




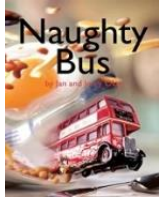
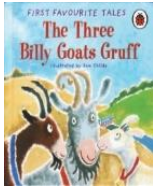
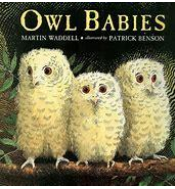
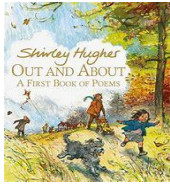
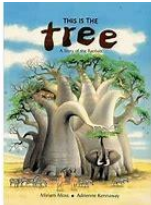
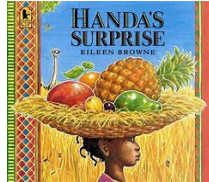

Our writing curriculum and progression of skills

At Woodford Valley, we follow the National Curriculum objectives for our writing curriculum but put our own creative touch and pedagogy to our delivery. It is our intention that children see themselves as valued writers and we believe in providing them with the opportunity to write purposefully and imaginatively, in a variety of forms, linking it to their class book, topic, personal experiences as well as current affairs such as National elections. Through making links with other areas of the curriculum, children enjoy writing tasks which are purposeful and fun. It is our intention that children master the spoken word and written language which is crucial in allowing them to express themselves, communicate with others and develop imaginative and creative skills to cope with the challenges of our multicultural society. We use 'Quality First Teaching' in our Literacy lessons and a clear sequence of teaching activities which enable children to develop the skills to master all types of genres. Exposure to modelling of different forms of writing regularly also helps with this. We ask children to present work in a variety of ways such as presentations, speeches, debates, written narrative, argument and script writing. We believe strongly in enriching our literacy curriculum so we arrange visits to theatres, invite productions into school, use visitors such as authors and drama specialists to deliver workshops, and 'Aim High' writing workshops; all of which enhance the work children have been undertaking in school. We aim to develop and extend children's vocabulary by exposing them to interesting and challenging words, 'wow words,' which the children collect and use in their own writing and provide children with varied opportunities to develop their oracy skills. Due to careful sequencing of work, children are able to build on their previous knowledge and skills and also really develop the tools that are needed to be able to write effectively in a particular genre.

Reception: Lake Class

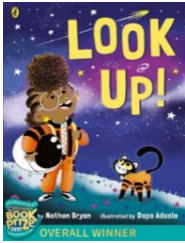

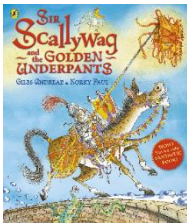
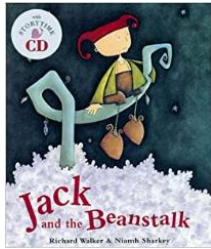
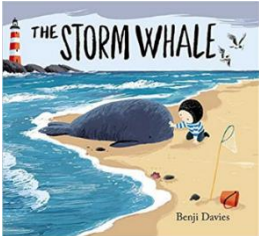
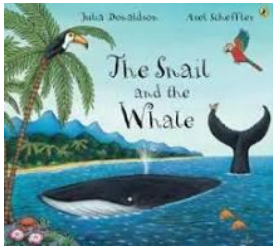
Term:	Autumn Topic: Once upon a time	Spring Topic: Let's go on an adventure	Summer Topic: What's at the bottom of the garden?
Main Focus Texts	 <p>The Three Little Pigs three</p> <p>Goldilocks and the Three Bears</p> <p>Bears</p>	 <p>The Rainbow Fish Marcus Pfister</p> <p>Whatever Next Jill Murphy</p>	 <p>The Hungry Caterpillar Eric Carle</p> <p>The Enormous Turnip</p>
Writing genres? Add stuff from drawing club or is this ok?	<ul style="list-style-type: none"> Names Diagrams Letter strings CVC words 	<ul style="list-style-type: none"> Names Labels Lists Diagrams CVC words 	<ul style="list-style-type: none"> Labels Captions Lists Diagrams simple sentences
Writing skills and outcomes (From EYFS statutory framework and Development Matters document)			
Terminology	Transcription skills	Grammar, punctuation, vocabulary.	Composition
Finger spaces Letter Word Sentence Full stops Capital letter	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. <p>Please see separate Handwriting progression of skills document and Phonics progression of skills document for more detail.</p>	<ul style="list-style-type: none"> Read and understand recently introduced vocabulary (during discussions about stories, non-fiction, rhymes, poems and during play.) Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts 	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Describe events in some detail verbally and then correctly sequence. Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary. Write simple phrases and sentences that can be read by others. To understand and practise composition of sentences by articulating them aloud before writing them

Year 1: Lower Woodford Class

Term:	<p style="text-align: center;">Autumn Topic: Wheels, wings and moving things and Materials</p>	<p style="text-align: center;">Spring Topic: Woodford Valley and Farming</p>	<p style="text-align: center;">Summer Topic: Africa and Plants</p>
Main Focus Texts	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>The Naughty Bus by Jan Oke</p> </div> <div style="text-align: center;">  <p>The Three Billy Goats Gruff (Ladybird first favourite tales)</p> </div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Owl Babies by Martin Waddell</p> </div> <div style="text-align: center;">  <p>Out and about, a first book of poems by Shirley Hughes</p> </div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>This is the tree: a story of the Baobab by M Moss</p> </div> <div style="text-align: center;">  <p>Handa's Surprise by Eileen Browne</p> </div> <div style="text-align: center;">  <p>Meerkat Mail Emily Gravett</p> </div> </div>
Writing genres covered each term A lot here?	<ul style="list-style-type: none"> • Drawing club pictures and codes • Character description • Story photo in style of book and story writing • Poster • Innovated story based on fairy tale • Recounts (non-fiction) based on real experiences • Performance poetry 	<ul style="list-style-type: none"> • Character description • Letter writing • Recounts based on real experiences • Leaflet • Performance poetry • Poem writing 	<ul style="list-style-type: none"> • Persuasive letter • Postcard • Story sequencing • Story retelling • Fact file • Recounts based on real experiences • Performance poetry
Writing skills and outcomes			
Terminology	<p style="text-align: center;">Transcription Skills</p>	<p style="text-align: center;">Grammar, punctuation, vocabulary.</p>	<p style="text-align: center;">Composition</p>
letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	Spell: • Words containing each of the 40+ phonemes already taught • Common exception words • The days of the week • Name the letters of the alphabet: naming the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound	<ul style="list-style-type: none"> • Leave spaces between words • Join words and joining clauses using 'and' • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives begin to use some of the distinctive features of Standard English in their writing • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils

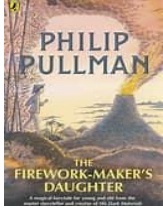

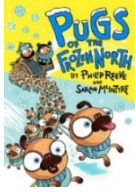

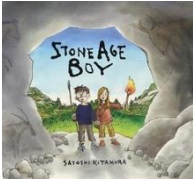
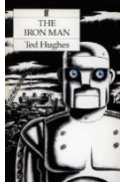
<ul style="list-style-type: none">•Add prefixes and suffixes:•Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs•U the prefix un–•Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]•Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.•Sit correctly at a table, holding a pencil comfortably and correctly•Begin to form lower-case letters in the correct direction, starting and finishing in the right place•form capital letters and form digits 0-9•Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. <p>Please see separate Handwriting progression of skills document and Phonics progression of skills document for more detail</p>		<ul style="list-style-type: none">•Read aloud their writing clearly enough to be heard by their peers and the teacher.
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Year 2: Netton Class

Term:	Autumn Topic: Reach for the Stars!		Spring Topic: Behind the castle walls		Summer Topic: Beside the seaside	
Main Focus Texts	  <p>Look Up! Nathan Byron and Dapo Adeola</p> <p>The Way Back Home Oliver Jeffers</p>		  <p>Sir Scallywag and the Golden Underpants David McKee</p> <p>Jack and the Beanstalk Richard Walker</p>		  <p>The Storm Whale Benji Davies</p> <p>The Snail and the Whale Julia Donaldson and Axel Scheffler</p>	
Writing genres covered each term	<ul style="list-style-type: none"> • Writing application letter • Fact writing about Mars – destination guide • Newspaper articles • Character descriptions • Narrative- story re-telling • Alien poetry using alliteration • Performance poetry 		<ul style="list-style-type: none"> • Writing instructions • Generating setting and character descriptions • Re-telling familiar stories making changes through substitutions • Letter writing • Diary of a paige • Performance poetry • Labelling castle features and writing explanations. 		<ul style="list-style-type: none"> • Persuasive writing • Setting descriptions • Writing postcards and thank you letters. • Script writing • Diary entries • Re-telling and sequencing familiar stories, making changes through alterations • Lists and instructions • Poetry linked to ocean shapes • Explanations 	
Writing skills and outcomes						
Terminology	Transcription skills		Grammar, Punctuation and vocabulary		Composition	
noun, noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present)	spell by: <ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones 		<ul style="list-style-type: none"> • Learn how to use both familiar and new punctuation correctly including: full stops, capital letters, exclamation marks, question marks. • Use commas for lists • Use apostrophes for contracted forms and the possessive (singular) • Use sentences with different forms: statement, question, exclamation, command 		<ul style="list-style-type: none"> • Develop positive attitudes towards writing • To be able to write narratives about personal experiences and those of others (real and fictional) • To be able to write about real events • To be able to write poetry • To be able to adapt writing and write for different purposes 	

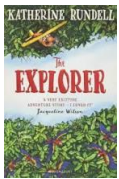
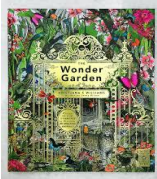
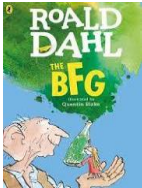
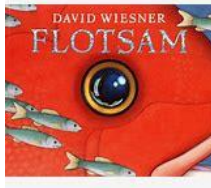
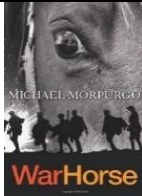
<p>apostrophe comma</p>	<ul style="list-style-type: none"> • Learn to spell common exception words • Learn to spell more words with contracted forms • Learn the possessive apostrophe (singular) [for example, the girl's book] • Distinguish between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Write capital letters and digits of the correct size, orientation and relationship to one • Another and to lower case letters • Use spacing between words that reflects the size of the letters. <p>Please see separate Handwriting progression of skills document and Phonics progression of skills document for more detail.</p>	<ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify • Use the present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) in sentences • Use some features of written Standard English 	<ul style="list-style-type: none"> • To be able to consider what they are going to write before beginning by: planning or saying out loud what they are going to write about • Plan writing by writing down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing • Edit their own writing with the teacher and other pupils • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling, grammar and punctuation • Read aloud what they have written with appropriate intonation to make the meaning clear. • Draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.
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Year 3: Wilsford Class

Term:	Autumn Topic: Victorians	Spring Topic: Weather	Summer Topic: Stone Age
Main focus text	  <p>The Firework-Maker's Daughter Phillip Pullman</p> <p>A Christmas Carol Charles Dickens</p>	  <p>Pugs of the Frozen North Phillip Reeve</p> <p>Shackleton's Journey William Grill (non-fiction)</p>	  <p>Stone Age Boy by Satoshi-Kitamura</p> <p>The Iron Man Ted Hughes</p>
Writing genres covered each term	<ul style="list-style-type: none"> • Letter writing: Write a persuasive letter to the king • Instructions: How to look after a white elephant • Wanted poster: Lila • Non-chronological report: All about elephants • Narrative: Character back story – Scrooge • Poetry • Performance poetry 	<ul style="list-style-type: none"> • Diary recount: the diary of one of the racers at the start of The Great North Race • Setting description: Antarctica • Character description: write a character description of one of the racers from Pugs of the Frozen North • Adventure Narrative: • Diary writing – one of Shackleton's crew • Newspaper report – The Great North Race • Letter writing – responding to a job advert to be part of the crew of the Endurance • Performance poetry 	<ul style="list-style-type: none"> • Instruction writing: How to catch a woolly mammoth • Setting description: the beach as the Iron Man falls from the top of a cliff • Narrative: time portal adventure • Letter writing: Iron Man • Write a persuasive report – an estate agent's recommendation for a Stone Age home • Poetry writing • Performance poetry
Writing skills and outcomes			
Terminology	Transcription skills	Grammar, Punctuation and vocabulary	Composition
preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, vowel	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them to root words. • Be able to spell further homophones • To be able to spell words that are often misspelt 	<ul style="list-style-type: none"> • To be able to extend the range of sentences they use with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> • To be able to write for a range of real purposes and audiences across the curriculum • To be able to plan their writing, discussing writing similar to that in order to understand and learn from its structure, vocabulary and grammar • To be able to discuss and record their own ideas in different planning formats appropriate to the genre




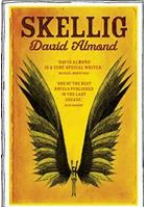
<p>letter inverted commas</p>	<ul style="list-style-type: none"> • To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first two or three letters of a word to check its spelling in a dictionary • be able to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Increase the legibility, consistency and quality of their handwriting for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use conjunctions, adverbs and prepositions to express time and cause • To be able to use fronted adverbials • Use and punctuate direct speech with inverted commas 	<ul style="list-style-type: none"> • To rehearse sentences orally (including dialogue) before writing • To be able to use varied and rich vocabulary • To be able to use fronted adverbials in their own writing • To be able to use some subordinating conjunctions when constructing sentences • To be able to organise writing using paragraphs around a theme in narratives and non-fiction • To be able to create settings and character descriptions • To be able to create and develop a plot • In non-narrative material, use simple organisational devices such as headings and sub-headings • To be able to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements • To be able to make changes to grammar and vocabulary to improve their writing • Including the accurate use of pronouns in sentences • Be able to proof-read for spelling and punctuation errors • To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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Year 4: Durnford class

Term:	Autumn Topic: Rainforests	Spring Topic: Florida	Summer Topic: WW1
Main focus text/s	  The Explorer Katharine Rundell The Wonder Garden Kristjana S Williams	  The BFG by Roald Dahl Flotsam by David Wiesner	 War Horse by Michael Morpurgo
Writing genres covered each term	<ul style="list-style-type: none"> Poetry-Kennings- describing themselves Instructions: How to build and light a camp fire Diary recount as one of the children stranded in the Amazon jungle. Setting description of a Rainforest Performance poetry Non-chronological report-all about sloths Adventure Narrative 	<ul style="list-style-type: none"> Character description Persuasive advert- design and create advert for a new dream catcher for BFG Instructions: How to keep safe during a hurricane in form of a leaflet Explanation: How does the life cycle of a sea turtle work? Performance poetry Informal letter- describing losing and then finding their camera (linked to Flotsam text) 	<ul style="list-style-type: none"> Diary recount as Joey at Army training school Newspaper report- The events of the assassination of Franz Ferdinand Setting description of a WW1 trench Non- chronological report- animals used in war effort. Narrative: Historical-animal in war time. War poetry
Writing skills and outcomes			
Terminology	Transcription skills	Grammar, Punctuation and vocabulary	Composition
preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, vowel letter inverted commas determiner pronoun,	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them to root words. Be able to spell further homophones To be able to spell words that are often misspelt To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 	<ul style="list-style-type: none"> To be able to use fronted adverbials Use of commas after fronted adverbials Use inverted commas and other punctuation to indicate direct Speech to include comma and capital letter To be able to use expanded noun phrases 	<ul style="list-style-type: none"> To be able to write for a range of real purposes and audiences as part of their work across the curriculum To be able to plan their writing, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To be able to discuss and record their own ideas in different planning formats appropriate to the genre To rehearse sentences orally (including dialogue) before writing

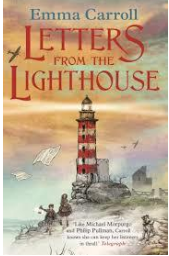
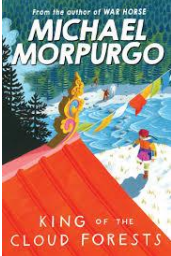
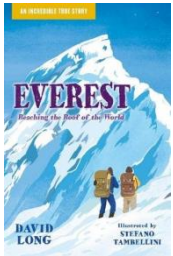


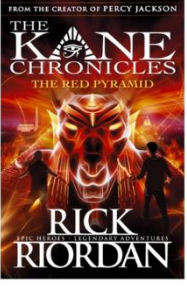
<p>possessive pronoun adverbial</p>	<ul style="list-style-type: none"> •Use the first two or three letters of a word to check its spelling in a dictionary •Be able to write from memory simple sentences, dictated by the teacher,that include words and punctuation taught so far. •Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined •Increase the legibility, consistency and quality of their handwriting for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • To be able to prepositional phrases • To be able to construct similes to compare • Apostrophes to mark plural possession • To be able to identify a determiner and its function • To be able to extend the range of sentences they use with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use the present perfect form of verbs in contrast to the past tense • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> •To be able to use varied and rich vocabulary •To be able to use fronted adverbials in their own writing •To be able to use some subordinating conjunctions when constructing sentences •To be able to organise writing using paragraphs around a theme in narratives and non-fiction •To be able to create settings and character descriptions •To be able to create and develop a plot •In non-narrative material, use simple organisational devices such as headings and sub-headings •To be able to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements •To be able to make changes to grammar and vocabulary to improve their writing •Including the accurate use of pronouns in sentences •Be able to proof-read for spelling and punctuation errors •To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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Year 5- Upper Woodford

Term:	Autumn Topic: Chocolate	Spring Topic: The Tudors	Summer Topic: The Caribbean
Main focus text/s:	 Wolf Brother by Michelle Paver	 Romeo and Juliet By Andrew Matthews and Tony Ross  Tom's Midnight Garden By Philippa Pearce	 Skellig by David Almond
Writing genres covered each term	<ul style="list-style-type: none"> • Poetry • Performance poetry • Diary Recount • Non-fiction / instructional: survival guide leaflet • Narrative; setting description • Narrative: new chapter • Non-fiction: non-chron report on the Aztecs 	<ul style="list-style-type: none"> • Diary recount • Playscripts • Letter: Persuasive • Poetry • Performance poetry • Non-fiction: Character descriptions and comparisons • Narrative: writing a story opening 	<ul style="list-style-type: none"> • Persuasion: estate agent house description • Persuasion / Discussion: write an argument on home schooling and have a debate • Poetry: 10 things found in a wizard's pocket • Instructions: based on Dragon's Pie Corbett • Book Review
Writing skills and outcomes			
Terminology	Transcription skills	Grammar, Punctuation and vocabulary	Composition
modal verb relative pronoun relative clause parenthesis bracket dash cohesion	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that 	<ul style="list-style-type: none"> • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Use expanded noun phrases to convey complicated information concisely • Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	<ul style="list-style-type: none"> • Be able to plan their writing by identifying the audience for and purpose of the writing • To select the appropriate form and use other similar writing as models for their own • Note and develop initial ideas, drawing on reading and research where necessary; planning writing carefully in a variety of forms • When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed and use this to aid them when writing their own.

ambiguity	<p>the spelling of some words needs to be learnt specifically</p> <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus. • Write legibly, fluently and with increasing speed by: • Choosing which shape of a letter to use when given choices and deciding • Whether or not to join specific letters • Choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing • Use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Précising longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Evaluate and edit writing, assessing the effectiveness of their own and others' writing • Propose changes to vocabulary, grammar and punctuation in their own writing and others to enhance effects and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and writing and choose the appropriate register • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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Year 6: Salterton Class

Term:	Autumn Topic: WW2	Spring Topic: Planet Earth; Mountains; Rivers	Summer Topic: Ancient Egypt
Main focus text/s	 <p>Letters From The Lighthouse by Emma Carroll Blitz by Robert Westall</p>	   <p>King of the Cloud Forests Michael Morpurgo</p> <p>Everest by David long</p> <p>The Last Bear Hannah Gold</p>	  <p>Secrets of a Sun King Emma Carroll</p> <p>OR</p> <p>The Red Pyramid Rick Riordan</p>
Writing Genres covered each term	<p><u>Term 1</u></p> <ul style="list-style-type: none"> • Non-chronological report on WW2 • Letter from an evacuee • Diary of an air raid <p><u>Term 2</u></p> <ul style="list-style-type: none"> • Remembrance poems • Narrative story writing linked to class novel • Recount of Braeside • Performance poetry as whole class 	<p><u>Term 1- The Last Bear</u></p> <ul style="list-style-type: none"> • Non-chronological Report about Bear Island • Persuasive letter- Save the polar bears! • Plea from an endangered animal • Performance poetry as whole class <p><u>Term 2- King of the Cloud Forests/ Everest</u></p> <ul style="list-style-type: none"> • News report Everest's successful summit by Edmund Hillary & Sir Tenzing Norgay • Short diary entry based on Everest & Sir Edmund Hillary's journey • Persuasion text- write an advert to visit the Himalayas. 	<p><u>Term 1</u></p> <ul style="list-style-type: none"> • Narrative; myths - rewrite the story of Isis and Osiris • Explanation of mummification process • News Report: Howard Carter discovers Tutankhamen! <p><u>Term 2</u></p> <ul style="list-style-type: none"> • Explanation; science link, e.g. digestion • Report of life in Ancient Egypt
Writing skills and outcomes			
Terminology	Transcription skills	Grammar, Punctuation and vocabulary	Composition
Subject object active passive synonym	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Use passive verbs to affect the presentation of information in a sentence • Use the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> • Be able to plan their writing by identifying the audience for and purpose of the writing • To select the appropriate form and use other similar writing as models for their own • Note and develop initial ideas, drawing on reading and research where necessary; planning writing carefully in a variety of forms

<p>antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus. • Write legibly, fluently and with increasing speed by: • Choose which shape of a letter to use when given choices and deciding • Whether or not to join specific letters • Choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Use commas to clarify meaning or avoid ambiguity in writing • Use hyphens to avoid ambiguity • Use brackets, dashes or commas to indicate parenthesis • Use semi-colons, colons or dashes to mark boundaries between independent clauses • Use a colon to introduce a list • Punctuate bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> • When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed and use this to aid them when writing their own. • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Précising longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Evaluate and edit writing, assessing the effectiveness of their own and others' writing • Propose changes to vocabulary, grammar and punctuation in their own writing and others to enhance effects and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and writing and choose the appropriate register • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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