Writing Genres

	Autumn 1 (Fiction)	Autumn 2 (Non-fiction)	Spring 1 (Fiction)	Spring 2 (Non-fiction)	Summer 1 (Fiction)	Summer 2 (Non-fiction)
Year 6	Narrative linked to Narrative Poem – The Lady of Shallot x2 (1 assessed) *-Setting /Atmosphere description* *-Chapter story* *-Modal Verbs* *-Parenthesis* Narrative inspired by images and video. X2 (1 assessed) (The Mousehole Cat and Twinnings Tea advert) https://www.youtube.com/watch?v=ChxzFDi2nWg) *-Character Desription* *-Dialogue* *-Plot*	Non-chronological report linked to science/geography: Rainforest animals x2 (1 assessed) Persuasion - Yorkshire Wildlife Park - Theme Park x2 (1 assessed)	Blitz Poetry -Leading to a setting description/diary recount X1 (1 assessed) Narrative linked to Tunnel 29 https://www.bbc.co.uk/news/extra/Od4dL9Lip2/tunnel_29 x2 (1 assessed) *-Diary recount* *-Creating tension and atmosphere*	Formal letter -Inspired by the opening of the film 'Up' x2 (1 assessed) Mystery Stories -inspired by images to give children free choice x2 (1 assessed)	Continue Mystery Stories Collating writing evidence for end of KS2 assessments	Persuasive writing linked to Summer Production

[red]	*-Cohesion* *-Passive Voice*					
Year 5	Modern fiction – narrative about 'Me' (assessed for baselining due to Covid) Classic fiction narrative linked to Highwayman (setting and characterisation)	Non-chronological report- non-fiction text linked to sci-fi Information leaflet linked to Ancient Maya (assessed)	Historical fiction- linked to Ancient Egyptians (one piece assessed) 'Wing' diary fiction piece	Balanced discussion/argument Newspaper report (assessed)	Performance poetry The Piano - flash forward and flashback narrative (assessed)	Instructions- linked to Wonder Explanation text- linked to North and South America (assessed)
Year 4	Stories with historical settings (Link to history topic - Romans) Narrative – Historical story (assessed)	Recounts-Newspapers (Based around a fairy tale) Newspaper report (assessed) Play script ('Matilda' by Roald Dahl)	Stories set in imaginary worlds (The Lion, The Witch and The Wardrobe' by CS Lewis) Narrative - Fantasy story (assessed) Poetry ('Beowulf' by Michael Morpurgo linked to history topic - Anglo Saxons)	Explanation texts (linked to science topic - digestive system) Explanation (assessed)	Stories which raise issues and dilemmas Narrative - Adventure Story (assessed)	Persuasive texts – travel brochure Persuasive - Brochure (assessed)
Year 3	<u>Science Fiction -The Iron Man</u> -Baseline Assessment - Setting Description - Character Description	<u>Non -chronological reports</u> -All about Hedgehogs -All about The Stone Age (assessed) Christmas poetry	<u>Ancient Greek Myths</u> - Mythical monster character description - Hero character description (assessed) -Greek Myth	<u>Persuasion - The Day The Crayons Quit</u> 1)Classroom object quits (assessed) 2)Team Tap bottled water	<u>Adventure stories - Flat Stanley</u> 1) Adventure short story 2) Instructions (non-fiction based 1 week)	<u>Recounts</u> 1) Autobiography/biographies 2) Life in Y3

Punctuation and Grammar covered in a mastery style

	Word	Sentence	Text	Punctuation	Terminology for pupils
Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *find out – discover; ask for – request; go in – enter*) How words are related by meaning as synonyms and antonyms (e.g. *big, large, little*)	Use of the **passive** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken [by me]*) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. *It's raining; I'm fed up*) Use of the colon to introduce a list **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*)	• subject • object • active • passive • synonym • antonym • ellipsis • hyphen • colon • semi-colon • bullet points
Year 5	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –*ate*; –*ise*; –*ify*) **Verb prefixes** (e.g. *dis*–, *de*–, *mis*–, *over*– and *re*–)	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** (e.g. *perhaps, surely*) or **modal verbs** (e.g. *might, should, will, must*)	Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	• modal verb • relative pronoun • relative clause • parenthesis • bracket • dash cohesion • ambiguity

		Using the perfect form of verbs to mark relationships of time and cause Using **expanded noun phrases** to **convey complicated** information concisely			
Year 4	The grammatical difference between **plural** and **possessive** -s Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** (e.g. *Later that day*, I heard the bad news.)	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition	Use of inverted commas and other **punctuation** to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas *(e.g. The conductor shouted, "Sit down!")* **Apostrophes** to mark singular and **plural** possession (e.g. *the girl's name*, *the girls' names*) Use of commas after **fronted adverbials**	• determiner • pronoun • possessive • pronoun • adverbial
Year 3	Formation of **nouns** using a <u>range</u> of **prefixes**, such as *super–, anti–, auto–* Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** (e.g. *a rock*, *an open box*) **Word families** based on common **words**,	Expressing time, place and cause using **conjunctions** (e.g. *when, before, after, while, so, because*), **adverbs** (e.g. *then, next, soon, therefore*), or **prepositions** (e.g. *before, after, during, in, because of*)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past (e.g. *He has gone out to play* contrasted with *He went out to play*)	Introduction to inverted commas to **punctuate** direct speech To consolidate - Apostrophes to show singular possession.	• adverb • preposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant • consonant letter • vowel • vowel letter • inverted commas

	showing how words are related in form and meaning (e.g. *solve, solution, solver, dissolve, insoluble*)			

Spellings

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	1. Challenge Words 2. Challenge Words 3. Challenge Words 4. Challenge Words 5. Challenge Words 6. Challenge Words 7. Challenge Words	8. Challenge Words 9. Challenge Words 10. Challenge Words 11. Spelling Rules: Words with the short vowel sound /i/ spelled y 12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y. 13. Spelling Rules: Adding the prefix '-over' to verbs. 14. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'	15. Spelling Rules: Words which can be nouns and verbs. 16. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.' 17. Spelling Rules: Words with a 'soft c' spelled /ce/. 18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite 19. Spelling Rules: Words with the /f/ sound spelled ph. 20. Spelling Rules: Words with origins in other countries	21. Spelling Rules: Words with unstressed vowel sounds. 22. Spelling Rules: Words with endings /shuhl/ after a vowel letter 23. Spelling Rules: Words with endings /shuhl/ after a consonant letter. 24. Spelling Rules: Words with the common letter string 'acc' at the beginning of words. 25. Spelling Rules: Words ending in '-ably.' 26. Spelling Rules: Words ending in '-ible'	27. Spelling Rules: Adding the suffix '-ibly' to create an adverb. 28. Spelling Rules: Changing '-ent' to '–ence.' 29. Spelling Rules: -er, -or, -ar at the end of words. 30. Spelling Rules: Adverbs synonymous with determination. 31. Spelling Rules: Adjectives to describe settings 32. Spelling Rules: Vocabulary to describe feelings.	33. Spelling Rules: Adjectives to describe character 34. Grammar Vocabulary 35. Grammar Vocabulary 36. Mathematical Vocabulary

Year 5					
1. Words ending in '-ious.' 2. Words ending in '–cious.' If the root word ends in –ce the sound is usually spelled '-cious.' 3. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 4. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 5. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 6. Challenge words 7. Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.	8. Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. 9. Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. 10. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.' 11. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably 12. Challenge Words 13. Words ending in '-able.' If this is being	15. Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled. 16. Words with 'silent' letters at the start. 17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 18. Challenge Words 19. Words spelled with 'ie' after c 20. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.	21. Words containing the letter string 'ough' where the sound is /aw/. 22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. 23. Adverbs of possibility. These words show the possibility that something has of occurring. 24. Challenge Words 25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 26. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	27. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 28. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 29. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 30. Challenge Words 31. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. 32. Challenge Words	33. Revision: Year 5 words 34. Revision: Year 5 words 35. Revision: Year 5 words 36. Revision: Year 5 words

		added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. 14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.				
Year 4	1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' 3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' 4. The prefix 'sub-' which means under or below. 5.	8. The suffix '-ation' is added to verbs to form nouns. 9. Adding –ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '–le' become '–ly.' 10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' 11. Word with the 'sh' sound spelled ch. These words are French in origin.	15. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. 16. The 'ee' sound spelled with an 'i.' 17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. 18. Challenge Words 19. The 'au' digraph 20. The suffix '-ion' when the root word	21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' 22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' 23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. 24. Challenge Words 25. Homophones – words which have the same pronunciation	27. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' 28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' 29. Prefixes – 'super-' 'anti' and 'auto.' 30. The prefix bi- meaning two. 31. Challenge Words	33. Revision – spelling rules we have learned in Stage 4. 34. Revision – spelling rules we have learned in Stage 4. 35. Revision – spelling rules we have learned in Stage 4. 36. Revision – spelling rules we have learned in Stage 4.

	5. The prefix 'inter-' means between, amongst or during. 6. Challenge Words 7. The suffix '-ation' is added to verbs to form nouns.	12. Challenge Words 13. Adding the suffix '–ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' 14. Adding the suffix –ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.	ends in 't' or 'te' then the suffix becomes '-tion.'	but different meanings and/or spellings. 26. The /s/ sound spelled c before 'i' and 'e'.	32. Plural possessive apostrophes	
Year 3	1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. Spelling Rule: The /i/ sound spelled with a 'y.' 4. Words with endings that sound like /ze/ as in	8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 9. The prefix 'mis-' This is another prefix with negative meanings. 10. Adding suffixes beginning with vowel letters to words of more than one syllable. The	15. The long /a/ vowel sound spelled 'ey.' 16. Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. 17. Homophones – words which have the same pronunciation but different meanings and/or spellings. 18. Challenge Words	21. Adding the suffix '–ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '–ic.' 23. Adding the suffix –ly. Words which do not follow the rules. 24. Challenge Words	27. Words ending with the /g/ sound spelled '–gue' and the /k/ sound spelled '–que.' These words are French in origin. 28. Words with the /s/ sound spelled 'sc' which is Latin in its origin. 29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.	32. Revision – spelling rules we have learned in Stage 3. 33. Revision – spelling rules we have learned in Stage 3. 34. Revision – spelling rules we have learned in Stage 3. 35. Revision – spelling rules we have learned in Stage 3. 36. Revision – spelling rules we have learned in Stage 3.

	measure are always spelled with '-sure.' 5. Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch. 6. Challenge words 7. Words with the prefix 're-' 're-' means 'again' or 'back.'	consonant letter is not doubled if the syllable is unstressed. 11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. 12. Challenge words 13. The long vowel /a/ sound spelled 'ai' 14. The long /a/ vowel sound spelled 'ei.	19. The /l/ sound spelled '-al' at the end of words. 20. The /l/ sound spelled '-le' at the end of words.	25. Words ending in '-er' when the root word ends in (t)ch. 26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.	30. Challenge Words 31. The suffix '–sion' pronounced /ʒən/	