### **Thomas Buxton Primary School**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	CONTRIBUTE	RESPECT	ENJOY	ASPIRE	TEAM WORK	ENQUIRE
WHOLE SCHOOL VALUES and WEEKLY REFLECTION THEME	<ol> <li>Making a good first impression</li> <li>Ready to Learn</li> <li>Mind Your Manners</li> <li>Be included</li> <li>Play your part; do your bit.</li> <li>Talents-everybody's got one.</li> <li>All different, all equal</li> </ol>	<ol> <li>It's good to be me</li> <li>Celebrating Peace</li> <li>Thomas Buxton is         <ul> <li>Bully Free Zone</li> </ul> </li> <li>Honesty is the best policy</li> <li>Peer Pressure, do it your way</li> <li>Do as you would be done by. How should we treat others?</li> <li>Goodbye - Another year older and wiser!</li> </ol>	<ol> <li>New Year's         Resolutions</li> <li>Be happy on purpose</li> <li>Enjoy your learning</li> <li>Accentuate the         positive, eliminate         the negative.</li> <li>Thomas Buxton is a         Bully Free Zone</li> <li>Calm Down! Ways to         keep your cool.</li> </ol>	<ol> <li>I have a dream.</li> <li>You have brains in your head and feet in your shoes.</li> <li>Spring has sprung! Turning over a new leaf.</li> <li>I am special – 10 fascinating facts about me.</li> <li>You're never too young to change the world.</li> <li>Making friends and keeping friends</li> </ol>	1. TEAM –Together Everyone Achieves More 2. Do as you would be done by. How should we treat others? 3. No Man is an island 4. Resolving conflict – falling out and making up 5. Think Before You Speak	<ol> <li>But why? Questions it's ok to ask.</li> <li>Forgiveness</li> <li>Curiouser and Curiouser</li> <li>Take a closer look</li> <li>Worry</li> <li>Sorry</li> <li>Goodbye and thank you. Moving on.</li> </ol>

### **Thomas Buxton Primary School**

		T		T		
EYFS	Range 4	Range 5	Range 5	Range 5	Range 5	Range 5
	Distinguishes between the different marks they make  Enjoys drawing and writing on	Makes up stories, play scenarios, and drawings in response to experiences,	Makes up stories, play scenarios, and drawings in response to experiences, such	Makes up stories, play scenarios, and drawings in response to experiences, such	Makes up stories, play scenarios, and drawings in response to experiences, such	Makes up stories, play scenarios, and drawings in response to experiences, such
	paper, on screen and on	such as outings	as outings	as outings	as outings	as outings
	different textures, such as in sand or playdough and through using touch-screen	Sometimes gives meaning to their drawings and paintings	Sometimes gives meaning to their drawings and paintings	Sometimes gives meaning to their drawings and paintings	Sometimes gives meaning to their drawings and paintings	Sometimes gives meaning to their drawings and paintings
	technology	Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
		Includes mark making and early writing in their play	Includes mark making and early writing in their play	Includes mark making and early writing in their play	Includes mark making and early writing in their play	Includes mark making and early writing in their play
		Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right	Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right	Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right	Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right	Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
		Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes	Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes	Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes	Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes	Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
		Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words	Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words  Begins to make letter-type	Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words	Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words	Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
		Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.	shapes to represent the initial sound of their name and other familiar words.	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.

#### **Thomas Buxton Primary School**

#### Writing Curriculum Map

Range 5	Range 6	Range 6	Range 6	Range 6	ELG
	_	_	_		Write recognisable letters,
Makes up stories, play	Enjoys creating texts to	Enjoys creating texts to	Enjoys creating texts to	Enjoys creating texts to	most of which are correctly
scenarios, and drawings in	communicate meaning for	communicate meaning for an	communicate meaning for an	communicate meaning for an	formed
response to experiences, such	an increasingly wide range	increasingly wide range of	increasingly wide range of	increasingly wide range of	
as outings	of purposes, such as making	purposes, such as making	purposes, such as making	purposes, such as making	Spell words by identifying
	greetings cards, tickets, lists,	greetings cards, tickets, lists,	greetings cards, tickets, lists,	greetings cards, tickets, lists,	sounds in them and
Sometimes gives meaning to	invitations and creating	invitations and creating their	invitations and creating their	invitations and creating their	representing the sounds with
their drawings and paintings	their own stories and books	own stories and books with	own stories and books with	own stories and books with	a letter or letters
	with images and sometimes	images and sometimes with	images and sometimes with	images and sometimes with	
Ascribes meanings to signs,	with words, in print and	words, in print and digital	words, in print and digital	words, in print and digital	Write simple phrases and
symbols and words that they	digital formats	formats	formats	formats	sentences that can be read by
see in different places,					
including those they make	Gives meaning to the marks	Gives meaning to the marks	Gives meaning to the marks	Gives meaning to the marks	
themselves	they make as they draw,	they make as they draw, write,	they make as they draw,	they make as they draw,	
	write, paint and type using a	paint and type using a	write, paint and type using a	write, paint and type using a	
Includes mark making and	keyboard or touch-screen	keyboard or touch-screen	keyboard or touch-screen	keyboard or touch-screen	
early writing in their play	technology	technology	technology	technology	
Imitates adults' writing by	Begins to break the flow of	Begins to break the flow of	Begins to break the flow of	Begins to break the flow of	
making continuous lines of	speech into words, to hear	speech into words, to hear and	speech into words, to hear	speech into words, to hear	
shapes and symbols (early	and say the initial sound in	say the initial sound in words	and say the initial sound in	and say the initial sound in	
writing) from left to right	words and may start to	and may start to segment the	words and may start to	words and may start to	
	segment the sounds in	sounds in words and blend	segment the sounds in words	segment the sounds in words	
Attempts to write their own	words and blend them	them together	and blend them together	and blend them together	
name, or other names and	together				
words, using combinations of		Starts to develop phonic	Starts to develop phonic	Starts to develop phonic	
lines, circles and curves, or	Starts to develop phonic	knowledge by linking sounds to	knowledge by linking sounds	knowledge by linking sounds	
letter-type shapes	knowledge by linking sounds	letters, naming and sounding	to letters, naming and	to letters, naming and	
	to letters, naming and	some of the letters of the	sounding some of the letters	sounding some of the letters	
Shows interest in letters on a	sounding some of the letters	alphabet, identifying letters	of the alphabet, identifying	of the alphabet, identifying	
keyboard, identifying the	of the alphabet, identifying	and writing recognisable letters	letters and writing	letters and writing	
initial letter of their own	letters and writing	in sequence, such as in their	recognisable letters in	recognisable letters in	
name and other familiar	recognisable letters in	own name	sequence, such as in their	sequence, such as in their	
words	sequence, such as in their	Hear their developing phonic	own name	own name	
Begins to make letter-type	own name	Uses their developing phonic knowledge to write things such	Uses their developing phonic	Uses their developing phonic	
shapes to represent the initial	Uses their developing	as labels and captions, later	knowledge to write things	knowledge to write things	
sound of their name and	phonic knowledge to write	progressing to simple	such as labels and captions,	such as labels and captions,	
other familiar words.	things such as labels and	sentences	later progressing to simple	later progressing to simple	
Scher fairmar Words.	captions, later progressing	Serrences	sentences	sentences	
	taptions, later progressing		Jentences	Schiciles	

to simple sentences

### **Thomas Buxton Primary School**

YEAR 1	Topic: Toys	Topic: Into the Ark	Topic: Kings and Queens	Topic: Jack and the	Topic: Beside the Seaside	Topic: Dinosaurs
Composition	Fiction: Stories with	Non-Fiction: Invitations,	Non-Fiction: Instructions,	Beanstalk	Fiction: Traditional	Non-Fiction: non-chron
•	repeating patterns	Non-chron report,	advert, letter	Non-Fiction: Instructions	nursery rhymes & poems	report
	Stories from other	Instructions,	Fiction: Poetry	Fiction: Traditional Tales	Narrative (fantasy)	Fiction: Narrative (fantasy)
	cultures	Fiction: Traditional Tales		Poetry	Stories by a significant	Stories with repeating
		& Poetry to recite	saying out loud what they		author	patterns
	Guidance:		are going to write about	saying out loud what they		
	At the beginning of year 1,	saying out loud what		are going to write about	saying out loud what they	saying out loud what they
	not all pupils will have the	they are going to write	composing a sentence		are going to write about	are going to write about
	spelling and handwriting	about	orally before writing it	composing a sentence		
	skills they need to write			orally before writing it	composing a sentence	composing a sentence
	down everything that they	composing a sentence	re-reading what they have		orally before writing it	orally before writing it
	can compose out loud.	orally before writing it	written to check that it	re-reading what they have		
			makes sense	written to check that it	sequencing sentences to	sequencing sentences to
	saying out loud what they	sequencing sentences to		makes sense	form short narratives	form short narratives
	are going to write about	form short narratives	read aloud their writing			
			clearly enough to be heard	read aloud their writing	re-reading what they have	re-reading what they have
	composing a sentence	read aloud their writing	by their peers and the	clearly enough to be heard	written to check that it	written to check that it
	orally before writing it	clearly enough to be	teacher.	by their peers and the	makes sense	makes sense
		heard by their peers and		teacher.		
	read aloud their writing	the teacher.	discuss what they have		discuss what they have	discuss what they have
	clearly enough to be heard		written with the teacher or		written with the teacher	written with the teacher
	by their peers and the	discuss what they have	other pupils		or other pupils	or other pupils
	teacher.	written with the teacher				
		or other pupils			read aloud their writing	read aloud their writing
					clearly enough to be heard	clearly enough to be heard
					by their peers and the	by their peers and the
					teacher	teacher
Grammar,	leaving spaces between	leaving spaces between	leaving spaces between	leaving spaces between	leaving spaces between	leaving spaces between
Vocabulary	words	words	words	words	words	words
and						
Punctuation	joining words and joining	joining words and joining	joining words and joining	joining words and joining	joining words and joining	joining words and joining
	clauses using and	clauses using and	clauses using and	clauses using and	clauses using and	clauses using and
	beginning to punctuate	beginning to punctuate	beginning to punctuate	beginning to punctuate	beginning to punctuate	beginning to punctuate
	sentences using a capital	sentences using a capital	sentences using a capital	sentences using a capital	sentences using a capital	sentences using a capital
	letter and a full stop,	letter and a full stop,	letter and a full stop,	letter and a full stop,	letter and a full stop,	letter and a full stop,

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	question mark or	question mark or	question mark or	question mark or	question mark or	question mark or
	exclamation mark	exclamation mark	exclamation mark	exclamation mark	exclamation mark	exclamation mark
		using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2
Spelling	Common exception words Common exception words ff/zz/ll/ss/ck Common exception words  words	<ul> <li>adding s for plural</li> <li>-tch ending</li> <li>common exception words</li> <li>adding -ing and -er</li> </ul>	Words ending in -ve     Common exception words     'n' before 'k'	<ul> <li>Common exception words</li> <li>k for the /k/ sound</li> <li>Division of words into syllables</li> </ul>	<ul> <li>Words ending in -y</li> <li>New consonant spelling -ph</li> <li>New consonant spelling - wh</li> </ul>	New consonant spelling - wh     Common exception words     Compound words     prefix 'un'

#### **Thomas Buxton Primary School**

#### Writing Curriculum Map

YEAR 2

#### Composition

Topic: A walk in London Topic: Fire, Fire Non Fiction: explanation text. Instructions, recount letter, dairies Fiction: Extended Narrative

Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes

 writing narratives about personal experiences and those of others (real and fictional)

Poetry unit

letter

Non Fiction: Recount

Fiction: Narrative in a

familiar setting,

- writing about real events
- writing poetry Planning or saving out loud what they are going to write about before beginning. Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Read aloud what they have written

Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry Planning or saying out loud what they are going to write about before beginning. Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Read aloud what they have written

**Topic: Around the World** Poetry unit Non Fiction: Explanation text, Non Chronological report, Fiction: Fable

Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes Planning or saying out loud what they are going to write about before beginning. Encapsulating what they want to say, sentence by sentence Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proofreading to check for errors in spelling. grammar and punctuation Make simple additions, revisions and corrections.

Read aloud what they have written with appropriate intonation to make the meaning clear

**Topic: Around the World** Non Fiction: Persuasive letter. Recount Fiction: fairy-tale with a twist, Adventure Narrative

Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes Planning or saving out loud what they are going to write about before beginning. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Evaluating their writing with the teacher and other pupils and making simple additions, revisions and corrections. Proofreading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear

Topic: Up, up and away Non Fiction: Explanation, recount- diary, persuasive advert

Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes Planning what they are going to write about before beginning. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Evaluating their writing with the teacher and other pupils and making simple additions, revisions and corrections. Proofreading to check for errors in spelling, grammar and punctuation Read aloud what they have written with

appropriate intonation to

make the meaning clear

**Topic: Into the Garden Classic Poetry unit** Non Fiction: Non Chronological report Fiction: Stories by a significant author

Develop positive attitudes towards and stamina for writing by writing a range of text types and for different purposes

Planning what they are going to write about before beginning. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Evaluating their writing with the teacher and other pupils and making simple additions, revisions and corrections. Proofreading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear.

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Grammar,	Learn how to use	Learn how to use	Use both familiar	Use both familiar	Use both familiar	Learn how to use
Vocabulary	both familiar	both familiar	and new	and new	and new	both familiar
and	and new	and new	punctuation	punctuation	punctuation	and new
Punctuation	punctuation	punctuation	correctly	correctly	correctly	punctuation
Punctuation	correctly	correctly	including full	including full	including full	correctly
	including full	including full	stops, capital	stops, capital	stops, capital	including full
	stops, capital	stops,	letters,	letters,	letters,	stops, capital
	letters and	capital	exclamation	exclamation	exclamation	letters,
	question	letters,	marks,	marks,	marks,	exclamation
	marks	question	question	question	question	marks,
		marks and	marks,	marks,	marks,	question
	Learn how to write	commas for	commas for	commas for	commas for	marks,
	sentences	lists	lists and	lists and	lists and	commas for
	with different		apostrophes	apostrophes	apostrophes	lists and
	forms:	Learn how to	for possession	for	for	apostrophes
	statement,	write		possession	contracted	for
	question,	sentences	Learn how to write	•	forms and	contracted
	exclamation,	with	sentences with	Learn how to write	possession	forms and
	command	different	different	sentences		possession
		forms:	forms:	with different	Learn how to write	
	Expanded noun	statement,	statement,	forms:	sentences	Learn how to write
	phrases to	question,	question,	statement,	with different	sentences
	describe and	exclamation,	exclamation,	question,	forms:	with different
	specify	command	command	exclamation,	statement,	forms:
				command	question,	statement,
	The present and	Expanded noun	Expanded noun		exclamation,	question,
	past tenses	phrases to	phrases to	Expanded noun	command	exclamation,
	correctly	describe and	describe and	phrases to		command
		specify	specify	describe and	Expanded noun	
	Co-ordination			specify	phrases to	Expanded noun
	(using or,	The present and	The present and		describe and	phrases to
	and, or but)	past tenses	past tenses	The present and	specify	describe and
		correctly	correctly and	past tenses		specify
			consistently	correctly and	The present and	
		Co-ordination	including the	consistently	past tenses	The present and
		(using or,	progressive	including the	correctly and	past tenses
		and, or but)	form		consistently	correctly and

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		Some features of written Standard English	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Some features of written Standard English	progressive form  Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Some features of written Standard English	including the progressive form  Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Some features of written Standard English	consistently including the progressive form  Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Some features of written Standard English
Spelling	<ul> <li>Common exception words (Y1)</li> <li>le or igh</li> <li>ew or ue</li> <li>ow (different sounds)</li> <li>ear (different sounds)</li> <li>a-e / o-e</li> <li>i-e / u-e</li> </ul>	<ul> <li>e-e /. au</li> <li>Homophones</li> <li>/s/ spelt c before e, i and y</li> <li>Common exception words</li> <li>/n/ spelt kn and less often gn at the start of words</li> <li>Wr at the beginning of words</li> <li>le and -el at the end of words</li> </ul>	<ul> <li>al at the end of words</li> <li>Words ending in -il</li> <li>y at the end of verbs</li> <li>Common exception words</li> <li>3<sup>rd</sup> person verbs y to ies</li> <li>-y to i before adding ed or est</li> <li>-y at the end of nouns</li> </ul>	<ul> <li>or' sound before I using 'a' before I or II</li> <li>Common exception words</li> <li>CVC word and CCVC words one syllable words with a double consonant when -ing -er -est and - y are added</li> <li>Possessive apostrophe</li> </ul>	<ul> <li>Words that include – tion</li> <li>Contractions</li> <li>The stressed /er/spelt with 'or after w and the sound /or/spelt 'ar' after w</li> <li>The /o/ sound spelt with 'a' after w and qu</li> <li>The sound /ee/ spelt with -ey</li> </ul>	<ul> <li>Suffix starting with a consonant added on to a root word</li> <li>when the root word ends in -y with a consonant before it</li> <li>The sound /zh/ spelt 's'</li> <li>dge and ge</li> <li>Homophones /Near homophones</li> </ul>

### **Thomas Buxton Primary School**

YEAR 3	Topic: Prehistoric Non Fiction: explanation	Topic: On Dangerous Grounds	Topic: It's a Wonderful World	Topic: Plant World Poetry unit	Topic: Ancient Civilizations	Topic: Ancient Civilizations
Composition	text	Classic poetry	Non-fiction: Monologue	Non- Fiction: Discussion	Non-fiction: Recounts-	Poetry unit
	Fiction: Mystery Narrative	Non Fiction: recount and biographies	and instructions Fiction: Adventure story	text and persuasive letters	news reports and diaries Fiction: Fairy tales	Non-fiction: non chronological report
	Discussing writing similar	Fiction: Narrative letter,	riction. Adventure story	letters	riction. Fairy tales	Fiction: fables, play-
	to that which they are	narrative recount		Discussing writing similar	Discussing writing similar	scripts
	planning to write in order		Discussing writing similar to	to that which they are	to that which they are	
	to understand and learn	Discussing writing similar	that which they are	planning to write in order	planning to write in order	Discussing writing simila
	from its structure,	to that which they are	planning to write in order	to understand and learn	to understand and learn	to that which they are
	vocabulary and grammar	planning to write in	to understand and learn	from its structure,	from its structure,	planning to write in ord
		order to understand and	from its structure,	vocabulary and grammar	vocabulary and grammar	to understand and learn
	Composing and rehearsing	learn from its structure,	vocabulary and grammar			from its structure,
	sentences orally (including	vocabulary and grammar	Composing and rehearsing	Composing and rehearsing	Progressively building a	vocabulary and gramm
	dialogue) and	Composing and	Composing and rehearsing sentences orally (including	sentences orally (including dialogue), progressively	varied and rich vocabulary and an increase range of	Progressively building a
	organising paragraphs around a theme	rehearsing sentences	dialogue), progressively	building a varied and rich	sentence structures.	varied and rich vocabul
	Creating settings,	orally (including	building a varied and rich	vocabulary and an	sentence structures.	and an increase range of
	characters and plot	dialogue).	vocabulary and an increase	increase range of sentence	Organising paragraphs	sentence structures.
	Using simple organisation	Creating settings,	range of sentence	structures.	around a theme	Organising paragraphs
	devices such as headings	characters and plot	structures.		Assess the effectiveness of	around a theme and us
	and subheadings	Organising paragraphs	Creating settings,	Organising paragraphs	other's writing and	simple organisation
		around a theme	characters and plot	around a theme	suggest improvement and	devices such as headin
			Assess the effectiveness of	Assess the effectiveness of	propose changes to	and subheadings
			other's writing and suggest	other's writing and	grammar and vocabulary	Creating settings,
			improvement	suggest improvement	to improve consistency.	characters and plot Assess the effectivenes
			Proofreading for spelling and punctuation errors	Proofreading for spelling and punctuation errors	Proofreading for spelling and punctuation errors	other's writing and
			and punctuation errors	and punctuation errors	and punctuation errors	suggest improvement a
						propose changes to
						grammar and vocabula
						to improve consistency
						Proofreading for spellir
						and punctuation errors

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Grammar,	Subordination (using	Expanding the range of	Expanding the range of	Expanding the range of	Expanding the range of	Expanding the range of
Vocabulary	when, if, that, or because)	sentences with more	sentences with more than	sentences with more than	sentences with more than	sentences with more than
and	and co-ordination (using	than one clause by using	one clause by using a wide	one clause by using a wide	one clause by using a wide	one clause by using a wide
Punctuation	or, and, or but	a wide range of	range of conjunctions	range of conjunctions	range of conjunctions	range of conjunctions
		conjunctions when, if,	when, if, that, or because,	when, if, that, or because,	when, if, that, or because,	when, if, that, or because,
	Using adverbs and	that, or because,	although.	although.	although.	although.
	prepositions to express	although.				
	time and cause		Using adverbs and	Using conjunctions and	Using conjunctions	Using conjunctions and
		Using adverbs and	prepositions to express	adverbs to express time	adverbs and prepositions	adverbs to express time
	Using direct speech	prepositions to express time and cause	time and cause	and cause	to express time and cause	and cause
	Word families based on		Using the present perfect	Using the present perfect	Using the present perfect	Using the present perfect
	common words.	Using the present perfect	form of verbs in contrast to	form of verbs in contrast	form of verbs in contrast	form of verbs in contrast
		form of verbs in contrast to the past tense.	the past tense.	to the past tense.	to the past tense.	to the past tense.
			Using expanded nouns for	Using expanded nouns for	Using expanded nouns for	Using expanded nouns for
		Using expanded nouns for description	description	description	description	description
			Using fronted adverbials	Using commas after	Using commas after	Using commas after
		Using fronted adverbials		fronted adverbials	fronted adverbials	fronted adverbials
			Using and punctuating			
			direct speech	Choosing nouns or	Using and punctuating	Using and punctuating
				pronouns appropriately	direct speech	direct speech
			Choosing nouns or	for clarity and cohesion		
			pronouns appropriately for	and to avoid repetition		Indicating possession by
			clarity and cohesion and to		Indicating possession by	using the possessive
			avoid repetition		using the possessive	apostrophe with plural
					apostrophe with plural	nouns
					nouns	Chaosing nouns or
					Choosing nouns or	Choosing nouns or pronouns appropriately
					pronouns appropriately	for clarity and cohesion
					for clarity and cohesion	and to avoid repetition
					and to avoid repetition	and to avoid repetition
Spelling	Common exception	Homophones	The prefix -re	The suffix -ation	Common exception	Common exception
2bc9	words (Y2)	Common exception	The prefix inter-	The suffix -ly fo	words	words
	Homophones (Y2)	words		<ul> <li>Homophones</li> </ul>		

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e-e /. Au (Y2)     -le and -el at the end of words (Y2)     /n/ spelt kn and less often gn at the start of words (Y2)     y to i before adding ed or est (Y2)     The sound /zh/ spelt 's' (Y2)	·	<ul> <li>Words ending in – sion</li> <li>The suffix – ous</li> <li>suffix words- cian, sion, tion</li> <li>CVC word and CCVC words one syllable words with a double consonant when -ing -er -est and – y are added (Y2)</li> <li>ch' with the hard sound</li> <li>'ch' with the 'sh' sound</li> <li>Common exception words</li> </ul>
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#### **Thomas Buxton Primary School**

### Writing Curriculum Map

YEAR 4

#### Composition

Topic: Drop in the ocean Non Fiction: Explanation

text

Fiction: Adventure narrative

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Composing and rehearsing sentences orally (including dialogue) and organising paragraphs around a theme Creating settings, characters and plot Using simple organisation devices such as headings and subheadings Proofreading for spelling and punctuation errors Assess the effectiveness of other's writing and suggest improvement Proofreading for spelling and punctuation errors

Topic: The Greeks Poetry

Non Fiction: Discussion text and persuasive

letter

Fiction: Myths , playscript

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures. Organising paragraphs around a theme Creating settings, characters and plot Assess the effectiveness of other's writing and suggest improvement Proofreading for spelling and punctuation errors

Topic: Rise of the Robots

Poetry:

Non Fiction: persuasive letter, monologue Fiction: Fantasy story,

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures.

Creating settings, characters and plot Assess the effectiveness of other's writing and suggest improvement

Proofreading for spelling and punctuation errors

Topic: Where in the World Non Fiction: persuasive letter, recount- news report

Fiction

Fiction: Fairy-tale with a twist

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures. Organising paragraphs around a theme Creating settings, characters and plot Assess the effectiveness of other's writing and suggest improvement and propose changes to grammar and vocabulary to improve consistency. Proofreading for spelling and punctuation errors

Topic: The Romans
Non Fiction: Non
chronological report
recount letter
Fiction: and diary writing
and monologue

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures.

Organising paragraphs around a theme and using simple organisation devices such as headings and subheadings
Assess the effectiveness of other's writing and suggest improvement and propose changes to grammar and vocabulary to improve consistency. Proofreading for spelling and punctuation errors

Topic: Food Glorious Food Non Fiction: Newspaper report, persuasive pitch Fiction: Novel by a significant author, fantasy story

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increase range of sentence structures. Organising paragraphs around a theme Creating settings, characters and plot Assess the effectiveness of other's writing and suggest improvement and propose changes to grammar and vocabulary to improve consistency. Proofreading for spelling and punctuation errors

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		<del>,</del>				<del>,                                      </del>
Grammar,	Expanding the range of	Expanding the range of	Expanding the range of	Expanding the range of	Expanding the range of	Expanding the range of
Vocabulary	sentences with more than	sentences with more	sentences with more than	sentences with more than	sentences with more than	sentences with more than
and	one clause by using a wide	than one clause by using	one clause by using a wide	one clause by using a wide	one clause by using a wide	one clause by using a wide
Punctuation	range of conjunctions	a wide range of	range of conjunctions	range of conjunctions	range of conjunctions	range of conjunctions
runctuation	when, if, that, or because,	conjunctions when, if,	when, if, that, or because,	when, if, that, or because,	when, if, that, or because,	when, if, that, or because,
	although.	that, or because,	although.	although.	although.	although.
		although.				
	Adverbs and prepositions		Adverbs and prepositions to	Conjunctions and adverbs	Conjunctions adverbs and	Conjunctions and adverbs
	to express time and cause	Adverbs and prepositions	express time and cause	to express time and cause	prepositions to express	to express time and cause
		to express time and			time and cause	
	Using adverbs and	cause	Using the present perfect	Using the present perfect		Using the present perfect
	prepositions to express		form of verbs in contrast to	form of verbs in contrast	Using the present perfect	form of verbs in contrast
	time and cause	Using the present perfect	the past tense.	to the past tense.	form of verbs in contrast	to the past tense.
		form of verbs in contrast	·	·	to the past tense.	·
	Using and punctuating	to the past tense.	Expanded nouns phrases	Expanded nouns phrases	·	Expanded nouns phrases
	direct speech	·	for description	for description	Expanded nouns phrases	for description
		Expanded nouns phrases	n	·	for description	·
	Expanded nouns phrases	for description		Using fronted adverbials	·	Using commas after
	for description		Using fronted adverbials	and commas after fronted	Using commas after	fronted adverbials
	·	Using fronted adverbials	and commas after fronted	adverbials	fronted adverbials	
		and commas after	adverbials			Using and punctuating
		fronted adverbials		Using and punctuating		direct speech
			Using and punctuating	direct speech	Indicating possession by	
		Using and punctuating	direct speech	·	using the possessive	Indicating possession by
		direct speech	·	Choosing nouns or	apostrophe with plural	using the possessive
		·	Choosing nouns or	pronouns appropriately	nouns	apostrophe with plural
			pronouns appropriately for	for clarity and cohesion		nouns
			clarity and cohesion and to	and to avoid repetition		
			avoid repetition	·		
	Homophones –	<ul> <li>Homophones</li> </ul>	Common exception	The suffix -ation is	Prefixes 'ir' 'il' 'im'	Word families
	Common exception	Common exception	words	added to verbs to	The suffix – ous	CVC word and CCVC
	words	words	Suffix –tion	form nouns (Y3)	<ul> <li>Homophones</li> </ul>	words one syllable
	<ul> <li>Prefixes with</li> </ul>	<ul> <li>Words with the /s/</li> </ul>	Words with the /el/	Words ending in	Common exception	words with a double
	negative meaning	sound spelt sc	sound spelt ei, eigh, or	'sure'	words	consonant when -ing
	Suffix –ation	The suffix –ous	ey	Suffix to form an		-er -est and – y are
	Suffix -ous		Suffixes –cian –sion	adverb –ly		added
			and —tion	,		<ul> <li>Homophones</li> </ul>
		L	<u> </u>		L	

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	Possessive apostrophes with plural words Ch with hard sound Ch with the 'sh' sound Contractions  Possessive apostrophes with plural words Ch with hard sound Ch with the 'sh' sound	sound'	<ul> <li>Suffix –ally to create an adverb</li> <li>Homophones</li> </ul>		Common exception words(Y2)
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#### **Thomas Buxton Primary School**

## Writing Curriculum Map

YEAR 5
Composition

Topic: Ancient Benin Fiction: Narrative Non Fiction: Report Writing

Narrative:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

using a wide range of devices to build cohesion within and across paragraphs

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

proof-read for spelling and punctuation errors

Topic: Space Playscript Fiction: Narrative Non-Fiction: Magazine article & Persuasion

Narrative: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

using a wide range of devices to build cohesion within and across paragraphs

assessing the effectiveness of their own and others' writing

Topic: Power in the Tower Fiction: Historical Narrative Poetry

Narrative:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

assessing the effectiveness of their own and others' writing

ensuring correct subject and verb agreement when

Topic: The Circle of Life Tower Hamlets Unit: Information Booklet (Nonchron and persuasive writing)

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

précising longer passages

using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

ensuring correct subject and verb agreement when using singular and plural, Topic: Invaders: Anglo-Saxons Fiction: Legends (Narrative) Poetry

Poetry identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

using a wide range of devices to build cohesion within and across paragraphs

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Topic: The Vikings Non-Fiction: Discussion Text, Newspaper report, information booklet

Fiction: Poetry

Non-Fiction: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

using a wide range of devices to build cohesion within and across paragraphs

using further
organisational and
presentational devices to
structure text and to guide
the reader [for example,
headings, bullet points,
underlining]

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Learning	rogemen					
			using singular and plural,	distinguishing between	proof-read for spelling and	
	Report Writing:	proposing changes to	distinguishing between the	the language of speech	punctuation errors	proposing changes to
	identifying the audience	vocabulary, grammar	language of speech and	and writing and choosing		vocabulary, grammar and
	for and purpose of the	and punctuation to	writing and choosing the	the appropriate register	perform their own	punctuation to enhance
	writing, selecting the	enhance effects and	appropriate register		compositions, using	effects and clarify
	appropriate form and	clarify meaning		proof-read for spelling and	appropriate intonation,	meaning
	using other similar writing		proof-read for spelling and	punctuation errors	volume, and movement so	
	as models for their own	ensuring correct subject	punctuation errors		that meaning is clear.	ensuring the consistent
		and verb agreement		perform their own		and correct use of tense
	noting and developing	when using singular and	Poetry:	compositions, using	Narrative:	throughout a piece of
	initial ideas, drawing on	plural, distinguishing	identifying the audience for	appropriate intonation,	identifying the audience	writing
	reading and research	between the language of	and purpose of the writing,	volume, and movement so	for and purpose of the	
	where necessary	speech and writing and	selecting the appropriate	that meaning is clear.	writing, selecting the	proof-read for spelling and
		choosing the appropriate	form and using other		appropriate form and	punctuation errors
	selecting appropriate	register	similar writing as models for		using other similar writing	
	grammar and vocabulary,		their own		as models for their own	Poetry
	understanding how such	proof-read for spelling				identifying the audience
	choices can change and	and punctuation errors	in writing narratives,		noting and developing	for and purpose of the
	enhance meaning		considering how authors		initial ideas, drawing on	writing, selecting the
		Playscript:	have developed characters		reading and research	appropriate form and
	using further	identifying the audience	and settings in what pupils		where necessary	using other similar writing
	organisational and	for and purpose of the	have read, listened to or			as models for their own
	presentational devices to	writing, selecting the	seen performed		in writing narratives,	
	structure text and to guide	appropriate form and			considering how authors	in writing narratives,
	the reader [for example,	using other similar	using a wide range of		have developed characters	considering how authors
	headings, bullet points,	writing as models for their own	devices to build cohesion within and across		and settings in what pupils	have developed characters
	underlining]	their own			have read, listened to or	and settings in what pupils
	ensuring the consistent	in narratives, describing	paragraphs		seen performed	have read, listened to or seen performed
	and correct use of tense	settings, characters and	assessing the effectiveness		selecting appropriate	Seen periorinea
	throughout a piece of	atmosphere and	of their own and others'		grammar and vocabulary,	using a wide range of
	·	integrating dialogue to	writing		understanding how such	devices to build cohesion
	writing	convey character and	wiitiiig		choices can change and	within and across
	proof-read for spelling and	advance the action	proposing changes to		enhance meaning	paragraphs
	punctuation errors	advance the action	vocabulary, grammar and		Cimance meaning	hai agi ahiis
	panetuation errors	using further	punctuation to enhance		in narratives, describing	
		organisational and	effects and clarify meaning		settings, characters and	
		organisational and	Checks and claimy meaning		octungo, charactero allu	

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presentational devices to	atmosphere and assessing the effectivenes
structure text and to perform their own	integrating dialogue to of their own and others'
guide the reader [for compositions, using	convey character and writing
example, headings, appropriate intonation,	advance the action
bullet points, volume, and movement so	proposing changes to
underlining] that meaning is clear.	using a wide range of vocabulary, grammar and
	devices to build cohesion punctuation to enhance
assessing the	within and across effects and clarify
effectiveness of their	paragraphs meaning
own and others' writing	production of the second of th
	assessing the effectiveness proof-read for spelling an
perform their own	of their own and others' punctuation errors
compositions, using	writing
appropriate intonation,	perform their own
volume, and movement	proposing changes to compositions, using
so that meaning is clear.	vocabulary, grammar and appropriate intonation,
	punctuation to enhance volume, and movement s
Magazine article and	effects and clarify that meaning is clear.
persuasion:	meaning
identifying the audience	
for and purpose of the	ensuring the consistent
writing, selecting the	and correct use of tense
appropriate form and	throughout a piece of
using other similar	writing
writing as models for	
their own	ensuring correct subject
noting and developing	and verb agreement when
initial ideas, drawing on	using singular and plural,
reading and research	distinguishing between
where necessary	the language of speech
	and writing and choosing
selecting appropriate	the appropriate register
grammar and	
vocabulary,	proof-read for spelling and
understanding how such	punctuation errors
choices can change and	
enhance meaning	

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précising longer passages		
using a wide range of		
devices to build cohesion		
within and across		
paragraphs		
using further		
organisational and		
presentational devices to		
structure text and to		
guide the reader [for		
example, headings,		
bullet points,		
underlining]		
assessing the		
effectiveness of their		
own and others' writing		
proposing changes to		
vocabulary, grammar		
and punctuation to		
enhance effects and		
clarify meaning		
proof road for spelling		
proof-read for spelling		
and punctuation errors		
perform their own		
compositions, using		
appropriate intonation,		
volume, and movement		
so that meaning is clear.		

#### **Thomas Buxton Primary School**

## Writing Curriculum Map

Grammar,
Vocabulary
and
Punctuation

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using brackets, dashes or commas to indicate parenthesis

using the perfect form of verbs to mark relationships of time and cause

using expanded noun phrases to convey complicated information concisely

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using brackets, dashes or commas to indicate parenthesis

using a colon to introduce a list

punctuating bullet points consistently

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using the perfect form of verbs to mark relationships of time and cause

using hyphens to avoid ambiguity

using semi-colons, colons or dashes to mark boundaries between independent clauses recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using passive verbs to affect the presentation of information in a sentence

using the perfect form of verbs to mark relationships of time and cause

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using brackets, dashes or commas to indicate parenthesis

using a colon to introduce a list punctuating bullet points consistently

using passive verbs to affect the presentation of information in a sentence

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using semi-colons, colons or dashes to mark boundaries between independent clauses recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive

forms

using passive verbs to affect the presentation of information in a sentence

using expanded noun phrases to convey complicated information concisely

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using brackets, dashes or commas to indicate parenthesis

using a colon to introduce a list

punctuating bullet points consistently

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• Common exception words • Possessive apostrophes • Homophones • Root words ending -le and changed to to create adverbs • suffix -ly added to adjective to create adverb • /ei/ sound spelt ei, eigh or ey • Contractions		<ul> <li>words ending in 'sure'</li> <li>Homophones</li> <li>Roots words ending in '-ic' then ally ending in -</li> <li>after c (and exceptions)</li> <li>Common exception words</li> <li>The suffix -ous words</li> <li>Words containing the</li> <li>Words with silent</li> </ul>
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#### **Thomas Buxton Primary School**

## Writing Curriculum Map

YEAR 6
Composition

Topic: Blitzed Non-Fiction: Persuasion Fiction: Narrative Diary

Entries

Persuasion:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Using a wide range of devices to build cohesion within and across paragraphs

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Topic: Blitzed Fiction: Narrative Non-Fiction: Newspaper

Report Fiction: Poetry

Narrative: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

using a wide range of devices to build cohesion within and across paragraphs

assessing the effectiveness of their own and others' writing

Topic: Might Mountaincs Poetry, Narrative & Explanation

Poetry:

continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

learning a wider range of poetry by heart

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

identifying how language, structure and presentation contribute to meaning

Narrative: in writing narratives, considering how authors Topic: Survival Persuasion & Non-Chronological Report Persuasion:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

ensuring the consistent and correct use of tense throughout a piece of writing

proof-read for spelling and punctuation errors

Topic: The London Project Fiction: Detective Fiction Non-Fiction: Newspaper Report & Biography

Detective Fiction: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

using a wide range of devices to build cohesion within and across paragraphs Topic: The London Project Fiction: Narrative Non-Fiction: Newspaper Report Persuasion Discussion Text (Novel by

a significant author)

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing

noting and developing initial ideas, drawing on reading and research where necessary

as models for their own

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to

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Diary Entries:		have developed characters			convey character and
In writing narratives,	ensuring the consistent	and settings in what pupils	ensuring correct subject	assessing the effectiveness	advance the action
considering how authors	and correct use of tense	have read, listened to or	and verb agreement when	of their own and others'	
have developed characters	throughout a piece of	seen performed	using singular and plural,	writing	précising longer passages
and settings in what pupils	writing		distinguishing between		
have read, listened to or		in narratives, describing	the language of speech	proposing changes to	using a wide range of
seen performed	proof-read for spelling	settings, characters and	and writing and choosing	vocabulary, grammar and	devices to build cohesion
	and punctuation errors	atmosphere and integrating	the appropriate register	punctuation to enhance	within and across
Selecting appropriate		dialogue to convey		effects and clarify	paragraphs
grammar and vocabulary,	Newspaper Reports:	character and advance the	assessing the effectiveness	meaning	
understanding how such		action	of their own and others'		using further
choices can change and	identifying the audience		writing	ensuring correct subject	organisational and
enhance meaning	for and purpose of the	using a wide range of		and verb agreement when	presentational devices to
	writing, selecting the	devices to build cohesion	perform their own	using singular and plural,	structure text and to guide
In narratives, describing	appropriate form and	within and across	compositions, using	distinguishing between	the reader [for example,
settings, characters and	using other similar	paragraphs	appropriate intonation,	the language of speech	headings, bullet points,
atmosphere and	writing as models for		volume, and movement so	and writing and choosing	underlining]
integrating dialogue to	their own	proposing changes to	that meaning is clear	the appropriate register	
convey character and advance the action	noting and developing	vocabulary, grammar and punctuation to enhance	Non-Chron Report:	proof-read for spelling and	assessing the effectiveness of their own and others'
advance the action	initial ideas, drawing on	effects and clarify meaning	Non-Ciron Report.	punctuation errors	writing
Ensuring the consistent	reading and research	enects and clarify meaning	identifying the audience	punctuation errors	Wilting
and correct use of tense	where necessary	proof-read for spelling and	for and purpose of the	Newspaper Report:	proposing changes to
throughout a piece of	Where necessary	punctuation errors	writing, selecting the	identifying the audience	vocabulary, grammar and
writing		panotaution en et	appropriate form and	for and purpose of the	punctuation to enhance
3	proof-read for spelling	proof-read for spelling and	using other similar writing	writing, selecting the	effects and clarify
	and punctuation errors	punctuation errors	as models for their own	appropriate form and	meaning
	précising longer passages	•		using other similar writing	
		Explanation:	noting and developing	as models for their own	ensuring the consistent
	using further	identifying the audience for	initial ideas, drawing on		and correct use of tense
	organisational and	and purpose of the writing,	reading and research	noting and developing	throughout a piece of
	presentational devices to	selecting the appropriate	where necessary	initial ideas, drawing on	writing
	structure text and to	form and using other		reading and research	
	guide the reader [for	similar writing as models for	proof-read for spelling and	where necessary	ensuring correct subject
	example, headings,	their own	punctuation errors		and verb agreement when
	bullet points,			selecting appropriate	using singular and plural,
	underlining]			grammar and vocabulary,	distinguishing between

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		noting and developing	selecting appropriate	understanding how such	the language of speech
propo	osing changes to	initial ideas, drawing on	grammar and vocabulary,	choices can change and	and writing and choosing
vocak	bulary, grammar	reading and research where	understanding how such	enhance meaning	the appropriate register
and p	ounctuation to	necessary	choices can change and		
enhai	nce effects and		enhance meaning	using further	
clarify	y meaning	proof-read for spelling and		organisational and	
		punctuation errors	using a wide range of	presentational devices to	
ensur	ring the consistent		devices to build cohesion	structure text and to guide	
and c	correct use of tense	selecting appropriate	within and across	the reader [for example,	
throu	ighout a piece of	grammar and vocabulary,	paragraphs	headings, bullet points,	
writin	ng	understanding how such		underlining]	
		choices can change and	ensuring correct subject		
Poetr	ry	enhance meaning	and verb agreement when	assessing the effectiveness	
identi	ifying the audience		using singular and plural,	of their own and others'	
for ar	nd purpose of the	using a wide range of	distinguishing between	writing	
writin	ng, selecting the	devices to build cohesion	the language of speech		
appro	opriate form and	within and across	and writing and choosing	proposing changes to	
using	other similar	paragraphs	the appropriate register	vocabulary, grammar and	
writin	ng as models for			punctuation to enhance	
their	own	using further organisational		effects and clarify	
		and presentational devices		meaning	
in wri	iting narratives,	to structure text and to			
consid	dering how authors	guide the reader [for		ensuring the consistent	
have	developed	example, headings, bullet		and correct use of tense	
chara	acters and settings	points, underlining]		throughout a piece of	
in wh	nat pupils have read,			writing	
listen	ned to or seen	assessing the effectiveness			
perfo	ormed	of their own and others'		Biography:	
		writing		identifying the audience	
using	g a wide range of			for and purpose of the	
device	es to build cohesion			writing, selecting the	
within	n and across			appropriate form and	
parag	graphs			using other similar writing	
				as models for their own	
asses	ssing the				
effect	tiveness of their			noting and developing	
own	and others' writing			initial ideas, drawing on	

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	reading and research
proposing changes to	where necessary
vocabulary, grammar	
and punctuation to	selecting appropriate
enhance effects and	grammar and vocabulary,
clarify meaning	understanding how such
,	choices can change and
proof-read for spelling	enhance meaning
and punctuation errors	
'	précising longer passages
perform their own	,
compositions, using	using further
appropriate intonation,	organisational and
volume, and movement	presentational devices to
so that meaning is clear.	structure text and to guide
	the reader [for example,
	headings, bullet points,
	underlining]
	, , , , , , , , , , , , , , , , , , ,
	proposing changes to
	vocabulary, grammar and
	punctuation to enhance
	effects and clarify
	meaning
	ensuring the consistent
	and correct use of tense
	throughout a piece of
	writing
	ensuring correct subject
	and verb agreement when
	using singular and plural,
	distinguishing between
	the language of speech
	and writing and choosing
	the appropriate register
	the appropriate register

#### **Thomas Buxton Primary School**

## Writing Curriculum Map

Grammar,
Vocabulary
and
<b>Punctuation</b>

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using passive verbs to affect the presentation of information in a sentence

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using brackets, dashes or commas to indicate parenthesis

using passive verbs to affect the presentation of information in a sentence

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using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using the perfect form of verbs to mark relationships of time and cause

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses using passive verbs to affect the presentation of information in a sentence

using the perfect form of verbs to mark relationships of time and cause

using expanded noun phrases to convey complicated information concisely

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using hyphens to avoid ambiguity

using commas to clarify meaning or avoid ambiguity in writing

using semi-colons, colons or dashes to mark boundaries between independent clauses recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive

forms

using passive verbs to affect the presentation of information in a sentence

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		punctuating bullet points consistently	using a colon to introduce a list  punctuating bullet points consistently	punctuating bullet points consistently	using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Spelling	<ul> <li>Homophones</li> <li>Possessive apostrophes</li> <li>Common exception words</li> <li>Contractions</li> <li>CVC/CCVC double consonant when adding suffix</li> <li>Homophones</li> <li>Suffix ous</li> <li>Homophone ance/ation ending ence/ent ending words</li> <li>Common excepti words</li> </ul>	<ul> <li>Homophones</li> <li>ible endings</li> <li>Common         exception words</li> <li>cian, sion and tion         endings</li> <li>Root words</li> </ul>	<ul> <li>word ending: sure</li> <li>Homophones</li> <li>Root words ending in ic (and added ally to create adverb)</li> </ul>	<ul> <li>'ch' with the 'sh' and /k/ sound</li> <li>Common exception words</li> <li>The suffix 'ous'</li> <li>Letter string ough (different sounds)</li> <li>Homophones</li> </ul>	<ul> <li>/e/ sound spelt ei, eigh or ey</li> <li>word families</li> <li>Common exception words</li> <li>Common exceptions words</li> <li>Gapfilling based on AFL</li> </ul>