



St. Mary's Priory Junior and Infant Writing Curriculum

General Context

Writing is a key life skill and one which crosses the curriculum. It will be at the core of the majority of the curriculum. There will be daily lessons, focussed on writing. The basic structure of the week will be Monday and Tuesday to be skills focussed (including dictation and handwriting) and then the latter part of the week, applying those skills. Corrections/improvements made by the children, will be made in green pen.

A weekly plan should be created, with accompanying PowerPoints as the teacher sees fit. The National Curriculum Outcomes listed here, are only broad-stroke, within the weekly plans, they should be more detailed (e.g. not simply “using end punctuation”, but “use of question marks in rhetorical questions and exclamation marks for effect”).

For key-Stage 2, there is an expectation that a piece of cross-curricular writing is produced each half-term. This links with the HEP Geography and History curriculums. Because of timetable pressures, it is allowable for English lesson time to be used for this. (No more than a week). Although within these pieces, topic skills will have to be shown, so will writing skills. (The St. Mary's Priory Cross-Curricular Writing Overview has more detail on this).

Year 1 Writing Curriculum

A Good Year 1 Writer

By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order

A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly

A child can:

- sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;
- read back words that have been spelt;
- spell some words in a phonically plausible way, even if sometimes incorrectly;

- write simple dictated sentences that include words taught so far;
- demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and
- recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed.

A child is able to form letters correctly and confidently

A child is beginning to use some of the distinctive features of standard English in their writing. 'Standard English' is defined in the glossary

Context

A weekly plan should be created, with accompanying PowerPoints as the teacher sees fit. The National Curriculum Outcomes listed here, are only broad-stroke, within the weekly plans, they should be more detailed (e.g. not simply "a variety of purposes" – state the purpose).

National Curriculum Coverage

A. Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage).
B. Compose sentences orally and in writing.
C. Sequence sentences to form a short narrative or piece of information writing.
D. Use basic descriptive language.
E. Re-read and check writing makes sense.
F. Combine words to form grammatically accurate sentences.
G. Join words and clauses using 'and'.
H. Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).

I. Use capital letters for names and the personal pronoun 'I'.
J. Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.
K. Spell many Year 1 common exception words.
L. Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').
M. Form lower-case letters in the correct direction, starting and finishing in the right place.
N. Form capital letters and digits 0-9.
O. Separate words with spaces.

Writing linked with Literacy Tree Book

Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	Cove baby by Julia Donaldson and Emily Gravett	Beegu by Alexis Deacon	Lost and Found by Oliver Jeffers	Pig the Pug by Aaron Bailey	Send for a Superhero by Michael Rosen & Katherine McEwan	Iggy Peck Architect by Andrea Beatty and David Roberts
Genres Covered in Children's writing	Narrative retelling, labels and captions, informal letters	Own version of 'alien' stories narratives, commands, poems	Own version of losing/finding, reports, instructions	Character comparisons, poetry, fact sheets, own versions	Own version of a superhero, wanted posters, character descriptions, emails, diaries.	Fact file, labels, captions, thought and speech bubbles.
Writing NC Outcomes Covered	B, H, M, N, O	B, D, G, O	A, B, D	A, B, C	B,	A, E

Year 2 Writing Curriculum

A Good Year 2 Writer

By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly

A child can:

- use more word-specific knowledge of spelling, including homophones, and is able to

do this for both single-syllable and multi-syllabic words;

- spell words in a phonically plausible way, even if sometimes incorrectly;
- apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words;
- explain how different types of writing, including narratives, are structured and apply this to their own and others' writing;
- think aloud as they collect ideas, draft and re-read to check their meaning is clear;
- play roles and improvise scenes in various settings; and

use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing e.g. subordination and coordination.

Context

A weekly plan should be created, with accompanying PowerPoints as the teacher sees fit. The National Curriculum Outcomes listed here, are only broad-stroke, within the weekly plans, they should be more detailed.

National Curriculum Coverage

The pupil can, after discussion with the teacher...	
COMPOSITION: PURPOSE & AUDIENCE	A. WTS: Write sentences that are sequenced to form a short narrative (real or fictional)
	B. EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)
	C. EXS: Write about real events, recording these simply and clearly
	<i>D. GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i>
	<i>E. GDS: Make simple additions, revisions and proof-reading corrections to their own writing.</i> [From Y2 PoS: this is an expectation for all pupils.]
GRAMMAR	F. EXS: Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.]
	G. EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
	H. From PoS: Add description and specification through the use of expanded noun phrase.
	I. From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences.
PUNCTUATION	J. WTS: Demarcate some sentences with capital letters and full stops
	K. EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

	L. <i>GDS: Use the punctuation taught at key stage 1 mostly correctly</i>
TRANSCRIPTION	M. WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
	N. EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
	O. WTS: Spell some common exception words
	P. EXS: Spell many common exception words
	Q. <i>GDS: Spell most common exception words</i>
	R. <i>GDS: Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</i>
	S. WTS: Form lower-case letters in the correct direction, starting and finishing in the right place
	T. WTS: Form lower-case letters of the correct size relative to one another in some of their writing
	U. EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
	V. <i>GDS: Use the diagonal and horizontal strokes needed to join some letters.</i>
	W. WTS: Use spacing between words.
	X. EXS: Use spacing between words that reflects the size of the letters.

Writing linked with Literacy Tree Book

Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	Jim and the Beanstalk by Raymond Briggs	The Bear Under the Stairs by Helen Cooper	If all the world Were by Joseph Coelho	We are Water Protectors by Carole Lindstrom	Toys in Space by Mini Grey	The Great Fire of London by Emma Adams
Genres Covered in Children's writing	Narrative retelling, dialogue, thought bubbles, informal letters	Information text, retelling narrative, letters	Non-Narrative poetry, writing in role, diaries, letters of advice	List poems, non-chronological reports, character descriptions	Own version if a fantasy narrative, posters, space logs, advice, invitations.	Information booklets, letters of advice, persuasive poster, certificates
Writing NC Outcomes Covered	A, B, D, E, K, T, U, W, N, X	A, E, K, T, U, W, N, X	A, C, D, F, O	D, F, G, O, P, R	B, F, G, R, O	C, D, E, L, Q

Year 3 Writing Curriculum

A Good Year 3 Writer

By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

A child can:

- spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);
- spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;
- monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;
- **write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres;** and
- understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.

A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document)

A child is beginning to use joined handwriting throughout independent writing

A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear

A child is beginning to understand how writing can be different from speech.

Context.

A weekly plan should be created, with accompanying PowerPoints as the teacher sees fit. The National Curriculum Outcomes listed here, are only broad-stroke, within the weekly plans, they should be more detailed (e.g. not simply “using end punctuation”, but “use of question marks in rhetorical questions and exclamation marks for effect”).

The majority of the English lessons in Year 3 will be focussed on writing, using the Literacy Tree Scheme as a resource (both plan and book). Because of timetable pressures, a week of English lessons to be used to support the cross-curricular writing which is linked with the HEP topic.

National Curriculum Coverage

COMPOSITION: PURPOSE & AUDIENCE	A. Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	
	B. Write using a rich and varied vocabulary.	
	C. In narrative create simple settings, characters and plot.	
	D. Begin to use direct speech within narratives.	
	E. Use paragraphs as a way of grouping related material.	
	F. Evaluate the effectiveness of writing and suggest improvements.	
	G. Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).	
GRAMMAR	Choose language to suit the purpose and audience:	H. Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
		I. Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).
		J. Use present and past tense correctly, including use of the present perfect instead of the simple past.
		K. Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>) and prepositions, including prepositional phrases (<i>during the night, before breakfast, because of the rain</i>).
PUNCTUATION	L. Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).	
	M. Use inverted commas to punctuate direct speech.	
	N. Use apostrophes for contraction and singular possession correctly (secure from Year 2).	
TRANSCRIPTION	O. Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes. 	
	P. Use and spell correctly many words from the Year 3 / Year 4 spelling list.	
	Q. Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.	

Year 4 Writing Curriculum

A Good Year 4 Writer

By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate

A child can:

- spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English;
- place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's);
- use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing;
- recognise some of the differences between standard English and non- standard English;
- use joined-up handwriting throughout all independent writing;
- **write for a range of real purposes and audiences** as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a **narrative, an explanation or a description**; and
- adopt, create and sustain a range of roles.

A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops

Context.

A weekly plan should be created, with accompanying PowerPoints as the teacher sees fit. The National Curriculum Outcomes listed here, are only broad-stroke, within the weekly plans, they should be more detailed (e.g. not simply "using end punctuation", but "use of question marks in rhetorical questions and exclamation marks for effect").

The majority of the English lessons in Year 4 will be focussed on writing, using the Literacy Tree Scheme as a resource (both plan and book). Because of timetable pressures, for a week English lessons can be used to support the cross-curricular writing which is linked with the HEP topic.

National Curriculum Coverage

A. Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	
B. Write using a rich and varied vocabulary appropriate to purpose and form.	
C. Write narratives with a clear plot, and describe settings and characters.	
D. Make effective choices about using direct speech within narratives.	
E. Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.	
F. Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	
G. Evaluate the effectiveness of writing and suggest improvements.	
H. Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).	
Choose language to suit the purpose and audience:	I. Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
	J. Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).
	K. Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).
	L. Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i>).
	M. Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>).
N. Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).	
O. Use commas after fronted adverbials.	
P. Use inverted commas and other punctuation to indicate direct speech accurately.	
Q. Use apostrophes correctly (contraction, singular and plural possession).	
R. Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes. 	
S. Use and spell correctly most words from the Year 3 / Year 4 spelling list.	
T. Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.	
U. Use joined up writing consistently, independently and fluently.	

Writing linked with Literacy Tree Book

Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	Tar Beach by Faith Ringgold	Lion and the Unicorn by Shirley Hughes	Cinnamon by Neil Gammon	Selfish Giant	Gulliver's Travels by Jonathon swift	Weslandia by Paul Fleischman
Genres Covered in Children's writing	Setting description, character description Retelling as a play script, formal letter,	Write their own historical narrative, Reports, letters.	Letter, poetry, descriptive writing, myth	Own version narrative on selfishness, letter, recount, poetry	Letters, diaries, reports, narrative	Non-chronological reports, character descriptions
Writing NC Outcomes Covered	A, C, F, T, H,	B, C, D, G, Q	F, G, Q, S	B, C, D, E, O	A, B, E	B, E, U

Cross-Curriculum Writing (Link with HEP Topic)

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Year 5 Writing Curriculum

A Good Year 5 Writer

By the end of Y5 a child should write for a range of purposes and audiences, selecting language that shows some awareness of the reader.

A Child can:

- Plan their writing identifying the audience for and the purpose of the writing.
- Select appropriate grammar and vocabulary, and showing some understanding how such changes can change and enhance meaning.
- In narratives, describe settings and characters and atmosphere, integrating dialogue to convey meaning.
- Use a wide range of devices (such as adverbials, connectives) to build cohesion across and within paragraphs.
- Select and use organisational devices such as bullet points and headings.
- Evaluate and edit theirs and others work.
- Use consistent and correct use of tense
- Use the correct subject and verb agreement when using singular and plural
- Effectively proof read for errors

Context.

A weekly plan should be created, with accompanying PowerPoints as the teacher sees fit. The National Curriculum Outcomes listed here, are only broad-stroke, within the weekly plans, they should be more detailed (e.g. not simply “using end punctuation”, but “use of question marks in rhetorical questions and exclamation marks for effect”).

The majority of the English lessons in Year 5 will be focussed on writing, using the Literacy Tree Scheme as a resource (both plan and book). Because of timetable pressures, for a week, English lessons can be used to support the cross-curricular writing which is linked with the HEP topic.

National Curriculum Coverage

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| A. Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). |
| B. In narratives, describe settings, characters and begin to develop atmosphere ('show not tell'). |
| C. Use dialogue in narratives to convey character or advance the action. |

D. Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>). 	
E. Make choices in drafting and revising writing, showing understanding of how these enhance meaning.	
F. Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).	
Select appropriate grammar and vocabulary to change and enhance meaning:	G. use a range of verb forms, particularly the perfect, to mark relationships of time and cause.
	H. use modals and adverbs to indicate possibility.
	I. convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.
	J. use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).
K. Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).	
L. Indicate parenthesis using brackets, commas or dashes.	
M. Use punctuation to ensure meaning is clear, particularly commas for clarity.	
N. Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> common exception words from KS1; Year 3/4 statutory words; previously taught homophones. 	
O. Use and spell correctly many words from the year 5 / year 6 spelling list.	
P. Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.	
Q. Maintain legibility in joined handwriting when writing at speed.	

Writing linked with Literacy Tree Book

Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	Children of the Benin Kingdom by Dina Orji	The Lost Thing by Shaun Tan	Robot Girl by Malorie Blackman	High Rise Mystery by Sharma Jackson	High Rise Mystery by Sharma Jackson	Freedom Bird by Jerdine Nolen
Genres Covered in Children's writing	Own-version narrative, Eye witness accounts, non-chronological accounts	Own-version narrative, setting, characters, diary,	Persuasive writing, Science Fiction writing	Diary, newspaper article, dialogue	Persuasive writing, letter	Poetry, speech-bubbles, recounts
Writing NC Outcomes	A, B, D, E, K	A, B, D, K	B, D, G, P	D, P, Q	D, L, P	H, I, J

Covered						
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Cross-Curriculum Writing (Link with HEP Topic)

Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Hep Topic	Islamic civilisations	Migration	Norse culture	North and South	Christianity in the British isles	Agriculture
Task	Write a letter or diary entry from a historical figure	Write a leaflet relating to Geography topic.	Write a newspaper article about an event in Viking Britain	Discuss the effect of population and megacities of the Americas on the environment	Write a travel brochure – why people should emigrate (back in time) to early Christian Britain	Explain why farmers grow particular crops
Genre of children's writing	Recount by diary/letter	Information text	Recount/newspaper account	Discussion	Persuasion	Explanation
English NC Outcomes	A, D	A, M,	K, D	J, L	A, M, o	A, I, J
Topic skills	Topic vocabulary and key information	Topic vocabulary and key information	Topic vocabulary and key information	Topic vocabulary and key information	Topic vocabulary and key information	Topic vocabulary and key information

Year 6 Writing Curriculum

A Good Year 6 Writer

By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar

A child can:

- consciously control the structure of sentences in writing and understand why sentences are constructed as they are;
- generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;
- adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non- verbally);
- create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;
- demonstrate a mastery of language through public speaking, performance and debate;
- apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and
- draw on their knowledge of morphology and etymology to spell correctly.

Context.

A weekly plan should be created, with accompanying PowerPoints as the teacher sees fit. The National Curriculum Outcomes listed here, are only broad-stroke, within the weekly plans, they should be more detailed (e.g. not simply “using end punctuation”, but “use of question marks in rhetorical questions and exclamation marks for effect”).

The majority of the English lessons in Year 6 will be focussed on writing, using the Literacy Tree Scheme as a resource (both plan and book). Because of timetable pressures, for a week, English lessons can be used to support the cross-curricular writing which is linked with the HEP topic.

National Curriculum Coverage

A. WTS: Write for a range of purposes.	
B. EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).	
[From Y6 PoS: this must include examples of more formal writing.]	
<i>C. GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i>	
D. WTS: In narratives, describe settings and characters.	
E. EXS: In narratives, describe settings, characters and atmosphere.	
F. EXS: Integrate dialogue in narratives to convey character and advance the action.	
G. WTS: Use paragraphs to organise ideas.	
H. WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).	
I. EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	
J. From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.	
K. From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).	
L. EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	
M. EXS: Use verb tenses consistently and correctly throughout their writing.	
<i>N. GDS: Distinguish between the language of speech and writing and choose the appropriate register.</i>	
<i>O. GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i>	
P. WTS: Use ... mostly correctly	capital letters.
	full stops.
	question marks.

	commas for lists.
	apostrophes for contraction.
Q. EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).	
R. GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	
S. WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.	
T. EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	
U. WTS: Write legibly.	
V. EXS: Maintain legibility in joined handwriting when writing at speed.	

Writing linked with Literacy Tree Book

Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	The Arrival by Shaun Tan	Some Places More than Other places by Renee Watson	Some Places More than Other places <hr/> Windrush Child by Benjamin Zephaniah	Windrush Child by Benjamin Zephaniah	Romeo and Juliet by William Shakespeare	The invention of Hugo Cabret by Brian Selznick
Genres Covered in Children's writing	Own version narrative. character descriptions, diaries	Letter, Poetry, Recount own version, letter, instructions	Non-Chronological report <hr/> Write their own version	Persuasive writing. Review.	Play script, balanced argument, diary	Flashback narrative, diary, discussion
Writing NC Outcomes Covered	A, D, F, I, P, U	D, H, P, G, U, S	A, E, H, L, N, Q, V	B, L, N, Q, R	C, I, G, T	C, I, G, V

Cross-Curriculum Writing (Link with HEP Topic)

Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
HEP Topic	Comparing the regions	Polar Climates	London Migration through the Tudors	Natural resources of London	London Migration through 18 th /19 th century	Fieldwork and map work
Task	Write a letter or diary entry from a historical figure	Write a leaflet relating to Geography topic.	Write a newspaper account of an event in Tudor London	Discuss the effect of the size and density of London on the environment.	Write a travel brochure – why people should travel back in time to London of 18/19 th century	Explain the growth of railways and its effect on the local area
Genre of children's	Recount by diary/letter	Information text	Recount/newspaper account	Discussion	Persuasive	Explanation

[illegible]