style="list-style-type: none"> Link related sentences through the use of pronouns and adverbials where appropriate 	<ul style="list-style-type: none"> Write exclamatory sentences starting with 'what' or 'how'. Write commands using the imperative form of a verb 	<ul style="list-style-type: none"> Use subordinating conjunctions (when/ if /that /because) Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling Use the suffixes -er, -est, in adjectives
Summer	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> Introduce joins from r. Introduce qu, rr, ss, ff, gg 	<ul style="list-style-type: none"> Use a range of prepositions (behind, before, above, along) 		<ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Use the progressive form correctly and consistently e.g. he was shouting. Use apostrophes to mark singular possession in nouns Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma

Writing – Medium Term Planning

Year 3	WRITING						
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation	
Autumn	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English NC Appendix 1) Spell words that are often misspelt (English NC Appendix 1) Use the first two or three letters of a word to check its spelling in a dictionary Form nouns using prefixes e.g. super, anti, auto Spell further homophones and understand their meanings 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting Revise joins taught in Year 2 term 1 with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Writing is clear in purpose Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Organise writing into logical chunks and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Use simple organisational devices, e.g. headings and subheadings 	<ul style="list-style-type: none"> Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation) 	<ul style="list-style-type: none"> Use conjunctions to express time, place and cause Use adverbs and prepositions to express time, place and cause Use inverted commas to punctuate direct speech Know when to use 'a' and 'an' Proof-read for spelling and punctuation errors Use irregular simple past-tense verbs e.g. awake / awoke 	
	Spring	<ul style="list-style-type: none"> Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Revise joins taught in Year 2 term 2 with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' 	<ul style="list-style-type: none"> Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play Indicate possession by using the possessive apostrophe with plural nouns Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
		Summer	<ul style="list-style-type: none"> Revise joins taught in Year 2 term 3 with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation 	<ul style="list-style-type: none"> Uses varied nouns and pronouns for cohesion 	<ul style="list-style-type: none"> Use fronted adverbials Use commas after fronted adverbials Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma 	

Writing – Medium Term Planning

Year 4	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English NC Appendix 1) Spell further homophones Spell words that are often misspelt (English NC Appendix 1) Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Is able to maintain fluency of writing and has sufficient stamina for typical written tasks Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Writing is clear in purpose Use a varied and rich vocabulary 	<ul style="list-style-type: none"> Non-narrative material uses simple organisational devices Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause for cohesion 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Understand the difference between plural and possessive -s Proof-read for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Spring	<ul style="list-style-type: none"> Plural nouns of words ending in 'o'. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Can correctly join letters in accordance with the school's agreed style Increase the legibility, consistency and quality of their handwriting Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) 	<ul style="list-style-type: none"> Openings and closings are clearly signalled and well developed Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences 		<ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms Use fronted adverbials followed by a comma Use the present perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns
Summer		<ul style="list-style-type: none"> Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Use figurative language such as similes, alliteration to build a picture in the readers head 			<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial



Year 5	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English NC Appendix 1 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-, 'de-', 'mis-', 'over-' and 're-' 	<ul style="list-style-type: none"> 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 Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences 	<ul style="list-style-type: none"> Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Ensure correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis
Spring	<ul style="list-style-type: none"> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Choose the appropriate register for the audience and purpose (formal or informal) Viewpoint is established and generally maintained Use figurative language such as similes, alliteration, metaphors and personification in poetry 	<ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Linking ideas across paragraphs through tense choice (he had seen her before) 	<ul style="list-style-type: none"> Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Ensure the consistent and correct use of tense throughout a piece of writing Use a colon to introduce a list
Summer		<ul style="list-style-type: none"> Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Editing sentences by either expanding or reducing for meaning and effect Content is balanced e.g. between action/ description/ dialogue, fact and comment 	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within paragraphs 		<ul style="list-style-type: none"> Use semi colons, colons or dashes to mark boundaries between independent clauses Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity



Year 6		WRITING				
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure
Autumn	<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English NC Appendix 1 Use dictionaries to check the spelling and meaning of words Use a thesaurus Recognise how words are related by meaning as synonyms and antonyms Use further prefixes and suffixes and understand the guidance for adding them 	<ul style="list-style-type: none"> 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 Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify the audience for and purpose of the writing Select the appropriate form and use other similar writing as models for their own Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables Draft and write by using a wide range of devices to build cohesion within paragraphs Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis 	<ul style="list-style-type: none"> Use a wide range of clause structures, sometimes varying their position within the sentence Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis Use a colon to introduce a list Use a semi colon within lists Use semi colons, colons or dashes to mark boundaries between independent clauses Use hyphens to avoid ambiguity
	<ul style="list-style-type: none"> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use figurative language such as similes, alliteration, metaphors and personification in a range of writing Select verb forms for meaning and effect e.g. deliberate change of tense 	<ul style="list-style-type: none"> Revise and consolidate previous skills based on the text types and the needs of the class. 	<ul style="list-style-type: none"> Revise and consolidate previous skills based on the text types and the needs of the class. 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Punctuate bullet points consistently
	<ul style="list-style-type: none"> Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Manage shifts in levels of formality within a text Select synonyms accurately for effect rather than as an alternative for an original word 	<ul style="list-style-type: none"> Revise and consolidate previous skills based on the text types and the needs of the class. 	<ul style="list-style-type: none"> Revise and consolidate previous skills based on the text types and the needs of the class. 	<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points 	
Spring						
Summer						

Handwriting Teaching Sequence

	Autumn	Spring	Summer
Rec	<p>Introduce letter formation and rhymes in line with Sounds Write teaching sequence.</p> <p>Plain handwriting lined books.</p>	<p>One-armed robot letters: r,b,n, h,m,k,p Curly caterpillar letters: c,a,d, o,s,g,q,e,f Long ladder letters:l,i,t,u,j,y Zig-zag monster letters:z,v,w,x</p> <p>Introduce Handwriting lined books to develop awareness of ascenders and descenders once letter formations are correct.</p>	<p>One-armed robot letters: r,b,n, h,m,k,p Curly caterpillar letters: c,a,d, o,s,g,q,e,f Long ladder letters:l,i,t,u,j,y Zig-zag monster letters:z,v,w,x</p>
Year 1	<p>Letter formation practice: long ladder family Letter formation practice: one-armed robot family Letter formation practice: curly caterpillar family Letter formation practice: zig-zag monster family</p> <p>Letter formation practice: capital letters</p> <p>Introduce diagonal join to ascender: joining at/all Practise diagonal join to ascender: joining th Practise diagonal join to ascender: joining ch Practise diagonal join to ascender: joining cl</p> <p>Introduce diagonal join, no ascender: joining in/im Practise diagonal join, no ascender: joining cr/tr/dr Practise diagonal join, no ascender: joining lp/mp</p> <p>Introduce diagonal join, no ascender, to an anticlockwise letter: joining id/ig Practise diagonal join, no ascender, to an anticlockwise letter: joining nd/ld Practise diagonal join, no ascender, to an anticlockwise letter: joining ng</p>	<p>Practise diagonal join, no ascender: joining ee Practise diagonal join, no ascender: joining ai/ay Practise diagonal join, no ascender: joining ime/ine</p> <p>Introduce horizontal join, no ascender: joining op/oy Practise horizontal join, no ascender: joining one/ome</p> <p>Introduce horizontal join, no ascender, to an anticlockwise letter: joining oa/og Practise horizontal join, no ascender, to an anticlockwise letter: joining wa/wo</p> <p>Introduce horizontal join to ascender: joining ol/ot Practise horizontal join to ascender: joining wh/oh</p> <p>Introduce horizontal and diagonal joins to ascender: joining of/ot</p>	<p>Practise diagonal join to ascender in words: eel/eet Practise diagonal join, no ascender, in words: a_e Practise diagonal join, no ascender, to an anticlockwise letter in words: ice/ide</p> <p>Practise horizontal join, no ascender, in words: ow/ou Practise horizontal join, no ascender, in words: oy/oi Practise horizontal join, no ascender, to an anticlockwise letter in words: oa/ode</p> <p>Practise horizontal join to ascender in words: ole/obe Practise horizontal join to ascender in words: ook/ool</p> <p>Practise diagonal join to r: ir/ur/er Practise horizontal join to r: or/oor</p>
Year 2	<p>Introduce looping join to an e: ge, ye, je, fe Introduce looping join to a no ascender: gi, ju, yu, fi, gr Introduce looping join to an anticlockwise letter: ga, yo, ja, fo Introduce looping join to an ascender: gh, gl, ft, fl</p> <p>Introduce diagonal join to s: dis Introduce horizontal join to s: ws Introduce diagonal join from s to ascender: sh Introduce diagonal join from s, no ascender: si/su/se/sp/sm Introduce horizontal join from r to an anticlockwise letter: rs</p>	<p>Introduce horizontal join from r to ascender: url/irl/irt</p> <p>Introduce horizontal join from r: ere Practise joining to and from r: air</p> <p>Practise diagonal join to an anticlockwise letter: ea/ear</p> <p>Introduce qu (diagonal join, no ascender) Introduce rr (horizontal join, no ascender) Introduce ss (diagonal join, no ascender, to an anticlockwise letter) Introduce ff Introduce gg</p>	<p>Revise joins taught in Year 1 term 3 with a focus on size, proportion and spacing.</p>
Year 3	<p>Revise joins taught in Year 2 term 1 with a focus on size, proportion and spacing.</p>	<p>Revise joins taught in Year 2 term 2 with a focus on size, proportion and spacing.</p>	<p>Revise joins in words linked to spellings with a focus on size, proportion and spacing.</p>
Year 4	<p>Revise joins in words linked to spellings with a focus on size, proportion and spacing.</p>	<p>Revise joins in words linked to spellings with a focus on size, proportion and spacing.</p>	<p>Revise joins in words linked to spellings with a focus on size, proportion and spacing.</p>
Years 5 and 6	<p>Revise joins in words linked to spellings with a focus on size, proportion and spacing.</p>	<p>Revise joins in words linked to spellings with a focus on size, proportion and spacing.</p>	<p>Revise joins in words linked to spellings with a focus on size, proportion and spacing.</p>