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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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	Makes up stories, play scenarios, and drawings in response to experiences, such as outings	Makes up stories, play scenarios, and drawings in response to experiences, such as outings	Makes up stories, play scenarios, and drawings in response to experiences, such as outings	Makes up stories, play scenarios, and drawings in response to experiences, such as outings	Makes up stories, play scenarios, and drawings in response to experiences, such 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 shapes to represent the initial	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

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_		Begins to make letter-type	sound of their name and other	Begins to make letter-type	Begins to make letter-type	Begins to make letter-type
		shapes to represent the	familiar words.	shapes to represent the initial	shapes to represent the initial	shapes to represent the initial
		initial sound of their name		sound of their name and	sound of their name and	sound of their name and
		and other familiar words.		other familiar words.	other familiar words.	other familiar words.
	Range 5	Range 6	Range 6	Range 6	Range 6	ELG
						Write recognisable letters,
	Makes up stories, play	Enjoys creating texts to	most of which are correctly			
	scenarios, and drawings in	communicate meaning for an	formed			
	response to experiences, such	increasingly wide range of				
	as outings	purposes, such as making	Spell words by identifying			
		greetings cards, tickets, lists,	sounds in them and			
	Sometimes gives meaning to	invitations and creating their	representing the sounds with			
	their drawings and paintings	own stories and books with	a letter or letters			
		images and sometimes with				
	Ascribes meanings to signs,	words, in print and digital	Write simple phrases and			
	symbols and words that they	formats	formats	formats	formats	sentences that can be read by
	see in different places,					
	including those they make	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				
	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 words	sounds in words and blend	segment the sounds in words	segment the sounds in words	
	Attempts to write their own	and blend them together	them together	and blend them together	and blend them together	
	name, or other names and					
	words, using combinations of	Starts to develop phonic				
	lines, circles and curves, or	knowledge by linking sounds	knowledge by linking sounds to	knowledge by linking sounds	knowledge by linking sounds	
	letter-type shapes	to letters, naming and	letters, naming and sounding	to letters, naming and	to letters, naming and	
		sounding some of the letters	some of the letters of the	sounding some of the letters	sounding some of the letters	
	Shows interest in letters on a	of the alphabet, identifying	alphabet, identifying letters	of the alphabet, identifying	of the alphabet, identifying	
	keyboard, identifying the	letters and writing	and writing recognisable	letters and writing	letters and writing	
	initial letter of their own	recognisable letters in	letters in sequence, such as in	recognisable letters in	recognisable letters in	
	name and other familiar	sequence, such as in their	their own name	sequence, such as in their	sequence, such as in their	
	words	own name	l., .,	own name	own name	
		l	Uses their developing phonic	l		
	Begins to make letter-type	Uses their developing phonic	knowledge to write things such	Uses their developing phonic	Uses their developing phonic	
	shapes to represent the initial	knowledge to write things	as labels and captions, later	knowledge to write things	knowledge to write things	

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	sound of their name and other familiar words.	such as labels and captions, later progressing to simple sentences	progressing to simple sentences	such as labels and captions, later progressing to simple sentences	such as labels and captions, later progressing to simple sentences	
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	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
Grammar, Vocabulary and	leaving spaces between words joining words and joining	leaving spaces between words joining words and joining	leaving spaces between words joining words and joining	leaving spaces between words joining words and joining	the teacher leaving spaces between words joining words and joining	the teacher leaving spaces between words joining words and joining

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	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	beginning to punctuate sentences using a capital letter and a full stop, 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	beginning to punctuate sentences using a capital letter and a full stop, 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
Spelling	Common exception words Common exception words ff/zz/Il/ss/ck Common exception words 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 	year 1 in English Appendix Words ending in -y New consonant spelling -ph New consonant spelling - wh	year 1 in English Appendix 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 Develop positive attitudes towards and stamina for	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)	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)	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	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	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	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
	 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 	 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 	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.	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,	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	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,
	Read aloud what they have written	Read aloud what they have written	Read aloud what they have written with appropriate intonation to make the meaning clear	grammar and punctuation Read aloud what they have written with	appropriate intonation to make the meaning clear	grammar and punctuation Read aloud what they have written with

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				appropriate intonation to		appropriate intonation to
				make the meaning clear		make the meaning clear.
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
Pullctuation	correctly	correctly	including full	including full	including full	correctly
	including full	including full	stops, capital	stops, capital	stops, capital	including full
	stops, capital	stops, capital	letters,	letters,	letters,	stops, capital
	letters and	letters,	exclamation	exclamation	exclamation	letters,
	question	question	marks,	marks,	marks,	exclamation
	marks	marks and	question	question	question	marks,
		commas for	marks,	marks,	marks,	question
	Learn how to write	lists	commas for	commas for	commas for	marks,
	sentences		lists and	lists and	lists and	commas for
	with different	Learn how to	apostrophes	apostrophes	apostrophes	lists and
	forms:	write	for possession	for	for	apostrophes
	statement,	sentences		possession	contracted	for
	question,	with	Learn how to write		forms and	contracted
	exclamation,	different	sentences with	Learn how to write	possession	forms and
	command	forms:	different	sentences		possession
		statement,	forms:	with different	Learn how to write	
	Expanded noun	question,	statement,	forms:	sentences	Learn how to write
	phrases to	exclamation,	question,	statement,	with different	sentences
	describe and	command	exclamation,	question,	forms:	with different
	specify		command	exclamation,	statement,	forms:
		Expanded noun		command	question,	statement,
	The present and	phrases to	Expanded noun		exclamation,	question,
	past tenses	describe and	phrases to	Expanded noun	command	exclamation,
	correctly	specify	describe and	phrases to		command
			specify	describe and	Expanded noun	
	Co-ordination	The present and		specify	phrases to	Expanded noun
	(using or,	past tenses	The present and		describe and	phrases to
	and, or but)	correctly	past tenses	The present and	specify	describe and
			correctly and	past tenses		specify

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		Co-ordination (using or,	consistently including the	correctly and	The present and	
		, , ,		consistently	past tenses	The present and
		and, or but)	progressive	including the	correctly and	past tenses
		and, or but)	form	progressive	consistently	correctly and
		Some features of	101111	form	including the	consistently
		written	Subordination	101111	progressive	including the
		Standard	(using when, if,	Subordination	form	progressive
		English	that, or	(using when,	101111	form
		Eligiisii	because) and	if, that, or	Subordination	ЮШ
			co-ordination	because) and		Subordination
				co-ordination	(using when,	
			(using or, and, or but)	(using or,	if, that, or because) and	(using when, if, that, or
			or but)	` ,	co-ordination	
			Some features of	and, or but)		because) and co-ordination
			some reatures of written	Some features of	(using or, and, or but)	(using or,
			Standard		and, or but)	ι σ,
				written	Some features of	and, or but)
			English	Standard		Some features of
				English	written	some reatures of written
					Standard	Standard
					English	
						English
Spelling	Common exception	• e-e /. au	al at the end of words	or' sound before I	Words that include –	Suffix starting with a
5 P 58	words (Y1)	 Homophones 	 Words ending in -il 	using 'a' before I or II	tion	consonant added on
	• le or igh	 /s/ spelt c before e, i 	 v at the end of verbs 	Common exception	 Contractions 	to a root word
	• ew or ue	and y	Common exception	words	The stressed /er/	 when the root word
	 ow (different 	Common exception	words	CVC word and CCVC	spelt with 'or after w	ends in -y with a
	sounds)	words	3 rd person verbs y to	words one syllable	and the sound /or/	consonant before it
	 ear (different 	 /n/ spelt kn and less 	ies	words with a double	spelt 'ar' after w	 The sound /zh/ spelt
	sounds)	often gn at the start	 -y to i before adding 	consonant when -ing	The /o/ sound spelt	's'
	• a-e / o-e	of words	ed or est	-er -est and – y are	with 'a' after w and	 dge and ge
	• i-e / u-e	 Wr at the beginning 	 -y at the end of nouns 	added	gu	 Homophones /Near
		of words	, at the end of flouris	Possessive	The sound /ee/ spelt	homophones
		le and -el at the end		apostrophe	with -ey	
		of words		apostropc	27	
		3				

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YEAR 3	Topic: Prehistoric	Topic: On Dangerous	Topic: It's a Wonderful	Topic: Plant World	Topic: Ancient	Topic: Ancient
YEAR 3 Composition	Topic: Prehistoric 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	Topic: On Dangerous 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	Topic: It's a Wonderful 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	Topic: Plant World 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	Topic: Ancient 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

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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	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	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

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• Common exception words (Y2) • Homophones (Y2) • 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)	Homophones Common exception words The 'u' sound for ou Prefixes that have a negative meaning Contractions,	 The prefix -re The prefix inter- Common exception words The prefix sub- The prefix 'super' The prefix- auto Homophones The prefix anti- 	 The suffix -ation The suffix -ly fo Homophones suffixes -ed -ing -est and -y Words ending in 'sure' Words that end in 'ture' Common exception words 	 Common exception words Words ending in – sion The suffix – ous suffix words- cian, sion, tion 	Common exception words 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
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YEAR 4 Topic: Drop in the Non Fiction: Exp text Fiction: Adventure narrative	lanation Poetry Non Fiction: Discussion	Fiction: Fantasy story,	Topic: Where in the World Non Fiction: persuasive letter, recount- news report Fiction: Fairy-tale with a	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 to that which the planning to write to understand as from its structure vocabulary and general sentences or ally dialogue) and organising parage around a theme. Creating settings characters and pusing simple organism devices such as and subheadings. Proofreading for and punctuation. Assess the effect other's writing a suggest improve. Proofreading for and punctuation.	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	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	biscussing 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	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.	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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					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.	Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.	Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.	Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.	Expanding the range of sentences with more than one clause by using a wide range of conjunctions when, if, that, or because, although.	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	Adverbs and prepositions to express time and cause	Adverbs and prepositions to express time and cause	Conjunctions and adverbs to express time and cause	Conjunctions adverbs and prepositions to express time and cause	Conjunctions and adverbs to express time and cause
	Using adverbs and prepositions to express time and cause	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.
	Using and punctuating direct speech	Expanded nouns phrases for description	Expanded nouns phrases for description n	Expanded nouns phrases for description	Expanded nouns phrases for description	Expanded nouns phrases for description
	Expanded nouns phrases for description	Using fronted adverbials and commas after fronted adverbials	Using fronted adverbials and commas after fronted adverbials	Using fronted adverbials and commas after fronted adverbials	Using commas after fronted adverbials	Using commas after fronted adverbials Using and punctuating
		Using and punctuating direct speech	Using and punctuating direct speech	Using and punctuating direct speech Choosing nouns or	Indicating possession by using the possessive apostrophe with plural	direct speech Indicating possession by using the possessive
			Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	pronouns appropriately for clarity and cohesion and to avoid repetition	nouns	apostrophe with plural nouns
	 Homophones – Common exception words Prefixes with negative meaning 	 Homophones Common exception words Words with the /s/ sound spelt sc 	Common exception words Suffix –tion	 The suffix -ation is added to verbs to form nouns (Y3) Words ending in 'sure' 	 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

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• Suffix –ation • Suffix -ous	 Possessive apostrophes with plural words Ch with hard sound source source source source and 	eds with the /el/ and spelt ei, eigh, or eixes –cian –sion —tion with the 'sh' and' Suffix to form an adverb –ly Suffix –ally to create an adverb Homophones	-er -est and – y are added Homophones Common exception words(Y2)
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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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Writing Curriculum Map

initial ideas, drawing on reading and research where necessary

selecting appropriate grammar and vocabulary, 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]

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

proof-read for spelling and punctuation errors

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

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

using further organisational and presentational devices to structure text and to

using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

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

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 distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

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

proof-read for spelling and punctuation errors

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

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

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

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

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

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

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		T				T 1
		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				
		and others writing				
		proposing changes to				
		vocabulary, grammar and				
		punctuation to enhance				
		effects and clarify				
		I				
		meaning				
		proof-read for spelling				
		and punctuation errors				
		and panetaction errors				
		perform their own				
		compositions, using				
		appropriate intonation,				
		volume, and movement				
		so that meaning is clear.				
Grammar,	recognising vocabulary	using the perfect form of	using expanded noun	recognising vocabulary	using passive verbs to	recognising vocabulary
Vocabulary	and structures that are	verbs to mark	phrases to convey	and structures that are	affect the presentation of	and structures that are
-	appropriate for formal	relationships of time and	complicated information	appropriate for formal	information in a sentence	appropriate for formal
and	speech and writing,	cause	concisely	speech and writing,		speech and writing,
Punctuation	including subjunctive		Concident	including subjunctive	using expanded noun	including subjunctive
	forms	using expanded noun	using modal verbs or	forms	phrases to convey	forms
	IUIIIIS		adverbs to indicate degrees	1011115		1011113
		phrases to convey			complicated information	
			of possibility		concisely	

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	using expanded noun	complicated information		using passive verbs to		using passive verbs to
	phrases to convey	concisely	using relative clauses	affect the presentation of	using modal verbs or	affect the presentation of
	complicated information		beginning with who, which,	information in a sentence	adverbs to indicate	information in a sentence
	concisely	using relative clauses	where, when, whose, that		degrees of possibility	
		beginning with who,	or with an implied (i.e.	using the perfect form of		using expanded noun
	using modal verbs or	which, where, when,	omitted) relative pronoun	verbs to mark	using relative clauses	phrases to convey
	adverbs to indicate	whose, that or with an		relationships of time and	beginning with who,	complicated information
	degrees of possibility	implied (i.e. omitted)	using the perfect form of	cause	which, where, when,	concisely
		relative pronoun	verbs to mark relationships		whose, that or with an	
	using relative clauses		of time and cause	using relative clauses	implied (i.e. omitted)	using relative clauses
	beginning with who,	using commas to clarify		beginning with who,	relative pronoun	beginning with who,
	which, where, when,	meaning or avoid	using hyphens to avoid	which, where, when,		which, where, when,
	whose, that or with an	ambiguity in writing	ambiguity	whose, that or with an	using commas to clarify	whose, that or with an
	implied (i.e. omitted)		,	implied (i.e. omitted)	meaning or avoid	implied (i.e. omitted)
	relative pronoun	using brackets, dashes or	using semi-colons, colons	relative pronoun	ambiguity in writing	relative pronoun
	·	commas to indicate	or dashes to mark	·		·
	using brackets, dashes or	parenthesis	boundaries between	using commas to clarify	using hyphens to avoid	using commas to clarify
	commas to indicate	'	independent clauses	meaning or avoid	ambiguity	meaning or avoid
	parenthesis	using a colon to introduce		ambiguity in writing	,	ambiguity in writing
		a list			using semi-colons, colons	
				using brackets, dashes or	or dashes to mark	using brackets, dashes or
		punctuating bullet points		commas to indicate	boundaries between	commas to indicate
		consistently		parenthesis	independent clauses	parenthesis
		Consistently		parentnesis	macpenaem clauses	parentnesis
				using a colon to introduce		using a colon to introduce
				a list punctuating bullet		a list
				points consistently		a list
				points consistently		punctuating bullet points
						consistently
						Consistently
Spelling	Common exception	-cial and -tial endings	-able on a root verb	the suffix -ation	i before e except	Common exception
GP C8	words	-ance ending (link to	Homophones	words ending in	after c (and	words
	Possessive	ation)	-ible endings	'sure'	exceptions)	word families (non-
	apostrophes	-ence or -ent endings	Homophones	Homophones	Common exception	statutory)
	Homophones	 -able or ably endings 	-cian, -sion and -tion	Roots words ending	words	Common exception
	. Tomophones	Homophones	endings	in '-ic' then ally	The suffix -ous	words
	l .	+ Homophones	Citalings	in ic dienally	- THE JUHA -OUS	WOIGS

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	 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 	 Common exception words 'ch' with the hard sound (Greek origin) 'ch' with the 'sh' sound (French origin) Common exception words 	Root words ending in - fer - double the r	added to create adverb Common exception words Common exception words	Words containing the letter string -ough (different sounds Words containing the letter string -ough (different sounds	Words with silent letters Gap-filling based on AFL
YEAR 6	Topic: Blitzed	Topic: Blitzed	Topic: Might Mountaincs	Topic: Survival	Topic: The London Project	Topic: The London Project
Composition	Non-Fiction: Persuasion	Fiction: Narrative	Poetry, Narrative &	Persuasion & Non-	Fiction: Detective Fiction	Fiction: Narrative
	Fiction: Narrative Diary Entries	Non-Fiction: Newspaper Report	Explanation	Chronological Report Persuasion:	Non-Fiction: Newspaper Report & Biography	Non-Fiction: Newspaper Report
	Little3	Fiction: Poetry	Poetry:	i ci suasioni.	The port of biographis	Persuasion
	Persuasion:	,		identifying the audience	Detective Fiction:	Discussion Text (Novel by
	Identifying the audience	Narrative:	continuing to read and	for and purpose of the	identifying the audience	a significant author)
	for and purpose of the	in writing narratives,	discuss an increasingly wide	writing, selecting the	for and purpose of the	
	writing, selecting the	considering how authors	range of fiction, poetry,	appropriate form and	writing, selecting the	identifying the audience
	appropriate form and	have developed	plays, non-fiction and	using other similar writing	appropriate form and	for and purpose of the
	using other similar writing	characters and settings in	reference books or	as models for their own	using other similar writing	writing, selecting the
	as models for their own.	what pupils have read,	textbooks		as models for their own	appropriate form and

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	listened to or seen		noting and developing		using other similar writing
Noting and developing	performed	learning a wider range of	initial ideas, drawing on	in writing narratives,	as models for their own
initial ideas, drawing on	performed	poetry by heart	reading and research	considering how authors	as models for their own
reading and research	selecting appropriate	poetry by near t	where necessary	have developed	noting and developing
where necessary.	grammar and vocabulary,	perform their own	Where necessary	characters and settings in	initial ideas, drawing on
	understanding how such	compositions, using	using a wide range of	what pupils have read,	reading and research
Selecting appropriate	choices can change and	appropriate intonation,	devices to build cohesion	listened to or seen	where necessary
grammar and vocabulary,	enhance meaning	volume, and movement so	within and across	performed	,
understanding how such		that meaning is clear.	paragraphs	P	in writing narratives,
choices can change and	in narratives, describing	J		selecting appropriate	considering how authors
enhance meaning	settings, characters and	preparing poems and plays	using further	grammar and vocabulary,	have developed
	atmosphere and	to read aloud and to	organisational and	understanding how such	characters and settings in
Using a wide range of	integrating dialogue to	perform, showing	presentational devices to	choices can change and	what pupils have read,
devices to build cohesion	convey character and	understanding through	structure text and to guide	enhance meaning	listened to or seen
within and across	advance the action	intonation, tone and	the reader [for example,	_	performed
paragraphs		volume so that the	headings, bullet points,	in narratives, describing	
	using a wide range of	meaning is clear to an	underlining]	settings, characters and	selecting appropriate
Ensuring correct subject	devices to build cohesion	audience		atmosphere and	grammar and vocabulary,
and verb agreement when	within and across		ensuring the consistent	integrating dialogue to	understanding how such
using singular and plural,	paragraphs	identifying how language,	and correct use of tense	convey character and	choices can change and
distinguishing between		structure and presentation	throughout a piece of	advance the action	enhance meaning
the language of speech	assessing the	contribute to meaning	writing		
and writing and choosing	effectiveness of their own			using a wide range of	in narratives, describing
the appropriate register	and others' writing	Narrative:	proof-read for spelling and	devices to build cohesion	settings, characters and
		in writing narratives,	punctuation errors	within and across	atmosphere and
Diary Entries:	ensuring the consistent	considering how authors		paragraphs	integrating dialogue to
In writing narratives,	and correct use of tense	have developed characters	ensuring correct subject		convey character and
considering how authors	throughout a piece of	and settings in what pupils	and verb agreement when	assessing the	advance the action
have developed	writing	have read, listened to or	using singular and plural,	effectiveness of their own	
characters and settings in		seen performed	distinguishing between	and others' writing	précising longer passages
what pupils have read,	proof-read for spelling		the language of speech		
listened to or seen	and punctuation errors	in narratives, describing	and writing and choosing	proposing changes to	using a wide range of
performed	Name and Barranta	settings, characters and	the appropriate register	vocabulary, grammar and	devices to build cohesion
	Newspaper Reports:	atmosphere and integrating		punctuation to enhance	within and across
Selecting appropriate	identificing the country	dialogue to convey	assessing the	effects and clarify	paragraphs
grammar and vocabulary,	identifying the audience	character and advance the	effectiveness of their own	meaning	
understanding how such	for and purpose of the	action	and others' writing		

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

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

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					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	
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	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using expanded noun	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	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	concisely	phrases to convey complicated information concisely using modal	using the perfect form of verbs to mark relationships of time and cause	using expanded noun phrases to convey	using passive verbs to affect the presentation of information in a sentence

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using	g expanded noun	using modal verbs or	verbs or adverbs to indicate		complicated information	using expanded noun
phras	ases to convey	adverbs to indicate	degrees of possibility	using modal verbs or	concisely	phrases to convey
comp	plicated information	degrees of possibility		adverbs to indicate		complicated information
conci	cisely		using relative clauses	degrees of possibility	using modal verbs or	concisely
		using relative clauses	beginning with who, which,		adverbs to indicate	
using	g modal verbs or	beginning with who,	where, when, whose, that	using relative clauses	degrees of possibility	using modal verbs or
adve	erbs to indicate	which, where, when,	or with an implied (i.e.	beginning with who,		adverbs to indicate
degre	rees of possibility	whose, that or with an	omitted) relative pronoun	which, where, when,	using relative clauses	degrees of possibility
		implied (i.e. omitted)		whose, that or with an	beginning with who,	
using	g relative clauses	relative pronoun	using commas to clarify	implied (i.e. omitted)	which, where, when,	using relative clauses
begir	inning with who,		meaning or avoid ambiguity	relative pronoun	whose, that or with an	beginning with who,
which	ch, where, when,	using brackets, dashes or	in writing		implied (i.e. omitted)	which, where, when,
whos	ose, that or with an	commas to indicate		using commas to clarify	relative pronoun	whose, that or with an
impli	lied (i.e. omitted)	parenthesis	using hyphens to avoid	meaning or avoid		implied (i.e. omitted)
relati	tive pronoun		ambiguity	ambiguity in writing	using hyphens to avoid	relative pronoun
		using commas to clarify			ambiguity	
using	g commas to clarify	meaning or avoid	using brackets, dashes or	using brackets, dashes or		using commas to clarify
mear	aning or avoid	ambiguity in writing	commas to indicate	commas to indicate	using commas to clarify	meaning or avoid
ambi	oiguity in writing		parenthesis	parenthesis	meaning or avoid	ambiguity in writing
					ambiguity in writing	
using	g brackets, dashes or		using semi-colons, colons	using semi-colons, colons		using hyphens to avoid
comr	nmas to indicate		or dashes to mark	or dashes to mark	using semi-colons, colons	ambiguity
parer	enthesis		boundaries between	boundaries between	or dashes to mark	
			independent clauses	independent clauses	boundaries between	using brackets, dashes or
					independent clauses	commas to indicate
			using a colon to introduce a	using a colon to introduce		parenthesis
			list	a list	punctuating bullet points	using semi-colons, colons
			punctuating bullet points		consistently	or dashes to mark
			consistently	punctuating bullet points		boundaries between
			•	consistently		independent clauses
						using a colon to introduce
						a list
						punctuating bullet points
						consistently
						-

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Spelling	 Homophones Possessive apostrophes Common exception words Contractions CVC/CCVC double consonant when adding suffix Homophones Common exception words Suffix ous Homophones 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 ic (and added ally to create adverb) Common exception words Root words ending in fer (then adding ing, ed, al) 	 '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
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