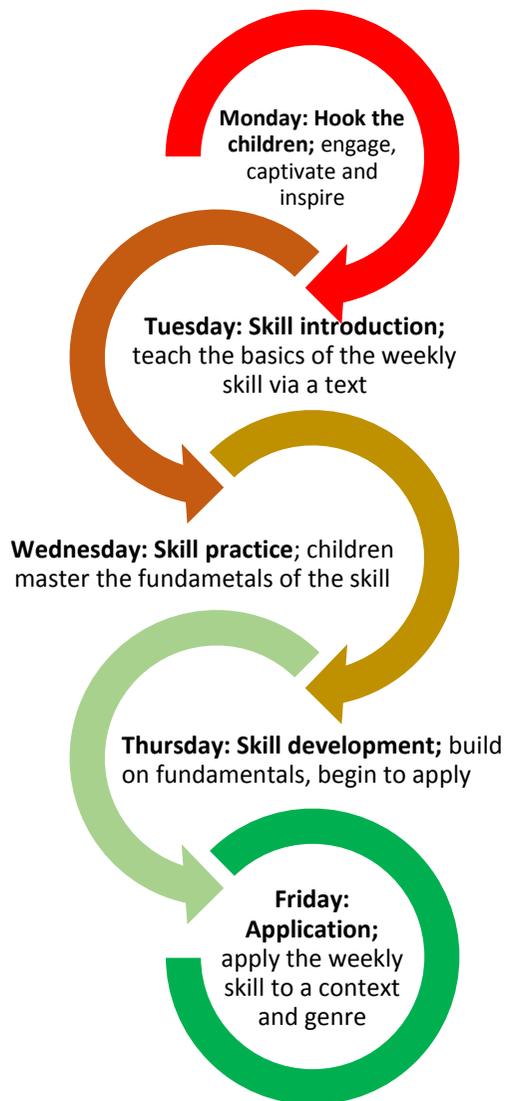


Curriculum Coverage 2018/19: Writing Sequence of Teaching



In writing, children are taught how to apply grammar, punctuation and spelling skills in ways which are interesting and to create different effects for the different purposes and audiences identified during the analysis part of the reading phase.

The two main aspects of writing taught are:

WHAT to write – the content;

HOW to write – the grammar, language, structure and the intended effect.

The WHAT to write can arise from any area of the curriculum, school life or issues concerning the children.

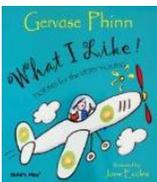
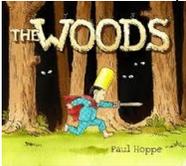
The HOW to write is determined by:

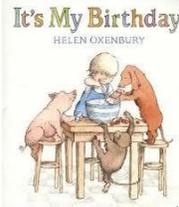
- the objectives listed for the year group;
- the ability of the children;
- the genre of the text;
- the purpose of the text;
- the audience for the text.

The HOW to write skills are best taught in the context of the WHAT to write rather than as unconnected formal exercises. In this way the application and intended effects of grammar and vocabulary choices can be seen in a purposeful outcome.

The Writing Curriculum: Year One

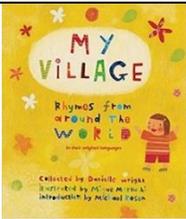
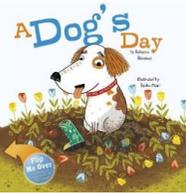
Autumn Term

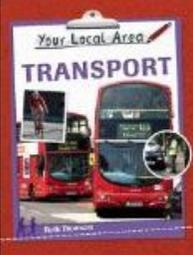
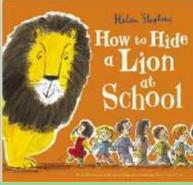
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use adjectives to describe nouns	To be able to combine words to make sentences	 <p>What I Like! Poems for the very young by Gervaise Phinn</p>	Poetry	To be able to say out loud what they are going to write about	To write a senses poem; use the sense of touch
Two	To be able to use adjectives to describe nouns	To be able to combine words to make sentences				To write a senses poem; use the sense of smell
Three	Consolidation Week By the end of this week, children should be secure with the following skills: <ol style="list-style-type: none"> 1. Know that adjectives describe 2. Describe a noun with an adjective 3. Be able to reorder words to make a sentence 					To write a colour poem; use a repeated pattern structure
Four	To be able to use full stops and capital letters to demarcate sentences	To be able to use adjectives to describe nouns	 <p>The Woods by Paul Hoppe Yr1</p>	Narrative;	To be able to sequence sentences to form short narratives	To write a recount of the story
Five	To be able to use full stops and capital letters to demarcate sentences	To be able to use adjectives to describe nouns				To write a character description
Six	Consolidation Week By the end of this week, children should be secure with the following skills: <ol style="list-style-type: none"> 1. Combine words to create sentence-like structures 2. Beginning to use capital letters at the start of a sentence 3. Beginning to add full stops to their writing, even if they simply add them to the end of each line (rather than sentence) 					To write own story about a character overcoming a fear

Seven	To be able to use adjectives to describe nouns	To be able to combine words to make sentences	 <p>Don't Spill the Milk by Stephen Davies and Christopher Corr</p>	Narrative;	To be able to sequence sentences to form short narratives	To write a recount of the story
Eight	To be able to use adjectives to describe nouns	To be able to combine words to make sentences				To write a description of Penda
Nine	Consolidation Week By the end of this week, children should be secure with the following skills: <ol style="list-style-type: none"> 1. Know that adjectives describe 2. Describe a noun with an adjective 3. Be able to reorder words to make a sentence 					To write a description of mango
Ten	To be able to use full stops and capital letters to demarcate sentences	To be able to use adjectives to describe nouns	 <p>It's My Birthday by Helen Oxenbury</p>	Instructions	To be able to say out loud what they are going to write about	To write a recount of the story
Eleven	To be able to use full stops and capital letters to demarcate sentences	To be able to use adjectives to describe nouns				Write instructions about how to make a cake
Twelve	Consolidation Week By the end of this week, children should be secure with the following skills: <ol style="list-style-type: none"> 4. Combine words to create sentence-like structures 5. Beginning to use capital letters at the start of a sentence 6. Beginning to add full stops to their writing, even if they simply add them to the end of each line (rather than sentence) 					Write instructions about how to have a birthday party

The Writing Curriculum: Year One

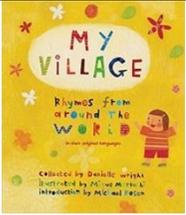
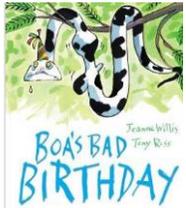
Spring Term One

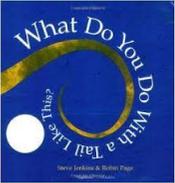
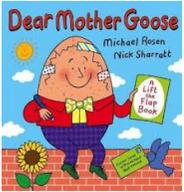
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use adjectives to describe nouns	To be able to use full stops and capital letters to demarcate sentences	 <p>My Village: Rhymes from Around the World</p>	Poetry	To be able to read aloud their writing clearly enough to be heard by their peers and the teacher	Re-write a rhyme, adding adjectives to suite the topic/subject matter
Two	To be able to suggest synonyms for common adjectives	To be able to join words using and	 <p>A Dog's Day by Rebecca Rissman</p>	Fiction	To be able to re-read what they have written to check that it makes sense.	<p>Change the character from Rusty the dog and write a story in the same style i.e. from two contrasting points of view.</p> <p>The first week could be from the point of view of the animal, while the second week could be spent writing a contrasting version of events from the point of view of the owner.</p>
Three	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 4. Know that adjectives describe 5. Describe a noun with an adjective 6. Be able to suggest appropriate synonyms 7. Describe a noun using two adjectives joined by and 	To be able to join words using and				

Four	To be able to join clauses using and		 <p>Transport (non-chron)</p>	Non-fiction; Non-chronological report		Write a non-chronological report about a mode of transport of their choice
Five	To be able to join clauses using and	To be able to use capital letters for names				
Six	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 1. Identify two clauses that could be linked together 2. Link two clauses with and 3. Describe a noun with an appropriate adjective 4. Identify and select synonyms of commonly used adjectives 	To be able to use full stops and capital letters to demarcate sentences/ To be able to use capital letters for names	 <p>How to Hide a Lion at School by Helen Stephens</p>	Fiction	To be able to discuss what they have written with the teacher or other pupils.	<p>Write a new 'chapter', but rather than having to hide the lion in a museum, the main character has to hide the lion in HBSDA.</p> <p>This could be a first person recount.</p>

The Writing Curriculum: Year One

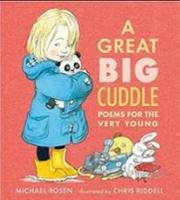
Spring Term Two

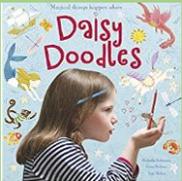
Week	Key Objective	SPAG Warm-up /Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use a question mark at the end of a sentence to indicate a question	To be able to use regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun.	 <p>My Village: Rhymes from Around the World</p>	Poetry	To be able to read aloud their writing clearly enough to be heard by their peers and the teacher	Interview a character from one of the rhymes
Two	To be able to use a question mark at the end of a sentence to indicate a question					
Three	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> List questioning words e.g. who, what, where etc Punctuate sentences correctly by choosing between a question mark and a full stop Write/punctuate questions of their own 	To be able to use the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words	 <p>Boa's Bad Birthday by Jeanne Willis and Tony Ross</p>	Fiction	<p>To be able to read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>To be able to re-read what they have written to check that it makes sense.</p>	Pose a series of questions to Boa regarding his preferences for birthday presents. The children then answer the questions based on the events in the story.

<p>Four</p>	<p>To be able to use an exclamation mark at the end of a sentence to indicate an exclamation</p>					
<p>Five</p>	<p>To be able to use an exclamation mark at the end of a sentence to indicate an exclamation</p>		<p>What do you do with a tail like this? By Steve Jenkins</p>	<p>Non-fiction</p>		<p>Keeping with the style of the book, write a series of answers to the questions posed, using exclamation sentences in the process.</p>
<p>Six</p>	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 1. Recognise that an exclamation sentence starts with <i>what</i> or <i>how</i> 2. Punctuate sentences correctly by choosing between an exclamation mark, question mark and a full stop 3. Write/punctuate exclamation sentences of their own 	<p>To know how the prefix un- changes the meaning of verbs and adjectives</p>	 <p>Dear Mother Goose by Michael Rosen</p>	<p>Fiction</p>	<p>To be able to discuss what they have written with the teacher or other pupils.</p>	<p>Write a letter to one of the characters in the story. The letter should be a direct response to one of the letters published.</p>

Writing Curriculum: Year One

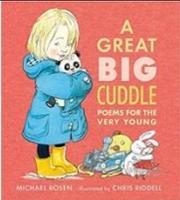
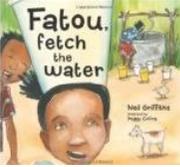
Summer Term One

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use adjectives to describe nouns – synonyms for commonly used adjectives e.g. mad/angry	To be able to identify verbs	 <p>A Great Big Cuddle by Michael Rosen</p>	Poetry	To be able to read aloud their writing clearly enough to be heard by their peers and the teacher	Write a poem in a similar style based on a favourite from this collection
Two	To be able to use an exclamation mark at the end of a sentence to indicate an exclamation. <i>Note: Clarify that an exclamation mark can show someone is shouting and also in an exclamation sentence e.g. How strange! What a peculiar thing to sit on!</i>	To be able to identify verbs	 <p>Oi Frog by Kes Grey</p>	Narrative; repeated pattern; rhyming words/phrases	To be able to sequence sentences to form short narratives	Write your own silly rhyming sentences based on pattern of the text.
Three	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				
Four	To be able to use and/so/because to join clauses (choose the conjunction that is appropriate)	To be able to edit verbs using suitable synonyms	Non-fiction text linked to the animals mentioned in Oi Frog		To be able to discuss what they have written with the teacher or other pupils.	Write an information text using headings, pictures and captions.

Five	To be able to use adjectives to describe nouns – synonyms for commonly used adjectives e.g. mad/angry	To be able to edit verbs using suitable synonyms				
Six	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives	 <p>Daisy Doodles by Michelle Robinson and Irene Dickson</p>	Narrative; picture book		Write a recount of Pipsqueak's latest adventure

Writing Curriculum: Year One

Summer Term Two

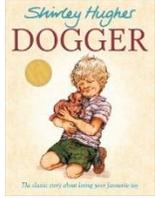
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use adjectives to describe nouns – synonyms for commonly used adjectives e.g. mad/angry	To be able to use an question mark at the end of a sentence to indicate a question.	 <p>A Great Big Cuddle by Michael Rosen</p>	Poetry	To be able to read aloud their writing clearly enough to be heard by their peers and the teacher	Write a poem in a similar style based on a favourite from this collection
Two	To be able to use capital letters for names		 <p>Fatou Fetch the Water by Neil Griffiths</p>	Narrative; stories from other cultures and settings	To be able to sequence sentences to form short narratives	Recount the story, changing the item that he fetches and the events he encounters
Three	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				
Four	To be able to use a question mark at the end of a sentence to indicate a question	To be able to use an exclamation mark at the end of a sentence to indicate an exclamation. <i>Note: Clarify that an exclamation mark can show someone is shouting and also in an exclamation sentence e.g. How strange! What a peculiar thing to sit on!</i>	Non-fiction text linked to Gambia (this is the setting for Fatou Fetch The Water)	Non-fiction; information text	To be able to re-read what they have written to check that it makes sense.	Write an information text using headings, pictures and captions.
Five	To be able to use and/so/because to join clauses (choose the conjunction that is appropriate)					

<p>Six</p>	<p>Revision and consolidation of previous learning objectives</p>	<p>Revision and consolidation of previous learning objectives</p>	 <p>Orion and the Dark by Emma Yarlett</p>	<p>Narrative</p>		<p>Write a recount titled, 'My Worst Day EVER!' in which Orion recalls all of the <i>horrid</i> things that scared him that day.</p>
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The Writing Curriculum: Year Two

Autumn Term One

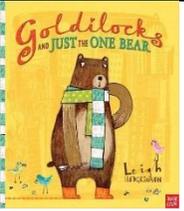
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use adjectives to describe nouns	To be able to demarcate sentences using capital letters at the start and full stops	 <p>Tell Me a Dragon by Jackie Morris</p>	Poetry; poems with a structure; calligrams/ shape poems	<p>To be able to plan by writing down ideas and/or key words, including new vocabulary</p> <p>To be able to write poetry</p>	Children to choose their own images of dragons to write about. This should include at least one dragon that they have created themselves.
Two	To be able to write simple (single clause) sentences	To be able to demarcate sentences using capital letters at the start and full stops	 <p>Once Upon an Ordinary School Day by Colin McNaughton</p>	Narrative; stories with familiar settings	<p>To be able to plan by writing down ideas and/or key words, including new vocabulary</p>	Use music to capture the imagination of the children. Link music to different settings. Children write a description of a setting; music used to stimulate imagination.
Three	To be able to write simple (single clause) sentences	To be able to demarcate sentences using capital letters at the start and full stops	<p>To be able to write narratives about personal experiences and those of others (real and fictional)</p>		DIRT – edit and improve their setting description.	
Four	<p>Consolidation Week</p> <p>By the end of the week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 1. Write a simple sentence 2. Punctuate a simple sentence with a capital letter and full stop 3. Identify nouns and adjectives 		<p>Apply learning from week 2 and week 3 to describe a different setting.</p>			

	<p>4. Know that nouns are naming words and adjectives are describing words</p> <p>5. Use appropriate adjectives to describe nouns</p> <p>6. Begin to use synonyms for often repeated adjectives</p>					
Five	<p>To be able to write compound (multi clause) sentences using the coordinating conjunction 'and'</p>	<p>To be able to use adjectives to describe nouns</p>	 <p>Dogger by Shirley Hughes</p>	<p>Narrative; stories with familiar settings</p>		<p>Create a lost poster asking the public to help with the search for Dogger. Include simple description in the form of labels and a short passage of text.</p>
Six	<p>To be able to write compound (multi clause) sentences using the coordinating conjunction 'and'</p>	<p>To be able to use synonyms for frequently used adjectives and verbs</p>				<p>Write a character description of Dogger using the lost poster as the starting point for the description. Simply take an idea from the poster and expand on it.</p>

The Writing Curriculum: Year Two

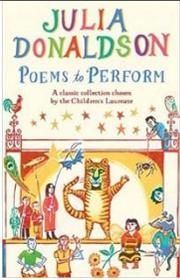
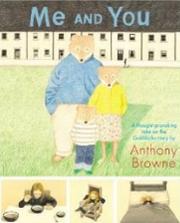
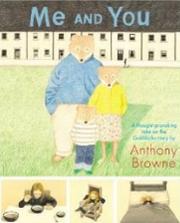
Autumn Term Two

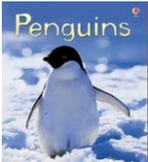
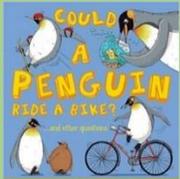
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to write complex (multi clause) sentences using the subordinating conjunction 'because'	To be able to demarcate sentences using capital letters at the start and full stops	 <p>How to Wash a Woolly Mammoth by Robinson and Hindley</p>	Non-narrative; instructional text	<p>To be able to write for different purposes</p> <p>To be able to plan by writing down ideas and/or key words, including new vocabulary</p>	Write a set of instructions for a simple task that they're familiar with (you don't want an unfamiliar task as this will distract the children from the formation of the instructions).
Two	To be able to write complex (multi clause) sentences using the subordinating conjunction 'because'	To be able to demarcate sentences using capital letters at the start and end with question marks – <i>Questions are a great way of starting a set of instructions.</i>				Throughout the week, each child can be given a flour baby to care for. Children to write a set of instructions titled, 'How to Look After a Flour Baby'
Three	<p>Consolidation Week</p> <p>By the end of the week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 1. Write a compound (multi-clause) sentence using 'and' 2. Write a compound (multi-clause) sentence using 'because' 3. Punctuate a sentence with a capital letter and full stop 4. Know that imperative verbs give direction/instruction 5. Begin to punctuate questioning sentences 					DIRT – edit and improve instructions from the previous week. By this stage the children will have more of an understanding regarding the structure and layout of instructional texts.

Four	To be able to write expanded noun phrases for description and specification	To be able to demarcate sentences using capital letters at the start and end with question marks.		Narrative; Traditional tales/fables with a twist	To be able to plan by writing down ideas and/or key words, including new vocabulary	Write a recount of The Three Little Pigs
Five	To be able to demarcate sentences using capital letters at the start and end with question marks.	To be able to use adjectives to describe nouns	Goldilocks and just one bear by Leigh Hodgkinson		To be able to write narratives about personal experiences and those of others (real and fictional)	Re-write the Three Little Pigs, adding a twist of your own.
Six	Consolidation Week By the end of the week, children should be secure with the following skills: <ol style="list-style-type: none"> 1. Write a compound (multi-clause) sentence using 'and' 2. Write a compound (multi-clause) sentence using 'because' 3. Punctuate a sentence with a capital letter and full stop 4. Know that a verb describes a noun and choose adjectives appropriately 5. Begin to punctuate questioning sentences 					DIRT – edit and improve their alternative version of the Three Little Pigs.

The Writing Curriculum: Year Two

Spring Term One

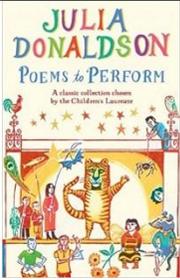
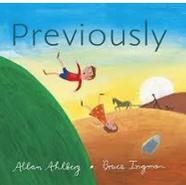
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to write expanded noun phrases for description and specification	To be able to demarcate sentences using capital letters at the start and end with a full stop	 <p>Poems to Perform by Julia Donaldson</p>	Poetry; performance poetry	To be able to write poetry	Write and perform a poem in the style of one from the book.
Two	To be able to demarcate sentences using capital letters at the start and exclamation marks at the end	To be able to demarcate sentences using capital letters at the start and end with question marks.	 <p>Me and You by Anthony Brown</p>	Fiction; fractured fairy tale	To be able to write narratives about personal experiences and those of others (real and fictional)	Retell the story of a well-known traditional tale from the perspective of a different character e.g. Little Red Riding Hood from the POV of Granny or the Wolf
Three	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To be able to identify nouns and modify them using adjectives or strings of adjectives 	To be able to use synonyms for frequently used adjectives and verbs	 <p>Me and You by Anthony Brown</p>	Fiction; fractured fairy tale	To be able to write narratives about personal experiences and those of others (real and fictional)	Retell the story of a well-known traditional tale from the perspective of a different character e.g. Little Red Riding Hood from the POV of Granny or the Wolf

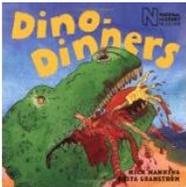
	<p>2. To be able to punctuate sentences accurately using exclamation marks, full stops and question marks</p> <p>3. To know that an exclamation sentence has to start with How or What</p>					
Four	To be able to write compound (multi clause) sentences using the coordinating conjunction 'or'	To be able to use synonyms for frequently used adjectives and verbs	 <p>Penguins by Emily Bone</p>	Non-fiction; non-chronological report	To be able to write for different purposes	<p>Write a non-chronological report about an animal of their choosing.</p> <p><i>Could link it to weeks two and three and write about the animal whose POV the fairy tale was told from e.g. a wolf, a pig, a bear etc</i></p>
Five	To be able to write compound (multi clause) sentences using the coordinating conjunction 'but'	To be able to write complex (multi clause) sentences using the subordinating conjunction 'because'				
Six	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To be able to identify independent clauses To be able to pair up 	To be able to write complex (multi clause) sentences using the subordinating conjunction 'because'	 <p>Could a Penguin Ride a Bike? By Bitskoff and Beydoyere</p>	Non-fiction	To be able to evaluate their writing with the teacher and other pupils	<p>Write in a similar style; use one of the other titles in the series as an inspiration e.g. Could an Elephant Enjoy the Seaside? Could an Octopus Climb a Skyscraper?</p>

	<p>independent clauses</p> <p>3. To use or when giving an option</p> <p>4. To use but when making a contrast</p> <p>5. To use because when giving a reason</p>					
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The Writing Curriculum: Year Two

Spring Term Two

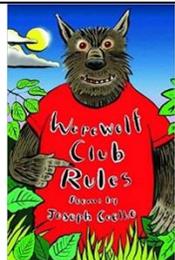
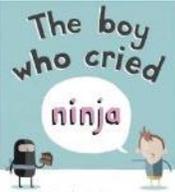
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use commas in making lists	To be able to identify and punctuate questioning sentences	 <p>Poems to Perform by Julia Donaldson</p>	Poetry	To be able to write poetry	Write and perform a poem in the style of one from the book.
Two	To be able to use commas in making lists	To be able to identify and punctuate exclamation sentences				
Three	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To separate items in a list with a comma To know that the final two items in a list and divided by and 	To be able to identify and punctuate exclamations, questions and <i>standard</i> sentences	 <p>Previously by Allan Ahlberg</p>	Fiction	To be able to write narratives about personal experiences and those of others (real and fictional)	<p>Choose an alternative character from a fairy tale and write what they were doing <i>previously</i>.</p> <p>e.g. what Granny was doing before she fell ill and got gobbled by the Big Bad Wolf</p>

	<p>3. To be able to punctuate sentences accurately using exclamation marks, full stops and question marks</p> <p>4. To know that an exclamation sentence has to start with How or What</p>					
Four	To be able to write complex (multi clause) sentences using the subordinating conjunction 'when'	To be able to identify and punctuate exclamations, questions and <i>standard</i> sentences	 <p>Dino Dinners by Manning and Granstrom</p>	Non-fiction	To be able to write for different purposes	<p>Children can write about any large group of animals or objects.</p> <p>In order to meet the composition objective they could choose an animal and write about it to entertain (week four) and then write a piece to inform (week five).</p>
Five	To be able to write complex (multi clause) sentences using the subordinating conjunction 'when'	To be able to write complex (multi clause) sentences using the subordinating conjunction – but, or, because				
Six	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To use 'when' when referring to time To be able to identify 	To be able to write complex (multi clause) sentences using the subordinating conjunction – but, or, because and when	 <p>The Disgusting Sandwich by Gareth Edwards</p>	Fiction	To be able to evaluate their writing with the teacher and other pupils	Children could study instructional texts in reading and then write a set of instructions about how to make the most disgusting sandwich ever!

	<p>independent clauses</p> <p>3. To be able to pair up independent clauses</p> <p>4. To be secure when using or, because, but</p>					
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Writing Curriculum: Year Two

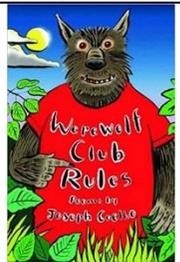
Summer Term One

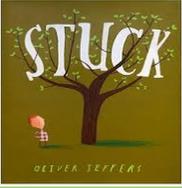
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to write expanded noun phrases for description and specification	To be able to use apostrophes for contracted forms	 <p>Werewolf Club Rules by Joseph Coelho</p>	Poetry	To be able to read aloud what they have written with appropriate intonation to make the meaning clear	Write a poem in a similar style based on a favourite from this collection
Two	To be able to write expanded noun phrases for description and specification	To be able to use apostrophes for contracted forms	 <p>The Boy Who Cried Ninja by Alex Latimer</p>	Narrative; traditional tale with a modern twist	To be able to plan by encapsulating what they want to say, sentence by sentence.	Children to write their own version, linked to a particular theme e.g. Space, modern day etc
Three	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				
Four	To be able to write complex (multi clause) sentences using the subordinating conjunction 'if'	To be able to demarcate sentences using capital letters at the start and end with question marks	Read a version of The Boy Who Cried Wolf	Narrative; traditional tale; moral story	To be able to evaluate by proof-reading to check for errors in spelling, grammar and punctuation	Children to compare and contrast the two versions of this moral tale. They can then write a book review, stating their preferences etc
Five	To be able to write complex (multi clause) sentences using the subordinating conjunction 'where'	To be able to demarcate sentences using capital letters at the start and end with question marks				

<p>Six</p>	<p>Revision and consolidation of previous learning objectives</p>	<p>Revision and consolidation of previous learning objectives</p>	 <p>Wanted: The Perfect Pet by Fiona Robertson</p>	<p>Narrative</p>		<p>Write an advert for desired pet in a similar style to Henry's</p>
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Writing Curriculum: Year Two

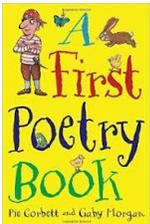
Summer Term Two

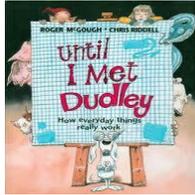
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to write expanded noun phrases for description and specification	To be able to write exclamations	 <p>Werewolf Club Rules by Joseph Coelho</p>	Poetry	To be able to read aloud what they have written with appropriate intonation to make the meaning clear	Write a poem in a similar style based on a favourite from this collection
Two	To be able to write complex (multi clause) sentences using the subordinating conjunction 'that'	To be able to write exclamations	 <p>The Dragon Machine by Helen Ward</p>	Narrative	To be able to plan by encapsulating what they want to say, sentence by sentence.	Write a character description about a dragon. Plan and write a story based on a dragon.
Three	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				
Four	To be able to accurately and consistently use present tense and past tense throughout writing	To be able to use commas in making lists	Non-fiction text- Instructional text	Instructions based on fictional text	To be able to evaluate by proof-reading to check for errors in spelling, grammar and punctuation	The text for this unit, The Dragon Machine, provides a fictional context for the children's instructional writing. Taking care of their own dragons, the children build their own dragon machines and fly their dragons to the Great Wilderness. They create maps of the wilderness and instructions on how to get there.
Five	To be able to accurately and consistently use present tense and past tense throughout writing	To be able to use commas in making lists				

<p>Six</p>	<p>Revision and consolidation of previous learning objectives</p>	<p>Revision and consolidation of previous learning objectives</p>	 <p>Stuck by Oliver Jeffers</p>	<p>Instructions based on fictional text</p>		<p>Youtube – Bear Trampoline</p> <p>Write a set of instructions about how to dislodge an item from a tree</p>
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The Writing Curriculum: Year Three

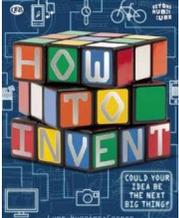
Autumn Term One

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use and recognise noun/expanded noun phrases	To be able to recognise multi-clause compound sentences	 <p>A First Poetry Book by Corbett and Morgan; use the poem titled 'How to be a Pirate'</p>	Poetry; Read, write and perform free verse	<p>To be able to plan their writing by discussing and recording ideas.</p> <p>To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Write a poem titled 'How to be a/an [insert here]</p> <p>astronaut caveman big bad wolf alien etc</p>
Two	To be able to use the coordinating conjunction 'so' in multi-clause compound sentences	To be able to classify words – nouns, adjectives and verbs	 <p>Meerkat Mail by Emily Gravett</p>	Narrative; recount Recount an 'unfolding event' including detail expressed in ways that will engage the reader/viewer	<p>To be able to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>To be able to draft and write in narratives, creating settings, characters and plot</p>	<p>The children write a postcard in the character of Sunny Meerkat after visiting Birmingham.</p>
Three	To be able to use the coordinating conjunction 'but' in multi-clause compound sentences	To be able to improve verbs and adjectives by choosing suitable synonyms				DIRT – Re-write postcard from week two.
Four	Consolidation Week					Expand on the ideas covered in the postcard and write a letter. Each event

	<p>By the end of the week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 1. Classify words – nouns, verbs and adjectives 2. Know the difference between a simple (single clause) sentence and a compound (multi-clause) sentence 3. Be able to identify compound sentences 4. To be able to use the coordinating conjunction ‘so’ in a compound sentence 5. To be able to use the coordinating conjunction ‘but’ in a compound sentence 6. To be able to improve verbs and adjectives using appropriate synonyms 					<p>listed on the original postcard could form a paragraph in this expanded recount.</p>
<p>Five</p>	<p>Use the subordinating conjunction ‘because’ in multi-clause complex sentences</p>	<p>To be able to use the first two or three letters of a word to check its spelling in a dictionary.</p>	 <p>Until I Met Dudley by Michael Rosen</p>	<p>Non-narrative; explanation</p> <p>Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively</p>	<p>To be able to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>To be able to plan their writing by composing and rehearsing sentences orally (including dialogue)</p>	<p>Children to write an explanation about how one of the imaginary ‘things’ in the back of the book work.</p>
<p>Six</p>	<p>Use the subordinating conjunction ‘if’ in multi-clause complex sentences</p>	<p>To be able to use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Until I Met Dudley by Michael Rosen</p>	<p>Non-narrative; explanation</p> <p>Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively</p>	<p>To be able to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>To be able to plan their writing by composing and rehearsing sentences orally (including dialogue)</p>	<p>DIRT – Re-write the explanation about how the ‘thing’ works. The second version of the explanation should not only include a greater variety of subordinating conjunctions, but also demonstrate a growing understanding of the genre features.</p>

The Writing Curriculum: Year Three

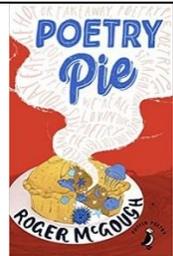
Autumn Term Two

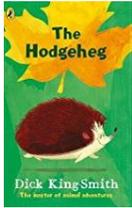
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use the subordinating conjunction 'when' in multi-clause complex sentences	To be able to use the first two or three letters of a word to check its spelling in a dictionary.				Children need to choose an invention and/or an inventor that they will write about.
Two	To be able to use the subordinating conjunction 'while' in multi-clause complex sentences	To be able to improve verbs and adjectives by choosing suitable synonyms	 <p>How to Invent (beyond the Rubik's Cube) Lyn Huggins-Cooper</p>	Non-narrative; Non-chronological Report	To be able to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; To be able to draft and write in narratives, creating settings, characters and plot	DIRT - The second version of the non-chronological report should not only include a greater variety of subordinating conjunctions, but also demonstrate a growing understanding of the genre features.
Three	<p>Consolidation Week By the end of the week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> Improving verbs and adjectives for suitable synonyms To be able to use the subordinating conjunctions because, if, when and while in a complex sentence 					Write a new non-chronological report about a different invention to that used during weeks one and two.
Four	To be able to use the subordinating conjunction 'although' in	To be able to use and recognise noun/expanded noun phrases		narrative; traditional tales/fairy tales –	To be able to plan their writing by discussing and recording ideas.	Use the page where women try on the slipper and its three images. Cut off the text and ask the children what the three paragraphs could be about this picture.

	multi-clause complex sentences			alternative version	To be able to draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	How could children expand each paragraph? Model writing one of the paragraphs and the children then write their own paragraphs for the page.
Five	To be able to use the subordinating conjunction 'where' in multi-clause complex sentences	To be able to use and recognise noun/expanded noun phrases	 <p>The Little Blue Slipper – An Irish Cinderella Story by Jude Daly</p>			DIRT – Improve the narrative from week seven based on teacher feedback. Also use this as an opportunity to revise the key objectives from week one to seven.
Six	Consolidation Week By the end of the week, children should be secure with the following skills: <ol style="list-style-type: none"> 1. Improving verbs and adjectives for suitable synonyms 2. To be able to use the subordinating conjunctions while and where in a complex sentence 					Pick a different traditional tale to Cinderella and write an alternative version.

The Writing Curriculum: Year Three

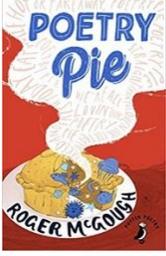
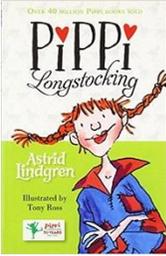
Spring Term One

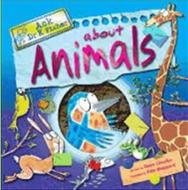
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to improve verbs and adjectives by choosing suitable synonyms	To be able to use apostrophes for contractions	 <p>Poetry Pie by Roger McGough</p>	Poetry	To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Focus on the poem of the same name as the book; play on words and puns; use figurative language to re-write the poem
Two	To be able to use dialogue and inverted commas in narrative	To be able to use apostrophes for contractions				
Three	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To be able to choose suitable synonyms for commonly used verbs and adjectives To know the basics of direct speech punctuation i.e. 66, 99, new speaker = new line; start dialogue with a capital letter; punctuation inside the 99 	To be able to use apostrophes for contractions	 <p>The True Story of the Three Little Pigs – by Jon Scieszka</p>	Fiction; Fairy Tales; fractured/twisted versions	To be able to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Choose a different fairy tale and write a fractured/twisted version.

Four	To be able to use so/but/or/and in a compound sentence	To be able to use dialogue and inverted commas in narrative				
Five	To be able to use so/but/or/and in a compound sentence	To be able to use dialogue and inverted commas in narrative				
Six	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 1. To be able to use all four of the co-ordinating conjunctions accurately 2. To be able to identify independent clauses 3. To be able to pair suitable independent clauses up 4. To be able to use direct speech punctuation accurately 	To be able to use dialogue and inverted commas in narrative	 <p>The Hodgeheg by Dick King-Smith</p>	Fiction;	To be able to evaluate and edit by proof-reading for spelling and punctuation errors.	While reading this text during writing lessons, children could study explanation texts in reading. Then a letter arrives in class, from Max the Hodgeheg, asking for help. A fox is coming in to the park, what can they do, they don't want to move house? Children can write an explanation text in answer to the problem.

The Writing Curriculum: Year Three

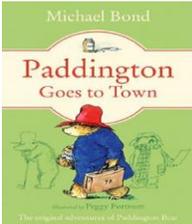
Spring Term Two

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to express time, place and cause using adverbs	To be able to identify and punctuate exclamations, questions and <i>standard</i> sentences	 <p>Poetry Pie by Roger McGough</p>	Poetry	To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Focus on the poem of the same name as the book; play on words and puns; use figurative language to re-write the poem
Two	To be able to express time, place and cause using adverbs	To be able to identify and punctuate exclamations, questions and <i>standard</i> sentences	 <p>Pippi Longstocking by Astrid Lindgren</p>	Fiction; classic tales	To be able to write paragraphs based around a related topic	Write a character description of Pippi Longstocking using STEAL to write a rounded characterisation. S – Speech T – Thoughts E – Effect on Others A – Actions L – Looks
Three		To be able to use dialogue and inverted commas in narrative				
Four	To be able to use the subordinating conjunctions 'when' and 'while' in multi-clause complex sentences	To be able to use dialogue and inverted commas in narrative	Pippi Longstocking by Astrid Lindgren			Write an adventure for Pippi Longstocking.
Five	To be able to use the subordinating conjunction 'although' in multi-clause complex sentences	To be able to use commas in making lists		Non-fiction; non-chronological text written in the form of	To be able to draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Write in a similar style to the text. Either:

<p>Six</p>	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 1. Be able to identify independent clauses and pair suitable clauses dependent on the subordinating conjunction 2. Use 'while' when writing about two or more things happening concurrently 3. Use 'when' when referring to time 	<p>To be able to use commas in making lists</p>	 <p>Ask Dr K Fisher by Claire Llewellyn</p>	<p>a series of letters</p>		<p>Choose an endangered animal to write about, using letters from the animal as the prompt.</p> <p>Or choose an animal from a well-known fairy tale and write a non-chronological text based on letters between the author and the character</p>
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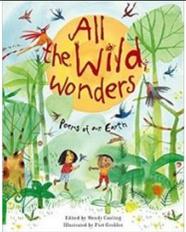
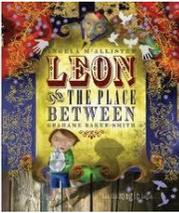
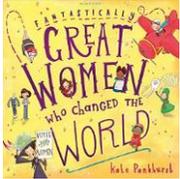
Writing Curriculum: Year Three

Summer Term One

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use expanded noun phrases	To be able to use the forms a or an according to whether the next word begins with a consonant or a vowel	 <p>All the Wild Wonders by Wendy Cooling</p>	Poetry	To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Write a poem in a similar style based on a favourite from this collection
Two	To be able to use the coordinating conjunctions or, but, so in multi-clause compound sentences	To be able to use the forms a or an according to whether the next word begins with a consonant or a vowel		Diary based on fictional text	To be able to draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures	Write a diary entry from Paddington's point of view, detailing his adventures
Three	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives	 <p>Paddington Goes to Town by Michael Bond</p>			
Four	To be able to use the subordinating conjunctions if/while in multi-clause complex sentences	To be able to use apostrophes for contractions		Instructional text based on fictional text	To be able to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	Write a set of instructions to attach to Paddington titled, 'If found, please look after this bear'.
Five	To be able to use the subordinating conjunctions when/although in multi-clause complex sentences	To be able to use apostrophes for contractions				
Six	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				

Writing Curriculum: Year Three

Summer Term Two

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use expanded noun phrases	To be able to dialogue and inverted commas in narrative	 <p>All the Wild Wonders by Wendy Cooling</p>	Poetry	To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Write a poem in a similar style based on a favourite from this collection
Two	To be able to express time, place and cause using prepositions	To be able to dialogue and inverted commas in narrative	 <p>Leon and the Place Between by Angella McAllister</p>	Narrative	To be able to draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures	Setting description
Three	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives	<p>Leon and the Place Between by Angella McAllister</p>			All children to create their own versions of Leon's story from the point the portal is reached.
Four	To be able to write paragraphs based around a related topic	To be able to punctuate statement, question, command and exclamation sentences accurately	 <p>Fantastically Great Women Who Changed The World by Kate Pankhurst</p>	Non-fiction	To be able to use headings and sub-headings to aid presentation.	Write a biography based on the life of one of the women detailed in the book
Five	To be able to write paragraphs based around a related topic	To be able to punctuate statement, question, command and exclamation sentences accurately	<p>Fantastically Great Women Who Changed The World by Kate Pankhurst</p>			Write a biography based on the life of one of the women detailed in the book
Six	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives	<p>Fantastically Great Women Who Changed The World by Kate Pankhurst</p>			

When adverbs look like prepositions!

Many words can serve in either of these roles in a sentence. Here's the easy way to tell which is which:

If it has an object, it's a preposition, if it doesn't, it's an adverb.

Simple as that! If you are one of those people who have memorized the prepositions and you spot one in a sentence, before you mark it down as a preposition, make sure it has an object (ask preposition what?). For example:

Billy ran up the stairs.

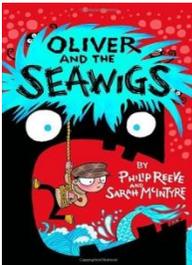
Billy looked up and saw the alien spacecraft.

Both sentences include the word up. We know up is often a preposition, but let's check. Does it have an object? In the first sentence it does: stairs. Up what? Up the stairs.

How about the second sentence? Up what? Well, um, hmm. There's no answer because there's no object. Up in this example is being used as an adverb to modify the verb looked. It shows how or where Billy looked.

The Writing Curriculum: Year Four

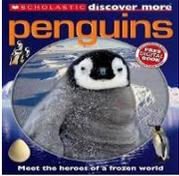
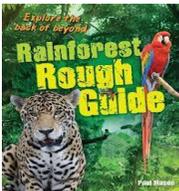
Autumn Term One

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use expanded noun phrases for description	To be able to classify words – noun, adjective, adverb and verb	 <p>Paint me a Poem by Grace Nichols</p>	Poetry; Read, write and perform free verse	To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Write a poem about a piece of artwork in the style of one studied
Two	To be able to write multi-clause compound sentences using a variety of co-ordinating conjunctions – FANBOYS	To be able to define word groups – noun, adjective, adverb and verb	 <p>Oliver and the Seawigs by Reeve and McIntyre</p>	Narrative; character description	<p>To be able to plan their writing by discussing and recording ideas.</p> <p>To be able to draft and write by organising paragraphs around a theme – <i>This can be done easily during week 3's independent write by introducing the STEAL writing frame. One paragraph per letter of the acronym.</i></p> <p><i>S- speech</i> <i>T- thoughts</i> <i>E- effect on others</i> <i>A- actions</i> <i>L- looks</i></p>	Write a character description for Stacey de Lacey. Offer the children little support in the way of a writing frame as this will leave plenty of room for improvement during the following week's DIRT session.
Three	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> Classify words – nouns, adjectives, verbs and adverbs Describe nouns with expanded noun phrases Be able to use a variety of co-ordinating conjunctions to write compound (multi-clause) sentences 					DIRT – Improve the character description from week two. It is highly likely that the majority of descriptions would have focused on the physical appearance of Stacey during their first character description. Therefore this week offers an opportunity to expand on this by using the STEAL character profile format.

Four	To be able to write adverbial phrases for manner (how)	To be able to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases			To be able to plan their writing by discussing and recording ideas.	Write a setting description linked to the story. Offer the children little support in the way of a writing frame as this will leave plenty of room for improvement during the following week's DIRT session.
Five	To be able to write adverbial phrases for place (where)	To be able to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases		Narrative; Narrative description	To be able to draft and write by organising paragraphs around a theme – <i>This can be done easily during week 5's independent write by introducing a writing frame that promotes description using all five senses</i>	DIRT – Improve the setting description from week four. It is highly likely that the majority of descriptions will centre around what one can see in the location. Therefore this week offers an opportunity to expand on this by using all five of our senses.
Six	Consolidation Week By the end of this week, children should be secure with the following skills: <ol style="list-style-type: none"> To be able to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases To be able to use a variety of co-ordinating conjunctions to write compound (multi-clause) sentences To be able to write adverbial phrases for place and manner 			Narrative; alternative ending		Give children the opportunity to simply write with freedom. There is little need to study story endings at the same length that you would have studied the features of character and setting description. This is simply a great opportunity for the children to write at length with imagination.

The Writing Curriculum: Year Four

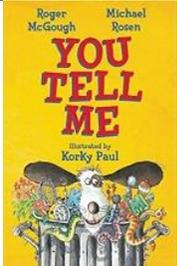
Autumn Term Two

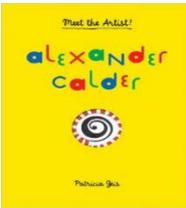
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to write adverbial phrases for time (when)	To be able to use adverbs to modify verbs and adjectives				Write a non-chronological report about penguins
Two	To be able to write adverbial phrases for manner, place and time.	To be able to use adverbs to modify verbs and adjectives		Non-narrative; Report	To be able to draft and write in non-narrative material, using simple organisational devices	DIRT - The second version of the non-chronological report should demonstrate a growing understanding of the genre features.
Three	Consolidation Week By the end of this week, children should be secure with the following skills: <ol style="list-style-type: none"> To be able to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases To be able to write adverbial phrases for place, manner and time To be able to use adverbs to modify verbs and adjectives 		Penguins by Penelope Arlon	Write own report independently based on notes gathered from several sources	To be able to draft and write by organising paragraphs around a theme	Write a non-chronological report about an animal of their choice.
Four	To be able to write fronted adverbials	To be able to use the first two or three letters of a word to check its spelling in a dictionary.		Non-narrative; Report	To be able to draft and write in non-narrative material, using simple organisational devices	Write a non-chronological report about rainforests
Five	To be able to use commas to punctuate fronted adverbials	To be able to use the first two or three letters of a word to check its	Rainforest Rough Guide by Paul Masson	Write own report independently based on notes gathered from several sources	To be able to evaluate and edit by proof-reading for spelling and punctuation errors.	DIRT - The second version of the non-chronological report should demonstrate a

		spelling in a dictionary.				growing understanding of the genre features.
Six	Consolidation Week By the end of this week, children should be secure with the following skills: <ol style="list-style-type: none"> 1. To be able to write adverbial phrases for place, manner and time 2. To be able to use adverbs to modify verbs and adjectives 3. To be able to use fronted adverbials 4. To be able to use the first two or three letters of a word to check its spelling in a dictionary 					Write a non-chronological report about an ecosystem or setting of their choice e.g. Antarctica or a city centre

The Writing Curriculum: Year Four

Spring Term One

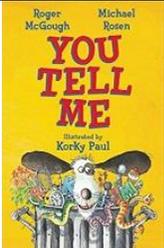
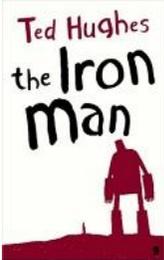
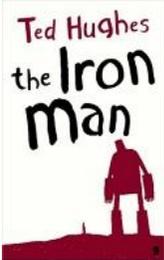
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use expanded noun phrases for description	To be able to write multi-clause compound sentences using a variety of co-ordinating conjunctions – FANBOYS	 <p>You Tell Me! By Roger McGough and Michael Rosen</p>	Poetry; potentially use the poem 'One Day When I was Young'	To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Write a poem in a similar style to the one studied
Two	To be able to write adverbial phrases related to time, place and manner	To be able to write multi-clause compound sentences using a variety of co-ordinating conjunctions – FANBOYS	 <p>Beyond the Stars Twelve Tales of Adventure, Magic and Wonder Compiled by Sarah Webb</p>	Fiction; narrative	To be able to use paragraphs to organise ideas around a related theme	Write a setting description and/or character description for the tale studied
Three	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 1. Be able to use noun phrases with control, recognising that quantity of modifiers doesn't beat quality 	To be able to use expanded noun phrases for description	<p>Beyond the Stars Twelve Tales of Adventure, Magic and Wonder – compiled by Sarah Webb</p>	Fiction; narrative	To be able to use paragraphs to organise ideas around a related theme	Write a setting description and/or character description for the tale studied

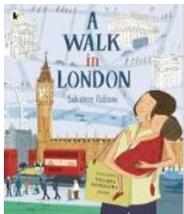
	<ol style="list-style-type: none"> 2. Use adverbial phrases to describe 3. Use adverbial phrases at the start of a sentence and in the main body of a sentence 					
Four	To be able to write adverbial phrases related to time, place and manner	To be able to use expanded noun phrases for description				
Five	To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions – because, when, while, if, although, where	To be able to identify and punctuate exclamations, questions and <i>standard</i> sentences				
Six	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 1. Use adverbial phrases to describe 2. Use adverbial phrases at the start of a sentence and in the main body of a sentence 3. To be able to accurately use an array of subordinating conjunctions 4. To be able to use subordinating 	To be able to identify and punctuate exclamations, questions and <i>standard</i> sentences	 <p>Alexander Calder (Meet the artist) by Patricia Geis</p>	Non-fiction; biography; recount	To be able to use paragraphs to organise ideas around a related theme	Write a biography for a person in their family. This can then lead onto a biography for a famous historical figure studied in humanities or RE

	conjunctions at the start of a sentence, as well as in the main body					
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The Writing Curriculum: Year Four

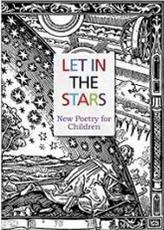
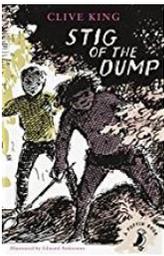
Spring Term Two

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use expanded noun phrases for description	To be able to use inverted commas and other punctuation to indicate direct speech	 <p>You Tell Me! By Roger McGough and Michael Rosen</p>	Poetry; potentially use the poem 'The Totally Inoffensive Children's Poem'	To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Write a poem in a similar style to the one studied
Two	To be able to express time, place and cause using conjunction e.g. when, before, after, while, so, because	To be able to use inverted commas and other punctuation to indicate direct speech	 <p>The Iron Man by Ted Hughes</p>	Fiction; narrative; classic text	To be able to draft and write in narratives, creating settings, characters and plot	Poem about his home planet using inspiration and structure taken from 'On some other planet' by John Rice. Focus on meaningful description, not just the obvious.
Three	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> Be able to use noun phrases with control, recognising that quantity of modifiers doesn't beat quality To be able to accurately use an array of 	To be able to write fronted adverbials	 <p>The Iron Man by Ted Hughes</p>	Fiction; narrative; classic text	To be able to draft and write in narratives, creating settings, characters and plot	Write a piece of narrative using suspense to engage the reader.

	<p>subordinating conjunctions</p> <p>3. To be able to use subordinating conjunctions at the start of a sentence, as well as in the main body</p>					
Four	To be able to express time, place and cause using adverbs e.g. then, next, soon, therefore	To be able to write fronted adverbials				
Five	To be able to express time, place and cause using prepositions e.g. before, after, during, in, because of	To be able to use apostrophes to mark singular possession				
Six	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <p>1. To be able to explain the difference between a preposition, an adverb and a conjunction</p>	To be able to use apostrophes to mark singular possession	 <p>A Walk in London by Salvatore Rubbino</p>	Non-fiction; information text crossed with a fictional recount	To be able to draft and write in non-narrative material, using simple organisational devices	Write a text in the same style as A Walk in London; change title to A Walk in Birmingham; dual-voiced about a trip around Birmingham city centre; The main voice is the excited child, the second voice being information about the various places.

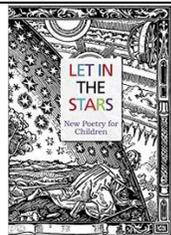
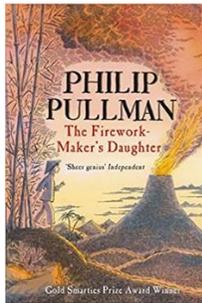
Writing Curriculum: Year Four

Summer Term One

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use expanded noun phrases for description	To be able to use inverted commas and other punctuation to indicate direct speech	 <p>Let in the Stars by Leone Anabella Betts</p>	Poetry	To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Write a poem in a similar style based on a favourite from this collection
Two	To be able to express time, place and cause using prepositions and adverbs*	To be able to use inverted commas and other punctuation to indicate direct speech	 <p>Stig of the Dump by Clive King</p>	Using this narrative as the inspiration, children can write a diary entry, non-chronological report and an informal recount (postcard)	To be able to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	At the start of the story, Stig shows Barney around his 'home'. Make a page about Stig's den in the form of an estate agent's information sheet about a home for sale.
Three	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				Choose one of the main events of the story and write a diary entry about it from Barney's point of view.
Four	To understand that some subordinating conjunctions can also be used as prepositions	To know when to use commas to punctuate multi-clause sentences				
Five	To understand that some subordinating conjunctions can also be used as prepositions	To know when to use commas to punctuate multi-clause sentences			To be able to draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures	Write a postcard from Barney to his family to describe some of the adventures that he has. Children could send these home to their own parents.
Six	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				

Writing Curriculum: Year Four

Summer Term Two

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	
One	To be able to use expanded noun phrases for description	To be able to punctuate statement, question, command and exclamation sentences accurately	 <p>Let in the Stars by Leone Anabella Betts</p>	Poetry	To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Write a poem in a similar style based on a favourite from this collection	
Two	To be able to write paragraphs based around a related topic	To be able to punctuate statement, question, command and exclamation sentences accurately	 <p>The Firework Maker's Daughter by Philip Pullman</p>	Narrative text – persuasive writing; setting description; diary entry	To be able to draft and write by organising paragraphs around a theme	Explore the techniques the author uses to create an impact while describing a setting in chapter five. Children write their own setting description.	
Three	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				To be able to write multi-clause compound sentences using a variety of co-ordinating conjunctions – FANBOYS	Design a poster to help Lila to sell her new fireworks. Use persuasive language and techniques to gain a sale!
Four	To be able to write paragraphs based around a related topic	To be able to write multi-clause compound sentences using a variety of co-ordinating conjunctions – FANBOYS					
Five	To know the difference between a conjunction, adverb and preposition	To be able to write multi-clause compound sentences using a			To be able to draft and write by progressively building a varied and rich vocabulary and an		

		variety of co-ordinating conjunctions – FANBOYS			increasing range of sentence structures	
Six	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				Choose one of the main events of the story and write a diary entry about it

***When adverbs look like prepositions!**

Many words can serve in either of these roles in a sentence. Here's the easy way to tell which is which:

If it has an object, it's a preposition, if it doesn't, it's an adverb.

Simple as that¹. If you are one of those people who have memorized the prepositions and you spot one in a sentence, before you mark it down as a preposition, make sure it has an object (ask preposition what?). For example:

Billy ran up the stairs.

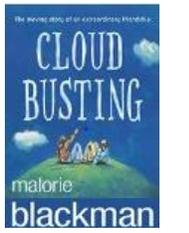
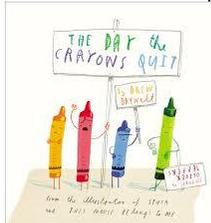
Billy looked up and saw the alien spacecraft.

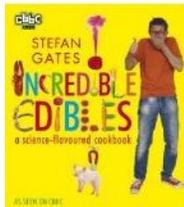
Both sentences include the word up. We know up is often a preposition, but let's check. Does it have an object? In the first sentence it does: stairs. Up what? Up the stairs.

How about the second sentence? Up what? Well, um, hmm. There's no answer because there's no object. Up in this example is being used as an adverb to modify the verb looked. It shows how or where Billy looked.

The Writing Curriculum: Year Five

Autumn Term One

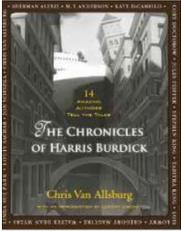
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use expanded noun phrases to convey complicated information concisely.	To be able to use the correct coordinating conjunction in compound/multi-clause sentences	 <p>Cloud Busting by Malorie Blackman.</p>	Poetry; Read, write and perform free verse	To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Tell a story through poetry, making choices about poetic devices. Choose a film to use that the children will write poetry based around. Examples might be Paraphernalia or The Monk and The Fish.
Two	To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions - because, when, while,	To be able to use expanded noun phrases to convey complicated information concisely.	 <p>The Day The Crayons Quit</p>	Narrative; letters via a narrative text	To be able to plan their writing by using other similar writing as models for their own compositions	Write a letter from the perspective of a fed up household object.
Three	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To be able to use expanded noun phrases with control and accuracy To be able to write complex sentences using a variety of subordinating conjunctions – because, when and while 		<p>To be able to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning – <i>this is particularly pertinent for week four when focusing on the audience and recognising the impact that the audience has on the SPAG and style of the author.</i></p> <p>To be able to plan their writing by identifying the audience for and purpose of the writing;</p>		DIRT – edit and improve the letter from week two	

Four	To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions – if, although, where	To be able to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.				Focus on audience and purpose – children once again write from the perspective of a fed up household item but this time their means of communication should vary. Different objects should use different means of communication. For example, use text messages, emails, letters and Instagram.
Five	To know when a comma is needed in a multi-clause complex sentence	To be able to use a thesaurus to find synonyms and antonyms				To invent their own revolting recipe, disgusting decoration or hideous head-dress.
Six	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To be able to write complex sentences using a variety of subordinating conjunctions – although, if and where To be able to punctuate a complex sentence accurately using commas To be able to use a greater range of language by identifying and using synonyms for often used adjectives and verbs 		 <p>Incredible Edibles by Stefan Gates – instructions</p>	Non-narrative; instructional text Detailed instructions with clear introduction and conclusion	<p>To be able to use further organisational and presentational devices to structure text and to guide the reader</p> <p>To be able to plan their writing by using other similar writing as models for their own compositions;</p>	DIRT – improve the set of instructions from week five; greater focus on composition this week, as well as adding adverbs to writing.

The Writing Curriculum: Year Five

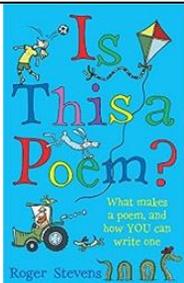
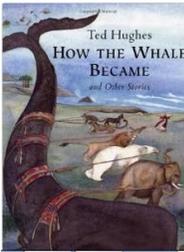
Autumn Term Two

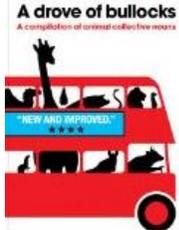
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	To be able to write adverbial phrases for time (when) and manner (how)				Write their own explanation about how to be an evil character from a traditional tale – Big Bad Wolf, Evil Stepmother, Troll etc
Two	To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	To be able to write adverbial phrases for manner (how) and place (where)	 <p>101 Things to become a Superhero – or evil genius by Richard Horne</p>	Non-narrative; explanation text	<p>To be able to use further organisational and presentational devices to structure text and to guide the reader</p> <p>To be able to plan their writing by using other similar writing as models for their own compositions;</p>	DIRT – Improve the explanation from the previous week, ensuring that greater understanding of purpose and audience is demonstrated.
Three	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To be able to write relative clauses using a variety of relative pronouns To be able to use adverbial phrases within a sentence to add detail and precision 					Write their own explanation about how to be an original villain (invented by the children)
Four	To be able to write fronted adverbials and punctuate them correctly	To be able to use expanded noun phrases to convey complicated information concisely.		Narrative; short stories	To be able to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have	To write own short story based on a picture including a character.

Five	To be able to write fronted adverbials and punctuate them correctly	To be able to use expanded noun phrases to convey complicated information concisely.			read, listened to or seen performed.	
Six	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To be able to use adverbial phrases within a sentence to add detail and precision To be able to manipulate a sentence so that an adverbial phrase is relocated to become a fronted adverbial To be able to use expanded noun phrases to convey complicated information concisely 	 <p>The Chronicles of Harris Burdick by Chris Van Allsburg et al.</p>		To be able to draft and write by selecting appropriate grammar and vocabulary;	DIRT – Edit and improve short story	

The Writing Curriculum: Year Five

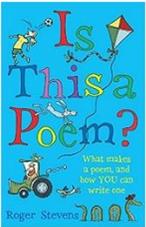
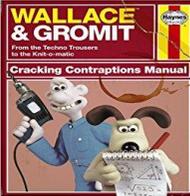
Spring Term One

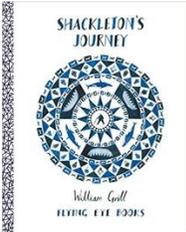
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use expanded noun phrases to convey complicated information concisely.	To be able to identify and punctuate exclamations, questions and <i>standard</i> sentences	 <p>Is this a Poem by Roger Stevens</p>	Poetry; A book of poetry that looks at what makes a poem though a range of poetic forms, some of which are new to us.	To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Write and perform a poem in the style of one from the book.
Two	To be able to use commas to clarify meaning or avoid ambiguity.	To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions				
Three	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> Understand that quality of adjectives beats quantity To choose suitable synonyms of commonly used adjectives and verbs To be able to use a comma to separate clauses 	To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions	 <p>How the Whale Became by Ted Hughes</p>	Fiction; traditional tales	To be able to describe settings, characters and atmosphere in narratives	Write their own text in a style similar to Ted Hughes' tales; possible titles include, How the Giraffe Came to have a Long Neck or How the Elephant Came to Never Forget

	<p>in a complex sentence</p> <p>4. To understand the impact that a comma can have on the sentence</p> <p><i>Let's eat Grandma!</i></p>					
Four	To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	To be able to use commas to clarify meaning or avoid ambiguity.				
Five	To be able to write fronted adverbials and punctuate them correctly	To be able to use commas to clarify meaning or avoid ambiguity.				
Six	<p>Consolidation Week</p> <p>By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To be able to write relative clauses using an array of relative pronouns To be able to use relative clauses in different positions within a sentence To be able to use fronted adverbials for manner, time and place To be able to use adverbial phrases in the main body of a sentence 	To be able to use inverted commas and other punctuation to indicate direct speech	 <p>A Drove of Bullocks by Patrick George</p>	<p>Non-fiction;</p> <p>This text is a series of short non-chronological reports written in very poetic language and sentence structures.</p>	To be able to plan their writing by identifying the audience for and purpose of the writing.	<p>Link this piece of writing to the previous work done on How the Whale Became; using the same animal, the children can write a non-chronological report in a similar style to A Drove of Bullocks, therefore providing them with the opportunity to write for different purposes i.e. to entertain (weeks 2-4) and to inform (weeks 4 and 5)</p>

The Writing Curriculum: Year Five

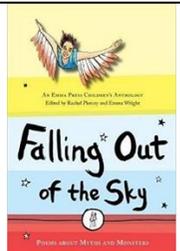
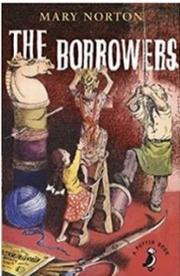
Spring Term Two

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to use expanded noun phrases to convey complicated information concisely.	To be able to use apostrophes to mark singular possession	 <p>Is this a Poem by Roger Stevens</p>	Poetry; A book of poetry that looks at what makes a poem though a range of poetic forms, some of which are new to us.	To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Write and perform a poem in the style of one from the book.
Two	To be able to use brackets and commas to indicate parenthesis.	To be able to use apostrophes to mark plural possession			To be able to précise longer passages – <i>this could be done while researching how contraptions work</i>	
Three	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> 1. Understand that quality of adjectives beats quantity 2. To choose suitable synonyms of commonly used adjectives and verbs 3. To be able to identify parenthesis 4. To be able to punctuate 	To be able to use brackets and commas to indicate parenthesis.	 <p>Wallace and Gromit Cracking Contraptions</p>	Non-fiction; explanation text; The texts are explanatory, formal and impersonal	To be able to use paragraphs to organise ideas around a related theme	Write an explanation text for one of Wallace and Gromit’s inventions, before designing their own invention and writing an explanation text for it.

	parenthesis using brackets or commas					
Four	To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	To be able to use brackets and commas to indicate parenthesis.				Write a job application for the advert used in the opening of the book
Five	To be able to write fronted adverbials and punctuate them correctly	To be able to use inverted commas and other punctuation to indicate direct speech				Diary entry from the point of view of one of the 69 dogs on expedition
Six	<p>Consolidation Week By the end of this week, children should be secure with the following skills:</p> <ol style="list-style-type: none"> To be able to write relative clauses using an array of relative pronouns To be able to use relative clauses in different positions within a sentence To be able to use fronted adverbials for manner, time and place To be able to use adverbial phrases in the main body of a sentence 	To be able to use commas in a listing sentence	 <p>Shakleton's Journey by William Grill</p>	Non-fiction; A chronological report with incredibly powerful images.	To be able to plan their writing by identifying the audience for	Write a sales brochure for the Polaris

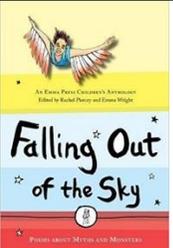
Writing Curriculum: Year Five

Summer Term One

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to write fronted adverbials and punctuate them correctly	To be able to use brackets, commas and dashes to indicate parenthesis.	 <p>Falling out of the Sky</p>	Poetry	To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Write a poem in a similar style based on a favourite from this collection
Two	To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	To be able to use brackets, commas and dashes to indicate parenthesis.	 <p>The Borrowers by Mary Norton</p>	Instructions based on a fictional text	To be able to plan their writing by selecting the appropriate form and using other similar writing;	Using the experiences of the Borrowers, write a set of instructions about <i>how not to get caught</i> by humans
Three	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				
Four	To be able to indicate degrees of possibility using adverbs	To know when a comma is needed in a multi-clause complex sentence				
Five	To be able to indicate degrees of possibility using modal verbs	To know when a comma is needed in a multi-clause complex sentence		Explanation text based on a fictional text	To be able to draft and write by selecting appropriate grammar and vocabulary;	Give children a group of random household items (e.g. cotton, buttons, elastic bands etc). Children create inventions and explain how Borrowers would use each invention.
Six	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				

Writing Curriculum: Year Five

Summer Term Two

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome
One	To be able to write fronted adverbials and punctuate them correctly	To be able to use commas to clarify meaning or avoid ambiguity.	 <p>Falling out of the Sky</p>	Poetry	To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Write a poem in a similar style based on a favourite from this collection
Two	To be able to integrate dialogue to convey character and advance the action in narrative	To be able to use commas to clarify meaning or avoid ambiguity.	 <p>A Word in his Ear by Tony Ross</p>	Narrative – focus on one of the stories from the book	To be able to evaluate and edit by proof-reading for spelling and punctuation errors	Character or setting description linked to chosen text. For example, Escape – children could write a description of the ‘plague village’ Eyam
Three	To be able to integrate dialogue to convey character and advance the action in narrative	Revision and consolidation of previous learning objectives				
Four	To be able to indicate degrees of possibility using modal verbs or adverbs	To be able to use apostrophes to mark singular and plural possession				
Five	To be able to use devices to build cohesion within a paragraph	To be able to use apostrophes to mark singular and plural possession	 <p>Dragonology from Templar Publishers</p>	Instructions based on a fictional text		Instructions about how to keep a dragon as a pet.
Six	Revision and consolidation of previous learning objectives	Revision and consolidation of previous learning objectives				

The Writing Curriculum: Sequence of Objectives

Year One

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> 1. To write words and captions 2. To be able to combine words to make sentences 3. To be able to separate words with finger spaces 4. To be able to use full stops and capital letters to demarcate sentences 5. To be able to identify nouns 6. To be able to use adjectives to describe nouns 7. To be able to suggest synonyms for common adjectives 8. To be able to join words using and 9. To be able to join clauses using and 10. To be able to use a capital letters for the pronoun I 11. To be able to use capital letters for names 12. To be able to use a question mark at the end of a sentence to indicate a question 13. To be able to use an exclamation mark at the end of a sentence to indicate an exclamation 14. To be able to identify verbs 15. To be able to suggest synonyms for common verbs 	<ol style="list-style-type: none"> 1. To be able to name the letters of the alphabet in order 2. To know how to spell words containing each of the 40+ phonemes already taught 3. To be able to use letter names to distinguish between alternative spellings of the same sound. 4. To be able to spell common exception words 5. To be able to spell the days of the week 6. To be able to apply simple spelling rules and guidance, as listed in English Appendix 1 7. To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 8. To be able to use regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun. 9. To be able to use the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words 10. To know how the prefix un– changes the meaning of verbs and adjectives 	<ol style="list-style-type: none"> 1. To be able to say out loud what they are going to write about 2. To be able to compose a sentence orally before writing it 3. To be able to sequence sentences to form short narratives 4. To be able to re-read what they have written to check that it makes sense. 5. To be able to discuss what they have written with the teacher or other pupils. 6. To be able to read aloud their writing clearly enough to be heard by their peers and the teacher
<p>To be able to begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To be able to form capital letters accurately.</p> <p>To be able to Form digits 0-9.</p> <p>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>		

Writing Curriculum: Sequence of Objectives

Year Two

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> 1. To be able to demarcate sentences using capital letters at the start and full stops 2. To be able to write compound (multi clause) sentences using the coordinating conjunction ‘and’ 3. To be able to use adjectives to describe nouns 4. To be able to use synonyms for frequently used adjectives and verbs 5. To be able to write complex (multi clause) sentences using the subordinating conjunction ‘because’ 6. To be able to write expanded noun phrases for description and specification 7. To be able to demarcate sentences using capital letters at the start and end with question marks. 8. To be able to write compound (multi clause) sentences using the coordinating conjunction ‘or’ 9. To be able to demarcate sentences using capital letters at the start and exclamation marks at the end 10. To be able to write exclamations 11. To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. 12. To be able to use commas in making lists 13. To be able to write compound (multi clause) sentences using the coordinating conjunction ‘but’ 14. To be able to write complex (multi clause) sentences using the subordinating conjunction ‘when’ 15. To be able to write complex (multi clause) sentences using the subordinating conjunction ‘if’ 16. To be able to write complex (multi clause) sentences using the subordinating conjunction ‘where’ 17. To be able to write complex (multi clause) sentences using the subordinating conjunction ‘that’ 18. To be able to use apostrophes for contracted forms – relate this to differences between spoken & written English 19. To be able to use the progressive form of verbs in the present and past tense to mark actions in progress 20. To be able to accurately and consistently use present tense and past tense throughout writing 	<ol style="list-style-type: none"> 1. To be able to spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 2. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones 3. To be able to spell the past tense of regular verbs 4. To be able to spell common exception words 5. To be able to use the suffix –er to create comparative adjectives 6. To be able to use of the suffix –est to create superlative adjectives 7. To be able to use of the suffix –ly to turn adjectives into adverbs 8. To be able to spell more words with contracted forms 9. To be able to form nouns using suffixes such as –ness, –er and by compounding 10. To be able to add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly 11. To be able to use the possessive apostrophe (singular) 12. To be able to apply spelling rules and guidance, as listed in English Appendix 1. 	<ol style="list-style-type: none"> 1. To be able to plan or say out loud what they are going to write about 2. To be able to plan by writing down ideas and/or key words, including new vocabulary 3. To be able to read aloud what they have written with appropriate intonation to make the meaning clear 4. To be able to write about real events 5. To be able to write narratives about personal experiences and those of others (real and fictional) 6. To be able to write for different purposes 7. To be able to write poetry 8. To be able to plan by encapsulating what they want to say, sentence by sentence. 9. To be able to evaluate their writing with the teacher and other pupils 10. To be able to evaluate by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 11. To be able to evaluate by proof-reading to check for

	13. To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	errors in spelling, grammar and punctuation
<p>Handwriting Objectives</p> <p>To be able to form lower-case letters of the correct size relative to one another</p> <p>To be able to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To be able to use spacing between words that reflects the size of the letters.</p> <p>To be able to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>		

Writing Curriculum: Sequence of Objectives

Year Three

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> 1. To be able to use and recognise noun/expanded noun phrases 2. To be able to recognise verbs 3. To be able to improve verbs and adjectives by choosing suitable synonyms 4. To be able to recognise single clause/simple sentences 5. To be able to recognise multi-clause compound sentences 6. To be able to use the coordinating conjunction ‘so’ in multi-clause compound sentences 7. To be able to use the coordinating conjunction ‘but’ in multi-clause compound sentences 8. To be able to use the coordinating conjunction ‘or’ in multi-clause compound sentences 9. To be able to recognise multi-clause complex sentences 10. To be able to use the subordinating conjunction ‘because’ in multi-clause complex sentences 11. To be able to use the subordinating conjunction ‘when’ in multi-clause complex sentences 12. To be able to use the subordinating conjunction ‘while’ in multi-clause complex sentences 13. To be able to use apostrophes for contractions 14. To be able to dialogue and inverted commas in narrative 15. To be able to use the subordinating conjunction ‘if’ in multi-clause complex sentences 16. To be able to use the subordinating conjunction ‘although’ in multi-clause complex sentences 17. To be able to use the subordinating conjunction ‘where’ in multi-clause complex sentences 18. To be able to write paragraphs based around a related topic 19. To be able to express time, place and cause using adverbs 20. To be able to express time, place and cause using prepositions 21. To be able to use the forms a or an according to whether the next word begins with a consonant or a vowel 22. To be able to use of the present perfect form of verbs instead of the simple past 23. To be able to place the possessive apostrophe accurately in words with regular plurals 24. To be able to place the possessive apostrophe accurately in words with irregular plurals 	<ol style="list-style-type: none"> 1. To be able to spell most words from the year 3/4 spelling list 2. To use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)). 3. To be able to spell further homophones. 4. To be able to spell words that are often misspelt. (English Appendix 1 (Year 3/4)). 5. To be able to use the first two or three letters of a word to check its spelling in a dictionary. 6. To be able to form nouns using a range of prefixes, such as super-, anti-, auto- ; 7. To know word families based on common words, showing how words are related in form and meaning 	<ol style="list-style-type: none"> 1. To be able to plan their writing by discussing and recording ideas. 2. To be able to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 3. To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 4. To be able to plan their writing by composing and rehearsing sentences orally (including dialogue) 5. To be able to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 6. To be able to draft and write in narratives, creating settings, characters and plot 7. To be able to draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 8. To be able to draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 9. To be able to evaluate and edit by assessing the effectiveness

<p>25. To be able to place the possessive apostrophe accurately in words with irregular plurals</p>		<p>of their own and others' writing and suggesting improvements</p> <p>10. To be able to draft and write by organising paragraphs around a theme</p> <p>11. To be able to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>12. To be able to use headings and sub-headings to aid presentation.</p> <p>13. To be able to evaluate and edit by proof-reading for spelling and punctuation errors.</p>
<p>To increase the legibility, consistency and quality of their handwriting</p> <p>To be able to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>		

Writing Curriculum: Sequence of Objectives

Year Four

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> 1. To be able to write single clause/simple sentences 2. To be able to use expanded noun phrases for description 3. To be able to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases 4. To be able to write multi-clause compound sentences using a variety of co-ordinating conjunctions – FANBOYS 5. To be able to use adverbs to modify verbs and adjectives 6. To be able to write adverbial phrases for time (when) 7. To be able to write adverbial phrases for manner (how) 8. To be able to write adverbial phrases for place (where) 9. To be able to write fronted adverbials 10. To be able to use commas after fronted adverbials. 11. To be able to use inverted commas and other punctuation to indicate direct speech 12. To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions – because, when, while, if, although, where (<i>these are the year three subordinating conjunctions</i>) 13. To be able to express time, place and cause using conjunction e.g. when, before, after, while, so, because 14. To be able to express time, place and cause using adverbs e.g. then, next, soon, therefore 15. To be able to express time, place and cause using prepositions e.g. before, after, during, in, because of 16. To know when to use commas to punctuate multi-clause sentences 17. To know the difference between a conjunction, adverb and preposition 18. To be able to classify words as conjunctions, prepositions and adverbs - wherever, whether, whereas, whenever, until, unless, though, since, once, except, even though, before, after 19. To understand that some subordinating conjunctions can also be used as prepositions 20. To be able to use paragraphs to organise ideas around a related theme 21. To know the grammatical difference between plural and possessive –s 	<ol style="list-style-type: none"> 1. To be able to spell all of the words from the year ¼ spelling list 2. To be able to use the first two or three letters of a word to check its spelling in a dictionary. 3. To be able to use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)). 4. To spell words that are often misspelt (English Appendix 1). 5. To be able to spell further homophones 6. To be able to use apostrophes for possession accurately in words with regular plurals and in words with irregular plurals 7. To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ol style="list-style-type: none"> 1. To be able to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 2. To be able to plan their writing by discussing and recording ideas. 3. To be able to plan their writing by composing and rehearsing sentences orally (including dialogue) 4. To be able to draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 5. To be able to draft and write by organising paragraphs around a theme 6. To be able to draft and write in narratives, creating settings, characters and plot 7. To be able to draft and write in non-narrative material, using simple organisational devices 8. To be able to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 9. To be able to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 10. To be able to evaluate and edit by proof-reading for spelling and punctuation errors. 11. To be able to read aloud their own writing, to a group or the whole class,

<p>22. To be able to use apostrophes to mark singular and plural possession</p> <p>23. To be able to choose appropriate pronouns or nouns within sentences to aid cohesion and avoid repetition.</p> <p>24. To be able to choose appropriate pronouns or nouns across sentences to aid cohesion and avoid repetition.</p> <p>25. To be able to use standard English forms for verb inflections instead of local spoken forms</p>		<p>using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>To be able to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To increase the legibility, consistency and quality of their handwriting</p>		

Writing Curriculum: Sequence of Objectives

Year Five

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> 1. To be able to describe settings, characters and atmosphere in narratives; 2. To be able to use expanded noun phrases to convey complicated information concisely. 3. To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions 4. To be able to write multi-clause complex sentences 5. To know when a comma is needed in a multi-clause complex sentence 6. To be able to write adverbial phrases for time (when), manner (how) and place (where) 7. To be able to write fronted adverbials and punctuate them correctly 8. To be able to use commas to clarify meaning or avoid ambiguity. 9. To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. 10. To be able to integrate dialogue to convey character and advance the action in narrative 11. To be able to use brackets to indicate parenthesis. 12. To be able to use commas to indicate parenthesis. 13. To be able to use dashes to indicate parenthesis. 14. To be able to use devices to build cohesion within a paragraph 15. To be able to link ideas across paragraphs using adverbials of time 16. To be able to link ideas across paragraphs using adverbials of place 17. To be able to link ideas across paragraphs using adverbials of number 18. To be able to use a wide range of devices to build cohesion within and across paragraphs; 19. To be able to indicate degrees of possibility using adverbs 	<ol style="list-style-type: none"> 1. To be able to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 2. To be able to use a thesaurus to find synonyms and antonyms 3. To be able to spell all of the words in the year 5/6 spelling list 4. To be able to convert nouns or adjectives into verbs using suffixes 5. To be able to turn adjectives into adverbs by adding the suffix -ly 6. To be able to use a variety of verb prefixes 7. To be able to use further prefixes and suffixes and understand the guidance for adding them. 8. To be able to spell some words with 'silent' letters 9. To be able to distinguish between homophones and other words which are often confused. 10. To be able to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6). 	<ol style="list-style-type: none"> 1. To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 2. To be able to use further organisational and presentational devices to structure text and to guide the reader 3. To be able to plan their writing by using other similar writing as models for their own compositions; 4. To be able to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary; 5. To be able to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. 6. To be able to plan their writing by identifying the audience for and purpose of the writing; 7. To be able to plan their writing by selecting the appropriate form and using other similar writing; 8. To be able to draft and write by selecting appropriate grammar and vocabulary; 9. To be able to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; 10. To be able to evaluate and edit by proof-reading for spelling and punctuation errors 11. To be able to evaluate and edit by proposing changes to Vocabulary,

<p>20. To be able to indicate degrees of possibility using modal verbs</p> <p>21. To be able to précis longer passages</p>		<p>Grammar & Punctuation to enhance effects and clarify meaning;</p> <p>12. To be able to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing;</p> <p>13. To be able to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural;</p> <p>14. To be able to evaluate and edit by assessing the effectiveness of their own and others' writing;</p>
<p>To be able to write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> <p>To be able to write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>		