



# Writing Curriculum Overview

## Intent:

At St Francis CE Primary School, our Writing curriculum is rooted in our Christian vision that “Every person matters, every person helps, every person succeeds,” enabling all children to **live life in all its fullness** (John 10:10).

Our intent is to develop **confident, creative, and skilled writers** who can communicate ideas clearly, accurately, and effectively for a range of purposes and audiences. Writing is closely linked to reading, with high-quality texts from our **carefully chosen reading spine** used as models and inspiration, ensuring writing is purposeful, engaging, and rooted in rich language.

Our writing curriculum is founded on the principles of **Talk for Writing** and **The Write Stuff**, ensuring that children are immersed in high-quality language, develop strong oral rehearsal skills, and understand the craft of writing. Through structured talk, modelling, and explicit teaching of sentence structure and vocabulary, children build the confidence and knowledge needed to write successfully.

We provide a progressive approach to writing that develops:

- **Transcription skills** – spelling, handwriting, and grammar
- **Composition skills** – planning, drafting, revising, and editing
- **Vocabulary and language choices** – to enhance meaning and impact

Children are taught to write across a range of genres and subjects, applying their skills in meaningful contexts across the wider curriculum. High-quality modelling, shared writing, sentence-level work, and guided practice support children to move from supported to independent writing.

Writing at St Francis actively promotes our Christian values:

- **Courage** – taking risks with ideas, vocabulary, and structure
- **Peace** – writing as a reflective and purposeful process
- **Thankfulness** – valuing language, creativity, and effort
- **Trust** – building confidence through consistent structure, modelling, and feedback
- **Friendship** – sharing ideas, peer discussion, and collaborative learning
- **Hope** – fostering aspiration, resilience, and belief in improvement

Our intent is that all pupils leave St Francis CE Primary School as **confident writers** who understand how to craft effective writing, apply technical skills accurately, and take pride in their work, enabling them to **live life in all its fullness**.

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## Implementation: Early Years

In the Early Years at **St Francis CE Primary School**, the impact of writing is seen in children who are confident communicators and enthusiastic about mark-making and early writing. Teaching is aligned with the **EYFS framework** and **Development Matters**, and reflects the core principles of **Talk for Writing** through storytelling, oral rehearsal, and imitation.

Children are immersed in stories, rhymes, and rich language experiences. They retell familiar stories, innovate through play, and use talk to develop ideas. Phonics supports children in beginning to write letters, words, and simple sentences, while fine motor development prepares them for writing.

Children demonstrate **courage** when attempting independent writing, **friendship** and **trust** when sharing ideas and stories, and **peace** through calm, purposeful writing opportunities. Celebrating effort fosters **thankfulness** and **hope** in their developing abilities.

By the end of the Early Years, children have developed strong foundations in **oral storytelling, phonics-based writing, and early composition**, enabling a smooth transition into Key Stage 1 and supporting them to **live life in all its fullness**.

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## Implementation:

### High Quality Text

A high-quality model text is selected or created to centre the unit of writing around.

### Lesson Launch

The children take part in an exciting and creative activity linked to the high-quality text to hook them into the unit of writing and to make the learning memorable. This may provide necessary background knowledge or experiences.

### Reading around the text

The children will have time to explore the high-quality text and unpick any of the specific features in advance of writing. This takes place in our 'explore it' week and includes book talk, vocabulary exploration and identifying the key features of the genre/text.

### Grammar

Suitable grammar objectives from the National Curriculum which link well to the unit and model text are selected to be taught in context. Retrieval practice tasks are also included to allow children to activate relevant prior grammatical knowledge that will support them with the new learning.

### Application

Writing opportunities allow the children to apply grammar objectives in a 'sentence stacking' approach. Shared and modelled writing is undertaken daily in our 'use it' week to create a class write which can be used by children to support their independent writing.

### End of unit write

Children then draft, write and edit final, independent piece of writing. They use the grammar features they have been taught alongside prior knowledge. They then have opportunities to publish their learning in exciting ways to make writing purposeful.

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# Curriculum Overview

## Year 1

Composition	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>					
	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2</li> <li>use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>					
Vocabulary, Grammar & Punctuation	Autumn		Spring		Summer	
	Term 1 What makes me marvellous?	Term 2 How have toys changed?	Term 3 Where are the cold countries in our world?	Term 4 Who was Scott of the Antarctic?	Term 5 What is the weather like today around the UK?	Term 6 Why does Falmouth have a castle?
	<b>Unit 1: What Makes a Sentence?</b> -Capital letters (start of sentence) -Full stops -Question marks -finger spaces -letter formation -red word/common exception words -first person -personal pronoun I	<b>Unit 1: Traditional Tales "The Brave Tin Soldier" by Hans Christian Andersen?</b> -Traditional Story telling language -Repetitive story structure -Adverb of time -Co-ordinating conjunctions – and -Expanded noun phrases -Capital letters -Full stops -Leave spaces between words -Formation of regular plurals using –s or –es	<b>Unit 1: Non-Chronological Report – Polar Bears</b> -Diagrams or illustrations -Present tense -Detailed information -Adjectives for expanded noun phrases -Positional language Question marks -Technical vocab. -Co-ordinating conjunctions - and -plural noun suffixes	<b>Unit 1: Who was Scott of the Antarctic? Diary</b> -First person -past tense -write in chronological order -include thoughts/feelings - capital letter for personal pronoun I - coordinating conjunctions - and	<b>Unit 1: Journey Story (Description)</b> -Traditional Story telling language -Adverb of time -Co-ordinating conjunctions – and, but, so (GDS) -Expanded noun phrases- adjectives to help the reader picture the object, character or setting -Past tense -Capital letters -Full stops	<b>Unit 1: Poetry (Haiku)</b> (Link to division of words into syllables year 1 spelling) - Use simple, concise language -3 line poem -correct amount of syllables -Oracy and performance  <b>Unit 2: Instructions - How to build a castle</b>  -Title statement
	<b>Unit 2: Letter Writing – What Makes Me Marvellous?</b> <i>(I love me by Marvyn Harrison.)</i> -Date -Salutation		<b>Unit 2: Recount (Poles Apart)</b>	<b>Unit 2: Instructional</b>		

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	<ul style="list-style-type: none"> <li>-Brief introduction</li> <li>-First person</li> <li>-Sign off</li> <li>-Co-ordinating conjunctions – and</li> <li>-Expanded noun phrases</li> <li>-Capital letters</li> <li>-Punctuation - full stops, question marks</li> <li>-Leave spaces between words</li> <li>-Use personal pronoun – I</li> </ul>	<p><b>Resolution Story</b> <i>(The Squirrels that Squabbled – PSHE focus)</i></p> <ul style="list-style-type: none"> <li>-Repetitive story structure</li> <li>-Co-ordinating conjunctions - and</li> <li>-Expanded noun phrases</li> <li>-Capital letters</li> <li>-Full stops</li> <li>-To leave spaces between words</li> <li>-Adverb of time – (include the time of day and weather)</li> <li>-expanded noun phrases: adjectives to describe the setting</li> </ul>	<ul style="list-style-type: none"> <li>-Address</li> <li>-Date -Salutation</li> <li>-Brief intro</li> <li>-First person</li> <li>-Past tense</li> <li>-Facts and opinions</li> <li>-Questions</li> <li>-Sign off</li> <li>-Co-ordinating conjunctions - and</li> <li>-Expanded noun phrases</li> <li>-Adverbials of time</li> <li>-Adverbials of place</li> <li>-Exclamation marks</li> </ul>	<p><b>Writing – How to become an Explorer?</b></p> <ul style="list-style-type: none"> <li>-Title statement</li> <li>-List of equipment or materials</li> <li>-Sequence, chronological steps</li> <li>-Diagrams or illustrations</li> <li>-Present tense</li> <li>-Commands</li> <li>-Co-ordinating conjunctions - and</li> <li>-Expanded noun phrases</li> <li>-The imperative</li> <li>-Question marks</li> <li>-Exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>-To leave spaces between words</li> <li>-Use verbs that add detail or feeling–‘crept’ instead of ‘walked’ got, came, went, said, look</li> </ul> <p><b>Unit 2: Modern fiction (Rainbows by Smriti Hall?)</b></p> <ul style="list-style-type: none"> <li>-Traditional Story telling language</li> <li>-Adverb of time</li> <li>-Co-ordinating conjunctions - and</li> <li>-Expanded noun phrases</li> <li>-Past Tense</li> <li>-Capital letters</li> <li>-Full stops</li> <li>-Exclamation marks</li> <li>-To leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>-List of equipment or materials - Sequence, chronological steps</li> <li>- Diagrams or illustrations - Present tense</li> <li>-Commands</li> <li>-Detailed information</li> <li>-Co-ordinating conjunctions – and (but and so for GDS?)</li> <li>- The imperative</li> <li>-Positional language (after taught in maths?)</li> <li>-Question marks</li> </ul>
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Terminology for pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

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## Year 2

<b>Spoken Language</b>	<ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication.</li></ul>
<b>Spelling</b>	<ul style="list-style-type: none"><li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li><li>• 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</li><li>• learning to spell common exception words</li><li>• learning to spell more words with contracted forms</li><li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li><li>• distinguishing between homophones and near-homophones</li><li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1</li><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• form lower-case letters of the correct size relative to one another</li><li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• use spacing between words that reflects the size of the letters.</li></ul>

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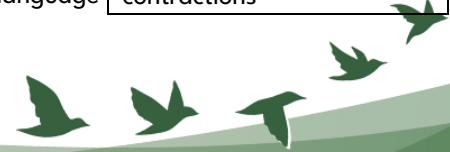


<b>Composition</b>	<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:             <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• make simple additions, revisions and corrections to their own writing by:             <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> </ul> </li> <li>• 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
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<b>Vocabulary, Grammar &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>• how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• learn how to use sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in English Appendix 2</li> <li>• some features of written Standard English</li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
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Autumn		Spring		Summer	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What is unique about my town, Falmouth?	What impact did Rosa Parks have on America?	What makes an island special?	What made the fire of London so great?	What is a rainforest location like?	What was it like to be a tin miner?
<b>Unit 1: Recount – Diary extract</b>  Date Salutation Chronological order Past tense	<b>Unit 1: Biography</b>  Heading and subheadings	<b>Unit 1: Narrative – Journey tale</b>  Apostrophes for contractions	<b>Unit 1: Non-chronological information text</b>  Commas for lists	<b>Unit 1: Narrative – Description/Setting</b>  Recognising simple recurring literary language	<b>Unit 1: Narrative – Mining Tale</b>  -Apostrophes for contractions

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<p>Past progressive First person – informal Facts and opinions Sign off Co-ordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place Expanded noun phrases Exclamation marks Commas for lists Capital letter for personal pronoun 'I' Apostrophes for omission</p> <p><b>Unit 2: Character description</b> (<i>Dolphin Boy</i>)</p> <p>-Expanded noun phrases for description (inc. list of adjectives with commas to separate) -Adverbs of place -Use a range of punctuation (.?! ) and commas for lists -Subordinating conjunctions (when, if, that, because) -Third person -present tense -present progressive</p>	<p>Brief introduction Pictures and captions Third person - Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Questions (in subheadings) Capital letters for proper nouns Apostrophes for possession</p> <p><b>Unit 2: Recount – Newspaper report</b></p> <p>Chronological order Past tense Third person Formal choices encouraged Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place Expanded noun phrases Commas for lists Apostrophes for possession</p>	<p>Apostrophes for possession -Coordinating conjunctions - Subordinating conjunctions Traditional storytelling language Adverbial of time Adverbials of place Punctuation- Capital letters, full stops, exclamation marks Expanded noun phrases Past tense</p> <p><b>Unit 2: Rhyming Recount</b></p> <p>capital letters for proper nouns capital letter for personal pronoun 'I' Chronological order Past tense First person – informal Facts and opinions Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place Expanded noun phrases Commas for lists Apostrophes for omission Apostrophes for possession</p>	<p>apostrophes for possession Subordinating conjunctions Use of different sentence types - statement, question, exclamation, command Past tense and past progressive</p> <p><b>Unit 2: poetry (rhyming or acrostic)</b></p> <p>simple recurring literary language in stories and poetry apostrophes for omission present tense Compound words</p> <p>-word classes (noun, verb, adjective, adverb) - presentation/performance (oracy focus)</p>	<p>in stories Coordinating conjunctions Subordinating conjunctions Traditional storytelling language Adverbial of time Adverbials of place Punctuation- Capital letters, full stops, exclamation mark Expanded noun phrases Past tense Learn how to use sentences with different forms: statement, question, exclamation, command Word classes (noun, verb, adjective, adverb) Expanded noun phrases Possessive apostrophes</p> <p><b>Unit 2: Persuasive Writing</b></p> <p>-Commas in lists -Exclamation marks and question marks -Expanded noun phrases for specification (compound nouns) -Present progressive (adding -ing to words of one syllable ending in a single letter after a short vowel; root word ending in y with a consonant before it; words ending in e with a consonant before it) -Subject-specific vocabulary - Statement, question, exclamation, command -Apostrophes for contraction</p>	<p>-Coordinating and subordinating conjunctions -Punctuation- Capital letters, full stops, exclamation marks -Apostrophes for possession -Expanded noun phrases -Traditional storytelling language -Adverbial of time -Adverbials of place</p> <p><b>Unit 2: Instructions</b></p> <p>-Coordinating and subordinating conjunctions -Chronological steps -Imperative verbs -Capital letters and full stops -Title statement -List of equipment or materials -Diagrams or illustrations -Present tense Commands -Direct address (2<sup>nd</sup> person) using 'you' -Adverbials of time (First, then, after that etc) -Commas for lists</p>
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						-Apostrophes for possession -Subordination (using when, if, that, or because) and co-ordination or, and, but)
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**Terminology for pupils:** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, contraction, possession, comma

## Year 3

<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>

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Handwriting	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>					
Composition	<ul style="list-style-type: none"> <li>• plan their writing by:</li> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• draft and write by:</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by:</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul>					
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>					
	Autumn		Spring		Summer	
	How did life change in Britain during prehistory? <i>The Stone Age vs Iron Age</i>	What did the earliest civilisations have in common?	Are all countries of the world the same?	Why do people choose to live near an earthquake or volcanic zone?	What was the Roman impact on Britain? <i>The Romans 43AD – 410AD</i>	What makes the River Fal amazing?

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	<p><b>Unit 1: Character Description</b> <b>Stig of the Dump</b></p> <ul style="list-style-type: none"> <li>-Expanded noun phrases</li> <li>-Apostrophes for possession</li> <li>-Inverted commas to punctuate direct speech</li> <li>-Figurative language (similes)</li> <li>-Adverbs of manner</li> <li>-Participial phrases (-ing and -ed openers)</li> <li>-Commas in a list</li> <li>-Apostrophes for possession</li> <li>-Commas for fronted adverbials (beyond year group but adult- modelled)</li> <li>-Word choice for impact, including adjectives, verbs, and adverbs</li> <li>-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> <p><b>Unit 2: Instruction Writing- How To Wash a Woolly Mammoth</b></p> <ul style="list-style-type: none"> <li>-Title statement</li> <li>-Subheadings</li> <li>-List of equipment or materials</li> <li>-Sequenced, chronological steps</li> <li>-Diagrams or illustrations</li> <li>-Present tense</li> </ul>	<p><b>Unit 1: Diary – A day in the Life of a Mayan</b></p> <ul style="list-style-type: none"> <li>-First person</li> <li>-Past tense + past progressive</li> <li>- Paragraphs to group ideas clearly</li> <li>- Adverbials of time including comma to separate from main clause</li> <li>-Coordinating conjunctions</li> <li>-Subordinating conjunctions: <i>because, when, if, although, while, as</i> (comma to separate from main clause when it starts a sentence)</li> <li>-Varied sentence openers</li> <li>-Expanded noun phrases to add detail</li> <li>-Apostrophes for contractions (e.g. <i>didn't, couldn't</i>)</li> <li>-Speech punctuation</li> </ul> <p><b>Unit 2: Performance Poetry (based on a mythical creature)</b></p> <ul style="list-style-type: none"> <li>-Discuss similar poems</li> <li>-Select appropriate language for effect</li> <li>-Organise ideas (e.g. in stanzas or structured lines)</li> <li>-Simple poetic devices, such as: alliteration, onomatopoeia, repetition, rhythm and rhyme</li> <li>-Rich, imaginative vocabulary for impact and effect</li> </ul>	<p><b>Unit 1: Setting Description (Falmouth)</b></p> <ul style="list-style-type: none"> <li>-Expanded noun phrases</li> <li>-Prepositional language</li> <li>-Fronted adverbials of place and manner (including comma to separate from main clause)</li> <li>-Similes</li> <li>-Word choice for impact, including adjectives, verbs, and adverbs</li> <li>-Conjunctions (coordinating and subordinating)</li> <li>Use of commas in a list</li> <li>-Senses</li> <li>-Apostrophes for possession</li> </ul> <p><b>Unit 2: Non-Factual Report (fact file about Madrid - location, climate, landmarks, culture)</b></p> <ul style="list-style-type: none"> <li>-Summarising information using bullet points and fact boxes</li> <li>-Heading</li> <li>-Brief introduction</li> <li>-Subheadings</li> <li>-Technical vocabulary</li> <li>-Pictures/diagrams and captions</li> <li>-Third person</li> <li>-Formal</li> <li>-Statements giving factual information</li> <li>-Co-ordinating conjunctions</li> <li>-Subordinating conjunctions</li> </ul>	<p><b>Unit 1: Persuasive Advert - Linked to DT - Earthquake alarms</b></p> <ul style="list-style-type: none"> <li>-Heading</li> <li>-Brief introduction</li> <li>-Subheadings</li> <li>-Technical vocabulary</li> <li>-Pictures and captions</li> <li>-Third person – formal</li> <li>-Statements giving factual information</li> <li>-Co-ordinating conjunctions</li> <li>-Subordinating conjunctions</li> <li>-Expanded noun phrases</li> <li>-Present perfect tense</li> <li>-Commas for lists</li> <li>-Apostrophes for possession</li> <li>-Rhetorical questions</li> <li>-Alliteration (catchy slogans)</li> <li>-Appealing adjectives</li> </ul> <p><b>Unit 2: Action story – The Day the Earthquake Attacked (stories from other cultures) Escape from Pompeii by Christina Balti</b></p> <ul style="list-style-type: none"> <li>-Paragraphs to organise ideas</li> <li>-Third person</li> <li>-Expanded noun phrases (character &amp; setting description)</li> </ul>	<p><b>Unit 1: Adventure Story – Roman Adventure</b></p> <ul style="list-style-type: none"> <li>-Paragraphs to organise ideas</li> <li>-Third person</li> <li>-Expanded noun phrases (character &amp; setting description, sights, sounds and smells)</li> <li>-Inverted commas for direct speech (begin to characterise through this)</li> <li>-Storytelling language</li> <li>-Figurative language (similes – metaphor and personification for GDS)</li> <li>-Short sentences for effect</li> <li>-Fronted adverbials of time, place and manner (including similes) with comma</li> <li>-Participial phrases (-ing and -ed openers)</li> <li>-Commas in a list</li> <li>-Apostrophes for possession</li> <li>-Ellipses</li> <li>-Prepositions (as adverbials of place?)</li> </ul> <p><b>Unit 2: Newspaper Report – The Day the Romans Invaded</b></p> <ul style="list-style-type: none"> <li>-Third person</li> <li>-Past tense</li> <li>-Paragraphs to organise ideas</li> <li>-Heading/ sub-headings – alliteration</li> <li>-Factual language and formal choices</li> <li>-Time conjunctions to sequence events</li> <li>-Inverted commas for reporting direct speech</li> <li>-Subordinating</li> </ul>	<p><b>Unit 1: Poetry – poem about river</b> <b>Cinquian or free verse</b></p> <p>Line 1- Title Line 2 - Two adjectives Line 3 - Three verbs Line 4 - A feeling about the topic or object (simile or metaphor) Line 5 - A synonym for the topic or object</p> <ul style="list-style-type: none"> <li>-word class consolidation</li> <li>-powerful verbs</li> <li>-carefully chosen adjectives for effect</li> <li>-figurative language (similes - metaphors, personification for GDS)</li> <li>-choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>-Read aloud with intonation, expression, and appropriate volume</li> <li>-Vary pace and tone for effect</li> <li>-Use gesture, facial expression and posture when performing</li> <li>-Learn poetry by heart and perform it clearly and confidently</li> <li>-Listen to and respond to performances, evaluating the effect of voice and language</li> <li>-Awareness of audience reaction and adjusting delivery (e.g. using pauses or changes in volume)</li> </ul> <p><b>Unit 2: Explanation text – The Journey of the River Fal</b></p>
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	<ul style="list-style-type: none"> <li>-Imperative verbs (commands)</li> <li>-Detailed information</li> <li>-Co-ordinating conjunctions</li> <li>-Subordinating conjunctions</li> <li>-Statements using the pronoun 'you'</li> <li>-Adverbs of manner</li> <li>-Adverbs of time</li> <li>-Commas in a list</li> <li>-Commas for fronted adverbials</li> <li>-Apostrophes for possession</li> <li>-Apostrophes for omission</li> <li>-Bullet points in a list</li> <li>-Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to edit and improve word choices to suit rhythm or audience</li> <li>-Identify and use word classes: nouns, verbs, adjectives, adverbs</li> <li>-Use expanded noun phrases for imagery</li> <li>-Adverbs and adverbials</li> <li>-Apostrophes for possession (and contraction if appropriate to poem type)</li> <li>-Read aloud with intonation, expression, and appropriate volume</li> <li>-Vary pace and tone for effect</li> <li>-Use gesture, facial expression and posture when performing</li> <li>-Learn poetry by heart and perform it clearly and confidently</li> <li>-Listen to and respond to performances, evaluating the effect of voice and language</li> <li>-Use of metaphor or personification to build vivid imagery (GDS)</li> <li>-Awareness of audience reaction and adjusting delivery (e.g. using pauses or changes in volume)</li> </ul>	<ul style="list-style-type: none"> <li>including when, if, because, although (and what makes this a <i>subordinate clause</i>)</li> <li>-Expanded noun phrases</li> <li>-Present perfect tense</li> <li>-Commas for lists</li> <li>-Apostrophes for possession</li> <li>-Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>-Inverted commas for direct speech</li> <li>-Fronted adverbials</li> <li>-Figurative language</li> <li>-Short sentences for effect</li> <li>-Rhetorical questions</li> <li>-Conclusion including a cliffhanger</li> <li>- Ellipses</li> <li>-Expanded noun phrases sights, sounds and smells</li> <li>-Adverbials of time, place and manner (including similes) with comma</li> <li>-Participial phrases (-ing and -ed openers)</li> <li>-Commas in a list</li> <li>-Apostrophes for possession</li> <li>-Storytelling language</li> </ul>	<ul style="list-style-type: none"> <li>conjunctions</li> <li>-Synonyms and pronouns to avoid repetition</li> <li>-Fronted adverbials of time, place and manner</li> </ul>	<ul style="list-style-type: none"> <li>-Title</li> <li>-Introductory paragraph</li> <li>-Paragraphs with subheadings detailing process</li> <li>-Facts</li> <li>-Present tense and present progressive</li> <li>-Formal language and technical vocabulary</li> <li>-Co-ordinating conjunctions</li> <li>-Subordinating conjunctions</li> <li>-Expanded noun phrases</li> <li>-Statements</li> <li>-Commas for lists</li> <li>-Apostrophes for possession</li> <li>-Use cause and effect language</li> <li><i>Because the river erodes the soil it creates a valley.</i></li> <li>-Adverbs and adverbials of time and cause</li> </ul>
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**Terminology for pupils:** preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas ( and 'speech marks')

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## Year 4

<b>Spoken Language</b>	<ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication.</li></ul>
<b>Spelling</b>	<ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>• spell further homophones</li><li>• spell words that are often misspelt (English Appendix 1)</li><li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li><li>• use the first two or three letters of a word to check its spelling in a dictionary.</li><li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• 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</li><li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li></ul>
<b>Composition</b>	<ul style="list-style-type: none"><li>• plan their writing by:<ul style="list-style-type: none"><li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• discussing and recording ideas</li></ul></li><li>• draft and write by:<ul style="list-style-type: none"><li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li><li>• organising paragraphs around a theme</li><li>• in narratives, creating settings, characters and plot</li></ul></li></ul>

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- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - proof-read for spelling and punctuation errors
  - 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.

- Vocabulary, Grammar & Punctuation**
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

	Autumn		Spring		Summer	
	Invaders: how does the Anglo-Saxon invasion compare to the Roman invasion?	Does describing the Vikings as vicious raiders portray them accurately?	Greece compared to the UK: is there really much difference?	Where can we see the influence of Ancient Greece on our world today?	What is the importance of Fair Trade?	What makes the coastline of Cornwall unique?
	<b>Unit 1: Setting Description</b>	<b>Unit 1: Character Description</b>	<b>Unit 1: Balanced Argument (comparative report)</b>	<b>Unit 1: Narrative (Legend Story)</b>	<b>Unit 1: Poetry (free verse)</b>	<b>Unit 1: Non-chronological report</b>
	-Paragraphs pan the setting -Figurative language -Short sentences for effect -Expanded noun phrases -Senses - sights, sounds and smells -Participial phrases (-ing and -ed openers)	-Figurative language -Short sentences for effect -Expanded noun phrases -Adverbials of manner including similes -Participial phrases (-ing and -ed openers) -Commas in a list -Apostrophes for possession	-Possessive apostrophes -Plural possessives (e.g. the countries' main differences...) -Adverbials of place and manner (including commas for fronted adverbials) -Expanded noun	-Paragraphs pan the setting -Figurative language -Short sentences for effect -Conclusion including a cliffhanger -Expanded noun phrases	-Similes -Rhythm -Metaphor -Onomatopoeia - Alliteration and repetition to enhance rhythm or mood. -Possessive plurals - read aloud their own writing, to a group or	-Organisational features: heading, brief introduction, subheadings and bullet points --Technical vocabulary -Pictures and captions -Third person – formal -Statements giving factual information -Subordinating

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	<ul style="list-style-type: none"> <li>-Adverbials of place</li> <li>-Adverbials of time (cohesion)</li> <li>-Apostrophes for possession</li> <li>-Expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>-Use powerful verbs, adverbs and adjectives to add detail and atmosphere</li> <li>- Nouns or pronouns for cohesion and to avoid repetition</li> </ul> <p style="text-align: center;"><b>Unit 2: Diary Entry</b></p> <ul style="list-style-type: none"> <li>-Colloquial language (non-standard English)</li> <li>-Apostrophes for omission</li> <li>-Speech punctuation</li> <li>-Chronological order</li> <li>-Dates, salutation</li> <li>-Past tense</li> <li>-First person</li> <li>-Facts and opinions</li> <li>-Rhetorical questions</li> <li>-Sign off</li> <li>-Subordinating conjunctions</li> <li>-Adverbs/adverbials of time</li> <li>-Adverbs/adverbials of place</li> <li>-Expanded noun phrases</li> <li>-Appropriate choice of pronoun or noun to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate pronouns and nouns to avoid repetition</li> <li>-<i>Speech punctuation – can look at choosing speech verbs + adverbs carefully to characterise</i></li> </ul> <p style="text-align: center;"><b>Unit 2: Recount</b> <i>Trip to maritime museum?</i></p> <ul style="list-style-type: none"> <li>-Past tense</li> <li>-Fronted adverbials (followed by a comma)</li> <li>-Expanded noun phrases</li> <li>-Chronological</li> <li>-Pronouns and nouns used appropriately to avoid repetition</li> <li>-Apostrophes for possession and contraction</li> <li>-Conjunctions, adverbs and prepositions to express time and cause</li> <li>-Subordinating conjunction sentence openers</li> </ul>	<p>phrases</p> <ul style="list-style-type: none"> <li>-Present perfect tense</li> <li>-Third Person</li> <li>-Subordinating conjunctions</li> <li>- Nouns or pronouns for cohesion and to avoid repetition</li> <li>-Commas in a list</li> </ul> <p style="text-align: center;"><b>Unit 2: Persuasive tourist leaflet</b> (<i>leads to debate ‘publishing’ outcome – those who have chosen Greece and those who have chosen UK</i>)</p> <ul style="list-style-type: none"> <li>-Direct address (can include flattery)</li> <li>-Alliteration and assonance</li> <li>-Facts and statistics</li> <li>-Opinion (can be expert opinion)</li> <li>-Rhetorical questions</li> <li>- Emotive/exaggerated language including triples/the rule of three and repetition for effect</li> <li>-Fronted adverbials</li> <li>-Personal pronouns</li> <li>-Expanded noun phrases</li> <li>-Co-ordinating conjunctions</li> <li>-Subordinating conjunctions (including when, if, because,</li> </ul>	<ul style="list-style-type: none"> <li>-Senses - sights, sounds and smells</li> <li>-Adverbials of manner, including similes</li> <li>-Participial phrases (-ing and -ed openers)</li> <li>-Adverbials of place</li> <li>-Adverbials of time (cohesion)</li> <li>-Apostrophes for possession</li> <li>-Apostrophes for omission</li> <li>-Speech punctuation</li> </ul> <p style="text-align: center;"><b>Unit 2: Playscript</b></p> <ul style="list-style-type: none"> <li>-Focus on stylistic features</li> <li>- Pupils invent scenes, develop characters, and move the plot forward through speech and action.</li> <li>-Prepositional phrases</li> <li>- Expanded noun phrases (the addition of modifying adjectives, nouns and prepositional phrases) in stage directions (e.g. <i>She picks up the heavy, wooden box from under the table.</i>)</li> <li>-Contractions in</li> </ul>	<p>the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> <li>-Expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>-Fronted adverbials</li> <li>-Powerful verbs and adverbs to create vivid images</li> </ul> <p style="text-align: center;"><b>Unit 2: Discussion Text</b> (<i>How important is Fair Trade?</i>)</p> <ul style="list-style-type: none"> <li>-Use of geography key vocabulary</li> <li>-Possessive plurals</li> <li>Organisational features including: heading, brief introduction, subheadings and bullet points</li> <li>-Technical vocabulary</li> <li>-Pictures and captions</li> <li>-Third person – formal</li> <li>-Statements giving factual information</li> <li>-Subordinating conjunctions</li> <li>-Present perfect tense</li> <li>-Commas for lists</li> <li>-Apostrophes for possession</li> <li>-Fronted adverbials</li> </ul>	<p>conjunctions</p> <ul style="list-style-type: none"> <li>-Present perfect tense</li> <li>-Commas for lists</li> <li>-Apostrophes for possession</li> <li>-Commas after fronted adverbials</li> </ul> <p style="text-align: center;"><b>Unit 2: Formal Persuasive Letter:</b> <i>Link to science - how do humans impact animal habitats?</i></p> <ul style="list-style-type: none"> <li>- Direct address (can include flattery)</li> <li>-Alliteration and assonance</li> <li>-Facts and statistics</li> <li>-Opinion (can be expert opinion)</li> <li>-Rhetorical questions</li> <li>-Emotive/exaggerated language Triples/the rule of three and repetition for effect</li> <li>-Adverbs</li> <li>-Personal pronouns</li> <li>-Expanded noun phrase</li> <li>-Co-ordinating conjunctions</li> <li>-Subordinating conjunctions (including when, if, because, although)</li> <li>-Science key vocabulary</li> <li>-Nouns or pronouns for cohesion and to avoid repetition</li> </ul>
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		although)	speech -Possessive apostrophes -Fronted adverbials	
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Terminology for pupils: determiner, pronoun, possessive pronoun, adverbial

## Year 5

<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul>

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<b>Handwriting</b>	<ul style="list-style-type: none"><li>• write legibly, fluently and with increasing speed by:</li><li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• choosing the writing implement that is best suited for a task.</li></ul>
<b>Composition</b>	<p>plan their writing by:</p> <ul style="list-style-type: none"><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li><li>• draft and write by:</li><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>• précising longer passages</li><li>• using a wide range of devices to build cohesion within and across paragraphs</li><li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li><li>• evaluate and edit by:</li><li>• assessing the effectiveness of their own and others' writing</li><li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• ensuring the consistent and correct use of tense throughout a piece of writing</li><li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li></ul>
<b>Vocabulary, Grammar &amp; Punctuation</b>	<ul style="list-style-type: none"><li>• vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>• using passive verbs to affect the presentation of information in a sentence</li><li>• using the perfect form of verbs to mark relationships of time and cause</li><li>• using expanded noun phrases to convey complicated information concisely</li><li>• using modal verbs or adverbs to indicate degrees of possibility</li><li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li><li>• learning the grammar for years 5 and 6 in English Appendix 2</li><li>• using commas to clarify meaning or avoid ambiguity in writing</li><li>• using hyphens to avoid ambiguity</li><li>• using brackets, dashes or commas to indicate parenthesis</li><li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li></ul>

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- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Autumn		Spring		Summer	
Is the weather becoming more extreme and why?	Are the Ancient Maya the most successful civilisation in history?	Is the human and physical geography the same across South America?	How did the famous Tudor monarchs impact Britain?	What makes London an important city?	How did the Victorians revolutionise Britain?
<p><b>Unit 1: Diary Writing</b></p> <ul style="list-style-type: none"> <li>-Dates/salutation</li> <li>-Chronological order</li> <li>-Past tense</li> <li>-First person</li> <li>-Facts and opinions</li> <li>-Rhetorical questions</li> <li>-Sign off</li> <li>-Subordinating conjunctions</li> <li>-Conjunctive adverbs</li> <li>-Relative clauses</li> <li>-Adverbs/adverbials of time</li> <li>-Adverbs/adverbials of place/preposition phrases</li> <li>-Expanded noun phrases</li> <li>-Commas for parenthesis</li> <li>-Perfect form of verbs to mark relationships of time and cause</li> <li>-Contractions for informality</li> <li>-Speech punctuation</li> </ul>	<p><b>Unit 1: Comparison Historical Text – Maya/Greeks</b></p> <ul style="list-style-type: none"> <li>- Prepositional phrases</li> <li>- ISPACE fronted adverbials and varied sentence openers</li> <li>-Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun</li> <li>-Subordinating conjunctions</li> <li>-Adverbs/adverbials of time</li> <li>-Adverbs/adverbials of place</li> <li>-Speech punctuation</li> <li>-Commas to clarify meaning or avoid ambiguity</li> </ul> <p><b>Unit 2: Poetry (sonnet)</b>  <b>Sonnet 18 by William Shakespeare</b></p> <ul style="list-style-type: none"> <li>-Appropriate rhyme</li> </ul>	<p><b>Unit 1: Discussion: Rainforests</b></p> <ul style="list-style-type: none"> <li>-Figurative language to enhance descriptions</li> <li>-Expanded noun phrases and prepositional phrases</li> <li>-Variety of sentence structures, including complex sentences</li> <li>Adverbials of time, place, and manner</li> <li>-Use of formal tone or elevated language</li> <li>-Hyphens for compound adjectives (avoiding ambiguity)</li> <li>- Subjunctive form (express a wish)</li> <li>-Passive voice</li> </ul> <p><b>Unit 1: Suspense Narrative</b></p> <ul style="list-style-type: none"> <li>- Show not tell</li> <li>- Short sentences and ellipsis for suspense</li> </ul>	<p><b>Unit 1: Explanation Text</b></p> <ul style="list-style-type: none"> <li>-Modal verbs</li> <li>-imperative verbs</li> <li>-Organisational features: heading, brief introduction, subheadings and consistently punctuated bullet points</li> <li>-Perfect verb forms</li> <li>-Subordinating conjunctions (when you have...)</li> <li>-Relative clauses (including dashes, brackets and commas for parenthesis)</li> <li>-Conjunctive adverbs</li> <li>-Colon to introduce a list</li> <li>-Commas for lists</li> <li>-Chronological order</li> <li>-Adverbs of time and manner</li> <li>-Dashes to mark boundaries between</li> </ul>	<p><b>Unit 1: Persuasive Leaflet</b></p> <ul style="list-style-type: none"> <li>Parenthesis (commas, brackets and dashes)</li> <li>- Persuasive language (e.g. rhetorical questions, emotive/exaggerated language, triples/the rule of three, repetition for effect)</li> <li>- Direct address</li> <li>-Alliteration and assonance</li> <li>-Facts, statistics and opinion (can be expert opinion)</li> <li>-Modal verbs</li> <li>-Adverbs for possibility/degree</li> <li>-Subordinating conjunctions</li> <li>-Conjunctive adverbs</li> <li>-Hyphens to avoid ambiguity</li> </ul>	<p><b>Unit 1: Non-Chronological Report</b></p> <ul style="list-style-type: none"> <li>- Formal tone</li> <li>- Summarising information (Cornell note taking)</li> <li>- Bullet point lists (including independent clause introductory sentence with colon to mark boundary)</li> <li>-Heading, brief introduction and subheadings</li> <li>-Technical vocabulary</li> <li>-Third person</li> <li>-Formal Statements giving factual information</li> <li>-Subordinating conjunctions</li> <li>-Relative clauses</li> <li>-Conjunctive adverbs</li> <li>-Commas for lists (colon to introduce list)</li> <li>-Parenthesis (varied punctuation)</li> <li>- Semicolons to mark boundaries between independent clauses</li> <li>-Dashes to mark</li> </ul>

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	<p><b>Unit 2: Information Report</b></p> <ul style="list-style-type: none"> <li>- Formal tone</li> <li>- Summarising information (Cornell note taking)</li> <li>- Bullet point lists (including independent clause introductory sentence with colon to mark boundary)</li> <li>-Heading</li> <li>-Brief introduction</li> <li>-Subheadings</li> <li>-Technical vocabulary</li> <li>-Pictures and captions</li> <li>-Third person</li> <li>-Formal Statements giving factual information</li> <li>-Subordinating conjunctions</li> <li>-Relative clauses</li> <li>-Conjunctive adverbs</li> <li>-Commas for lists (colon to introduce list)</li> <li>-Apostrophes for possession             <ul style="list-style-type: none"> <li>-Parenthesis (using commas and brackets)</li> </ul> </li> </ul>	<p>scheme (typical rhyme schemes (like ABAB CDCD EFEF GG in a Shakespearean sonnet)</p> <ul style="list-style-type: none"> <li>-Syllabic awareness</li> <li>- Personification</li> <li>-Similes and metaphors</li> <li>-Repetition and word play for effect</li> <li>-Careful vocabulary choices</li> <li>-Modal verbs or adverbs to indicate degree of possibility</li> <li>-Fronted adverbials</li> <li>-Dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>- Simile and metaphor</li> <li>- Describe settings, characters and atmosphere</li> <li>-Convey character through dialogue</li> <li>-Advance the action through dialogue, maintaining a balance of speech and description</li> <li>-Contractions in speech to affect formality</li> <li>-Adverbials of time, place and manner</li> <li>-Commas to clarify meaning or avoid ambiguity</li> </ul>	<p>independent clauses</p> <ul style="list-style-type: none"> <li>- Hyphens to avoid ambiguity</li> </ul> <p><b>Unit 2: Setting Description</b></p> <ul style="list-style-type: none"> <li>-Cohesive devices (e.g., fronted adverbials, conjunctions, pronouns) to link ideas across paragraphs</li> <li>-Synonyms and pronouns to avoid repetition</li> <li>-Relative Clauses</li> <li>- Subordinating conjunctions</li> <li>-Use a variety of sentence types (simple, compound, complex) for effect.</li> <li>-Five senses to immerse the reader</li> <li>-Expanded noun phrases (including with prepositional phrases and other modifiers)</li> </ul>	<ul style="list-style-type: none"> <li>- Subjunctive form (expressing hypothetical situations or wishes)</li> </ul> <p><b>Unit 2: Fiction – London Mystery</b></p> <ul style="list-style-type: none"> <li>- Past tense (perfect form of verbs to mark time/cause)</li> <li>-Time adverbials</li> <li>-Subordinating conjunctions</li> <li>-Adverbials for cohesion</li> <li>-Synonyms and pronouns to avoid repetition</li> <li>-Parenthesis (commas, brackets and dashes)</li> <li>- Use commas to clarify meaning or add detail.</li> <li>- Dialogue to move action on.</li> <li>Show, don't tell the reader</li> <li>- subjunctive form (e.g. if I were to go again, I would...)</li> <li>-passive voice</li> </ul>	<p>boundary between independent clauses</p> <p><b>Unit 2: Formal letter of application (Y6 positions)</b></p> <ul style="list-style-type: none"> <li>-Address, date, salutation and brief introduction</li> <li>-First person</li> <li>-Persuasive language</li> <li>-Modal verbs</li> <li>-Imperative verbs</li> <li>-Formal tone</li> <li>-Relative clauses</li> <li>-Fronted adverbials</li> <li>-Semicolons to mark boundaries between independent clauses</li> <li>-Colons to mark boundary between independent clauses</li> <li>-Rhetorical questions</li> <li>-Active voice</li> <li>-Subjunctive mood</li> <li>-Subordinating conjunctions</li> <li>-Conjunctive adverbs</li> </ul>
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Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

## Year 6

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<b>Spoken Language</b>	<ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of other</li><li>• select and use appropriate registers for effective communication.</li></ul>
<b>Spelling</b>	<ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand the guidance for adding them</li><li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li><li>• continue to distinguish between homophones and other words which are often confused</li><li>• 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</li><li>• use dictionaries to check the spelling and meaning of words</li><li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• use a thesaurus.</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• write legibly, fluently and with increasing speed by:</li><li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• choosing the writing implement that is best suited for a task.</li></ul>
<b>Composition</b>	<ul style="list-style-type: none"><li>• plan their writing by:</li><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li><li>• draft and write by:</li><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>• précising longer passages</li></ul>

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	<ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• evaluate and edit by:             <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> </li> </ul>
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<b>Vocabulary, Grammar &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>• vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list and use of semi-colons within lists (Appendix 2)</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>
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Autumn		Spring		Summer	
<b>How did the Egyptian beliefs affect how they lived and died?</b>	<b>What are the key states in North America?</b>	<b>Why did the world go to war for the second time?</b>	<b>Why is the planet melting?</b>	<b>What was the significance of The Titanic?</b>	<b>What powers Earth?</b>
<b>Unit 1: Narrative</b> - a historical / Time-Slip Story  Narrative structure	<b>Unit 1: Comparison Text</b>  -Comparative conjunctions (whereas, similarly, in contrast...)	<b>Unit 1: Diary entry</b>  - Include thoughts, feelings, and reactions to events	<b>Unit 1: Narrative</b>  -Description of the setting and emotions	<b>Unit 1: Biography – Charles Darwin</b> (links to science)  -Semicolon to link clauses	<b>Unit 1: Play script, production and oracy focus.</b>  <b>Unit 2: Formal Speeches</b>

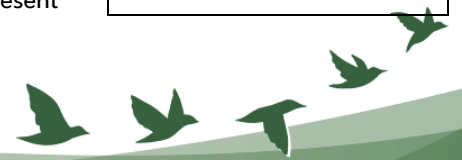
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<p>(opening, build-up, climax, resolution). Characterisation and dialogue to convey emotion and relationships. Creating atmosphere through setting and description. Dialogue punctuation. Expanded noun phrases and prepositional phrases. Cohesive devices across paragraphs. Dialogue to characterise Dialogue to advance action</p> <p style="text-align: center;"><b>Unit 2: Non-chronological report – Ancient Egypt</b> Focus</p> <ul style="list-style-type: none"> <li>-Heading Brief introduction</li> <li>-Subheadings</li> <li>-Technical vocabulary</li> <li>-Pictures and captions</li> <li>-Third person – formal</li> <li>-Statements giving factual information</li> <li>-Passive voice</li> <li>-Subordinating conjunctions</li> <li>-Relative clauses</li> <li>-Subjunctive form</li> <li>-Conjunctive adverbs</li> <li>-Semi-colons to link clauses</li> <li>-Colons and bullet points (consistently</li> </ul>	<ul style="list-style-type: none"> <li>-Technical vocabulary</li> <li>- Semicolon with cohesive adverb</li> <li>- Rhetorical question</li> <li>-Varied sentence openers</li> <li>- Colon with bullet-pointed list</li> <li>- Colon to link independent clauses</li> <li>-Parenthesis</li> <li>- Prepositional phrase</li> <li>- Passive voice</li> <li>- Conjunctive adverbials</li> <li>- Dashes for parenthesis</li> <li>-Layout devices (e.g. headings, subheadings, bullet points, columns, tables)</li> </ul> <p style="text-align: center;"><b>Unit 2: Non-chronological report</b></p> <ul style="list-style-type: none"> <li>-Heading Brief introduction</li> <li>-Subheadings</li> <li>-Technical vocabulary</li> <li>-Pictures and captions</li> <li>-Third person – formal</li> <li>-Statements giving factual information</li> <li>-Passive voice</li> <li>-Subordinating conjunctions</li> <li>-Relative clauses</li> <li>-Subjunctive form</li> <li>-Conjunctive adverbs</li> <li>-Semi-colons to link clauses</li> </ul>	<ul style="list-style-type: none"> <li>-Techniques to engage reader, such as rhetorical questions, direct address ("you wouldn't believe..."), and varied sentence lengths for effect.</li> <li>-First-person and past tense, with some shifts to present tense for reflection (e.g. "I'll never forget the fear I felt.").</li> <li>-Adverbials of time</li> <li>-Pronouns and synonyms to avoid repetition (editing focus)</li> <li>-Modal verbs and adverbs</li> <li>-Subordinate clauses</li> <li>-Present perfect tense, where appropriate (e.g. "I have never felt so relieved.").</li> <li>-Colloquial language or informal register, if appropriate to the character/voice.</li> <li>-Apostrophes for possession and contraction.</li> <li>-Use of dashes, ellipses, and exclamation marks for emotional effect or hesitation.</li> <li>-Speech punctuation</li> <li>-Colon to link clauses</li> <li>-Subjunctive form</li> </ul> <p style="text-align: center;"><b>Unit 2: Persuasive Writing - Letter</b></p> <p>Consider your audience and vary your tone and formality for a desired effect:</p> <ul style="list-style-type: none"> <li>- Formal and emotive: It is with great courage</li> </ul>	<ul style="list-style-type: none"> <li>-Figurative language (including personification)</li> <li>-Use of powerful verbs</li> <li>-Vary sentence length for impact</li> <li>-Past tense</li> <li>-First person</li> <li>-Adverbials of manner</li> <li>-Adverbs/adverbials of time</li> <li>-Adverbs/adverbials of place/preposition phrases</li> <li>-Expanded noun phrases</li> <li>-Dashes to mark boundaries between clauses</li> <li>-Passive voice</li> <li>-Hyphens to avoid ambiguity</li> </ul> <p style="text-align: center;"><b>Unit 2: Explanation Writing</b></p> <ul style="list-style-type: none"> <li>-Semicolons instead of conjunctions</li> <li>-Modal verbs</li> <li>-Rhetorical questions</li> <li>-Direct address of the reader</li> <li>-Colon (independent clause introductory sentence) with bullet points</li> <li>-Relative clauses</li> <li>-Varied punctuation for parenthesis</li> <li>-Imperative verbs</li> <li>-Subordinate clause</li> <li>-Adverb sentence openers (manner/time)</li> <li>-Conjunctive adverbials</li> <li>-Pronouns to avoid repetition</li> <li>-Subjunctive form</li> <li>-Semicolon to link closely related independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>-Adverbial of time</li> <li>-Adverb of manner</li> <li>-Quote</li> <li>-Adverbials of time</li> <li>-Passive Voice</li> <li>-Subordinating conjunctions</li> <li>-Relative clauses</li> <li>-Past tense</li> <li>-Colon to introduce list</li> <li>-Parenthesis</li> <li>-Apostrophes for possession</li> <li>-Subheadings</li> </ul> <p style="text-align: center;"><b>Unit 2: Newspaper Report – "Titanic Disaster: Tragedy at Sea"</b></p> <ul style="list-style-type: none"> <li>- Name, heading, byline</li> <li>-Adverbial phrase of time</li> <li>-Parenthesis</li> <li>-Passive voice</li> <li>-Semicolon with conjunctive adverb</li> <li>-Colon to link clauses</li> <li>-Relative clause</li> <li>-Direct speech</li> <li>-Reported speech</li> <li>- Subordinating conjunctions</li> <li>- Hyphenated words</li> <li>-Cohesive/conjunctive adverbial sentence starter</li> <li>-Subjunctive form</li> <li>-Modal verb</li> <li>-Tenses – past, present</li> </ul>	<ul style="list-style-type: none"> <li>-Individual outstanding targets focus</li> <li>- Passive voice where appropriate</li> <li>-Modal verbs</li> <li>-Adverbs and adverbial phrases to express certainty or emphasis</li> <li>-Formal, but with personal feelings and stories and anecdotes</li> <li>-Use gesture, emphasis, and rhetorical devices to engage the audience</li> <li>-Vary sentence length for effect</li> <li>-Appropriate gesture, pace, intonation and volume</li> </ul>
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	<p>punctuated)</p> <ul style="list-style-type: none"> <li>-Apostrophes for possession</li> <li>-Parenthesis with varied punctuation</li> </ul>	<ul style="list-style-type: none"> <li>-Colons and bullet points (consistently punctuated)</li> <li>-Apostrophes for possession</li> <li>-Parenthesis with varied punctuation</li> </ul>	<p>that I am writing this letter.</p> <ul style="list-style-type: none"> <li>- Formal and factual: The content of this letter presents some alarming facts.</li> <li>- Informal and chatty: Are you ready to make a difference?</li> <li>• Drop in opinion presented as fact through relative clauses: Our exceptional school, which is renowned around the world, ...</li> </ul> <p>Counter potential barriers: Now, I know you might think ... but ...</p>	<ul style="list-style-type: none"> <li>-Chronological</li> <li>-Commas to clarify meaning or avoid ambiguity</li> </ul>	<p>and future</p>	
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**Terminology for pupils:** subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

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## Impact:

At **St Francis CE Primary School**, the impact of our Writing curriculum is seen in pupils who write with **confidence, accuracy, and increasing sophistication**. Through the consistent implementation of **Talk for Writing** and **The Write Stuff**, children develop a deep understanding of how language works and how to apply writing techniques effectively.

Pupils are able to:

- Orally rehearse ideas and sentences confidently before writing
- Use a wide and growing vocabulary with purpose and precision
- Apply a range of sentence structures and grammatical features accurately
- Write for different purposes and audiences across the curriculum
- Edit and improve their writing independently

Children can articulate the choices they make as writers, using appropriate terminology to explain how they have improved their work. Writing outcomes show clear progression in structure, language, and technical accuracy across year groups.

Our Christian values are evident in pupils' writing behaviours:

- **Courage** in experimenting with language and ideas
- **Peace** through focused and thoughtful writing
- **Thankfulness** for feedback and opportunities to improve
- **Trust** in the writing process and their own developing skills

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- **Friendship** through discussion, collaboration, and peer support
- **Hope** through resilience and ambition to produce high-quality writing

Writing supports pupils' **communication skills, creativity, and academic success** across the curriculum. By the time pupils leave St Francis CE Primary School, they are **skilled, reflective writers** who can adapt their writing for a range of purposes, apply technical skills accurately, and approach writing with confidence and enjoyment, fully prepared to continue their writing journey and to **live life in all its fullness**.

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