Thomas Buxton Primary School

Writing
Curriculum Map

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WHOLE SCHOOL VALUES and **WEEKLY REFLECTION THEME**	**CONTRIBUTE** 1. Making a good first impression 2. Ready to Learn 3. Mind Your Manners 4. Be included 5. Play your part; do your bit. 6. Talents- everybody's got one. 7. All different, all equal	**RESPECT** 1. It's good to be me 2. Celebrating Peace 3. Thomas Buxton is a Bully Free Zone 4. Honesty is the best policy 5. Peer Pressure, do it your way 6. Do as you would be done by. How should we treat others? 7. Goodbye - Another year older and wiser!	**ENJOY** 1. New Year's Resolutions 2. Be happy on purpose 3. Enjoy your learning 4. Accentuate the positive, eliminate the negative. 5. Thomas Buxton is a Bully Free Zone 6. Calm Down! Ways to keep your cool.	**ASPIRE** 1. I have a dream. 2. You have brains in your head and feet in your shoes. 3. Spring has sprung! Turning over a new leaf. 4. I am special – 10 fascinating facts about me. 5. You're never too young to change the world. 6. Making friends and keeping friends	**TEAM WORK** 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	**ENQUIRE** 1. But why? Questions it's ok to ask. 2. Forgiveness 3. Curiouser and Curiouser 4. Take a closer look 5. Worry 6. Sorry 7. Goodbye and thank you. Moving on.

Writing
Curriculum Map

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 paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology	Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings 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 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 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.	Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings 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 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 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.	Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings 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 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 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.	Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings 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 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 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.	Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings 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 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 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.

Range 5	Range 6	Range 6	Range 6	Range 6	ELG
Makes up stories, play scenarios, and drawings in response to experiences, such as outings

Sometimes gives meaning to their drawings and paintings

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

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

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. | Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats

Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology

Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name

Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences | Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats

Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology

Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name

Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences | Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats

Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology

Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name

Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences | Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats

Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology

Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name

Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences | Write recognisable letters, most of which are correctly formed

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences that can be read by |

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

	question mark or exclamation mark	question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	question mark or exclamation mark 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	question mark or exclamation mark 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	• adding s for plural • -tch ending • common exception words • adding -ing and -er	• Words ending in -ve • Common exception words • 'n' before 'k'	• Common exception words • k for the /k/ sound • Division of words into syllables	• Words ending in -y • New consonant spelling -ph • New consonant spelling - wh	• New consonant spelling - wh • Common exception words • Compound words • prefix 'un'

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YEAR 2 Composition	Topic: A walk in London Poetry unit Non Fiction: Recount letter Fiction: Narrative in a familiar setting,	Topic: Fire, Fire Non Fiction: explanation text, Instructions, recount letter, dairies Fiction: Extended Narrative	Topic: Around the World Poetry unit Non Fiction: Explanation text, Non Chronological report, Fiction: Fable	Topic: Around the World Non Fiction: Persuasive letter, Recount Fiction: fairy-tale with a twist, Adventure Narrative	Topic: Up, up and away Non Fiction: Explanation, recount- diary, persuasive advert	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 • 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	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	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	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. 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	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	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.

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

		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	• Common exception words (Y1) • Ie or igh • ew or ue • ow (different sounds) • ear (different sounds) • a-e / o-e • i-e / u-e	• e-e /. au • Homophones • /s/ spelt c before e, i and y • Common exception words • /n/ spelt kn and less often gn at the start of words • Wr at the beginning of words • le and -el at the end of words	• al at the end of words • Words ending in -il • y at the end of verbs • Common exception words • 3rd person verbs y to ies • -y to i before adding ed or est • -y at the end of nouns	• or' sound before l using 'a' before l or ll • Common exception words • CVC word and CCVC words one syllable words with a double consonant when -ing -er -est and – y are added • Possessive apostrophe	• Words that include –tion • Contractions • The stressed /er/ spelt with 'or after w and the sound /or/ spelt 'ar' after w • The /o/ sound spelt with 'a' after w and qu • The sound /ee/ spelt with -ey	• Suffix starting with a consonant added on to a root word • when the root word ends in -y with a consonant before it • The sound /zh/ spelt 's' • dge and ge • Homophones /Near homophones

Writing
Curriculum Map

YEAR 3	Topic: Prehistoric	Topic: On Dangerous	Topic: It's a Wonderful	Topic: Plant World	Topic: Ancient	Topic: Ancient
Composition	**Non Fiction: explanation text** **Fiction: Mystery 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	**Grounds** **Classic poetry** **Non Fiction: recount and biographies** **Fiction: Narrative letter, narrative recount** 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). Creating settings, characters and plot Organising paragraphs around a theme	**World** **Non-fiction: Monologue and instructions** **Fiction: Adventure 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	**Poetry unit** **Non- Fiction: Discussion text and persuasive letters** 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 Assess the effectiveness of other's writing and suggest improvement Proofreading for spelling and punctuation errors	**Civilizations** **Non-fiction: Recounts- news reports and diaries** **Fiction: Fairy tales** Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively building a varied and rich vocabulary and an increase range of sentence structures. Organising paragraphs around a theme 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	**Civilizations** **Poetry unit** **Non-fiction: non chronological report** **Fiction: fables, play-scripts** Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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 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

| Grammar, Vocabulary and Punctuation | Subordination (using when, if, that, or because) and co-ordination (using or, and, or but

Using adverbs and prepositions to express time and cause

Using direct speech

Word families based on common words. | Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.

Using adverbs and prepositions to express time and cause

Using the present perfect form of verbs in contrast to the past tense.

Using expanded nouns for description

Using fronted adverbials | Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.

Using adverbs and prepositions to express time and cause

Using the present perfect form of verbs in contrast to the past tense.

Using expanded nouns for description

Using fronted adverbials

Using and punctuating direct speech

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.

Using conjunctions and adverbs to express time and cause

Using the present perfect form of verbs in contrast to the past tense.

Using expanded nouns for description

Using commas after fronted adverbials

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.

Using conjunctions adverbs and prepositions to express time and cause

Using the present perfect form of verbs in contrast to the past tense.

Using expanded nouns for description

Using commas after fronted adverbials

Using and punctuating direct speech

Indicating possession by using the possessive apostrophe with plural nouns

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.

Using conjunctions and adverbs to express time and cause

Using the present perfect form of verbs in contrast to the past tense.

Using expanded nouns for description

Using commas after fronted adverbials

Using and punctuating direct speech

Indicating possession by using the possessive apostrophe with plural nouns

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| Spelling | • Common exception words (Y2)
• Homophones (Y2) | • Homophones
• Common exception words | • The prefix -re
• The prefix inter- | • The suffix -ation
• The suffix -ly fo
• Homophones | • Common exception words | • Common exception words |

• 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)	• The 'u' sound for ou • Prefixes that have a negative meaning • Contractions,	• Common exception words • The prefix sub- • The prefix 'super' • The prefix- auto • Homophones • The prefix anti-	• suffixes -ed -ing -est and -y • Words ending in 'sure' • Words that end in 'ture' • Common exception words	• Words ending in – sion • The suffix – ous • suffix words- cian, sion, tion	• CVC word and CCVC words one syllable words with a double consonant when -ing -er -est and – y are added (Y2) • ch' with the hard sound • 'ch' with the 'sh' sound • Common exception words

YEAR 4 Composition	Topic: Drop in the ocean Non Fiction: Explanation text Fiction: Adventure narrative	Topic: The Greeks Poetry Non Fiction: Discussion text and persuasive letter Fiction: Myths , play-script	Topic: Rise of the Robots Poetry: Non Fiction: persuasive letter, monologue Fiction: Fantasy story,	Topic: Where in the World Non Fiction: persuasive letter, recount- news report Fiction: Fairy-tale with a twist	Topic: The Romans Non Fiction: Non chronological report recount letter Fiction: and diary writing and monologue	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) 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 | 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 | Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

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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 | 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 | 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 |

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

Writing
Curriculum Map

		• Possessive apostrophes with plural words • Ch with hard sound • Ch with the 'sh' sound • Contractions	• 'ch' with the 'sh' sound'	• Suffix –ally to create an adverb • Homophones		• Common exception words(Y2)

Writing
Curriculum Map

YEAR 5 Composition	Topic: Ancient Benin Fiction: Narrative Non Fiction: Report Writing	Topic: Space Playscript Fiction: Narrative Non-Fiction: Magazine article & Persuasion	Topic: Power in the Tower Fiction: Historical Narrative Poetry	Topic: The Circle of Life Tower Hamlets Unit: Information Booklet (Non-chron and persuasive writing)	Topic: Invaders: Anglo-Saxons Fiction: Legends (Narrative) Poetry	Topic: The Vikings Non-Fiction: Discussion Text, Newspaper report, information booklet Fiction: 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	Narrative: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Narrative: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Poetry identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	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
	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	noting and developing initial ideas, drawing on reading and research where necessary	noting and developing initial ideas, drawing on reading and research where necessary	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	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	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	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	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	assessing the effectiveness of their own and others' writing	using a wide range of devices to build cohesion within and across paragraphs	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	précising longer passages	assessing the effectiveness of their own and others' writing	using a wide range of devices to build cohesion within and across paragraphs
	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	assessing the effectiveness of their own and others' writing	assessing the effectiveness of their own and others' writing	using further organisational and presentational devices to 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	using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
	proof-read for spelling and punctuation errors		ensuring correct subject and verb agreement when	ensuring correct subject and verb agreement when using singular and plural,		

	Report Writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	distinguishing between the language of speech and writing and choosing the appropriate register	proof-read for spelling and punctuation errors	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	noting and developing initial ideas, drawing on reading and research where necessary	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	proof-read for spelling and punctuation errors	proof-read for spelling and punctuation errors	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	ensuring the consistent and correct use of tense throughout a piece of writing
	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	proof-read for spelling and punctuation errors	Poetry: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Narrative: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	proof-read for spelling and punctuation errors
	using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Playscript: 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		noting and developing initial ideas, drawing on reading and research where necessary	Poetry identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	ensuring the consistent and correct use of tense throughout a piece of writing	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		in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	proof-read for spelling and punctuation errors	using further organisational and	assessing the effectiveness of their own and others' writing		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
			proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		in narratives, describing settings, characters 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 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Magazine article and 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	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		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 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 proof-read for spelling and punctuation errors	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 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

		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-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.				

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

Writing
Curriculum Map

Spelling						
	• Common exception words • Possessive apostrophes • Homophones • Root words ending in -le and changed to -ly to create adverbs • suffix -ly added to adjective to create adverb • /ei/ sound spelt ei, eigh or ey • Contractions	• -cial and -tial endings • -ance ending (link to ation) • -ence or -ent endings • -able or ably endings • Homophones • Common exception words • 'ch' with the hard sound (Greek origin) • 'ch' with the 'sh' sound (French origin) • Common exception words	• -able on a root verb • Homophones • -ible endings • Homophones • -cian, -sion and -tion endings • Root words ending in -fer - double the r	• the suffix -ation • words ending in 'sure' • Homophones • Roots words ending in '-ic' then ally added to create adverb • Common exception words • Common exception words	• i before e except after c (and exceptions) • Common exception words • The suffix -ous • Words containing the letter string -ough (different sounds • Words containing the letter string -ough (different sounds	• Common exception words • word families (non-statutory) • Common exception words • Words with silent letters • Gap-filling based on AFL

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 as models for their own noting and developing initial ideas, drawing on reading and research where necessary 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

Writing
Curriculum Map

Diary Entries: 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 Ensuring the consistent and correct use of tense throughout a piece of writing	ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors Newspaper Reports: 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 proof-read for spelling and punctuation errors précising longer passages using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	have developed characters and settings in what pupils have read, listened to or seen performed 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 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proof-read for spelling and punctuation errors Explanation: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register assessing the effectiveness of their own and others' writing perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Non-Chron Report: 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 proof-read for spelling and punctuation errors	assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Newspaper Report: 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,	convey character and advance the action 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 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

		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

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

proof-read for spelling and punctuation errors

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]

assessing the effectiveness of their own and others' writing | 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 | understanding how such choices can change and enhance meaning

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

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

Biography:
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 | the language of speech and writing and choosing the appropriate register |

		proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			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] 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	

Writing
Curriculum Map

Grammar, Vocabulary and Punctuation	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 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 commas to clarify meaning or avoid ambiguity in writing	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 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 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 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 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

			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	• Homophones • Possessive apostrophes • Common exception words • Contractions • CVC/CCVC double consonant when adding suffix • Homophones • Suffix -ation	• Silent Letters/Homophones • Suffix ous • Homophones • Suffix ous • Homophone ance/ation ending • ence/ent ending • Common exception words	• cian, sion and tion endings • Homophones • ible endings • Common exception words • cian, sion and tion endings • Root words ending in fer (then adding ing, ed, al)	• suffix ation • word ending: sure • Homophones • Root words ending in ic (and added ally to create adverb) • Common exception words • Common exception words	• 'ch' with the 'sh' and /k/ sound • Common exception words • The suffix 'ous' • Letter string ough (different sounds) • Homophones	• /e/ sound spelt ei, eigh or ey • word families • Common exception words • Common exceptions words • Gapfilling based on AFL