


Writing

Being able to write with understanding is a crucial skill for education and for life. At Stoke CanonPrimary School and The Three Rivers Federation, we are committed to ensuring that all of our children are taught to read and write well through a purposeful, systematic and engaging curriculum, using explicitly taught writing lessons and through learning opportunities across the curriculum. Above all, we want children in our school to become enthusiastic, independent writers.

A writer from Stoke Canon Primary School will:

- **Enjoy developing their vocabulary and take pleasure in the English language**
- **Enjoy writing for pleasure**
- **Take pride in sharing their writing with their peers and school community**
- **Revise, edit and publish their work for an audience**
- **Know how to write for different purposes and audiences**
- **Discuss their writing and the writing of others**
- **Apply the principles of writing from their English lessons to the wider curriculum**
- **Apply the principles of phonics and spelling rules to help them to decode and spell unfamiliar words**

Intent

Writing

Implementation

To create a culture where children enjoy exp
own writing.

To build opportunities for writing across the c

purpose. To create opportunities to write for

To inspire our young writers with whole scho
responses to the writing sequence.

Writing as part of the English teaching seque
as part of the English teaching sequence an
the books children read.

Handwriting is modelled during the teaching
Children publish their writing, and this is sha

Phonics

Intent

Implementation

In EYFS and KS1, children will follow a daily
speakers and willing writers.

In KS2, children follow a daily spelling and g
and edit their own writing.

Phonics is taught daily and follows the Read

Spelling is taught daily and follows the natio
pupil's understanding of spelling convention

Year R

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.*	The Huge Bag of worries We're Going on a Bear Hunt Room on the broom (Rhyming)	Owl Babies Pumpkin Soup The Jolly Christmas Postman	Whatever Next! The Way Back Home Three Little Pigs	Supertato Michael Recycle and Super Daisy (recycling topic)	Jack and the Beanstalk/ Jaspers Beanstalk The Very Hungry Caterpillar	Twinkle, Twinkle, Squiglet Pig Somebody Swallowed Stanley (Recycling topic) Julia Donaldson- The Singing Mermaid/ Tiddle
Links to Wider Curriculum	**Starting School/Post Office**		**Winter/ Traditional Tales /Superheroes**		**Life cycles and growing / Under the sea**	

Independent purposeful writing outcomes	Can match words with the same initial sound. Can identify the first sound in a simple CVC word. Can identify the final sound in a simple CVC word. Can orally blend all the sounds heard in a simple word	Can orally segment all the sounds in a simple word. Understands the link between the shape of a letter and the sound it represents. Attempts to write CVC words by identifying some of the sounds they can hear and writing these down. Can identify separate words in spoken sentences.	Can write some simple words that contain digraphs/trigraphs. Can write longer words using phonic knowledge. Can write short sentences with spaces to separate words. Can write short sentences that start with a capital letter and end with a full stop.
Spelling	*Read Write Inc Phonics Programme.*		
Handwriting	Pupils form letters correctly and in the right direction.		

Year 1/2 A						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

Progression of Core Texts *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.*	Dear Mother Goose (Letter writing) Little Red Riding Hood (Story writing setting)	Mixed-Up Fairy Tales (Descriptions) How To Catch Santa (Instructions)	What I like! (Poetry) Cars and Trucks (Non-Fiction)	Fatou Fetch the Water (Settings) The Sea (Poetry)	SATS Traction Man is Here! (Comic Strip) Zim Zam Zoom (Poetry)	How to Wash a Wooly Mammoth (Instructions) Wanted (Fiction)
Links to Wider Curriculum	Traditional tales/Christmas		Round the world/ Transport/ Materials		Animals and habitats / Superheroes	
Independent purposeful writing outcomes	To write a simple letter. Write a sequence using repeated phrases. To write a story. To write instructions		To write a non-chronological report To write a simple setting description. To write a poem.		To write a set of instructions. To understand a comic strip and create their own. To write a poem To understand and use Lists	
Grammar and punctuation	words containing each of the 40+ phonemes already taught begin to form lower-case letters in the	common exception words leaving spaces between words	using letter names to distinguish between alternative spellings of the same sound	joining words and joining clauses using "and"	words containing each of the 40+ phonemes already taught	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	add prefixes and suffixes	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	sequencing sentences to form short narratives	re-reading what they have written to check that it makes sense	using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

	correct direction, starting and finishing in the right place								using the prefix un–			
Spelling	*Read Write Inc Phonics Programme*											
Handwriting	Pupils will 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. Letterjoin is used to support handwriting teaching.											

Year 1/2 B						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression of Core Texts *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.*	Vlad and The Great Fire of London (Diary writing) Ruby's Worry	(Fiction) Hidden world: Ocean (Creating a flap book - descriptive sentences about sea creatures including a fact. (Non Fiction)	'How to hide a Lion' (To write a set of instructions) Rapunsel (Traditional tale; fiction)	Chicken Clicken (Fiction) Augustus and His Smile (Fiction)	Hot and Cold (Non Fiction) SATs Beegu	(Fiction) Tell Me a Dragon (descriptive writing/ expanded noun

phrases. Poetry) (Fiction) (Poetry)

The Mouse and The Elephant

A First Poetry Book

Links to Wider Curriculum	History: The Great Fire of London Geography: Oceans and Seas.		Science: Materials			
Independent purposeful writing outcomes	To write a diary. To write a series of sentences to describe a dragon, using expanded noun phrases.	Creating a flap book - descriptive sentences about sea creatures including a fact. To write a set of instructions to dress up as a character from a book.	To write a story with a traditional tale structure. To write a simple chapter story.	To write a story. To write pages for an information book.		To write a traditional story based on a wordless picture book. To perform a poem, using intonation, rhythm and rhyme to entertain an audience. To write a poem, showing word choice for effect.

Grammar and punctuation	Use past tenses correctly and consistently. Learning how to use capital letters and full stops. Writing statements.	Expand noun phrases for description. Use adjectives. Begin to punctuate sentences using a capital letter and a full stop (Y1). Learn how to use both familiar and new punctuation correctly.	Using co-ordination to join two ideas in a sentence together (using 'so') and subordination (when, if, that, because). Beginning to punctuate sentences using a capital letter and a full stop, question	Learning how to use capital letters and full stops. Writing commands. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Using simple adverbials to denote order.	Learning to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks. Sentences with different forms: statement, question,	Beginning to punctuate sentences using a capital letter and a full stop or question mark (Y1) Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks, and	Joining words and joining clauses using and (Y1) Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1), using a capital letter for names of people,	Leaving spaces between words (Y1) Joining words and joining clauses using and (Y1) Combining words to make sentences (Y1) Punctuating sentences using a capital letter			Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists. Sentences with different forms: statement, question,	

			markor exclamation mark(Y1). Leaving spaces between words (Y1) Expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon.		exclamation, command. Noun phrases to describe and specify. The present and past tenses correctly and consistently. Year 1: 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	commasfor lists (Y2). Learn how to use: sentences withdifferent forms: statement, question, command Subordination using when, if, that or because (Y2) and coordination using and (Y1) and or and but (Y2).	places, days ofthewee k andthe personal pronoun I (Y1) Learningh ow touseboth familiarand new punctuation correctly, including commasfor lists and apostrophes for contracted forms (Y2).	andafull stop, question mark or exclamation mark(Y1) Usinga capital letter fornames of people, places, the daysofthe weekandthe personal pronoun I (Y1) Making the correct choiceand consistent useofthe present tense throughout writing(Y2) Usingthe progressive formofverbs in the present to mark actions in progress (e.g. she is drumming) (Y2). Learn how to use: sentences with different forms:			exclamation, command. Expanded noun phrases to describe and specify (for example, 'the blue butterfly') Subordination (using 'when', 'if', 'that' or 'because') and co-ordination (using 'or', 'and' or 'but').	

					the personal pronoun 'I'.			statement, question, exclamation,				

								command (Y2) Subordination (using when, if, that or because) and coordination (using or, and or but) (Y2)				
Spelling	Read Write Inc Programme following onto No Nonsense Spelling in the Spring term.											
Handwriting	Pupils taught to use the diagonal and horizontal strokes needed to join words Pupils begin to join more of their writing legibly and consistently Letterjoin is used to support handwriting teaching.											

Year A (2026-2027) Year 3 / 4												
	Autumn 1		**Autumn 2**		**Spring 1**		**Spring 2**		**Summer 1**		**Summer 2**	
Progression Core text with outcomes	Rainforest Rough Guide (hybrid text: diary/report /fact file) (NF)	Beasties (short traditional narrative) Focus: plot (F)	**Dare to Care: Pet Dragon (NF)** **Key**	**Mog's Christmas Calamity** (F) **Key Outcome:**	**Escape From Pompeii (escape story) (F)** **Key Outcome:**	**Leon and the Place Between** (F) **Key Outcome:**	Rocks (Science in a Flash) by Georgia Amson-Brad shaw (NF) **Key Outcome:**	**Paint Me a Poem** (P) **Key Outcome:**	**Dragons: Truth, Myth and Legends** (F) **Key Outcome:**	**An Anthology of Intriguing Animals** (NF) **Key Outcome:**	**Firebird** (F) **Key**	**Poetry Pie** (P) **Key**

	Key Outcome: To write a diary recount of an expedition through the Amazon Rainforest.	**Key Outcome:** To write a story using the pattern of the text.	**Outcome:** To write a page for an information book that contains a set of instructions	To write the story of a Christmas calamity	To write an interesting escape story.	To write a version of Leon's story from the point the portal is reached	To write up an experiment/ investigation using cartoons and explanatory texts	To respond to art through poetry.	To create a story, information and a poem about a dragon to include in a class book	To write an information text about three different animals, organised in a specific way (or contribute to a group or class book about animals)	**Outcome:** To write a story using the quest blueprint	**Outcome:** To perform and write poetry
Vocabulary linked to core texts		leap unlike instead flock hatch introduce	dawn/dusk silhouette twinkle build camouflage natural	fire/fiery perhaps comet brigade hero neighbour	alert convey/or until plug nestle bend	twitch believe parade furious/fury impatient astonish			monster fail battle fatal power exist	confuse hunter struggle whistle marine puzzle	treasure elder kingdom succeed creature advisor	stroke common fork doubt whereas reserve
Links to Wider Curriculum	Text 1: **Rainforest: A rough guide -** **Link**: Science – animals and habitats Geography - locate the world's countries, using maps to focus on Europe - Fairtrade Text 4: **Mog's Christmas Calamity** (F) **Link**: R.E. - Christmas				Text 1: **Escape from Pompeii** **Link**: Science volcanoes, Geography – Earthquakes History – Romans. Text 2: **Leon and the Place Between** (F) **Link**: Science – electricity and light Text 3: Rocks (Science in a Flash) **Link**: Science – The rock cycle - fossils				Text 1: **Dragons: Truth, Myth and Legends** (F) **Link**: History – Roman relationships to beasts/animals Text 2: **An Anthology of Intriguing Animals** (NF) Link: Science – animals and habitats – food/food chains Text 3: **Firebird** (F) **Link**: History – traditional stories Text 4: **Poetry Pie** (P) **Link**: D&T food tech – Science – digestion & teeth		
Overview	**Let's Explore** Food for Thought				**Let's Experiment** **What have the Romans done for Us?**				**Let's Remember** Invaders and Settlers			
Independent purposeful writing outcomes	To write a diary recount of an		To write a page for an information book that		To write an		To write up an experiment/investigat		To create a story, information and a		To write a story using the quest blueprint	

	expedition through the Amazon Rainforest. To write a story using the pattern of the text. Dare to Care: Pet Dragon (NF)	contains a set of instructions Key Outcome: To write the story of a Christmas calamity	interesting escape story. Key Outcome: To write a version of Leon's story from the point the portal is reached Rocks	ion using an explanatory text To write a poem linked to a piece of art.	poem about a dragon to include in a class book To write an information text about three different animals, organised in a specific way (or contribute to a group or class book about animals)	To perform and write poetry

Year B (2027-2028) Year 3 /						

4												
	Autumn 1		**Autumn 2**		**Spring 1**		**Spring 2**		**Summer 1**		**Summer 2**	
Progression Core text with outcomes	Meerkat Mail	Meet the Artist! Alexander	The Genius of the Ancients	How Santa Really Works by	The Star Bearer	Cinderella of the Nile by Beverley	How to Live Like a Stone Age Hunter	Rocks (Science in a Flash) by	The Whistling Monster by	A Question of History by Tim	Extreme Animals by Nicola	Beachcombe r' by George Mackay

	Key learning outcome: To write a book based on a voyage-and-return plot pattern	Calder by Patricia Geis Length of sequence : 3 weeks Key learning outcome: To write a biography about a person of interest	series by Izzi Howell and Sonya Newland Length of sequence : 3 weeks Key learning outcome: To design/write pages of information in the style of 'The Genius Of…' series on: a different [Anglo-Saxon] innovation;	Alan Snow Length of sequence : 3 weeks Key learning outcome: To write an explanatory text about an imaginary object	Key learning outcome: To write a story based on creation of the world	Naidoo Length of sequence : 3 weeks Key learning outcome: Write a new version of Cinderella, including a different setting and 'back story' to the original.	by Anita Ganeri Length of sequence : 3 weeks Key learning outcome: To write an information text about a time in history or an event such as a residential trip	Georgia Amson-Bradshaw (NF) **Key Outcome:** To write up an experiment/ investigation using cartoons and explanatory texts	Jamila Gavin Length of sequence : 3 weeks Key learning outcome: To write a traditional story based on the plot of The Whistling Monster	Cooke Length of sequence : 3 weeks Key learning outcome: To create a class A Question of History book based on a current history study as a series of double-page spreads	Davies; illustrated by Neal Layton Length of sequence : 3 weeks Key learning outcome: To write a section of a book about 'Extreme…'. This could be other animals, plants, birds or even vehicles or buildings.	Brown (available online, e.g. at https://www.scottishpoetrylibrary.org.uk/poem/beachcomber) Length of sequence : 2 weeks Key learning outcome: To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator
Vocabulary linked to core texts		leap unlike instead flock hatch introduce	dawn/dusk silhouette twinkle build camouflage natural	fire/fiery perhaps comet brigade hero neighbour	alert convey/or until plug nestle bend	twitch believe parade furious/fury impatient astonish			monster fail battle fatal power exist	confuse hunter struggle whistle marine puzzle	treasure elder kingdom succeed creature advisor	stroke common fork doubt whereas reserve

Links to Wider Curriculum	Text 1: **Link**: writing postcards, mediterranean, climates Text 2 **Link**: art - Lowry, travel - mediterranean Text 3 : **Link**:Anglo Saxons Text 4: **Link**: Christmas - RE, St Nicholas	Text 1: **Link**: Egyptian Mythology, Egypt, Egyptian Art Text 2: **Link**: Science – electricity and light Text 3: Rocks (Science in a Flash) **Link**: Science – The rock cycle - fossils	Text 1: **Dragons: Truth, Myth and Legends** (F) **Link**: History – Roman relationships to beasts/animals Text 2: **An Anthology of Intriguing Animals** (NF) Link: Science – animals and habitats – food/food chains Text 3: **Firebird** (F) **Link**: History – traditional stories Text 4: **Poetry Pie** (P) **Link**: D&T food tech – Science – digestion & teeth
Overview	**Let's Explore** Living in the Mediterranean/Settlements of Anglo Saxons	**Let's Experiment** **Ancient Egypt/Dartmoor**	**Let's Remember** Exeter Through the ages/Exeter: A Local Study

Independent purposeful writing outcomes	Meerkat Mail Key learning outcome: To write a book based on a voyage-an d-retur n plot pattern	Meet the Artist! Alexander Calder by Patricia Geis Length of sequence : 3 weeks Key learning outcome: To write a biography about a person of interest	The Genius of the Ancients series by Izzi Howell and Sonya Newland Length of sequence : 3 weeks Key learning outcome: To design/w rit e pages of informat ion in the style of 'The Genius Of…' series on: a differen t [Anglo-S axo n]	How Santa Really Works by Alan Snow Length of sequence : 3 weeks Key learning outcome: To write an explanat ory text about an imaginary object	The Star Bearer Key learning outcome: To write a story based on creation of the world	Cinderella of the Nile by Beverley Naidoo Length of sequence : 3 weeks Key learning outcome: Write a new version of Cinderella, including a different setting and 'back story' to the original.	How to Live Like a Stone Age Hunter by Anita Ganeri Length of sequence : 3 weeks Key learning outcome: To write an informati on text about a time in history or an event such as a residential trip	Rocks (Science in a Flash) by Georgia Amson-Br ad shaw (NF) **Key Outcome:** To write up an experime nt/ investigat ion using cartoons and explanato ry texts	The Whistling Monster by Jamila Gavin Length of sequence : 3 weeks Key learning outcome: To write a traditional story based on the plot of The Whistling Monster	A Question of History by Tim Cooke Length of sequence : 3 weeks Key learning outcome: To create a class A Question of History book based on a current history study as a series of double-p age spreads	Extreme Animals by Nicola Davies; illustrated by Neal Layton Length of sequence : 3 weeks Key learning outcome: To write a section of a book about 'Extreme…'. This could be other animals, plants, birds or even vehicles or buildings.	Beachco mbe r' by George Mackay Brown (available online, e.g. at https://w ww .scottishp oe trylibrary .or g.uk/poem /b eachcomb er) Length of sequence : 2 weeks Key learning outcome: To write a poem about found objects, real or imagined, and express some

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			innovation;									feelings about them from the perspective of an autobiographical or fictional narrator
Grammar skills	Strand 1- Sentences 1b. Coordination and subordination Expressing time, place and cause using **conjunctions** (for example, *when, before, after, while, so, because*). conjunction clause subordinate clause Use of commas after **fronted adverbials** (where these are fronted adverbial clauses). 1c. Sentence types Introduction to inverted commas to		Strand 2- Noun Phrases Formation of **nouns** using a range of **prefixes** (for example *super-, anti-, auto-*). **Word families** based on common **words**, showing how words are related in form and meaning (for example, *solve, solution, solver, dissolve, insoluble*). word family Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** (for example, ***a*** *rock*, ***an*** *open box*).		Strand 3: Adverbials Expressing time, place and cause using **adverbs** (for example, *then, next, soon, therefore*), or **prepositions** (for example, *before, after, during, in, because of*). **Fronted adverbials** (*for example, Later that day, I heard the bad news.*) adverb preposition adverbial		Strand 4: Verbs Use of the **present perfect** form of **verbs** instead of the simple past (*for example, He has gone out to play* contrasted with *He went out to play*). present perfect Standard English forms for verb inflections, instead of local spoken forms (for example, *we were* instead of *we was*, or *I did* instead of *I done*).		Strand 6: Cohesion Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition. (Link with teaching of noun/noun phrases.) pronoun possessive pronoun Introduction to paragraphs as a way to group related material. Headings and sub headings to aid presentation. Use of paragraphs to		Strand 7: Punctuation Sentence demarcation Continue encouraging demarcation of sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks. Commas Use of commas after fronted adverbials Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials. Apostrophes for contraction Consolidate use of

						apostrophes for



	punctuate direct speech. direct speech inverted commas (or speech marks)	The grammatical difference between **plural** and **possessive** *-s*. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the teacher expanded to the strict maths teacher with curly hair). determiner pronoun possessive pronoun preposition prefix consonant vowel Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. pronoun possessive pronoun			organise ideas around a theme. (To be taught through teaching and learning sequences.)	contraction Apostrophes for possession. Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names). Speech Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!') direct speech speech marks
Grammar and punctuation No Nonsense Grammar	p47-53	P54-60	P61-67	P68-70	P54 (nouns and pronouns) No lessons in NNG that link to paragraphs or layout- teach through a	



					text.	

Spelling and Punctuation No Nonsense spelling (Year 3 Spellings)	Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Revise prefix un-' Teach prefix 'dis-' (*disappoint, disagree, disobey*) Revise From Year 2: Apostrophes for contractions Teach Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (*vein*), 'eigh' (*eight*), 'aigh' (*straight*) or 'ey' (*they*) Teach Homophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*)	Revise Statutory words learnt last half term Strategies at the point of writing: Have a go Revise Homophones Revise Year 2 prefixes and suffixes Teach Prefixes 'mis-' and 're-' Teach The /ɪ/ sound spelt 'y' Teach Proofreading Teach Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	Revise From Year 2: suffixes '-ness' and '-ful' following a consonant Teach Prefixes 'sub-' and 'tele-' Practise From Year 2: apostrophe for contraction Teach Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure') Revise/Teach Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'	Teach Prefixes 'super-' and 'auto-' Teach Strategies at the point of writing: homophones Revise Proofreading Teach Words with the /k/ sound spelt 'ch' (Greek in origin)	Revise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') Teach Suffix '-ly' with root words ending in 'le' and 'ic' Revise From Year 2: Apostrophes for contractions Teach Rare GPCs (/ɪ/ sound) Revise From Years 1 and 2: vowel digraphs	Revise Strategies at the point of writing: Have a go Spellings learnt in the last half term Teach The /ʌ/ sound spelt 'ou' Teach Homophones (including *heel/heal/he'll, plain/plane, groan/grown* and *rain/rein/ reign*) Teach Proofreading
Spelling and	Revise Strategies for learning	Revise Strategies for learning	Teach The /g/ sound spelt 'gu'	Assess Statutory spellings learnt so	Teach Words with the /s/ sound	Teach Suffix '-ous'



Punctuation No Nonsense spelling (Year 4 Spellings)	words: words from statutory and personal spelling lists Teach Words ending /ʒə/ Teach Year 2: possessive apostrophe with singular proper nouns Teach: Homophones	words: words from statutory and personal spelling lists Teach Proofreading Teach Prefixes 'in-', 'il-', 'im-' and 'ir-' Revise Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Teach Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Teach Words with endings sounding like /tʃə/ spelt '-ture' Teach Possessive apostrophe with plurals Teach Homophones (*scene/seen, mail/male, bawl/ball*) Learn Strategies for learning words: words from statutory and personal spelling lists	far Teach: Proofreading Teach Prefixes 'anti-' and 'inter-' Teach Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Practise Strategies for learning words: words from statutory and personal spelling lists Revise Spellings taught so far	spelt 'sc' (Latin in origin) Learn Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go Teach Endings that sound like /ʒən/ spelt 'sion' Revise Apostrophes for possession, including singular and plural Teach Homophones Revise Statutory words learnt during the year	Practise Proofreading Revise Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Learn Strategies for learning words: words from statutory and personal spelling lists Teach Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Assess Words learnt so far
Handwriting	All Pupils will be expected to join their writing in a cursive and legible style using the letterjoin website. All pupils to use a handwriting pen in Year 4. When the children in Year 3 are ready, they can use a pen. 8mm lined books used to support writing. Handwriting to be implicitly taught at least once a week using handwriting books.					



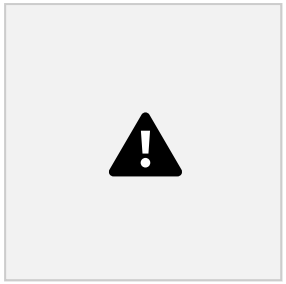
Year 5/6 A 2027-2						
8	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression of Core Texts *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.*	The Princess's Blankets **Key Outcome:** Write a traditional story (Fiction)	The Mermaid' s Purse (P) **Key Outcome:** Write a poem about something from natural world Tail End Charlie (F) **Key Outcome:** Historical story Revolting Recipes (F) **Key Outcome:** Write a revolting recipe	Beowulf (3 weeks) (Fiction) **Key Outcome:** Write an overcoming the monster story Shackleton's Journey (NF) **Key Outcome:** To create a diary about a significant event	Meteortie Spoon (F) **Key Outcome:** Write a scene set in a city Secrets of Stonehenge (3 weeks) - (Non-fiction) - Chronlogical report - Colons - Indicate degrees of possibility	SATS TBC Consolidation (based on gaps) The cutaway anatomy (NF) **Key Outcome**: Page for an information text	Hugo Cabert **Key Outcome**: Story based on a picture School Play

Links to Wider Curriculum	Life In Britain: - - Exeter Blitz		History: - Invaders and settlers Science : Space - -		SATS School Play	
Independent purposeful writing outcomes	- Writing a personal	- Write an informative	- Write the story of Flood	- Write a story about		
	(fictional) recount. (Key writing skills: writing in role/writing structure).	guide (using the passive voice) - Write a poem based on 'I am Cat' (using a different animal).	(showing shifts in atmosphere throughout the story). - To retell another author's story.	overcoming a monster. - To create a book about the secrets of a local place and its history over time.		

Vocabulary linked to core texts		Cobbled Ooze Marshy Whirling Weaving Skittering	Fragile Relish Hollow Densest Mechanism delicate	I	Lumbered vaulted beetling decreed faggot mournfu	isolation hummocks foresail crevasse conning precipice						
Independent purposeful writing outcomes	Diary/ letter writing about evacuation		Recount of class outing – river walk		Science/history - information text		RE – story? Easter?		Science – explanation text DT – explanation text		Geography– information text	
Grammar skills	**Strand 1- Sentences** 1b. Coordination and subordination Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (for example, *It's*		**Strand 2- Noun Phrases** **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun. Use of commas to clarify meaning or avoid ambiguity.		**Strand 3: Adverbials** Indicating degrees of possibility using adverbs (for example, perhaps, surely). Devices to build cohesion within a paragraph (for		**Strand 4: Verbs** Indicating degrees of possibility using modal verbs (for example, might, should, will, must). Use of the passive to affect the presentation		**Strand 6: Cohesion** Devices to build cohesion within a paragraph (for example, then, after that, this, firstly) (Link with teaching of adverbials.) Linking ideas across		Strand 7: Punctuation Sentence demarcation Punctuating simple, compound and complex sentences accurately. Commas Brackets, dashes or commas to indicate	

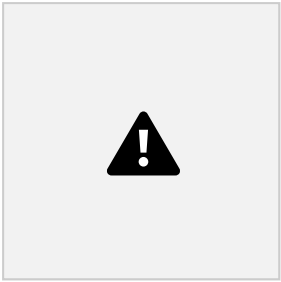
	raining; I'm fed up). semi-colon colon dash Use of commas to clarify meaning or avoid **ambiguity**. ambiguity **Brackets**, **dashes** or commas to indicate **parenthesis**. parenthesis bracket dash The difference between structures typical of informal and formal speech, and writing. 1c. Sentence types The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags:	How words are related by meaning as synonyms and antonyms (for example, *big*, *large*, *little*). relative pronoun relative clause subject object synonym antonym cohesion How hyphens can be used to avoid ambiguity (for example, *man eating shark versus man-eating shark*, or *recover versus re-cover*). hyphen (Although *hyphen* is terminology in Y6, this punctuation mark will be used in word work and writing from Y2 onwards).	example, then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly). Linking ideas across paragraphs using a wider range of cohesive devices. Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence). cohesion	of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).) Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify). Verb prefixes (for example, dis-, de-, mis-, over- and re-). modal verb active passive subjunctive cohesion The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request;	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). (Link with teaching of adverbials and verbs.) How words are related by meaning as synonyms and antonyms (for example, big, large, little). (Link with teaching of noun/noun phrases.) Synonym antonym Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis. (Link with various strands and also to be taught in teaching and	parenthesis. Use of commas to clarify meaning or avoid ambiguity. (Link with teaching of various strands.) parenthesis bracket dash ambiguity Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses. Apostrophes for contraction Consolidate use of apostrophes for contraction (this will link well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags.

				go in – enter).	learning sequences.)	



	He'syourfriend,isn't he?).			Linking ideasacross paragraphsusingtense choices(forexample, hehadseenher before). Recogniseanduse vocabularyandstructures thatareappropriatefor formal speechand writing, includingthe subjunctive.	Layoutdevices(forexample, headings,sub-headings, columns,bullets,ortables, tostructuretext). (To be taught through teachingand learning sequences.) cohesion	Apostrophesfor possession. Consolidateuseof apostrophesfor possession. Speech Consolidateusing speechpunctuation and layoutcorrectly. Other Punctuation Layout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text). (To be taught through teachingand learning sequences) bulletpoint Useofthesemi colon, colonanddashto marktheboundary between independent clauses(forexample, It's raining; I'm fed up).

						(Link with teaching of co-ordination and subordination.)



						semi-colon colon dash Use of the colon to introduce a list and use of semi-colons within lists. (To be taught through teaching and learning sequences.) colon semi-colon Punctuation of bullet points to list information. (To be taught through teaching and learning sequences.) bullet point How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or

						recover versus re-cover). (Link with teaching of



						noun/noun phrases.) hyphen
Grammar and punctuation No Nonsense Grammar	p47-51	P52-56	P57-59	P60-69		

Spelling and Punctuation No Nonsense spelling (Year 5 Spellings)	Teach Words with the letter string 'ough' Teach Words with 'silent' letters Teach Use of spelling journals for etymology Teach Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)	Revise/Teach From previous years: plurals (adding '-s', '-es' and '-ies' Revise From previous years: apostrophe for contraction and possession Teach Use of the hyphen Teach Proofreading, focusing on checking words from personal lists Teach Using a dictionary to support learning word roots, derivations and spelling patterns Practise Using dictionaries to	Teach Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) Revise/Teach Using spelling journals for etymology Teach Words ending in '-ably' and '-ibly' Teach Homophones (led/lead, steel/steal, alter/altar)	Teach Proofreading: checking from another source after writing Revise Building words from root words Revise Homophones Teach Words with the /i:/ sound spelt 'ei' Teach 'ei' and 'ie' words	Teach Strategies at the point of writing: using etymological/ morphological strategies for spelling Teach Using spelling journals for etymology Teach Proofreading for words on statutory list Teach Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose)	Teach Proofreading: use of dictionary to check words referring to first three or four letters Revise Strategies for learning words: problem suffixes Revise/Practise Homophones Revise Spelling aspects from Year 5 that are not secure



		create word webs				
Spelling and Punctuation No Nonsense spelling (Year 6 Spellings)	Revise Strategies for learning words: words from statutory and personal spelling lists Revise Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’ Teach Adding suffixes beginning with vowels to words ending in ‘-fer’ Practise SATS practice Teach Proofreading in smaller chunks (sentences, paragraphs)	Learn Homophones (‘ce’/‘se’) Teach Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’	Revise Words with ‘ough’ letter string Teach Words ending ‘-cial’ and ‘-tial’ Teach Proofreading someone else’s writing Revise Generating words from prefixes	Teach Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit) Revise Homophones covered in KS2 Practise Proofreading Revise Generating words from prefixes and roots	Teach Strategies for learning words: rare GPCs from statutory word list Teach Words ending in ‘ant’, ‘-ance and ‘-ancy’ Teach Proofreading own writing independently Revise Root words and meaning	Teach Words ending ‘-ent’, ‘-ence’ and ‘-ency’ Teach Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary) Learn Strategies for learning words: commonly misspelt homophones

Handwriting	All Pupils will be expected to join their writing in a cursive and legible style using the letterjoin website. All pupils to use a handwriting pen. 8mm lined books used to support writing. Handwriting to be implicitly taught at least once a week using handwriting books.



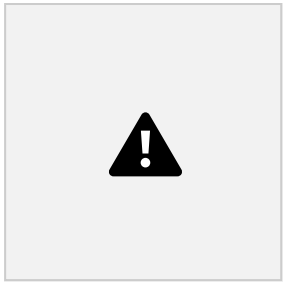
Year 5/6 2026-27						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression of Core Texts *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.*	Wolf Brother : Michelle Paver **Key Outcome:** Write a story focus on setting and atmosphere (Fiction) The Lost Words: **Key Outcome** Write and perform own poetry with focus on local environment	Everest : Alexandra Stewart **Key Outcome:** Write non fiction report on the accent on Everest **Clockwork :** Philip Pulman **Key Outcome:** Narrative using dialouge to develop story and character	Wallace and Grommit: **Key Outcome:** Instructions for an invention. (Non Fiction) **The Thief Lord:** Cornella Funke **Key Outcome:** Exploration of setting to develop	Tinkers Bubble; Non Fiction Persuasive writing (Property Marketing)	SATS Rooftoppers **Key Outcome:** Narrative using the backdrop of Paris and it's landmarks to create a story about children living alone	School Play: Performance TBC Consolidation (based on gaps)

	(Poetry)		story			
Links to Wider Curriculum	Life In Britain: - - Exeter Blitz		-			
Independent purposeful writing outcomes	- Writing a personal (fictional) recount. (Key writing skills: writing in role/writing structure).	-	-	-		



Vocabulary linked to core texts		Cobbled Ooze Marshy Whirling Weaving Skittering	Fragile Relish Hollow Densest Mechanism delicate	I	Lumbered vaulted beetling decreed faggot mournfu	isolation hummocks foresail crevasse conning precipice						
Independent purposeful writing outcomes	Diary/ letter writing about evacuation		Recount of class outing – river walk		Science/history - information text		RE – story? Easter?		Science – explanation text DT – explanation text		Geography– information text	

Grammar skills	Strand 1- Sentences	Strand 2- Noun Phrases	Strand 3: Adverbials	Strand 4: Verbs	Strand 6: Cohesion	Strand 7: Punctuation
	1b. Coordination and subordination Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (for example, *It's raining; I'm fed up*). semi-colon colon dash Use of commas to clarify meaning or avoid **ambiguity**. ambiguity **Brackets**, **dashes** or	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun. Use of commas to clarify meaning or avoid ambiguity. How words are related by meaning as synonyms and antonyms (for example, *big*, *large*, *little*). relative pronoun relative clause subject object synonym antonym cohesion	Indicating degrees of possibility using adverbs (for example, perhaps, surely). Devices to build cohesion within a paragraph (for example, then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly). Linking ideas across paragraphs using	Indicating degrees of possibility using modal verbs (for example, might, should, will, must). Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).) Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise;	Devices to build cohesion within a paragraph (for example, then, after that, this, firstly) (Link with teaching of adverbials.) Linking 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). (Link with teaching of adverbials and verbs.) How words are related by meaning as synonyms and antonyms (for example, big,	Sentence demarcation Punctuating simple, compound and complex sentences accurately. Commas Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. (Link with teaching of various strands.) parenthesis bracket dash ambiguity



	commas to indicate **parenthesis**. parenthesis bracket dash The difference between structures typical of informal and formal speech, and writing. 1c. Sentence types The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: *He's your friend, isn't he?*).	How hyphens can be used to avoid ambiguity (for example, *man eating shark versus man-eating shark*, or *recover versus re-cover*). hyphen (Although *hyphen* is terminology in Y6, this punctuation mark will be used in word work and writing from Y2 onwards).	a wider range of cohesive devices. Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence). cohesion	-ify). Verb prefixes (for example, dis-, de-, mis-, over- and re-). modal verb active passive subjunctive cohesion The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter). Linking ideas across paragraphs using tense choices (for example, he had seen her before). Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the	large, little). (Link with teaching of noun/noun phrases.) Synonym antonym Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis. (Link with various strands and also to be taught in teaching and learning sequences.) Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text). (To be taught through teaching and learning sequences.) cohesion	Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses. Apostrophes for contraction Consolidate use of apostrophes for contraction (this will link well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags. Apostrophes for possession. Consolidate use of apostrophes for possession. Speech Consolidate using speech punctuation and layout correctly. Other Punctuation Layout devices (for

				subjunctive.		



						example, headings, sub-headings, columns, bullets or tables, to structure text). (To be taught through teaching and learning sequences) bullet point Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up). (Link with teaching of co-ordination and subordination.) semi-colon colon dash Use of the colon to introduce a list and use of

						semi-colons within lists. (To be taught through teaching and learning sequences.) colon



						semi-colon Punctuation of bullet points to list information. (To be taught through teaching and learning sequences.) bullet point How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover). (Link with teaching of noun/noun phrases.) hyphen
Grammar and punctuation No Nonsense Grammar	p47-51	P52-56	P57-59	P60-69		

Spelling and Punctuation No Nonsense spelling (Year 5 Spellings)	Teach Words with the letter string 'ough' Teach	Revise/Teach From previous years: plurals (adding '-s', '-es' and '-ies' Revise	Teach Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) Revise/Teach	Teach Proofreading: checking from another source after writing Revise Building words from root	Teach Strategies at the point of writing: using etymological/ morphological strategies for spelling Teach	Teach Proofreading: use of dictionary to check words referring to first three or four letters Revise



	Words with 'silent' letters Teach Use of spelling journals for etymology Teach Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)	From previous years: apostrophe for contraction and possession Teach Use of the hyphen Teach Proofreading, focusing on checking words from personal lists Teach Using a dictionary to support learning word roots, derivations and spelling patterns Practise Using dictionaries to create word webs	Using spelling journals for etymology Teach Words ending in '-ably' and '-ibly' Teach Homophones (led/lead, steel/steal, alter/altar)	words Revise Homophones Teach Words with the /i:/ sound spelt 'ei' Teach 'ei' and 'ie' words	Using spelling journals for etymology Teach Proofreading for words on statutory list Teach Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose)	Strategies for learning words: problem suffixes Revise/Practise Homophones Revise Spelling aspects from Year 5 that are not secure
Spelling and Punctuation No Nonsense spelling (Year 6 Spellings)	Revise Strategies for learning words: words from statutory and personal spelling lists Revise Words ending '-able'/ '-ably', and '-ible'/'-ibly' Teach Adding suffixes	Learn Homophones ('ce'/'se') Teach Endings that sound like /ʃəs/ spelt '-cious' or '-tious'	Revise Words with 'ough' letter string Teach Words ending '-cial' and '-tial' Teach Proofreading someone else's writing	Teach Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit) Revise Homophones covered in KS2	Teach Strategies for learning words: rare GPCs from statutory word list Teach Words ending in 'ant', '-ance and '-ancy' Teach Proofreading own writing independently	Teach Words ending '-ent', '-ence' and '-ency' Teach Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary) Learn Strategies for learning

	beginning					



	with vowels to words ending in '-fer' Practise SATS practice Teach Proofreading in smaller chunks (sentences, paragraphs)		Revise Generating words from prefixes	Practise Proofreading Revise Generating words from prefixes and roots	Revise Root words and meaning	words: commonly misspelt homophones

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