

Avonwood Primary School

Writing Curriculum Policy



September 2025

Subject Leader: Mrs Gilder



Avonwood Primary School

The best in everyone™

Part of United Learning

Contents

1.0	Our School Vision	3
1.1	How our whole school vision links with Writing.....	4
2.0	Subject Intent, Implementation & Impact	6
2.1	Subject Intent.....	6
2.2	Subject Implementation.....	7
2.3	Subject Impact	8
3.0	Sequencing of the Avonwood Writing Curriculum	9
3.1	Long Term Planning.....	9
3.2	Whole School Overview'; Grammar Progression.....	
3.3	Whole School Overview: Spelling Progression.....	
3.4	Medium Term Planning: Knowledge & Skills Overview – EYFS.....	29
3.5	Medium Term Planning: Knowledge & Skills Overview – KS1	30
3.6	Medium Term Planning: Knowledge & Skills Overview – KS2	31
4.0	Writing Curriculum Resources	33
4.1	Lesson Structure.....	Error! Bookmark not defined.
4.2	Assessment	33
5.0	Roles and Responsibilities	34
5.1	Class Teacher.....	34
5.2	Subject Leader.....	34
5.3	Senior Leadership Team.....	35

1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If **'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart**. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teachers and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' to end our school day with a high-quality whole class reading session. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

1.1 How our whole school vision links with Writing

Writing is a powerful means of communication which builds on the spoken word. This vital skill is necessary to allow pupils to function, engage and contribute within our society. Our aims in teaching writing are to equip pupils with a strong command of spoken and written language, and to develop a love of literature. Across the school, we ensure that there is a good coverage of genres which are progressive across year groups.

The writing curriculum at Avonwood Primary School provides pupils with:

- The skill to transcribe (spelling and handwriting) and compose (articulating ideas and structuring them in speech and writing)
- The ability to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- The ability to plan, revise and evaluate their writing
- The ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- Effective composition which involves articulating and communicating ideas, and then organising them coherently for a reader.
- Clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

At Avonwood, we follow the United Learning Curriculum for Writing. This ensures that the children are exposed to diverse, inclusive, and high-quality literature. Our aim is for children to develop a passion for writing, and we believe that this can be achieved by giving our children: choice, freedom to be creative and bring out their author voice. Children are given the opportunities to write for real purposes and audiences. Moreover, our pupils have opportunities to apply and showcase their writing skills across other areas of the curriculum.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	The Early Years Foundation Stage is a statutory framework which sets out the standards for learning, development, and care of children from 0-5 years. For English there is a particular focus on Communication and Language and Literacy, as set out in the seven areas of learning and development. The Early Learning Goals guide children's overall learning and development. At the end of the academic year, every child is assessed against the Early Learning Goals before transitioning into Year One. The 3 PRIME areas are essential. They support development in all areas of learning. ▪ Personal, Social and Emotional Development – self-regulation; managing self; and building relationships. ▪ Physical Development – fine motor; and gross motor. ▪ Communication and Language – listening, attention and understanding; and speaking.					
1	Poetry link Poems to Perform - Julia Donaldson) Retelling Narratives: The Lonely Beast – Chris Judge Developing Description: Lost in the Toy Museum – David Lucas	Developing Sentence Structure Little Red/Rapunzel – Bethan Woolvin Character and Plot: Beegu – Alexis Deacon Writing About Real Life: The Big Book of the UK – Imogen Russell Williams	Developing Narrative Structure: Stanley's Stick – John Hegley Writing to Inform Look Up! – Nathan Byron Developing Punctuation: Traction Man is Here – Mini Grey Poetry link Daydreams and Jellybeans - Alex Wharton & Katy Riddell	Fairy Tales Mixed Up Fairy Tales- Hilary Robinson & Nick Sharratt Billy and the Beast – Nick Sharratt Persuasion Here We Are – Oliver Jeffers	Creating Descriptions: Journey - Aaron Becker Poetry link Out & About: The First Book of Poems- Shirley Hughes Recounts: Nimesh the Adventurer – Ranjit Singh On the Way Home – Jill Murphy Fact Files: Ada Twist, Scientist	Writing Letters: Where the Wild Things Are – Maurice Sendak Instructions: The Cook and the King – Julia Donaldson Writing About Real Events: Meesha Makes Friends – Tom Percival

2	Poetry: Thinker: My Puppy Poet and Me - Eloise Greenfield Writing to Inform: Instructions The Disgusting Sandwich - Gareth Edwards Connecting Narratives: Lubna and Pebble - Wendy Meddour	Personal Narratives: The Proudest Blue - Ibtihaaj Muhammad-N Developing Punctuation: Don't Let the Pigeon Drive the Bus! - Mo Willems Writing Letters: Paddington's Post - Michael Bond	Creating Persuasive Texts: The King Who Banned the Dark - Emily Haworth Booth Writing to Entertain: The Dragon Machine - Helen Ward Poetry Tiger, Tiger, Burning Bright - Poetry Anthology - Fiona Waters Writing about Real Life: What Do Grown Ups Do All Day? - Virginie Morgand	Writing Instructions: How to babysit Grandma - Jean Reagan Writing Fact Files: Monstrous Book of Monsters - Johnny Duddle & Aleksei Bitskoff Inventing Narratives: The Night Gardener - The Fan Brothers	Developing Description: The Tunnel - Anthony Browne Poetry Link An Emotional Menagerie - The School of Life Writing Recounts: Augustus and his Smile - Catherine Rayner	Developing Vocabulary: Never Smile at a Monkey - Steve Jenkins Writing to Inform: Africa, Amazing Africa - Atinuke Narratives: The Midnight Fair - Gideon Sterer Informative Writing Welcome to our World - Moira Butterfield
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3	Poetry: Jabberwocky - Lewis Carroll (1 week) Developing Description: Once Upon an Ordinary School Day - Colin McNaughton (3 weeks)	Writing to Inform: Day of the Dinosaurs - Steve Brusatte (2 weeks) Developing Dialogue: Stone Age Boy - Satoshi Kitamura (3 weeks)	Investigating Viewpoint: Twisted Fairy Tales The True Story of the Three Little Pigs - Jon Scieszka (2 weeks) Discussion: Fairy Tale Crimes	Class Fact File: This is How We do It - Matt Lamothe (2 weeks) Traditional Fables: Poetry Link (3 weeks)	Creating Atmosphere: Escape From Pompeii - Cristina Balit Poetry Link (4 weeks) Writing to Inform:	Writing to Persuade: Adverts & Reviews Izzy Gizmo - Pip Jones (2 weeks) Letter Writing for Different
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	Instructions: Instructions - Neil Gaiman (2 weeks)		Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries - David Levinthal (2 weeks) Reporting: Fairy Tale Crimes (2 weeks)		Earth Shattering Events - Robin Jacobs (2 weeks)	Purposes & Audiences: The Day the Crayons Quit - Drew Daywalt (3 weeks)
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4	Poetry: Poems Aloud - Joseph Coelho (1 week) Instructional Writing: Building with Lego Chop, Sizzle Wow: The Silver Spoon Comic Cookbook - Tara Stevens (2 weeks) Developing Description: The Building Boy - Ross Montgomery (3 weeks)	Writing to Inform: Dragonology: The Complete Book of Dragons - Dugald Steer (3 weeks) Writing Short Stories: The Story Shop: Stories for Literacy - Nikki Gamble (2 weeks)	Creating Narrative: Traditional Tales Usborne Illustrated Arabian Nights (3 weeks) Dual Purpose Writing: David Attenborough Wildlife Voiceovers Atlas of Animal Adventures - Rachel Williams/ Emily Hawkins (3 weeks)	Creating Narrative: The Great Kapok Tree - Lynn Cherry (2 weeks) Persuasion: Save the Rainforest Poetry Link: There's a 'Rangtan in my Bedroom - James Sellick and Frann Preston-Gannon (3 weeks)	Writing to Entertain: Personal Recounts Quick! Let's Get Out of Here - Michael Rosen Poetry Link (3 weeks) Discussion: This or That? Pippa Goodheart (3 weeks)	Author Study: Nicola Davies (3 weeks) Biography: Inventors: Incredible stories of the world's most ingenious inventions - Robert Winston (2 weeks)
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5	Poetry: Rhythm and Poetry - Karl Nova (1 week) Character & Setting: Painting A Picture with Words (3 weeks)	Creating a New Chapter: The Invention of Hugo Cabret – Brian Selznick (3 weeks) Explanations: The Way Things Work –David Macaulay	Creating Recounts: Shackleton’s Journey – William Grill (3 weeks) Creating Pace and Tension in Narrative: Varjak Paw – S F Said (3 weeks)	Writing to Entertain: Cloud Busting – Malorie Blackman Poetry Link (3 weeks)	Writing Narrative: The Water Tower – Gary Crew (2 weeks) Writing to Inform: Real-Life Mysteries – Susan Martineau (2 weeks)	Narrative & Poetry: Playing with Words Varmints – Helen Ward; The Rabbits – John Marsden
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	Writing to Inform & Discuss: Comparative writing What’s The Difference – Emma Strack (2 weeks)	(2 weeks)		Writing Biographies: Survivors – David Long (2 weeks)	Discussion: Real-Life Mysteries – Susan Martineau (2 weeks)	Poetry Link – The Lost Words - Robert Macfarlane (3 weeks) Persuasion: Global Warming (2 weeks)
6	Poetry: Poetry Please: The Seasons – Various. If All the World Were - Joe Coelho (1 week) Creating Narrative: Quest How To Train Your Dragon – Cressida Cowell (2 weeks) Informative Writing: Experimenting with Formality & Voice Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)	Creating a New Chapter: <u>SeaBEAN</u> – Sarah Holding (3 weeks) Persuasion: Reducing Waste Campaign (2 weeks)	Multi-Text Storytelling: The Arrival – Shaun Tan Poetry Link ‘On the Move’ – Michael Rosen (4 weeks) Biographies: Little Leaders - Vashti Harrison (2 weeks)	Discussion: What Is Right & Wrong? ... - Michael Rosen & Annemarie Young (3 weeks) Narrative Non-fiction: Moth – An Evolution Story/ Fox – A Circle of Life Story – Isabel Thomas (2 weeks)	Narrative Traditional Tales Grimm Tales: For the Young and Old – Phillip Pullman Writing to Inform The Tiger’s Tale: A conservation story – Catherine Barr The Big Picture: Wildlife Conservation – Lyn Counts	Class Anthology: Book of Hopes – Katherine Rundell Poetry Link (3 weeks) Fact or Fiction: History’s Mysteries - National Geographic Kids (2 weeks)

2.0 Subject Intent, Implementation & Impact

2.1 Subject Intent

In line with the National Curriculum for writing, we aim to provide high-quality education in English that will teach pupils to develop effective transcription and composition skills. To achieve this, we teach pupils to articulate and communicate their ideas. This requires clarity, awareness of the audience, purpose, context and an increasingly wide knowledge of vocabulary and grammar.

The United Learning Curriculum is based on four key principles.

Developing pupils' metacognitive and critical thinking skills  • Teachers authentically model the writing process and thinking aloud • Critical literacy skills are incorporated into the curriculum • Pupils become life-long readers and writers • Links to other curriculum areas – where appropriate - reflect important real-world knowledge	Ensuring the highest expectations for the attainment and progress of all pupils  • Progression in learning is mapped across units, year groups and key stages • A diverse representation of high-quality texts are used as models and examples • Teachers have conviction that every child has something worthwhile to write about
Supporting all pupils in developing pleasure for writing and discovering their own unique writing voice  • Pupils have independence and autonomy • Pupils have choice to write about what interests and excites them, and reflects their own lives • A wide range of opportunities are provided for pupils to write for authentic purposes and audiences • Planning acknowledges and values pupils' own diverse funds of knowledge	Developing a secure understanding of the writing process  • The writing process is recursive and not linear • Functional grammar is taught within context • New objectives are introduced in small, manageable steps • Pupils have frequent opportunities to write at length • Planned conferencing and workshoping allows teachers to meet individual pupil needs

The teaching of writing at Avonwood Primary School aims to provide a high-quality education in English that will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

Avonwood aims to provide a sense of awe and wonder which inspires pupils to develop their love of writing. We believe that providing pupils with an element of choice in what they write, will develop their creativity, passion for writing and bring out their author voice. We believe that reading and writing are closely connected and mutually supportive - we read as writers and write as readers. All pupils are encouraged to develop and use a range of skills including oracy, planning, editing and evaluating. Pupils should be closely involved in assessing their own development as writers and be given the opportunity to collaborate with other children both to compose and to revise their writing.

In accordance with the curriculum overview, pupils will acquire specific grammatical skills and knowledge to help them to structure their writing as more effective writing is dependent upon increasingly informed grammatical and linguistic choices. This will be achieved through preliminary talk and teacher modelled examples.

2.2 Subject Implementation

At Avonwood we use the United Learning English Writing Curriculum which is aligned with the National Curriculum 2014 and Programmes of Study for KS1 and KS2. Units are also provided for the Early Years Foundation Stage curriculum. Most year groups began using this curriculum in Spring 2023, with all groups teaching the UL curriculum from September 2023.

Avonwood's curriculum sets out the writing units that should be covered in each year. For each text type taught, the year group's teaching objectives are identified alongside the writing objectives to be explicitly reviewed from previous years. This ensures a full coverage of skills which progress at an appropriate pace.

Each half term, a range of fiction and non-fiction units are taught to ensure an appropriate balance of genre. The length of a unit is given with one week per half term left 'free' to allow for any reteaching or due to a unit taking longer than the specified amount of time.

Text types include:

- Letters
- Diary entries
- Persuasive texts
- Balanced arguments
- Newspaper reports
- Narratives (story writing)
- Poetry
- Non-chronological reports
- Explanation texts
- Playscripts
- Biographies

2.3 Subject Impact

Our Writing Curriculum is high quality, well-sequenced and is planned to demonstrate progression. Our curriculum aims to provide children with all the necessary skills to become secure in producing coherent, grammatically sound writing. By the time our pupils leave Avonwood, we aim for them to be able to write effectively for a range of purposes and audiences whilst carefully selecting vocabulary and grammatical structures that reflect what the writing requires. As a result, children will feel well-equipped and prepared for the requirements of Key Stage 3.

At Avonwood, we measure the impact of our Writing Curriculum through the following methods:

- Regular moderation of English books within year groups.
- Moderation across year groups.
- Book monitoring (subject leader).
- Pupil voice.
- Reflective planning processes.
- Termly assessment against the writing objectives (linked to the National Curriculum and Assessment for Writing Framework).

3.0 Sequencing of the Avonwood Writing Curriculum

3.1 Long Term Planning subject to change due to following children's interests.

Writing overview EYFS

 Avonwood Primary School Foundation Curriculum Map 						
	AUTUMN		SPRING		SUMMER	
Term	Autumn 1 All About Me (4 weeks) My Heroes (2/3 weeks)	Autumn 2 Amazing Autumn (3 weeks) Lets Celebrate (4 weeks)	Spring 1 Where We Live (5 weeks) Chinese New Year (1 week)	Spring 2 Spring in my Step (6 weeks)	Summer 1 Naughty Bus (2 weeks) Once There Were Dragons... (4 weeks)	Summer 2 Science Detectives (6 weeks)
Big Question(s)	Who am I? Who is in my family? Who helps me and how?	What are the similarities and differences in this season? Is it ok for people to have different beliefs and celebrations? What is Diwali and how is it celebrated? Why do Christians celebrate Christmas?	Where do I live? What is CNY and how/why is it celebrated? How is the same/different compared to your traditions/celebrations?	What is a lifecycle? What is a plant? What are the similarities and differences in this season?	How did people live in the past? What is the purpose of a bus? How have they changed?	What or who is a scientist? How can we look after our environment?
Key Texts	So Much by Trish Cooke Here Comes Frankie by Tim Hopgood Supertato by Sue Hendra & Paul Linnet	Owl Babies by Martin Waddell Leaf Man by Lois Ehlert Rama and Sita Stick Man by Julia Donaldson	The Jolly Postman by Allan Ahlberg In Every House on Every Street	What the Ladybird Heard by Julia Donaldson The Very Hungry Caterpillar by Eric Carle Lifecycles - NF The Tiny Seed by Eric Carle Jasper's Beanstalk by Nick Butterworth & Mick Inkpen What Can you See in Spring? By Sian Smith (non-fiction)	St George and the Dragon Zog by Julia Donaldson Jack and the Beanstalk	What is Science? by Rebecca Kai Dotlich The Bug Collector by Alex Griffiths Whatever Next by Jill Murphy Dinosaurs (non-fiction) Handa's Surprise by Eileen Browne A Planet Full of Plastic by Neal Layton

Literacy - Writing	Labelling – Family members List – Shopping lists Letter - Invitations Poem- Senses	Adjectives – autumn objects Labelling – root vegetables Poster – Mummy Owl List – Diwali and Christmas Factual – Diwali Letters, cards and postcards – Jolly Christmas Postman	Letters & postcards Who lives in my house?	Narrative – retell Hungry Caterpillar; wanted posters for Lanky Len & Hefty Hugh Facts – lifecycles Instructions – how to plant a seed Factual – NF text – signs of spring Recount – trip to the farm	Narrative – Own version of The Naughty Bus Information Poster - Knights Banquet writing – lists, invites, menus Character description – Jack and the Beanstalk Instructions – How to train a dragon Extended narrative – retelling Jack and The Beanstalk in own words	What Am I? lift the flap Postcard from the moon Dinosaur factfiles Posters – 3 R's NF facts throughout
Literacy Objectives	• Write their first name without a reference. • Answer 'what' questions related to a story • Spell words by identifying the sounds and then writing the sound with letter/s. - <i>write the correct initial sounds of words</i> • Read individual letters by saying the sounds for them. • Orally plan a sentence for an adult to describe • Spell words by identifying the sounds and then writing the sound with letter/s. - <i>write the correct initial sounds of words</i> • Blend sounds into words, so that they can read short words. • Sequence and retell the main events in a story. • Retell the main events in a story. • Answer who, what and where questions about a book.					
Communication and Language Objectives	• Engage in story times. • Learn new vocabulary. • Understand how to listen carefully and why listening is important. • Articulate their ideas and thoughts in well-formed sentences. • Engage in non-fiction books. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Listen to and talk about stories to build familiarity and understanding. • Learn rhymes, poems and songs.					
	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose

Writing overview Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poems to Perform - Julia Donaldson	Retelling Narrative: The Lonely Beast – Chris Judge		Developing Description: Lost in the Toy Museum – David Lucas			Developing Sentence Structure: Little Red / Rapunzel- Bethan Woollvin	Character and Plot: Beegu – Alexis Deacon		Writing about Real Life: The Big Book of the UK – Imogen Russell Williams	
Spring	Developing Narrative Structure: Stanley’s Stick – John Hegley		Writing to Inform: Look Up! – Nathan Byron		Developing Punctuation: Traction Man is Here – Mini Grey Poetry Link Daydreams and Jellybeans - Alex Wharton & Katy Riddell		Fairy Tales: Mixed Up Fairy Tales - Hilary Robinson & Nick Sharratt) Billy and the Beast - Nadia Shireen			Persuasion: Here We Are – Oliver Jeffers	
Summer	Creating Descriptions: Journey - Aaron Becker Poetry Link Out & About: The First Book of Poems - Shirley Hughes		Recounts: Nimesh the Adventurer – Ranjit Singh On the Way Home – Jill Murphy		Fact Files: Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer – Andrea Beaty		Writing Letters: Where the Wild Things Are – Maurice Sendak		Instructions: The Cook & The King – Julia Donaldson	Writing about Real Events: All About Year 1! Meesha Makes Friends – Tom Percival	

Writing overview Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Thinker: My Puppy Poet and Me – Eloise Greenfield (1 week)	Instructions: The Disgusting Sandwich – Gareth Edwards (2 weeks)		Creating Narrative: Lubna and Pebble – Wendy Meddour (3 weeks)			Personal Narratives: The Proudest Blue – Ibtihaj Muhammad (2 weeks)		Developing Punctuation: Don't Let the Pigeon Drive the Bus! – Mo Willems (1 week)	Writing Letters: Paddington's Post – Michael Bond (2 weeks)	
Spring	Persuasion: The King Who Banned the Dark – Emily Haworth Booth (3 weeks)			Writing to Entertain: The Dragon Machine – Helen Ward Poetry Link Tiger, Tiger, Burning Bright - Poetry Anthology – Fiona Waters (2 weeks)		Writing About Real Life: What Do Grown Ups Do All Day? – Virginie Morgand (1 week)	Writing Instructions: How to Babysit a Grandma – Jean Reagan (1 week)	Fact Files: Monstrous Book of Monsters – Johnny Duddle & Aleksei Bitskoff (2 weeks)		Inventing Narratives: The Night Gardener – The Fan Brothers (2 weeks)	
Summer	Developing Description: The Tunnel – Anthony Browne Poetry Link An Emotional Menagerie – The School of Life (2 weeks)		Recounts: Augustus & His Smile – Catherine Rayner (2 weeks)		Developing Vocabulary: Never Smile at a Monkey – Steve Jenkins (2 weeks)		Writing to Inform: Africa, Amazing Africa – Atinuke (2 weeks)		Narrative: The Midnight Fair – Gideon Sterer (2 weeks)		Informative Writing: Welcome To Our World – Moira Butterfield (1 week)

Writing overview Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Jabberwocky – Lewis Carroll (1 week)	Developing Description: Once Upon an Ordinary School Day - Colin McNaughton (3 weeks)			Instructions: Instructions – Neil Gaiman (2 weeks)		Writing to Inform: Day of the Dinosaurs –Steve Brusatte (2 weeks)		Developing Dialogue: Stone Age Boy - Satoshi Kitamura (3 weeks)		
Spring	Investigating Viewpoint: Twisted Fairy Tales The True Story of the Three Little Pigs - Jon Scieszka (2 weeks)		Discussion: Fairy Tale Crimes Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries -David Levinthal (2 weeks)		Reporting: Fairy Tale Crimes (2 weeks)		Class Fact File: This is How We do It – Matt Lamothe (2 weeks)		Traditional Fables: Poetry Link (3 weeks)		
Summer	Creating Atmosphere: Escape From Pompeii –Cristina Balit Poetry Link (4 weeks)				Writing to Inform: Earth Shattering Events – Robin Jacobs (2 weeks)		Writing to Persuade: Adverts & Reviews Izzy Gizmo –Pip Jones (2 weeks)		Letter Writing for Different Purposes & Audiences: The Day The Crayons Quit –Drew Daywalt (3 weeks)		

Writing overview Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poems Aloud - Joseph Coelho (1 week)	Instructional Writing: Building With Lego Chop, Sizzle Wow – The Silver Spoon (2 weeks)		Developing Description: The Building Boy – Ross Montgomery (3 weeks)			Writing to Inform: <u>Dragonology</u> : The Complete Book of Dragons – <u>Dugald Steer</u> (3 weeks)			Writing Short Stories: Characters & Settings The Story Shop: Stories for Literacy – Nikki Gamble (2 weeks)	
Spring	Creating Narrative: Traditional Tales Usborne’s 1001 Arabian Nights (3 weeks)			Dual Purpose Writing: David Attenborough Wildlife Voiceovers Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins (3 weeks)			Creating Narrative: The Great Kapok Tree (2 weeks)		Persuasion: Save the Rainforest Poetry Link: There’s a ‘ <u>Rangtan</u> in my Bedroom - James Sellick and <u>Frann</u> Preston-Gannon (3 weeks)		
Summer	Writing to Entertain: Personal Recounts Quick! Let’s Get Out of Here - Michael Rosen Poetry Link (3 weeks)			Discussion: This or That? Pippa Goodheart (3 weeks)			Author Study: Nicola Davies (3 weeks)			Biography: Inventors: Incredible stories of the world’s most ingenious inventions –Robert Winston (2 weeks)	

Writing overview Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Rhythm and Poetry - Karl Nova (1 week)	Character & Setting: Painting A Picture with Words (3 weeks)			Writing to Inform & Discuss: Comparative writing What's The Difference – Emma Strack (2 weeks)		Creating a New Chapter: The Invention of Hugo Cabret – Brian Selznick (3 weeks)			Explanations: The Way Things Work –David Macaulay (2 weeks)	
Spring	Creating Recounts: Shackleton's Journey – William Grill (3 weeks)			Creating Pace and Tension in Narrative: Varjak Paw – S F Said (3 weeks)			Writing to Entertain: Cloud Busting – Malorie Blackman Poetry Link (3 weeks)			Writing Biographies: Survivors – David Long (2 weeks)	
Summer	Writing Narrative: The Water Tower – Gary Crew (2 weeks)		Writing to Inform: Real-Life Mysteries – Susan Martineau (2 weeks)		Discussion: Real-Life Mysteries – Susan Martineau (2 weeks)		Narrative & Poetry: Playing With Words Varmints – Helen Ward; The Rabbits – John Marsden Poetry Link The Lost Words - Robert Macfarlane (3 weeks)			Persuasion: Global Warming (2 weeks)	

Writing overview Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poetry Please :The Seasons – Various; If All The World Were - Joe Coelho (1 week)	Creating Narrative: Quest How To Train Your Dragon – Cressida Cowell (2 weeks)		Informative Writing: Experimenting with Formality & Voice Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)			Creating a New Chapter: SeaBEAN – Sarah Holding (3 weeks)			Persuasion: Reducing Waste Campaign (2 weeks)	
Spring	Multi-Text Storytelling: The Arrival – Shaun Tan Poetry Link On The Move – Michael Rosen (4 weeks)				Biographies: Little Leaders – Vashti Harrison (2 weeks)		Discussion: What Is Right & Wrong?... – Michael Rosen & Annemarie Young (3 weeks)			Narrative Non-fiction: Moth - An Evolution Story/ Fox - A Circle of Life Story – Isabel Thomas (2 weeks)	
Summer	Narrative: Traditional Tales Grimm Tales: For Young and Old – Philip Pullman (2 weeks)		Writing to Inform: The Tigers' Tale: A conservation story – Catherine Barr The Big Picture: Wildlife Conservation – Lyn Coutts (2 weeks)		Modern Retellings: Shakespeare Mr. William Shakespeare's Plays – Marcia Williams (2 weeks)		Class Anthology: Book of Hopes – Katherine Rundell Poetry Link (3 weeks)			Fact or Fiction: History's Mysteries – National Geographic Kids (2 weeks)	

3.2 Whole School Overview: Grammar Progression

Following the United Learning Curriculum, the teaching of Spelling, Punctuation and Grammar is taught progressively within lessons to ensure that they have met the National Curriculum objectives.

Writing Progression – Word Classes



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Classes	- Pupils know that the words we use in speech and writing belong to groups (word classes), which have different names and jobs. - Pupils know that a noun names a person, place or thing. They can identify nouns within sentences. - Pupils know that many verbs show an action that something or someone is doing. They can identify verbs within sentences. - Pupils know that an adjective can be used to describe a noun. They can identify adjectives within sentences and use adjectives to describe nouns in their own sentences.	- Pupils know that not all verbs show an action. They know that verbs can also express a state of being (e.g. 'is', 'was', 'have') or occurrence (e.g. 'became', 'happened'). They can identify and use these different types of verbs within sentences. - Pupils know that there are different types of adjectives (e.g. <i>comparative, superlative, quantity, size, etc.</i>). They can identify different types of adjectives within sentences and select the appropriate types of adjectives to create noun phrases in their own writing. - Pupils know that an adverb provides more information about a verb (<i>often telling the reader where, when or how a verb 'took place'</i>). They can identify adverbs within sentences and use adverbs to describe verbs in their own writing. - Pupils know that a phrase is a group of words that does not contain a complete idea (<i>a subject and verb</i>). - Pupils know that a clause is a group of words that contains a complete idea (<i>a subject and a verb</i>). They know that some clauses (<i>independent/ main</i>) can stand alone, and others (<i>dependent/ subordinate</i>) rely on a main clause. They can identify clauses within sentences. - Pupils know that conjunctions are words that can be used to join clauses. They know that co-ordinating conjunctions join two equally important clauses and subordinating conjunctions introduce a subordinate clause. They correctly use the conjunctions 'and', 'but', 'or', 'when', 'if', 'that' and 'because' in their own writing. - Pupils know that a determiner is a word that specifies whether a noun is known (e.g. 'the', 'this') or unknown (e.g. 'a'). They can identify common determiners and use them when creating noun phrases in their own writing.	- Pupils know that prepositions are words and phrases that link a noun (or pronoun) to another word in the sentence, often by showing its position, direction or time. They can identify prepositions within sentences and use prepositions in their own writing to add detail about time, place and cause. - Pupils know that conjunctions can be used to add detail to sentences by expressing time, place and cause. They can identify and use a wider range of conjunctions. - Pupils know that adverbs can be used to add detail to writing by showing time, place and cause. They can identify and use a wide range of adverbs. - Pupils know that words can belong to more than one word class, depending on how they are used within a sentence. - Pupils know that 'a' and 'an' are a type of determiner called indefinite articles. They know the correct form to use depends on the initial letter of the words that follows and apply this rule correctly in their own writing.	- Pupils know that some nouns can be used as adjectives to describe or modify another noun (e.g. <i>football team</i>). - Pupils know that prepositional phrases are groups of words that start with a preposition and end with a noun or noun phrase. They can identify prepositional phrases and use them in their own writing to expand noun phrases. - Pupils know that adverbials are words and phrases that act in the same way as an adverb by modifying or defining a verb. They know that when adverbials are moved to the head of the sentences, they are called fronted adverbials. They can identify and use adverbials within sentences. - Pupils know that pronouns are words that can substitute a noun in a sentence. They can identify pronouns within sentences and explain which noun it stands in for. They can use pronouns appropriately in their writing to avoid repetition and build cohesion.	- Pupils know that relative pronouns are a specific type of pronoun that is used to form relative clauses (<i>a type of subordinate clause that gives the reader additional information about a noun</i>). They can identify relative pronouns and use them correctly in their own writing. - Pupils know that adverbs of possibility are a type of adverb that can be used to show how likely something is. They can identify adverbs of possibility and use them correctly in their own writing. - Pupils know that modal verbs are a type of verb that can be used to show how likely something is. They can identify modal verbs and use them correctly in their own writing.	Pupils know that all sentences contain subjects and verbs, and some sentences also contain objects. They can identify the subject, verb and object of a sentence. They ensure correct subject-verb agreement in their own writing and they can effectively manipulate the subject verb and object of a sentence (<i>for example when using the passive voice</i>).

Writing Progression – Punctuation



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	- Pupils can recognise and form capital letters. They know that capital letters are used at the start of sentences, for the personal pronoun 'I', and for the first letter of names of people, places and days of the week (<i>proper nouns</i>). They use capital letters correctly in their own writing. - Pupils can recognise and form full stops. They know that a full stop is used at the end of a sentence to show that an idea is complete, and the reader should take a pause. They use full stops correctly in their own writing. - Pupils can recognise and form question marks. They know that a question mark is used in place of a full stop when a question is being asked. They use question marks correctly in their own writing. - Pupils can recognise and form exclamation marks. They know that an exclamation mark is used in place of a full stop when a strong emotion is being expressed (<i>such as anger, shock or excitement</i>). They use exclamation marks correctly in their own writing.	- Pupils can recognise and form commas. They know that commas can be used to separate items in a list (<i>including lists of adjectives in a noun phrase</i>). They use commas in lists correctly in their own writing. - Pupils can recognise and form apostrophes. They know that apostrophes can be used to show where a letter or letters are missing (<i>omission</i>) in a contracted word (e.g. <i>we'll, don't</i>). They can identify which letter/letters an apostrophe is used in place of in common contractions and use apostrophes for omission correctly in their own writing. - Pupils know that apostrophes can also be used to show that something 'belongs to' someone (<i>possession</i>). They can recognise the use of possessive apostrophes and use apostrophes for singular possession correctly in their own writing.	Pupils can recognise and form inverted commas. They know that inverted commas (<i>or speech marks</i>) are used in pairs, around the words being spoken by a person or character, to show when someone is speaking out loud. They use inverted commas correctly to demarcate dialogue in their own writing.	- Pupils know that commas can be used to aid reading and use commas correctly after fronted adverbials in their writing. - Pupils know how to use apostrophes for plural possession. They recognise the grammatical difference between the use of the letter 's' for plurals and possessives and use apostrophes correctly to mark plural possession in their own writing. - Pupils know that there are additional punctuation rules for demarcating dialogue. They apply these additional rules correctly when demarcating dialogue in their own writing.	- Pupils know how commas can be used to clarify meaning and avoid ambiguity in writing. They recognise ambiguity within sentences and insert commas in the appropriate place to provide clarity. - Pupils know that parenthesis is when a word, phrase or clause is inserted into a sentence to provide additional detail without affecting the sense or meaning of the original sentence. They can recognise and form brackets correctly and use them accurately to demarcate parenthesis in their own writing. - Pupils can recognise and form dashes. They know that dashes can be used as an alternative to brackets when marking parenthesis and use them accurately to demarcate parenthesis in their own writing. - Pupils know that commas can be used as an alternative to brackets and dashes when marking parenthesis and use them accurately to demarcate parenthesis in their own writing.	- Pupils can recognise and form hyphens. They know that hyphens can be used to join two or more words to avoid ambiguity and use them appropriately in their own writing. - Pupils can recognise and form semi-colons. They know how to use them to separate items in a list to avoid ambiguity when the items already contain commas. They use semi-colons appropriately when writing their own lists. - Pupils can recognise and form colons. They know how to use them to introduce a list and use them correctly in their own writing. - Pupils know that semi-colons, colons and dashes can be used in place of a conjunction or full stop to mark the boundary between independent clauses in order to show the relationship between ideas whilst avoiding the overuse of conjunctions. They use them appropriately to mark boundaries in their own writing. - Pupils can recognise and form bullet points. They know how to punctuate bullet points to list information and use them correctly and consistently in their own writing.

Writing Progression – Sentence Structure



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure	- Pupils know that spaces between words are required to show where one word ends and another begins so that writing can be easily read. They leave appropriately sized spaces between the words they write. - Pupils know that every sentence must make sense and contain a complete idea (a subject and verb/ main clause). They can explain whether a sentence makes sense or not. With help, they can read their own writing back to check that each sentence makes sense. - Pupils can write 'one idea' sentences (simple/ single clause) and 'two idea sentences' (compound/ multi-clause) using the words 'and', 'but' and 'because' to join ideas. - Pupils can identify where a sentence ends, and which end of sentence punctuation would be most appropriate to use.	- Pupils know that sentences have different forms (questions, commands, statements, exclamations). They know how the grammatical patterns in a sentence indicate its function. They recognise the different sentence forms and can use them effectively in their writing for different purposes. - Pupils can add simple detail to their sentences using adverbs and expanded noun phrases. - Pupils can use a small number of subordinating and co-ordinating conjunctions to add simple detail and create variety in their sentences.	- Pupils can use a wider range of conjunctions (including when, if, because, although) to create multi-clause sentences. - Pupils can add detail about time, place and cause to their sentences using adverbs, conjunctions and prepositions.	- Pupils can add specific detail to nouns using precise adjectives, nouns and prepositional phrases in their sentences. - Pupils can add further detail and variety to their sentences using fronted adverbials, expanded noun phrases and prepositional phrases.	- Pupils can add further detail and variety to their sentences using parenthesis. - Pupils can use noun phrases effectively to convey complicated information concisely within sentences.	- Pupils can add further detail and variety to their sentences by joining two independent clauses using punctuation (semi-colons, colons and dashes) in place of a conjunction. - Pupils can manipulate the presentation of information in a sentence using the passive voice. - Pupils recognise the difference between sentence structures typical of informal speech and writing (e.g. question tags) and those appropriate for formal speech and writing (e.g. subjunctive forms). They adapt their own sentence structures according to the level of formality required.

Writing Progression – Text Structure & Cohesion



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure & Cohesion	- Pupils understand how words can combine to make sentences. - Pupils understand that for a sentence to make sense it needs to have the appropriate 'boundaries' that separate one sentence from the next. They can use capital letters and end of sentence punctuation to demarcate these boundaries so that the reader can follow and understand the writing clearly. - Pupils can write a sequence of sentences to form short texts. - Pupils can use the word 'and' to join words and related ideas (<i>clauses</i>). - Pupils can use the word 'but' to show a contrast between two related ideas (<i>clauses</i>). - Pupils can join two related ideas (<i>clauses</i>) using the word 'because' to give a reason. - Pupils can use simple sequencing language (e.g. <i>first, next, then</i>) to order events within their writing.	- Pupils can use the four main sentence types (<i>statements, questions, commands and exclamations</i>) in their writing, using the correct end of sentence punctuation so that the reader can follow and understand the writing clearly. - Pupils use the co-ordinating conjunctions 'or', 'and' or 'but' and the subordinating conjunctions 'when', 'if', 'that' or 'because' to join related ideas correctly. - Pupils can use sequencing language (e.g. <i>conjunctions and adverbs of time</i>) to order events within their writing. - Pupils can use the present and past tense correctly and consistently throughout their writing.	- Pupils understand that paragraphs are a collection of sentences about the same thing that have been grouped together and break a text up into easy-to-read sections. - Pupils can group related material into paragraphs in their non-fiction writing. - Pupils can start a new paragraph for each section of a story (<i>based around a typical narrative structure</i>) in their narrative writing. - Pupils can use simple organisational devices to organise their writing and aid presentation (e.g. <i>heading and sub-headings</i>). - Pupils can express time, place and cause using conjunctions, adverbs or prepositions to make links within and between sentences.	- Pupils can use paragraphs to organise ideas around a theme in non-fiction writing, beginning paragraphs with a 'topic sentence' followed by related sentences that exemplify, explain and give further information. - Pupils can start a new paragraph in narrative writing when there is a change in time, place or person, as well as a change in topic or event. They can signpost these changes at the start of a new paragraph (e.g. <i>by indenting the text and using signals such as fronted adverbials</i>). - Pupils can use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. - Pupils can express time, place and cause using fronted adverbials to make links within and between sentences.	- Pupils understand that cohesion is the 'glue' that holds speech or writing together and when writing lacks cohesion, it doesn't flow and can be confusing for the reader. - Pupils can use cohesive devices to build cohesion within and across paragraphs. - Pupils can use verb tenses consistently and correctly throughout a piece of writing. - Pupils can use a range of organisational and presentational devices to structure a text and guide the reader.	- Pupils can use a wide range of cohesive devices to build cohesion within and across paragraphs. - Pupils can use further organisational and presentational devices to structure texts and guide the reader.

Writing Progression – Tense & Verb Forms



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tense & Verb Forms	Pupils know the suffix -ed can be added to verbs to show an action has already happened (<i>past tense</i>). They can use the suffix -ed, where no change is needed to the root word, in their own writing.	- Pupils know that the verb form they use will determine the tense of their writing and that verbs are the only words that can be altered to show the time when an action took place. - Pupils know the simple past tense is used to express that something has <i>already happened</i>. They can use the simple past tense correctly in their own writing. - Pupils know the simple present tense is used to express that something is happening <i>now</i>. They can use the simple present tense correctly in their own writing. - Pupils know the progressive tense is formed by using the auxiliary, or 'helper' verb 'to be' (<i>am, is, are, was, were</i>) followed by a verb with the suffix -ing added (<i>present participle</i>). - Pupils know the progressive past tense is used to refer to something that was happening in the <i>past</i> and continued over a <i>period of time</i>. They can use the progressive past tense correctly in their own writing. - Pupils know the progressive present tense shows that events are taking place <i>now (in the present)</i> and these events are continuing. They can use the progressive present tense correctly in their own writing. - Pupils can use the past or present tense correctly and consistently through a piece of writing.	- Pupils know the present perfect tense is formed using a present version of the verb 'to have' (<i>have, has</i>) followed by a past tense verb. They know present perfect verb forms are used to show that a prior event has an impact on the present and can use the present perfect tense correctly in their own writing. - Pupils know the past perfect tense is formed using a past version of the verb 'to have' (<i>had</i>) followed by a past tense verb. They know past perfect verb forms are used to show that an action started and finished in the past and can use the past perfect tense correctly in their own writing.	- Pupils know Standard English is the form of English that follows the 'proper' grammatical rules and <i>is considered to be</i> a formal, official, and polite way of speaking or writing. They can use Standard English forms for verb inflections when it is appropriate for the purpose and audience of their writing. - Pupils know non-Standard English is a more informal and relaxed use of language and grammar that sometimes 'breaks' some of the official rules. They can use non-Standard English forms for verb inflections when it is appropriate for the purpose and audience of their writing.	- Pupils know modal verbs are a specific type of auxiliary or 'helper' verb that are used with a main verb to express the possibility of its occurrence. They can use modal verbs correctly in their own writing. - Pupils can use verb tenses consistently and correctly throughout a piece of writing.	- Pupils know that with the active voice the subject appears at the start of the sentence, followed by the verb and then (<i>if there is one</i>) the object. - Pupils know the passive voice can be used in any tense and uses the appropriate form of the auxiliary verb 'to be' (<i>be, am, is, are, was, were, being, been</i>) followed by the past participle of the main verb. They can form the passive voice by moving the object to the head of the sentence and changing the verb form. - Pupils know the subjunctive form is a verb form used to express things that could or should happen and follows different rules to other verb forms. They can use the subjunctive form correctly in their own writing.

3.3 Whole School Overview: Spelling Progression

In Foundation and Year 1 spelling is taught daily via phonic lessons using the Unlocking Letters and Sounds Scheme.

Year group	Phase	GPCs taught	Common exception words taught
Preschool	One	Sound discrimination, phonological awareness, rhyme, oral blending and segmenting	
Reception Autumn Term 1	Two	s a t p i n m d g o c k c k e u r h b f f l l s s Read words with -s ending	the to into no I go
Reception Autumn Term 2	Three	j v w x y z z z q u c h s h t h (voiced and unvoiced) ng ai ee igh oa oo oo ar or ur Read words containing -ing endings with no change to the root word	me we be he she was you they all
Reception Spring Term 1	Three	ow oi ear air ure er Reading and spelling words containing digraphs and trigraphs Assess and review Phase 3 work: j v w x y z z z q u c h s h t h ng	are my her Revisit: me we be he she
Reception Spring Term 2	Three (Mastery)	Revisit Phase 3 work: ai ee igh oa oo oo ar or ur ow oi ear air ure er	Revisit: was you they all are my her
Reception Summer Term 1	Four	CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed and -ing endings with no change to the root word	said have like so do some come were there little one when out what
Reception Summer Term 2	Four (Mastery)	CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 3. Polysyllabic CVCC and CCVC words, CCVCC words, polysyllabic CCVCC words, CCCVCC words	Revisit all Phase 4 CEW
Year One Autumn Term 1	Four (Revision plus Y1 NC requirements)	Revisit Phase 4 work Adding -s and -es as a plural marker for nouns Adding -s and -es as a third person singular marker for verbs Adding the suffixes -ing and -ed to verbs Adding the suffix -er to verbs to change them to nouns Adding the suffix -er to adjectives Adding the suffix -est Adding the prefix un- to verbs Adding the prefix un- to adjectives Reading words with contractions	

Year One Autumn Term 2	Five a)	New graphemes for reading: ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e, e-e, i-e, o-e u-e Teach the days of the week New phoneme /zh/	oh their people Mr Mrs looked called
Year One Spring Term 1	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading Revise the days of the week Correct use of -nk ph -wh -tch -ve (NC)	
Year One Spring Term 2	Five b)	Alternative pronunciations of known graphemes for reading: a (as in acorn) a (as in fast) a (as in was) e (as in he) i (as in mind) o (as in no) u (as in unit) u (as in put) ow (as in snow) ie (as in chief) ea (as in head) er (as in her) ou (as in you) ou (as in could) ou (as in mould) y (as in by) y (as in gym) y (as in very) ch (as in school) ch (as in chef) c (as in cell) g (as in gent) ey (as in they)	water where who again thought through mouse work many laughed because different any eyes friends once please

Year One Summer Term 1	Five c)	Alternative spellings of phonemes: /ch/ (as in picture) /ch/ (as in catch) /fj/ (as in fudge) /m/ (as in lamb) /n/ (as in gnat) /n/ (as in knit) /r/ (as in wrap) /s/ (as in listen) /s/ (as in house) /z/ (as in please) /u/ (as in some) /i/ (as in happy) /i/ (as in donkey) /ear/ (as in here) /ear/ (as in beer) /er/ (as in father) /ar/ (as in half) /air/ (as in there) /air/ (as in pear) /air/ (as in bare) /or/ (as in all) /or/ (as in four) /or/ (as in caught) /ur/ (as in learn) /ur/ (as in word)		Year One Summer Term 2	Five c)	Alternative spellings of phonemes: /oo/ (as in could) /oo/ (as in put) /ai/ (as in day) /ai/ (as in came) /ee/ (as in sea) /ee/ (as in these) /ee/ (as in happy) /ee/ (as in chief) /ee/ (as in key) /igh/ (as in pie) /igh/ (as in by) /igh/ (as in like) /oa/ (as in low) /oa/ (as in toe) /oa/ (as in bone) /(y)oo/ (as in cue) /(y)oo/ (as in tune) /(y)oo/ (as in stew) /oo/ (as in clue) /oo/ (as in June) /oo/ (as in blew) /sh/ (as in special) /sh/ (as in station) /sh/ (as in sugar) /sh/ (as in chef)	
				Year Two Autumn Term 1	Five a) (Spellings recap) Five b) (Mastery)	Phase 5a) spellings recap: choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e, ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e(oo), ew/ue/u-e(you) Revisit Phase 5b) (Mastery): Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /fj/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen), /s/ (as in house), /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father), /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /oo/ (as in could), /oo/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in toe), /oa/ (as in bone), /(y)oo/ (as in cue), /(y)oo/ (as in tune), /(y)oo/ (as in stew)	Revisit reading all common exception words
				Year Two Autumn Term 2	Five c) (Mastery)	Revisit Phase 5c) (Mastery): revisit alternative spellings of phonemes: /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef) Assess and review all alternative spellings of phonemes.	Assess and review all common exception words

In Years 2 – 6 we follow a scheme called, Spelling Shed, which is taught three times a week.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where 'dge' makes a /j/ sound	Step 7: Words where 'wr' makes a /r/ sound at the beginning of words	Step 13: Words where 'y' makes an /igh/ sound	Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Step 25: Words where the digraph 'ey' makes an /ee/ sound	Step 31: Words that are homophones
Words	badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	cry, fly, dry, try, reply, July, shy, spy, sky, why	nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	there, their, here, hear, see, sea, too, two, blue, blew
Objective	Step 2: Words where 'ge' makes a /j/ sound	Step 8: Words ending in 'le'	Step 14: Words where '-es' is added to words ending in 'y'	Step 20: Words where '-ing' is added to single syllable words	Step 26: Words where 'a' makes an /o/ sound	Step 32: Words that are homophones or near homophones
Words	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle	tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries	patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping	want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash	quiet, quite, bare, bear, sun, son, be, bee, night, knight
Objective	Step 3: Words where 'g' makes a /j/ sound	Step 9: Words ending in 'el'	Step 15: Words where '-ed' is added to words ending in 'y'	Step 21: Words where '-ed' is added to single syllable words	Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound	Step 33: Words ending in '-tion'
Words	gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel	copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged	word, work, worm, world, worth, warm, war, towards, warn, warned	station, fiction, motion, nation, education, action, injection, caption, fraction, competition
Objective	Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Step 10: Words ending in 'al'	Step 16: Words where '-er' and '-est' are added to words ending in 'y'	Step 22: Words where 'a' makes an /or/ sound	Step 28: Words where 'si' and 's' makes an /zh/ sound	Step 34: Words with an apostrophe for contraction
Words	race, ice, cell, city, fancy, lace, space, circle, circus, rice	metal, petal, capital, hospital, animal, equal, final, pedal, local, magical	happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest	all, ball, walk, call, talk, always, fall, small, also, bald	television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual	can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd
Objective	Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Step 11: Words ending in 'il'	Step 17: Words where '-ing' is added to words ending in 'e'	Step 23: Words where 'o' makes an /u/ sound	Step 29: Words ending in '-ment' and '-ness'	Step 35: Words with an apostrophe for possession
Words	knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil	hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring	other, mother, brother, nothing, cover, money, some, dozen, wonder, done	payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness	Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words ending in '-ful' and '-less'	Step 36: Challenge Words
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, old, cold, hold, gold, told	every, everybody, even, great, break, steak, pretty, beautiful, after, fast	last, past, father, class, grass, pass, plant, path, bath, rather	careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless	whole, any, many, clothes, busy, people, water, again, half, hour

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'al'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'le'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'le'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision Words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision Words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly'; exceptions	Step 29: Words that are homophones	Step 35: Revision Words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words that are homophones	Step 7: Words ending in '-ation'	Step 13: Words ending in '-sion'	Step 19: Words where 'au' makes an /or/ sound	Step 25: Words that are homophones	Step 31: Challenge Words
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Objective	Step 2: Words with the prefix 'in-' meaning 'not'	Step 8: Words ending in '-ation'	Step 14: Words ending in '-ous'	Step 20: Words ending in '-tion'	Step 26: Words spelled with 'c' before 'i' and 'e'	Step 32: Words that are plurals with possessive apostrophes
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Objective	Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'	Step 9: Words ending '-ly'	Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains	Step 21: Words ending in '-sion'	Step 27: Words containing 'sol' and 'real'	Step 33: Revision Words
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
Objective	Step 4: with the prefix 'sub-' meaning 'below' or further divided	Step 10: Words ending '-ily'	Step 16: Words where a suffix is added to words ending in 'y'	Step 22: Words ending in '-cian'	Step 28: Words containing 'phon' and 'sign'	Step 34: Revision Words
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, wildly preparation, coronation, bravely, thoughtfully
Objective	Step 5: Words with the prefix 'inter-' meaning 'between or among'	Step 11: Words where 'ch' makes a /sh/ sound	Step 17: Words ending in '-ious' and 'eous'	Step 23: Words that are adverbs of manner	Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'	Step 35: Revision Words
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words with the prefix 'bi-' meaning 'two'	Step 36: Revision Words
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in '-tious' and '-ious'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with 'ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co- ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Objective	Step 2: Words ending in '-cious'	Step 8: Words ending in '-ance' and '-ancy'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an 'ee/' sound	Step 26: Words that are homophones	Step 32: Challenge Words
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundance, brilliance, dominance, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in '-fer'	Step 21: Words where 'ough' makes an 'or/' sound	Step 27: Words that are homophones	Step 33: Revision Words
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Objective	Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 34: Revision Words
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 35: Revision Words
Words	commercial, controversial, conveniently, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Challenge Words	Step 7: Challenge Words	Step 13: Adding the prefix '-over'	Step 19: Words with the /f/ sound spelled 'ph'	Step 25: Words with the suffix '-ably'	Step 31: Adjectives used to describe settings
Words	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly
Objective	Step 2: Challenge Words	Step 8: Challenge Words	Step 14: Words with the suffix '-ful'	Step 20: Words with origins in other countries and languages	Step 26: Words with the suffix '-ible'	Step 32: Adjectives used to describe feelings
Words	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	Step 3: Challenge Words	Step 9: Challenge Words	Step 15: Words that can be nouns and verbs	Step 21: Words with unstressed vowel sounds	Step 27: Words with the suffix '-ibly'	Step 33: Adjectives used to describe characters
Words	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Objective	Step 4: Challenge Words	Step 10: Challenge Words	Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'	Step 22: Words with 'cial'/shuhl/ after a vowel	Step 28: Words ending in '-ent' and '-ence'	Step 34: Grammar Vocabulary 1
Words	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative
Objective	Step 5: Challenge Words	Step 11: Words with the short vowel sound /i/ spelled 'y'	Step 17: Words with a 'soft c' spelled 'ce'	Step 23: Words with 'tial'/shul/	Step 29: Words ending in '-er', '-or' and '-ar'	Step 35: Grammar Vocabulary 2
Words	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym
Objective	Step 6: Challenge Words	Step 12: Words with the long vowel sound /igh/ spelled 'y'	Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 24: Words beginning with 'acc'	Step 30: Adverbs synonymous with determination	Step 36: Mathematical Vocabulary
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical

3.4 This is an example of the EYFS Knowledge and Skills Overview - EFS

Reception	Aut	• Write their first name without a reference • Orally plan a sentence for an adult to scribe • Spell words by identifying the sounds and then writing the sound with letter/s. • write the correct initial sounds of words • write the correct initial sounds of words / write CVC words using the sounds they have been taught
	Spr	• Spell words by identifying the sounds and then writing the sound with letter/s. • write CVC/ CCVC/CVCC words using the sounds they have been taught • Create a simple narrative using vocabulary introduced through a text. • Form lower-case and capital letters correctly. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
	Sum	• Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Form lower-case and capital letters correctly.
Year 1	Aut	• Developing Vocabulary & Sentences (<i>Beequ</i>) • Writing Short Narratives (<i>The Lonely Beast</i>) • Writing Narratives (<i>Ralph Tells a Story</i>)

3.5 Medium Term Planning: Knowledge & Skills Overview – KS1

This is an example of the Year 2 Knowledge and Skills Overview from Autumn term.

	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
Poetry: (1 week)	In this unit, pupils will develop their understanding of poetry and free verse, developing their vocabulary and word choice. They will create their own poetry, drawing on their real-life experiences and using expanded noun phrases to create imagery for the reader.	Core text: <i>Thinker: My Puppy Poet and Me - Eloise Greenfield</i>	- To develop positive attitudes and stamina towards writing by creating poetry - To recognise, use and know the functions of nouns, verbs and adjectives - To use expanded noun phrases to describe and specify	- To leave spaces between words (Y1) - To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1) Year 2 Writing composition objectives are built into every Writing Unit.
Instructions: (2 weeks)	In this unit, pupils will be introduced to the comma and how it can be used to separate items in a list (as exemplified in the cumulative story 'The Disgusting Sandwich'). They will practise using commas in a list to create expanded noun phrases to describe their own class sandwich. Pupils will also write instructions for creating their own disgusting sandwiches (or another revolting creation of their choice) learning about and applying the use of commands in this form of writing.	Core text: <i>The Disgusting Sandwich - Gareth Edwards</i> Model texts included: <i>How to Make a Disgusting Sandwich;</i> <i>How to Make a Revolting Milkshake</i>	- To use commas for lists - To use expanded noun phrases to describe and specify - To use sentences with different forms – commands - To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly - To use the simple present tense correctly and consistently	- To leave spaces between words (Y1) - To recognise, use and know the functions of nouns, verbs and adjectives (Y2) Year 2 Writing composition objectives are built into every Writing Unit.
Creating Narrative: (3 weeks)	In this unit, pupils will develop their understanding of the structure and features of narrative writing. They will learn about the use of the simple past tense, often used for storytelling, expanding their understanding of how to form past tense verbs. Pupils will broaden their understanding of different sentence structures, learning about how to connect clauses using <u>co-ordinating</u> conjunctions, and continuing to develop their use of expanded noun phrases to describe. They will collect their own pebble to tell and write their own stories to, just like the character in the shared text, to apply their learning.	Core text: <i>Lubna and Pebble - Wendy Meddour</i>	- To understand the term 'clause' - To use co-ordination (using or, and, but) - To use the simple past tense correctly and consistently - To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly - To use expanded noun phrases to describe and specify	- To leave spaces between words (Y1) - To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1) - To understand the term 'conjunction' (Y1) - To recognise, use and know the functions of nouns, verbs and adjectives (Y2) - To use the suffix -ed, where no change is needed in the spelling of root words (Y1) Year 2 Writing composition objectives are built into every Writing Unit.

3.6 Medium Term Planning: Knowledge & Skills Overview – KS2

This is an example of the Year 3 Knowledge and Skills Overview from Autumn term.

	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
Poetry: (1 week)	In this unit, pupils will continue to develop their understanding of poetry, its conventions and purpose. They will explore a selection of different poems, experimenting with poetic devices, such as alliteration, word play and rhyme, examining how they contribute to meaning and purpose. Pupils will practise and develop their performance techniques, learning how to bring poetry to life, before drafting, composing and performing their own poem in a style and of a subject of their choice.	Core text: <i>Poems Aloud</i> - Joseph Coelho	• Develop positive attitudes and stamina towards writing by creating poetry • Make choices about vocabulary that shows an understanding of purpose and audience • Discuss language, extending interest in the meaning and origin of words	• Use capital letters for names and the personal pronoun 'I' (Y1) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Recognise and know the functions of nouns, verbs and adjectives in writing (Y2) Year 4 Writing composition objectives are built into every Writing Unit.
Instructional Writing: Building With Lego (2 weeks)	Pupils will review the key features and purpose of instructional writing in this unit. They will learn to use fronted adverbials to guide their reader through the text and will develop their understanding of the importance of using precise and specific detail when giving instructions. Pupils will apply their learning to writing a set of instructions based on their own LEGO creations.	Core text: <i>Chop, Sizzle Wow: The Silver Spoon Comic Cookbook</i> – Tara Stevens	• Understand the term 'adverbial', recognising examples of their use • Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences • Use commas after fronted adverbials • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases	• Express time and place using adverbs and prepositions (Y3) • Correctly use a or an according to whether the next word begins with a consonant or vowel (Y3) • Make correct and consistent use of the present tense, including progressive and perfect forms (Y2/3) • Write sentences with different forms (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Separate items in a list with commas (Y2) • Use expanded noun phrases to describe and specify (Y2) • Use simple devices to organise material and aid presentation (Y3) Year 4 Writing composition objectives are built into every Writing Unit.

4.0 Writing Curriculum Resources

4.1 Lesson Structure

The United Learning lesson slides and planning are designed to provide teachers with a more detailed overview of each individual writing unit, including objectives and outcomes. Each English unit follows the same structure, in line with the National Curriculum Framework: planning, drafting and revising, and evaluating and editing. The units are progressive, building on pupils' prior knowledge, skills and understanding, whilst introducing new learning in small steps. It is essential therefore that **units are taught in the order provided**.

4.2 Assessment

Pupils will be assessed as Working Below (B), Working Towards (T), working at the Expected Standard (E) and Working at Greater Depth (G) **for the point in the year based on what they have been taught** over the term.

Pupils with RAG rated profiles the same as the Autumn Expected Standard profile will be assessed as working at the Expected Standard for this point in the year. Pupils with **more green**, should be assessed as Working at Greater Depth. Pupils with **some amber, red and few green**, as Working Towards Pupils with **mainly red**, as Working Below (WB) as their writing will not evidence that they are working within their year group's curriculum

This is an example of the Year 3 Assessment criteria after the Autumn term.

Year 2 Writing Assessment Guidance

Year 2 – EXS for end of Autumn Term visual pupil profile

	No evidence/not yet taught	<i>Any red other than exemplified in EXS profile indicates WT</i>
	Embedding in writing	<i>Some expected evidence given current teaching/coverage</i>
	Achieved	<i>Ample evidence given current teaching/coverage – lots of green should be followed up using the WGD grid</i>

Working at the expected standard in Yr2				
	The pupil can, after discussion with the teacher:	Autumn RAG		
Purpose and Audience	write simple, coherent narratives about personal experiences and those of others (real or fictional)	- Poetry - Instructions - Creating Narrative - Personal Narrative - Developing Punctuation	•	•
	write about real events, recording these simply and clearly			
Sentence	use co-ordination (e.g. or / and / but) and			
	use some subordination (e.g. when / if / that / because) to join clauses			
Text	use present and past tense mostly correctly and consistently			
Punctuation	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required			
	use capital letters for most proper nouns			
	some use of the comma to separate items in a list			
Spelling	some use of the apostrophe for singular possession			
	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	At EXS in line with synthetic phonic scheme assessment eg, RWI Grey+		
	spell many common exception words			
Handwriting	use the apostrophe for many contractions			
	form 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			

GPS assessments

At the end of each half term GPS Quizzes will be used to assess any gaps in learning.

Year 1 Autumn 1 GPS Quiz

1 Circle the words that should have a **capital letter**:

ahmed and fatima went to the park.

2 Tick the sentence that is correct. Tick one:

Tomorrow I am going swimming. ☐

Tomorrow i am going swimming. ☐

3 Rewrite this sentence correctly:

my sister let me play with her dog called buster

4 Circle the **nouns** in the sentence below:

The girl sat at the table.

5 Circle the **adjectives** in the sentence below:

The tall man wore a red coat.



English 1 Year 1 – Autumn 1 – GPS Quiz

5.0 Roles and Responsibilities

5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work.

5.2 Subject Leader

The roles of the subject leader are to:

- Ensure the UL curriculum is embedded across all year groups.

- Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through:
 - learning walks
 - book looks
 - pupil voice
 - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

5.3 Senior Leadership Team

Each subject will have an SLT link/ Their roles are to:

- Support the subject leader to:
 - Be an advocate for the subject
 - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice
 - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
 - Implement their action plan. - Work together so that school priorities can be identified, and prevent all subjects from being promoted and developed at the same time