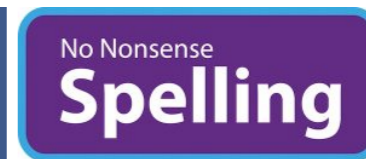




# Subject Overview: English - Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>– Write name.</li> <li>– Give meaning to marks as drawing, writing and painting e.g. “this is a car”.</li> <li>– Writing area: memos, shopping lists, telephone messages, appointments, prescriptions.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>– Begin to write CVC words.</li> <li>– Know how to write initial sounds.</li> <li>– Writing area: jungle animal spotting forms, postcards, Christmas cards, lists and labels.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>– Know how to write CVC/CVCC words.</li> <li>– Draw and label story maps.</li> <li>– Write simple sentences, speech bubbles, letters and a wanted poster for the wolf.</li> <li>– Writing area: lists, invitations, labels, signs, posters, menus and order forms for Chinese restaurants.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>– Know how to write a short phrase.</li> <li>– Write our own space stories, using key features of narrative.</li> <li>– Write space facts.</li> <li>– Writing area: expedition, picnic and shopping lists, maps, labels, signs, posters, space brochure. Passports for space, space diary / log.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>– Know how to write a short sentence.</li> <li>– Draw text maps and innovate texts.</li> <li>– Write instructions for making snail soup, writing in full sentences.</li> <li>– Write information posters.</li> <li>– Write descriptions of minibeasts.</li> <li>– Writing area: lists, observation sheets, postcards, diaries, maps, signs, stories, fact posters.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>– Read what they have written to check if it makes sense.</li> <li>– Draw story maps, innovating by substitution, addition and alteration.</li> <li>– Write poems based on Commotion in the Ocean.</li> <li>– Write a pirate story.</li> <li>– Write a class information book, with a contents page and index.</li> <li>– Create a conservation poster.</li> <li>– Draw and label treasure maps.</li> <li>– Writing area: brochures, information leaflets, receipts, price lists, poems.</li> </ul>
<p><b>ELG: Writing</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>						
	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>
	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>1: Developing Fine Motor Control; Using Correct Pencil Grip</li> <li>2: Developing Fine Motor Control; Hand-Eye Coordination</li> <li>3: Left to Right Directional Flow; Producing a Controlled Line</li> <li>4: Trace, Copy and Complete Patterns; Pre-Letter Formation Practice</li> <li>5: Individual Letter Formation: ‘s’</li> <li>6: Individual Letter Formation ‘a’</li> <li>7: Individual Letter Formation: ‘t’</li> <li>8: Individual Letter Formation: ‘p’</li> <li>9: Patterns for Forming ‘s’, ‘a’, ‘t’, ‘p’</li> <li>10: Individual Letter Formation: ‘i’</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>11: Individual Letter Formation: ‘n’</li> <li>12: Individual Letter Formation: ‘m’</li> <li>13: Individual Letter Formation: ‘d’</li> <li>14: Patterns for Forming ‘i’, ‘n’, ‘m’, ‘d’</li> <li>15: Individual Letter Formation: ‘g’</li> <li>16: Individual Letter Formation: ‘o’</li> <li>17: Individual Letter Formation: ‘c’</li> <li>18: Individual Letter Formation: ‘k’</li> <li>19: Patterns for Forming ‘g’, ‘o’, ‘c’, ‘k’</li> <li>20: Individual Letter Formation: ‘ck’</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>21: Individual Letter Formation: ‘e’</li> <li>22: Individual Letter Formation: ‘u’</li> <li>23: Individual Letter Formation: ‘r’</li> <li>24: Individual Letter Formation: ‘h’</li> <li>25: Individual Letter Formation: ‘b’</li> <li>26: Individual Letter Formation: ‘f’</li> <li>27: Individual Letter Formation: ‘l’</li> <li>28: Double Letter Formation: ‘ll’ &amp; ‘ss’</li> <li>29: Individual Letter Formation: ‘j’</li> <li>30: Individual Letter Formation: ‘v’</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>31: Individual Letter Formation: ‘w’</li> <li>32: Individual Letter Formation: ‘x’</li> <li>33: Individual Letter Formation: ‘y’</li> <li>34: Individual Letter Formation: ‘z’</li> <li>35: Individual Letter Formation: ‘q’</li> <li>36: Individual Letter Formation of ‘Anti-Clockwise’ Round Letter Family</li> <li>37: Individual Letter Formation of ‘Down and Retrace Up’ Letter Family</li> <li>38: Forming Letters to Form Words</li> <li>39: Accurate Ascenders: ‘ch’</li> <li>40: Forming Letters at the Correct Height: ‘th’</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>41: Placing a Dot Over ‘i’: ‘ai’</li> <li>42: Forming Ascenders and Descenders: ‘igh’</li> <li>43: Forming Letters at the Correct Size: ‘ar’</li> <li>44: Forming Letters Correctly: ‘oa’</li> <li>45: Forming Letters Correctly: ‘oi’</li> <li>46: Forming Letters Correctly: ‘ow’</li> <li>47: Forming Letters Correctly: ‘air’</li> <li>48: Capital Letters ‘A’ and ‘Z’</li> <li>49: Capital Letters ‘V’ and ‘W’</li> <li>50: Capital Letters ‘B’ and ‘D’</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>51: Capital Letters ‘C’ and ‘G’</li> <li>52: Capital Letters ‘S’ and ‘U’</li> <li>53: Capital Letters ‘E’ and ‘F’</li> <li>54: Capital Letters ‘T’ and ‘L’</li> <li>55: Patterns</li> <li>56: Numeral Formation: 0, 1, 2, 3, 4</li> <li>57: Numeral Formation: 5, 6, 7, 8, 9</li> <li>58: Numerals and Number Words</li> <li>59: Numerals and Number Words</li> <li>60: Numerals and Number Words</li> </ol>

Year 1	<p><b>Writing</b> Genre Narrative (Traditional Tale)</p> <p><i>Model Text</i> Goldilocks &amp; the Three Bears</p> <hr/> <p>Genre Narrative (Cumulative Tale)</p> <p><i>Model Text</i> The Squeaky Story</p>	<p><b>Writing</b> Genre Narrative (Traditional Tale)</p> <p><i>Model Text</i> The Elves and the Shoemaker</p> <hr/> <p>Genre Non-Narrative (Recount)</p> <p><i>Model Text</i> School Trip</p>	<p><b>Writing</b> Genre Narrative (Warning Story)</p> <p><i>Model Text</i> The Lighthouse Keeper's Lunch</p> <hr/> <p>Genre Narrative (Finding Story)</p> <p><i>Model Text</i> The Story of Pirate Tom</p>	<p><b>Writing</b> Genre Narrative (Overcoming the Monster)</p> <p><i>Model Text</i> Little Red Riding Hood</p> <hr/> <p>Genre Non-Narrative (Instructions)</p> <p><i>Model Text</i> How To Trap a Wolf</p>	<p><b>Writing</b> Genre Narrative (Journey Story)</p> <p><i>Model Text</i> At the End of the Rainbow</p> <hr/> <p>Genre Poetry</p> <p><i>Model Text</i> Seaside Fun</p>	<p><b>Writing</b> Genre Non-Narrative (Non-Chronological Report)</p> <p><i>Model Text</i> Sea Creatures</p> <hr/> <p>Genre Non-Narrative (Recount)</p> <p><i>Model Text</i> Trip to the Seaside</p>
	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li></li> </ul>
	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>	<p><b>Spelling</b> <i>see reading (phonics) overview</i></p>
	<p><b>Handwriting</b> Recap Reception Handwriting objectives 1: Letter Families: Set 1 (c, o, a, d, g, f, s, q, e) 2: Letter Families: Set 1 3: Letter Families: Set 2 (i, l, t, j, u, y)</p>	<p><b>Handwriting</b> 4: Letter Families: Set 2 5: Letter Families: Set 3 (b, h, k, m, n, p, r) 6: Letter Families: Set 3 7: Letter Families: Set 4 (v, w, x, z) 8: Letter Families: Set 4</p>	<p><b>Handwriting</b> 9: Capital Letters 10: Capital Letters 11: Capital Letters 12: Numbers 13: Break Letters</p>	<p><b>Handwriting</b> 14: Consistent Size and Height of Small Letters 15: Diagonal Join to Set 1 Letters 16: Diagonal Join to Set 1 &amp; 2 Letters 17: Diagonal Join to Set 3 Letters 18: Diagonal Join to Set 4 Letters</p>	<p><b>Handwriting</b> 19: Diagonal Join to the Top of Set 1 Letters 20: Diagonal Join to the Top of Set 2 Letters 21: Diagonal Join to the Top of Set 3 Letters 22: Forming and Joining from the Letter 'w' 23: The Horizontal Join</p>	<p><b>Handwriting</b> 24: Horizontal Join to Set 3 Letters 25: The Fourth Join to Set 1 Letters 26: The Fourth Join to Set 2 Letters 27: Break Letters 28: The Four Handwriting Joins</p>

Year 2	<p><b>Writing</b> Genre Poetry</p> <p><i>Model Text</i> Julian is a Mermaid</p> <p><i>Toolkit</i> Poetry</p> <hr/> <p>Genre Narrative (Journey Story)</p> <p><i>Model Text</i> The Way Back Home</p> <p><i>Toolkit</i> Settings</p>	<p><b>Writing</b> Genre Non-Narrative (Persuasive Letter)</p> <p><i>Model Text</i> The Journey Home</p> <p><i>Toolkit</i> Dialogue</p> <hr/> <p>Genre Narrative (Description)</p> <p><i>Model Text</i> The Lonely Christmas Tree</p> <p><i>Toolkit</i> Openings and Endings</p>	<p><b>Writing</b> Genre Narrative (Journey Story)</p> <p><i>Model Text</i> Around the World in 80 Days</p> <p><i>Toolkit</i> Setting</p> <hr/> <p>Genre Narrative / Information Leaflet</p> <p><i>Model Text</i> Rosie Revere, Engineer</p> <p><i>Toolkit</i> Characterisation</p>	<p><b>Writing</b> Genre Narrative</p> <p><i>Model Text</i> Tadpole's Promise</p> <p><i>Toolkit</i> Description</p> <hr/> <p>Genre Non-Narrative (News Report)</p> <p><i>Model Text</i> The House Held Up By Trees</p> <p><i>Toolkit</i> Recount</p>	<p><b>Writing</b> Genre Poetry</p> <p><i>Model Text</i> If The World Were</p> <p><i>Toolkit</i> Poetry</p> <hr/> <p>Genre Letter / Recount (to Paddington About Easter / Benjamin Zephaniah)</p> <p>The Magic Finger</p>	<p><b>Writing</b> Genre Narrative</p> <p><i>Model Text</i> The Day the Elephants Led the Parade</p> <p><i>Toolkit</i> Description</p> <hr/> <p>Genre Instructions</p> <p><i>Model Text</i> Marvellous Medicine</p> <hr/> <p>Genre Non-Narrative (Non-Chronological Report)</p> <p><i>Model Text</i> The Big Five (Endangered Animals)</p> <p><i>Toolkit</i> Information Texts</p>
	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.</li> <li>• Use full stops and capital letters- most are correct. (This will be across a range of dictated and independent writing)</li> <li>• Mostly use exclamation and question marks accurately to demarcate sentences.</li> </ul>		<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe, expand and specify. ('the delicate, blue butterfly flew off into the humid, summer sky')</li> <li>• Use subordination (when, if, that, or, because). (Consistent use of both e.g. You need to pack your rain coat because it is going to rain later.)</li> <li>• Use capital letters for the personal pronoun I and for most proper nouns.</li> </ul>		<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use sentences with different forms: statements, questions, exclamations and commands.</li> <li>• Use coordination (using or, and, but)</li> <li>• Use present and past tenses correctly and consistently including the progressive form.</li> <li>• Use adjectives, adverbs and expanded noun phrases to add detail and specify.</li> <li>• Begin to use commas to separate items in a list.</li> <li>• Sometimes use apostrophes for singular possession.</li> </ul>	
	<p><b>Spelling</b> 1: Phase 5 GPCs Including Polysyllabic Words 2: Homophones 3: Strategies at the Point of Writing, For Learning Words and Proofreading 4: Common Exception Words 5: High-Frequency Words 6: /ai/ Spelt 'i' in Common Exception Words</p>	<p><b>Spelling</b> 1: Strategies for Learning Words and Proofreading 2: Common Exception Words and Personal Words 3: Phase 5 GPCs That Are Not Secure 4: Homophones 5: /dʒ/ Sound Spelt 'ge' and 'dge' at the End of Words, and sometimes as 'g' Elsewhere in Words Before 'e', 'i' and 'y' 6: /s/ Sound Spelt 'c' Before 'e', 'i' and 'y' 7: /n/ Sound Spelt 'kn' and 'gn' at the Beginning of Words</p>	<p><b>Spelling</b> 1: Strategies at the Point of Writing, for Learning Words; Proofreading 2: /ai/ Sound Spelt 'y' 3: Common Exception Words and High-Frequency Words 4: Contractions 5: /l/ or /əl/ Sound Spelt '-le' at the End of Words and Following a Consonant 6: Adding Endings '-ing', '-ed', '-er', '-est' to Words Ending in 'e' With a Consonant Before It 7: Adding the Ending 'y' to Words Ending in 'e' With a Consonant Before It 8: /i:/ Sound Spelt 'ey' 9: Homophones and Near Homophones 10: /r/ Sound Spelt 'wr' 11: Adding '-ing', '-ed', '-er', '-est' and '-y' to Words of One Syllable Ending in a Single Consonant After a Single Vowel</p>	<p><b>Spelling</b> 1: /b/ Spelt 'a' After 'w' and 'qu' 2: Strategies for Learning Spellings, at the Point of Writing, for Learning Words and Proofreading. 3: /ʒ/ spelt 's' 4: Homophones 5: Adding '-es' to Nouns and Verbs Ending in 'y' 6: The Possessive Apostrophe (Singular Nouns) 7: Adding Suffixes '-ful', '-less' and '-ly' 8: Contractions 9: Words Ending '-tion'</p>	<p><b>Spelling</b> 1: Strategies at the Point of Writing, Proofreading and for Learning Words 2: /l/ or /əl/ Sound Spelt '-el' at the End of Words 3: Adding Endings '-ing', '-ed', '-er', and '-est' to Words Ending in 'y' 4: /ɔ:/ Sound Spelt 'a' Before 'l' and 'll' 5: /ɔ:/ Sound Spelt 'ar' After 'w' 6: Suffixes '-ment' and '-ness' 7: Common Exception Words 8: /ɜ:/ Sound Spelt 'or' After 'w' 9: The Possessive Apostrophe 10: The /l/ or /əl/ Sound Spelt '-al' at the End of Words</p>	<p><b>Spelling</b> 1: Spellings and Concepts That Pupils Need to Secure 2: Homophones 3: /ʌ/ Sound Spelt 'o' 4: /l/ or /əl/ Sounds Spelt 'il' at the End of Words 5: Common Exception Words 6: Revision of All Content From the Year 2 Programme 7: Securing Spelling Strategies, at the Point of Writing, After Writing, Developing Proofreading and Checking Skills Including Using a Dictionary, and Learning Spellings</p>
	<p><b>Handwriting</b> Recap Year 1 Handwriting objectives 1: Joining to the Top 2: Joining from the Letter 'e' 3: Joining from the Letter 'i'</p>	<p><b>Handwriting</b> 4: The Horizontal Join 5: The Size and Height of Letters 6: Joining from the Letter 'o' 7: Capital Letters 8: Joining to the Letter 'a'</p>	<p><b>Handwriting</b> 9: Joining to the Letter 'r' 10: The Horizontal Join 11: Small Letters: Same Height and Size 12: Joining to the Letter 'r' 13: Joining to Ascenders</p>	<p><b>Handwriting</b> 14: Joining from the Letter 'o' 15: Printing 16: Joining to / from the Letter 'c' 17: Writing the Letter 'g' 18: The Diagonal Join</p>	<p><b>Handwriting</b> 19: The Two Ways of Joining the Letter 's' 20: Joining to the Letter 'y' 21: Joining to the Letter 'g' 22: The Four Handwriting Joins 23: Joining from the Letter 'w'</p>	<p><b>Handwriting</b> 24: Correct Height and Size of Letters 25: Punctuation 26: Joining to / from the Letter 'i' 27: Joining to / from the Letter 's' 28: Joining from the Letter 'e'</p>

Year 3	<p><b>Writing</b> Genre Finding Narrative</p> <p><i>Model Text</i> Adventure at Sandy Cove</p> <p><i>Toolkit</i> Creating Plots / Paragraph Types</p> <hr/> <p>Genre Instructional Text</p> <p><i>Model Text</i> How to Make Paella</p> <p><i>Toolkit</i> Instruction Texts</p>	<p><b>Writing</b> Genre Portal Narrative</p> <p><i>Model Text</i> The Garden</p> <p><i>Toolkit</i> Creating Settings</p> <hr/> <p>Genre Non-Chronological Report</p> <p><i>Model Text</i> Stone Age Boy</p> <p><i>Toolkit</i> Information Texts / Non-Chronological Reports</p>	<p><b>Writing</b> Genre Recount - Newspaper Report</p> <p><i>Model Text</i> Tornado Destroys Local House</p> <p><i>Toolkit</i> Recount Texts</p> <hr/> <p>Genre Adventure Narrative</p> <p><i>Model Text</i> The Firework Maker's Daughter</p> <p><i>Toolkit</i> Hooking Your Reader</p>	<p><b>Writing</b> Genre Character Flaw Narrative</p> <p><i>Model Text</i> Bill's New Frock</p> <p><i>Toolkit</i> Characterisation and Dialogue</p> <hr/> <p>Genre Discussion Text</p> <p><i>Model Text</i> Zoos</p> <p><i>Toolkit</i> Discussion Texts</p>	<p><b>Writing</b> Genre Explanation Text</p> <p><i>Model Text</i> How Mummies Are Made</p> <p><i>Toolkit</i> Explanation Texts</p> <hr/> <p>Genre Poetry</p> <p><i>Model Text</i> Let's Celebrate</p> <p><i>Toolkit</i> Poetry</p>	<p><b>Writing</b> Genre Dilemma Narrative</p> <p><i>Model Text</i> The Great Kapok Tree</p> <p><i>Toolkit</i> Characterisation and Dialogue / Changing Paragraphs</p> <hr/> <p>Genre Persuasive Letter</p> <p><i>Model Text</i> Protect the New Forest</p> <p><i>Toolkit</i> Persuasion Texts</p>
	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Sentence Types</li> <li>• Full Stops</li> <li>• Capital Letters</li> <li>• Question Marks</li> <li>• Exclamation Marks</li> <li>• Inverted Commas</li> <li>• Bullet Points</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Apostrophes for Contraction</li> <li>• Commas for Sentences of Three – Description, Lists</li> <li>• Singular and Plural</li> <li>• Suffixes</li> <li>• Word Class: Adjective / Noun / Noun Phrase / Verb / Adverb</li> <li>• Imperative Verbs</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Tenses (Past, Present, Future)</li> <li>• Connectives</li> <li>• Generalisers</li> <li>• Alliteration</li> <li>• Similes</li> <li>• Word Families</li> <li>• Conjunctions</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Coordinating Conjunctions</li> <li>• Subordinating Conjunctions</li> <li>• Clauses</li> <li>• Subordinate Clauses</li> <li>• Adverbs</li> <li>• Prepositions</li> <li>• Direct Speech</li> <li>• Inverted Commas</li> <li>• Prefixes</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Pronouns</li> <li>• Imperative Verbs</li> <li>• Relative Clauses</li> <li>• Inverted Commas</li> <li>• a / ab</li> <li>• Perfect Verb Form</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Conjunctions, Adverbs and Prepositions to Express Time and Cause</li> <li>• Subordination (as, although, while) &amp; Coordination</li> <li>• Sentences Starters AC (adverbs / connectives)</li> <li>• Relative Clauses (who, which)</li> </ul>
	<p><b>Spelling</b></p> <p>1: Suffixes From Year 2: '-s', '-es', '-er', '-ed', '-ing'</p> <p>2: Prefix 'dis-'</p> <p>3: Prefix 'un-'</p> <p>4: Rarer GPCs: Words With the /eɪ/ Sound Spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they):</p> <p>5: Dictation</p> <p>6: Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>	<p><b>Spelling</b></p> <p>1: Prefixes 'mis-' and 're-'</p> <p>2: /ɪ/ Sound Spelt 'y'</p> <p>3: Words Ending With the /g/ Sound Spelt '-gue' and the /k/ Sound Spelt '-que' (French in Origin)</p> <p>4: Strategies for Learning Words: Words From Statutory and Personal Spelling Lists</p>	<p><b>Spelling</b></p> <p>1: From Year 2: Suffixes '-ness' and '-ful' Following a Consonant</p> <p>2: Prefixes 'sub-' and 'tele-'</p> <p>3: Words With the /ʃ/ Sound Spelt 'ch' (Mostly French in Origin) as well as 's', 'ss(ion/ure)'</p> <p>4: Suffixes '-ness' and '-ful'</p> <p>5: Suffixes '-less' and '-ly'</p>	<p><b>Spelling</b></p> <p>1: Prefixes 'super-' and 'auto-'</p> <p>2: Words From Statutory and Personal Spelling Lists</p> <p>3: Strategies at the Point of Writing</p> <p>4: Homophones</p> <p>5: Words With the /k/ Sound Spelt 'ch' (Greek in Origin)</p> <p>6: Proofreading</p>	<p><b>Spelling</b></p> <p>1: Previously Taught Suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>2: Suffix '-ly' with Root Words Ending in 'le' and 'ic'</p> <p>3: Rare GPCs (/ɪ/ sound)</p> <p>4: From Year 2: Apostrophe for Contraction</p> <p>5: Words from Statutory and Personal Spelling Lists</p>	<p><b>Spelling</b></p> <p>1: Recap</p> <p>2: /ʌ/ Sound Spelt 'ou'</p> <p>3: Homophones (Including heel/heal/he'll, plain/ plane, groan/grown and rain/rein/reign)</p> <p>4: Proofreading</p> <p>5: Strategies for Learning Words: Words From Statutory and Personal Spelling Lists</p>
	<p><b>Handwriting</b></p> <p>1: Forming Descenders Accurately</p> <p>2: Forming Ascenders Accurately</p> <p>3: Diagonal Join to a Small Letter</p> <p>4: Diagonal Join to a Tall Letter</p> <p>5: Joining to and from the Letter 'l'</p>	<p><b>Handwriting</b></p> <p>6: Joining to the Letter 'y'</p> <p>7: Forming the Letter 's'</p> <p>8: Joining from the Letter 'i'</p> <p>9: Spacing Between Letters</p> <p>10: Writing with a Slant</p>	<p><b>Handwriting</b></p> <p>11: Forming Capital Letters</p> <p>12: Writing the Letter 't' at the Correct Height</p> <p>13: Spacing Letters Consistently</p> <p>14: Forming Double Letters Correctly</p> <p>15: Joining to the Letter 'e'</p>	<p><b>Handwriting</b></p> <p>16: Joining to the Letter 'k'</p> <p>17: The Second Join</p> <p>18: Joining from the Letter 'e'</p> <p>19: The Horizontal Join</p> <p>20: Joining from the Letter 'a'</p>	<p><b>Handwriting</b></p> <p>21: Punctuation</p> <p>22: Diagonal Joins to the Letter 'y'</p> <p>23: Joining to / from the Letter 'r'</p> <p>24: Joining from the Letter 'w'</p>	<p><b>Handwriting</b></p> <p>25: Forming Numerals Correctly</p> <p>26: Writing Silent Letters</p> <p>27: Joining from the Letter 'f'</p> <p>28: Writing Decorated Capital Letters</p>

Year 4	<p><b>Writing</b> Genre Narrative</p> <p><i>Model Text</i> When the Mountains Roared</p> <p><i>Toolkit</i> Creating Settings</p> <hr/> <p>Genre Non-Narrative (Explanation)</p> <p><i>Model Text</i> The Tidy Your Bedroom Machine - How it Works</p> <p><i>Toolkit</i> Explanation Texts</p>	<p><b>Writing</b> Genre Narrative (Myth / Conquering the Monster)</p> <p><i>Model Text</i> Theseus and the Minotaur</p> <p><i>Toolkit</i> Creating Settings / Characterisation and Dialogue</p> <hr/> <p>Genre Narrative (Wishing Story)</p> <p><i>Model Text</i> The Bear and the Hare</p> <p><i>Toolkit</i> Paragraph Types</p>	<p><b>Writing</b> Genre Non-Narrative (Instructional Text)</p> <p><i>Model Text</i> How to Look After a Pet Dragon</p> <p><i>Toolkit</i> Instruction Texts</p> <hr/> <p>Genre Narrative (Flashback)</p> <p><i>Model Text</i> The Piano</p> <p><i>Toolkit</i> Changing Paragraphs</p>	<p><b>Writing</b> Genre Non-Narrative (Non-Chronological Report)</p> <p><i>Model Text</i> We Travel So Far</p> <p><i>Toolkit</i> Information Texts (Non-Chronological Reports)</p> <hr/> <p>Genre Non-Narrative (Persuasive Text)</p> <p><i>Model Text</i> The Smoobo</p> <p><i>Toolkit</i> Persuasion Texts</p>	<p><b>Writing</b> Genre Non-Narrative (Discussion)</p> <p><i>Model Text</i> Should you be allowed to have a barbecue at a theme park?</p> <p><i>Toolkit</i> Discussion Texts</p> <hr/> <p>Genre Poetry</p> <p><i>Model Text</i> Still I Rise</p> <p><i>Toolkit</i> Poetry</p>	<p><b>Writing</b> Genre Non-Narrative (Explanatory Speech Script)</p> <p><i>Model Text</i> Once Upon a Raindrop</p> <p><i>Toolkit</i> -</p> <hr/> <p>Genre Narrative (Adventure)</p> <p><i>Model Text</i> The Legend of the Rabbit Trio</p> <p><i>Toolkit</i> Creating Plots / Changing Paragraphs</p>
	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Subjects (Nouns) and Actions (Verbs)</li> <li>• Simple Sentences</li> <li>• Fragments v Sentences</li> <li>• Avoiding Fragments and Run-Ons</li> <li>• Compound Sentences (Coordinating Conjunctions)</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Revisit</li> <li>• Complex Sentences (Subordinating Conjunctions)</li> <li>• Reverse Complex Sentences</li> <li>• Adverbial Phrases</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Revisit</li> <li>• Drop-In Phrases / Clauses</li> <li>• Expanding Sentences - Who? What? Where? When? Why? How?</li> <li>• Word Class</li> <li>• Sentence Types</li> <li>• Possessive Pronouns</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Revisit</li> <li>• Subordinate / Main</li> <li>• Direct Speech Punctuation</li> <li>• Apostrophes</li> <li>• Fronted Adverbials</li> <li>• Noun Phrases</li> <li>• Commas</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Prefixes and Suffixes</li> <li>• Tense</li> <li>• Apostrophes</li> <li>• Sentence Types</li> <li>• Word Families</li> <li>• Commas</li> <li>• Possessive Pronouns</li> <li>• Noun v Adverbial Phrases</li> <li>• Direct Speech Punctuation</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Word Class</li> <li>• Sentence Structures</li> <li>• Revisit and Consolidate</li> </ul>
	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: Spelling Strategies</li> <li>2: Words Ending /zə/</li> <li>3: Statutory / Personal List (u)</li> <li>4: Apostrophes for Singular Possession</li> <li>5: Homophones</li> <li>6: Statutory / Personal List (air)</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: Statutory / Personal List (ie)</li> <li>2: Prefixes 'in-', 'il-', 'im-', 'ir-'</li> <li>3: Statutory / Personal List (oe)</li> <li>4: /eɪ/ sound spelt 'ei', 'eigh' or 'ey', /ʃ/ sound spelt 'ch', and the /ʌ/ sound spelt 'ou'</li> <li>5: Statutory / Personal List (ue)</li> <li>6: Suffixes Beginning with Vowel Letters ('-ing', '-er', '-en', '-ed')</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: /g/ sound spelt 'gu'</li> <li>2: Words with endings sounding like /tʃə/ spelt '-ture'</li> <li>3: Statutory / Personal List (ar)</li> <li>4: Possessive Apostrophe for Plurals</li> <li>5: Homophones</li> <li>6: Statutory / Personal List (ee)</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: Statutory / Personal List (aw)</li> <li>2: Prefixes: '-anti' and '-inter'</li> <li>3: Statutory / Personal List (ay)</li> <li>4: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</li> <li>5: Statutory / Personal List (ew)</li> <li>6: Statutory / Personal List (er)</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: Words with the /s/ sound spelt 'sc' (Latin in origin)</li> <li>2: Endings that sound like /ʃən/ spelt 'sion'</li> <li>3: Statutory / Personal List (s)</li> <li>4: Apostrophes for Possession</li> <li>5: Homophones</li> <li>6: Statutory / Personal List (e)</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: Suffix '-ous'</li> <li>2: Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</li> <li>3: Statutory / Personal List (i)</li> <li>4: Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</li> <li>5: Statutory / Personal List (f)</li> <li>6: Statutory / Personal List (h)</li> </ol>
	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>1: Joining from the Letter 'e'</li> <li>2: Joining to / from the Letter 's'</li> <li>3: Writing Letters at the Correct Size and Height</li> <li>4: Writing Double Letters</li> <li>5: Consistency in Spacing</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>6: Using a Diagonal Join</li> <li>7: The Horizontal Join</li> <li>8: Joining to the Letter 'y'</li> <li>9: Speedwriting</li> <li>10: The Size and Height of Letters</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>11: Spacing Within Words</li> <li>12: Joining to / from the Letter 'w'</li> <li>13: Joining from the Letter 'm'</li> <li>14: Joining to the Letter 'a' from the Letter 'w'</li> <li>15: Using a Diagonal Joining Line</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>16: Speedwriting</li> <li>17: Joining from the Letter 'i'</li> <li>18: The Diagonal Join to Ascenders</li> <li>19: Joining to / from the Letter 'f'</li> <li>20: Joining to / from the Letter 'e'</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>21: Punctuation</li> <li>22: Consistency in Forming and Joining Letters</li> <li>23: Printing to Make Captions</li> <li>24: Joining to / from the Letter 'v'</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>25: Break Letters</li> <li>26: Drafting and Editing</li> <li>27: Speedwriting</li> <li>28: Printing to Make a Poster</li> </ol>



Year 5	<p><b>Writing</b> Genre Narrative / Non-Narrative (Setting, Character Description, Break in Story, Newspaper Report)</p> <p>Model Text Oliver Twist</p> <p>Toolkit Creating Plots</p>	<p><b>Writing</b> Genre Narrative Poetry</p> <p>Model Text The Highwayman</p> <p>Genre Non-Chronological Report</p> <p>Model Text Forests of the World</p> <p>Genre Non-Narrative Poster</p> <p>Model Text Looking After Forests</p> <p>Toolkit Persuasion</p>	<p><b>Writing</b> Genre Non-Narrative (Information Pages / Newspaper Reports)</p> <p>Genre Narrative</p> <p>Model Text The Wolves of Willoughby Chase</p> <p>Toolkit Paragraphing</p>	<p><b>Writing</b> Genre Narrative</p> <p>Model Text The Present</p> <p>Toolkit Atmospheres, Changes in Personality, Dialogue</p> <p>Genre Narrative</p> <p>Model Text Ali Baba and the Forty Thieves</p> <p>Toolkit Dialogue</p> <p>Genre Non-Narrative</p> <p>Model Text UK Brochure</p> <p>Toolkit Persuasion</p>	<p><b>Writing</b> Genre Non-Narrative (Recount)</p> <p>Model Text Stop Thief</p> <p>Toolkit Journalist Writing</p> <p>Genre Narrative (Cautionary / Environmental Tale)</p> <p>Model Text The Hat</p>	<p><b>Writing</b> Genre Non-Narrative (Non-Chronological Report)</p> <p>Model Text The Jabberwocky</p> <p>Genre Non-Narrative (Explanation Text)</p> <p>Model Text Earth Files - Rivers and Lakes; How Rivers Are Formed</p>
	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>Expanding noun phrases by adding modifying adjectives/prepositions (Characters and Settings)</li> <li>Nouns/pronouns for clarity &amp; avoiding repetition.</li> <li>Fronted adverbials followed by commas.</li> <li>Difference between plural and possessive -s</li> <li>Inverted commas for speech/quotes and punctuation between. (Robbery Scene)</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>Relative clauses/relative pronouns.</li> <li>Modal Verbs to indicate degrees of possibility, might, will.</li> <li>Adverbs to indicate degrees of possibility eg Perhaps.</li> <li>Punctuating with bullet points consistently (Explanation text)</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>Parenthesis using brackets, commas and dashes. (Narrative)</li> <li>Cohesion-Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] (Narrative)</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>Subjunctive Form (Ali-Baba)</li> <li>Tenses present/past perfect</li> <li>Tenses present/past progressive.</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>Using commas and hyphens to avoid ambiguity</li> <li>Using expanded noun phrases to convey complicated information concisely. (Journalistic Report)</li> <li>Using semicolons, colons and dashes to mark boundaries between independent clauses (Narrative)</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>Active/Passive Voice (Explanation Text)</li> <li>Prefixes - Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>Suffixes - Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>Colons to introduce lists (Non-Chron report)</li> </ul>
	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>Year 5/6 Word List</li> <li>'Ough' String</li> <li>Silent Letters</li> <li>Etymology</li> <li>ible/able</li> <li>Homophones</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>Year 5/6 Word List</li> <li>Plurals s, es, ies</li> <li>Apostrophe for Contraction</li> <li>Use of Hyphen</li> <li>Proofreading</li> <li>Dictionaries: Roots and Morphemes</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>Year 5/6 Word List</li> <li>Revise Apostrophe for Possession</li> <li>Rare GPCs</li> <li>ibly/ably</li> <li>Homophones</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>Recap Spellings</li> <li>Proofreading</li> <li>Year 5/6 Word List</li> <li>Generating Words From Roots</li> <li>Revise Homophones</li> <li>'i' sound spelt 'ei'</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>Spelling Strategies / Y5/6 Words</li> <li>Using Etymological / Morphological Strategies for Spelling</li> <li>Proofreading</li> <li>Homophones</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>Recap Spellings</li> <li>Spelling strategies</li> <li>Proofreading</li> <li>Problem Suffixes</li> <li>Year 5/6 Word List</li> <li>Homophones KS2</li> </ol>
	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>Joining to / from the Letter 'r'</li> <li>Consistent Letter Height and Size</li> <li>Developing Fluency</li> <li>Correct Height of the Letter 't'</li> <li>Forming and Joining the Letter 's'</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>Break Letters</li> <li>Writing a Play Script</li> <li>Printing</li> <li>Forming Ascenders Correctly</li> <li>Presentation</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>Presentation</li> <li>Correct Formation of the Letter 'k'</li> <li>Forming the Letter 'y' Correctly</li> <li>Speed and Fluency</li> <li>Punctuation</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>Consistency in Letter Sizes</li> <li>Speedwriting</li> <li>Forming Small Letters Correctly</li> <li>Forming and Joining the Letter 'f'</li> <li>Writing with a Slant</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>Printing</li> <li>Speedwriting</li> <li>Writing Decorated Capital Letters</li> <li>Writing Letters</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>Paragraphs</li> <li>Presentation</li> <li>Revising Difficult Joins</li> <li>Different Handwriting Styles</li> </ol>

<p>Year 6</p>	<p><b>Writing</b> Genre Narrative</p> <p><i>Model Text</i> Wonder</p> <p><i>Toolkit</i> Characterisation &amp; Dialogue</p> <hr/> <p>Genre Poetry</p> <p><i>Model Text</i> Battle Call</p> <p><i>Toolkit</i> A/B Rhyming Metaphors</p> <hr/> <p>Genre Non-Narrative (Letter Writing)</p> <p><i>Model Text</i> You Are A Champion</p> <p><i>Toolkit</i> Informal Letter / Tone</p> <p>Something to do with plants? Link to topic?</p>	<p><b>Writing</b> Genre Narrative &amp; Non-Narrative Writing (Newspaper Report, Informal Letter, Diary Entry, Non-Chronological Report, Continuation of Narrative, Discussion)</p> <p><i>Model Text</i> The Boy in the Tower</p> <p><i>Toolkit</i> Structure of a Newspaper (Direct &amp; Indirect Speech), Formal and Informal Writing</p>	<p><b>Writing</b> Genre Narrative</p> <p><i>Model Text</i> Alma</p> <p><i>Toolkit</i> Creating Settings and Atmosphere / Entertain</p> <hr/> <p>Genre</p> <p><i>Model Text</i></p> <p><i>Toolkit</i></p> <hr/> <p>Genre Non-Narrative (Newspaper)</p> <p><i>Model Text</i> Three Little Pigs</p> <p><i>Toolkit</i> Writing to Inform</p>	<p><b>Writing</b> Genre Non-Narrative (Non-Chronological Report)</p> <p><i>Model Text</i> Holes</p> <p><i>Toolkit</i> Non-Chronological Report - Desert Biome &amp; Yellow Spotted Lizard / Inform</p> <hr/> <p>Genre Poetry</p> <p><i>Model Text</i> Derby Day</p> <p><i>Toolkit</i> <a href="https://www.literacyshed.com/derby-day.html">https://www.literacyshed.com/derby-day.html</a></p> <hr/> <p>Genre Non-Narrative (Discussion / Debate Writing)</p> <p><i>Model Text</i> The Island</p> <p><i>Toolkit</i> Discussion Texts</p>	<p><b>Writing</b> Genre Non-Narrative</p> <p><i>Model Text</i> Pig Heart Boy</p> <p><i>Toolkit</i> Balanced Argument - Should children be offered priority for organ transplants?</p> <p>Persuasive (formal) letter (Dad to doctor) Diary entry (Cam meets Trudy) Description (Cam going into surgery) Newspaper Report Informal letter (supporter/activist) Monologue (Cam to Alex)</p> <hr/> <p>Genre Narrative</p> <p><i>Model Text</i> The Boy Who Swam With Piranhas</p> <p><i>Toolkit</i> Creating Tension</p> <hr/> <p>Genre Poetry</p> <p><i>Model Text</i> The Dong With a Luminous Nose</p> <p><i>Toolkit</i> Nonsense Poetry <a href="https://interestingliterature.com/2021/07/edward-lear-the-dong-with-a-luminous-nose-summary-analysis/">https://interestingliterature.com/2021/07/edward-lear-the-dong-with-a-luminous-nose-summary-analysis/</a></p>	<p><b>Writing</b> Genre Non-Narrative (Biography)</p> <p><i>Model Text</i> Floodland</p> <p><i>Toolkit</i> Campaign - Saving the Environment</p> <hr/> <p>Genre</p> <p><i>Model Text</i></p> <p><i>Toolkit</i></p>
	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Nouns, pronouns and relative pronouns</li> <li>• Conjunctions</li> <li>• Fronted adverbials</li> <li>• Prepositions</li> <li>• Figurative language (alliteration, onomatopoeia, simile, metaphor &amp; personification)</li> <li>• Passive voice</li> <li>• Inverted commas (punctuating speech correctly)</li> <li>• Expanded noun phrases</li> <li>• Modal verbs or adverbs to indicate degrees of possibility.</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Speech (direct &amp; indirect)</li> <li>• Past tense</li> <li>• Chronological order</li> <li>• Orientation paragraph (5Ws)</li> <li>• quotes – including emotive language</li> <li>• Embedded clauses to provide additional information about the subject of a sentence</li> <li>• Bias &amp; statistics</li> <li>• Counter argument that refers to opposing point of view – contrasting connectives</li> <li>• Modal verbs could/would/should/might/ought.</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Show not tell</li> <li>• Figurative language (alliteration, onomatopoeia, simile, metaphor &amp; personification)</li> <li>• Prepositions</li> <li>• Adverbs</li> <li>• Synonyms</li> <li>• Modal verbs</li> <li>• Complex noun phrases</li> <li>• Fronted adverbials</li> <li>• Varied sentence length and type</li> <li>• Conjunctions</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Headings / subheadings</li> <li>• Cohesive devices / grammatical phrases (therefore, furthermore, such as, on the other hand)</li> <li>• Paragraphs (introduction and conclusion)</li> <li>• Emotive language to convince the reader</li> <li>• Varied sentence length</li> <li>• Active and passive voice</li> <li>• Complex sentence</li> <li>• Range of subordinating conjunctions</li> <li>• A range of parenthesis (brackets, dashes, colons, semi-colons)</li> <li>• Well constructed argument</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Controlled verb forms</li> <li>• Varied sentence length and type</li> <li>• Fronted adverbials</li> <li>• Complex nouns phrases to add detail</li> </ul>

	<ul style="list-style-type: none"> <li>• A range of parenthesis (brackets, dashes, colons, semi-colons)</li> <li>• Paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>• Conditional sentences using conjunctions– if, unless, providing, provided, as long as.</li> <li>• Subjunctive verbs for formality</li> </ul>		<ul style="list-style-type: none"> <li>• Adverbs linking ideas across the text</li> </ul>		
	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: Year 5/6 Word List</li> <li>2: able/ably &amp; ible/ibly</li> <li>3: Suffix -fer</li> <li>4: SATS Practice</li> <li>5: Proofreading</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: Year 5/6 Word List</li> <li>2: Homophones (ce/se)</li> <li>3: Personalised Spelling</li> <li>4: Endings (-cious &amp; -tious)</li> <li>5: Year 5/6 Word List</li> <li>6: Revision</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: -ough Sound</li> <li>2: Year 5/6 Word List</li> <li>3: Endings (-cial &amp; -tial)</li> <li>4: Proofreading</li> <li>5: Word Generation With Prefix</li> <li>6: Semi-Colon</li> <li>7: Objective and Subjective Language</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: Recap Spellings</li> <li>2: Homophones (KS2)</li> <li>3: Proofreading</li> <li>4: Year 5/6 Word List</li> <li>6: Generating Words From Prefixes and Roots</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: Rare GPCS &amp; Year 5/6 Word List</li> <li>2: Spelling Strategies</li> <li>3: Word Endings (-ant, -ance -ancy)</li> <li>4: Proofreading</li> <li>5: Root Words and Meaning</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1: Recap Spellings</li> <li>2: Spelling Strategies</li> <li>3: Word Endings (-ent, -ence, -ency)</li> <li>4: Year 5/6 Word List</li> <li>5: Homophones KS2</li> </ol>
	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>1: Developing an Individual Handwriting Style</li> <li>2: Revising Slanted Writing</li> <li>3: Keeping Letters in Correct Proportion</li> <li>4: Writing Fluently and Legibly</li> <li>5: Forming and Joining Descenders</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>6: Forming and Joining the Letter 't'</li> <li>7: Joining to / from the Letter 'o'</li> <li>8: Punctuation</li> <li>9: Slanted Writing</li> <li>10: Capital Letters</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>11: Spacing</li> <li>12: Writing Instructions</li> <li>13: Fluency, Speed and Legibility</li> <li>14: The Diagonal Join</li> <li>15: The Horizontal Join</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>16: Forming Letters at the Correct Height and Size</li> <li>17: Leaving the Correct Space Between Letters</li> <li>18: Joining to the Letter 'r'</li> <li>19: Horizontal Joins</li> <li>20: Printing</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>21: Paragraphs</li> <li>22: Writing Double Letters</li> <li>23: Spacing Within Words</li> <li>24: Ensuring Letters are the Correct Proportion</li> </ol>	<p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>25: Presentation</li> <li>26: Fluency</li> <li>27: Speedwriting</li> <li>28: Presentation</li> </ol>