



\*\*\*Note- the word section of the National Curriculum will be covered as every class also teaches Assertive Mentoring spellings- therefore these shouldn't need explicitly teaching during writing sessions. Just application of what they learn- spellings within written work.

\*\*\*Note- Handwriting will be taught in specific sessions, so again shouldn't need explicitly teaching in writing sessions but must be modelled correctly at all times. Application to all written work must be encouraged.

**SPaG**

Year group	Autumn	Spring	Summer
Year 1	<ol style="list-style-type: none"> <li>1. SPaG- GaP Test 1</li> <li>2. SPaG- Capital and lower case letters</li> <li>3. SPaG- Verbs</li> <li>4. SPaG- Suffix 'ing'</li> <li>5. SPaG- Finger spaces</li> <li>6. SPaG- Writing sentences</li> <li>7. SPaG- GaP Test 2</li> <li>8. SPaG- Personal pronoun I</li> <li>9. SPaG- Noun suffix 's'</li> <li>10. SPaG- Prefix 'un'</li> <li>11. SPaG- Capital and full stops</li> <li>12. SPaG- Writing sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. SPaG- GaP Test 3</li> <li>2. SPaG- Singular nouns</li> <li>3. SPaG- Past and present verbs</li> <li>4. SPaG- Suffix 'ed'</li> <li>5. SPaG- Capital letters for the days of the week</li> <li>6. SPaG- Writing sentences</li> <li>7. SPaG- GaP Test 4</li> <li>8. SPaG- Plural nouns</li> <li>9. SPaG- Noun suffix 'es'</li> <li>10. SPaG- Compound words</li> <li>11. SPaG- Question marks</li> <li>12. SPaG- Sequencing sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. SPaG- GaP Test 5</li> <li>2. SPaG- Punctuating sentences</li> <li>3. SPaG- Nouns suffix 'es'</li> <li>4. SPaG- Exclamation marks</li> <li>5. SPaG- Capital letters for names of people and places</li> <li>6. SPaG- Writing question sentences</li> <li>7. SPaG- GaP Test 6</li> <li>8. SPaG- Joining words and clauses using 'and'</li> <li>9. SPaG- Suffix 'er'</li> <li>10. SPaG- Punctuating sentences</li> <li>11. SPaG- Writing stories</li> <li>12. SPaG- Writing exclamation sentences</li> </ol>
Year 2	<ol style="list-style-type: none"> <li>1. SPaG- GaP Test 1</li> <li>2. SPaG- Nouns</li> <li>3. SPaG- Vowels and consonants</li> <li>4. SPaG- Demarcating sentences</li> <li>5. SPaG- Forming nouns using 'ness'</li> <li>6. SPaG- Punctuating sentences</li> <li>7. SPaG- GaP Test 2</li> <li>8. SPaG- Adjectives</li> <li>9. SPaG- Compound words</li> <li>10. SPaG- Adjectives with 'er' 'est'</li> </ol>	<ol style="list-style-type: none"> <li>1. SPaG- GaP Test 3</li> <li>2. SPaG- Noun phrases</li> <li>3. SPaG- Homophones</li> <li>4. SPaG- Forming adjectives using 'full' 'less'</li> <li>5. SPaG- Questions and commands</li> <li>6. SPaG- Sentence writing</li> <li>7. SPaG- GaP Test 4</li> <li>8. SPaG- Verbs</li> <li>9. SPaG- Singular and plural</li> <li>10. SPaG- Adverbs with 'ly'</li> <li>11. SPaG- Commas in lists</li> <li>12. SPaG- Changing adjectives into adverbs</li> </ol>	<ol style="list-style-type: none"> <li>1. SPaG- GaP Test 5</li> <li>2. SPaG- Adverbs</li> <li>3. SPaG- Word classes</li> <li>4. SPaG- Coordination</li> <li>5. SPaG- Apostrophes for possession</li> <li>6. SPaG- Past and present tense</li> <li>7. SPaG- GaP Test 6</li> <li>8. SPaG- Recapping pronouns</li> <li>9. SPaG- Forming nouns using 'er'</li> <li>10. SPaG- Progressive tense</li> <li>11. SPaG- Apostrophes for contractions</li> </ol>

	<ul style="list-style-type: none"> <li>11. SPaG- Subordination</li> <li>12. SPaG- Statements and exclamations</li> </ul>		<ul style="list-style-type: none"> <li>12. SPaG- Up levelling sentences</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>1. SPaG- GaP Test 1</li> <li>2. SPaG- Nouns and pronouns for clarity</li> <li>3. SPaG- Consonants and vowels</li> <li>4. SPaG- Suffix 'ly'</li> <li>5. SPaG- Past tense</li> <li>6. SPaG- Subordinate clauses</li> <li>7. SPaG- GaP Test 2</li> <li>8. SPaG- Adjectives</li> <li>9. SPaG- 'A' or 'an'</li> <li>10. SPaG- Prefixes 'super' 'anti' 'auto'</li> <li>11. SPaG- Present tense</li> <li>12. SPaG- Apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>1. SPaG- GaP Test 3</li> <li>2. SPaG- Verbs</li> <li>3. SPaG- Compound nouns</li> <li>4. SPaG- Prefixes 'dis' 'mis' 'un'</li> <li>5. SPaG- Subordinating conjunctions</li> <li>6. SPaG- Inverted commas</li> <li>7. SPaG- GaP Test 4</li> <li>8. SPaG- Adverbs- time, place, cause</li> <li>9. SPaG- Prefix 'in'</li> <li>10. SPaG- Suffix 'ation'</li> <li>11. SPaG- Coordinating conjunctions</li> <li>12. SPaG- Organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>1. SPaG- GaP Test 5</li> <li>2. SPaG- Prepositions</li> <li>3. SPaG- Prefixes 're' 'sub' 'inter'</li> <li>4. SPaG- Suffixes beginning with vowels</li> <li>5. SPaG- Time conjunctions</li> <li>6. SPaG- Paragraphs</li> <li>7. SPaG- GaP Test 6</li> <li>8. SPaG- Homophones</li> <li>9. SPaG- Suffix 'ous'</li> <li>10. SPaG- Word families</li> <li>11. SPaG- Place and cause conjunctions</li> <li>12. SPaG- Editing and evaluating</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>1. SPaG- GaP Test 1</li> <li>2. SPaG- Singular and plural nouns</li> <li>3. SPaG- Pronouns</li> <li>4. SPaG- Standard English</li> <li>5. SPaG- Compound words</li> <li>6. SPaG- Adverbs to express time and cause</li> <li>7. SPaG- GaP Test 2</li> <li>8. SPaG- Possessive pronouns</li> <li>9. SPaG- Fronted adverbials</li> <li>10. SPaG- Prepositions to express time and cause</li> <li>11. SPaG- Plural and possessive 's'</li> <li>12. SPaG- Commas</li> </ul>	<ul style="list-style-type: none"> <li>1. SPaG- GaP Test 3</li> <li>2. SPaG- Adjectives</li> <li>3. SPaG- Homophones</li> <li>4. SPaG- Commas after fronted adverbials</li> <li>5. SPaG- Expanded noun phrases</li> <li>6. SPaG- Editing and evaluating</li> <li>7. SPaG- GaP Test 4</li> <li>8. SPaG- Determiners</li> <li>9. SPaG- Word families</li> <li>10. SPaG- Prepositional phrases</li> <li>11. SPaG- Verb tenses- present</li> <li>12. SPaG- Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>1. SPaG- GaP Test 5</li> <li>2. SPaG- Verb inflections</li> <li>3. SPaG- Conjunctions to express time and cause</li> <li>4. SPaG- Suffixes</li> <li>5. SPaG- Possessive apostrophe</li> <li>6. SPaG- Paragraphs</li> <li>7. SPaG- GaP Test 6</li> <li>8. SPaG- Verb tenses- past</li> <li>9. SPaG- Prefixes</li> <li>10. SPaG- Plural possessive apostrophe</li> <li>11. SPaG- Subordinate clauses</li> <li>12. SPaG- Organisational devices</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>1. SPaG- Proper nouns</li> <li>2. SPaG- Adverbs of possibility</li> <li>3. SPaG- Converting Nouns and Adjectives into Verbs- Suffixes -ate, -ise, -ify</li> <li>4. SPaG- Tenses: Past &amp; Present Progressive and Present Perfect</li> <li>5. SPaG- Possessive Plural Apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>1. SPaG- Prepositions</li> <li>2. SPaG- More prefixes</li> <li>3. SPaG- Coordinating conjunctions</li> <li>4. SPaG- Using Inverted Commas (Changing the Position of the Reporting Clause)</li> <li>5. SPaG- Parenthesis - Brackets</li> <li>6. SPaG- Commas for Meaning and Clarity</li> </ul>	<ul style="list-style-type: none"> <li>1. SPaG- Pronouns and possessive pronouns</li> <li>2. SPaG- Word families</li> <li>3. SPaG- Subordinate clauses</li> <li>4. SPaG- Writing cohesive paragraphs</li> <li>5. SPaG- Parenthesis- commas</li> <li>6. SPaG- Homophones</li> <li>7. SPaG- GaP Test 5</li> </ul>

	<ol style="list-style-type: none"> <li>6. SPaG- Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases)</li> <li>7. SPaG- GaP Test 2</li> <li>8. SPaG- Adverbs</li> <li>9. SPaG- Degrees of Possibility- Modal Verbs</li> <li>10. SPaG- Verb Prefixes dis-, de-, mis-, over-, re-</li> <li>11. SPaG- Verb Inflections &amp; Standard English</li> <li>12. SPaG- Using Inverted Commas</li> </ol>	<ol style="list-style-type: none"> <li>7. SPaG- Gap Test 4</li> <li>8. SPaG- Determiners</li> <li>9. SPaG- More suffixes</li> <li>10. SPaG- Subordinating conjunctions</li> <li>11. SPaG- Linking paragraphs with adverbials</li> <li>12. SPaG- Direct and indirect (reported) speech</li> </ol>	<ol style="list-style-type: none"> <li>8. SPaG- Adverbials/ fronted adverbials</li> <li>9. SPaG- Dictionary work</li> <li>10. SPaG- Relative clauses</li> <li>11. SPaG- Editing and evaluating</li> <li>12. SPaG- Parenthesis- dashes</li> </ol>
Year 6	<ol style="list-style-type: none"> <li>1. SPaG- GaP Test 1</li> <li>2. SPaG- Noun phrases</li> <li>3. SPaG- Modal Verbs and Subjunctive Mood</li> <li>4. SPaG- Suffixes - Nouns and Adjectives to Verbs</li> <li>5. SPaG- Relative clauses</li> <li>6. SPaG- Commas</li> <li>7. SPaG- GaP Test 2</li> <li>8. SPaG- Pronouns and possessive pronouns</li> <li>9. SPaG- Adverbs to show frequency</li> <li>10. SPaG- Prefixes</li> <li>11. SPaG- Colons in lists</li> <li>12. SPaG- Subordinating conjunctions and clauses</li> </ol>	<ol style="list-style-type: none"> <li>1. SPaG- GaP Test 3</li> <li>2. SPaG- Synonyms and antonyms</li> <li>3. SPaG- Adverbs to show possibility</li> <li>4. SPaG- Root words</li> <li>5. SPaG- Hyphens</li> <li>6. SPaG- Coordinating conjunctions</li> <li>7. SPaG- GaP Test 4</li> <li>8. SPaG- Subject and object</li> <li>9. SPaG- Ambiguity</li> <li>10. SPaG- Hyphenated Compound Words</li> <li>11. SPaG- Bullet points</li> <li>12. SPaG- Perfect Form of Verbs to Mark Relationships of Time and Cause</li> </ol>	<ol style="list-style-type: none"> <li>1. SPaG- GaP Test 5</li> <li>2. SPaG- Direct and reported speech</li> <li>3. SPaG- Active and passive</li> <li>4. SPaG- Semi-colons, Colons and Dashes to Mark Clauses</li> <li>5. SPaG- Formal and Informal Speech and Vocabulary</li> <li>6. SPaG- Layout devices</li> <li>7. SPaG- GaP Test 6</li> <li>8. SPaG- Verb tenses</li> <li>9. SPaG- Editing and evaluating</li> <li>10. SPaG- Parenthesis - Brackets, Commas and Dashes</li> <li>11. SPaG- Formal and Informal Writing</li> <li>12. SPaG- Cohesion Across Paragraphs</li> </ol>

## Writing

	Autumn	Spring	Summer
Year 1	<p><u>Autumn 1</u>  <b>Recount</b> (News- Summer/ Weekend/ Coming back to School)</p> <ol style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>How words can combine to make sentences.</li> </ol> <p><b>Labels, lists and signs</b> (Hamilton Trust Unit of Work. Year 1 Autumn Non-Fiction 1. Main Texts- "Not a Stick" and "Billy's Bucket")</p> <ol style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>How words can combine to make sentences.</li> </ol> <p><b>Poem with pattern and rhyme</b> (Hamilton Trust Unit of Work. Year 1 Autumn Poetry 2. List of poems provided on plan e.g. "Pussy cat, pussy cat" and "Polly put the Kettle on")</p> <ol style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>How words can combine to make sentences. Separation of words with spaces</li> </ol> <p><u>Autumn 2</u>  <b>Recount (Recap)</b> (News- Half term/ Weekend)</p> <ol style="list-style-type: none"> <li>Saying out loud what they are going to write about How words can combine to make sentences. Separation of words with spaces Capital letters for the personal pronoun I</li> </ol> <p><b>Commands</b> (Hamilton Trust Unit of Work. Year 1 Autumn Non-Fiction 3. Main texts- "What You Shouldn't Do At School" and "I'm Mad About Pizza")</p> <ol style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> </ol>	<p><u>Spring 1</u>  <b>Recount (Recap)</b> (News- Christmas)</p> <ol style="list-style-type: none"> <li>Composing a sentence orally before writing it Capital letters for the personal pronoun I</li> </ol> <p><b>Poem with pattern and rhyme</b> (Rhyming pattern AABB-Topic theme examples here  <a href="https://www.familyfriendpoems.com/collection/aabb-rhyme-scheme/">https://www.familyfriendpoems.com/collection/aabb-rhyme-scheme/</a>)</p> <ol style="list-style-type: none"> <li>Composing a sentence orally before writing it</li> <li>Introduction to capital letters and full stops to demarcate sentences</li> </ol> <p><b>Fairy tale character description</b> (Take inspiration from Hamilton Trust Unit of Work. Year 1 Summer Fiction 1. Main texts- "Cinderella" and "Snow White")</p> <ol style="list-style-type: none"> <li>Composing a sentence orally before writing it</li> <li>Introduction to capital letters and full stops to demarcate sentences Capital letters for the days of the week</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ol> <p><u>Spring 2</u>  <b>Information texts</b> (Hamilton Trust Unit of Work. Year 1 Autumn Non-Fiction 2. Main Text- "The Usborne Book of Big Machines")</p> <ol style="list-style-type: none"> <li>Composing a sentence orally before writing it</li> <li>Introduction to capital letters and full stops to demarcate sentences</li> </ol>	<p><u>Summer 1</u>  <b>Letters and Description</b> (Hamilton Trust Unit of Work. Year 1 Spring Non-Fiction 3. Main Text- "Mr Postmouse's Rounds- link to topic)</p> <ol style="list-style-type: none"> <li>Composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives.</li> </ol> <p><b>Poems about Nature</b> (Hamilton Trust unit of Work. Year 1 Summer Poetry 1. Main Texts- "Daffodils" and "Who?")</p> <ol style="list-style-type: none"> <li>Composing a sentence orally before writing it</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ol> <p><b>Story in a familiar setting</b> (Hamilton Trust Unit of Work. Year 1 Autumn Fiction 2. Main Texts- "Knuffle Bunny" "Dogger" and "Little Penguin Lost")</p> <ol style="list-style-type: none"> <li>Composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives. Capital letters for names of people and places</li> </ol> <p><u>Summer 2</u>  <b>Story in a familiar setting</b>  Continue with above.</p> <ol style="list-style-type: none"> <li>Sequencing sentences to form short narratives. Capital letters for names of people and places</li> </ol>

3. How words can combine to make sentences.  
Separation of words with spaces  
Capital letters for the personal pronoun I

**Instructions** (Hamilton Trust Unit of Work. Year 1 Spring Non-Fiction 1. Main texts- "Don't Let the Pigeon Stay up Late" and "Don't Let the Pigeon Drive the Bus")

4. Saying out loud what they are going to write about
5. How words can combine to make sentences.  
Separation of words with spaces  
Discuss what they have written with the teacher or other pupils

**Speaking and Listening**

**Poetry Performance**

**Poem with a pattern** (Acrostic poem-Topic/ Christmas/ Winter)

6. Learn and perform a poem as a group to the class- teacher choice

**Instructions (Recap)** (Take inspiration from last term, link a set of instructions to topic- a game to keep fit/ a recipe/ brush your teeth)

3. Composing a sentence orally before writing it
4. Introduction to capital letters and full stops to demarcate sentences  
Introduction of question marks to demarcate sentences  
Read aloud their writing clearly enough to be heard by their peers and the teacher.

**Poem with pattern and rhyme**

(Rhyming pattern ABAB-

Easter/ Spring examples here

<https://www.familyfriendpoems.com/collection/abab-rhyme-scheme/>)

5. Composing a sentence orally before writing it  
Introduction to capital letters and full stops to demarcate sentences

**18<sup>th</sup>- 24<sup>th</sup> March**

**SHAKESPEARE WEEK (TBC)**

**Speaking and Listening**

**Narrative Share**

6. Practise and share part of their reading book with the class

Introduction of question marks and exclamation marks to demarcate sentences

2. Re-reading what they have written to check that it makes sense  
Read aloud their writing clearly enough to be heard by their peers and the teacher.

**Letters** (Hamilton Trust Unit of Work. Year 1 Summer Non-Fiction 1. Main Text- "Dear Greenpeace")

3. Composing a sentence orally before writing it
4. Capital letters for names of people and places  
Introduction of question marks and exclamation marks to demarcate sentences  
Joining words and joining clauses using and.  
Re-reading what they have written to check that it makes sense

**Traditional Poems** (Hamilton

Trust Unit of Work. Year 1 Summer Poetry 2. Main Texts- "London's Burning" "Row your Boat" and "Oranges and Lemons")

5. Joining words and joining clauses using and.  
Read aloud their writing clearly enough to be heard by their peers and the teacher.

**Speaking and Listening**

**Presentation- Favourite Toy**

6. Bring a photograph or favourite toy to show the group, and tell the group three things about it. Choose facts

			that the group cannot see for themselves. As a group, ask and answer appropriate questions about the toy.
Year 2	<p><u>Autumn 1</u>  <b>Recount (Recap)</b> (news- Summer/ Weekend/ Coming back to school)</p> <ol style="list-style-type: none"> <li>1. <b>Planning or saying out loud</b> what they are going to write about</li> <li>2. <b>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</b></li> </ol> <p><b>Nonsense poetry</b> (On the Ning Nang Nong/ Hamilton Trust Unit of Work. Year 2 Autumn Poetry 2 "The Owl and The Pussycat")</p> <ol style="list-style-type: none"> <li>3. <b>Planning or saying out loud</b> what they are going to write about</li> <li>4. <b>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</b>  <b>Expanded noun phrases for description and specification (eg. the blue butterfly, plain flour, the man on the moon)</b></li> </ol> <p><b>Traditional story-Character Description</b> (Inspiration from Hamilton Trust Unit of Work. Year 2 Autumn Fiction 1. Main Text- Hamilton Traditional Tales "Ant and Grasshopper")</p> <ol style="list-style-type: none"> <li>5. <b>Planning or saying out loud</b> what they are going to write about</li> <li>6. <b>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</b>  <b>Expanded noun phrases for description and specification (eg. the blue</b></li> </ol>	<p><u>Spring 1</u>  <b>Postcards and Letters</b> (Hamilton Trust Unit of Work. Year 2 Autumn Non-Fiction 2. Main Texts- "John Patrick Norman McHennessey" and "Dear Teacher")</p> <ol style="list-style-type: none"> <li>1. <b>Writing down ideas and/or key words, including new vocabulary</b></li> <li>2. <b>How the grammatical patterns in a sentence indicates if function as a statement, question, exclamation or command.</b></li> </ol> <p><b>Modern Poetry</b> (Riddles-toys. Teaching resources on Twinkl and TES)</p> <ol style="list-style-type: none"> <li>3. <b>Writing down ideas and/or key words, including new vocabulary</b></li> <li>4. <b>How the grammatical patterns in a sentence indicates if function as a statement, question, exclamation or command.</b>  <b>Evaluating their writing with the teachers and other pupils</b></li> </ol> <p><b>Story about the Wild-Setting Description</b> (Inspiration from Hamilton Trust Unit of Work. Year 2 Spring Fiction 3. Main Texts- "Fox" "The Tin Forest" and "The Whale's Song")</p> <ol style="list-style-type: none"> <li>5. <b>Writing down ideas and/or key words, including new vocabulary</b></li> <li>6. <b>How the grammatical patterns in a sentence indicates if function as a statement, question,</b></li> </ol>	<p><u>Summer 1</u>  <b>Instructions (Recap)</b> (Take inspiration from Autumn unit, link set of instructions to topic- putting on a space suit, launching a rocket, how to survive on another planet)</p> <ol style="list-style-type: none"> <li>1. <b>Encapsulating what they want to say, sentence by sentence.</b></li> <li>2. <b>How the grammatical patterns in a sentence indicates if function as a statement, question, exclamation or command.</b>  <b>Commas to separate items in list</b></li> </ol> <p><b>Modern Poetry</b> (Shape-topic theme. Teaching resources on Twinkl and TES)</p> <ol style="list-style-type: none"> <li>3. <b>Encapsulating what they want to say, sentence by sentence.</b>  <b>Correct choice and consistent use of present tense and past tense throughout writing.</b></li> </ol> <p><b>Story with familiar setting (Character and Setting)</b> (Hamilton Trust Unit of Work. Year 2 Autumn Fiction 2. Main Texts- "A Lion in the Meadow" and "You Choose")</p> <ol style="list-style-type: none"> <li>4. <b>Encapsulating what they want to say, sentence by sentence.</b></li> <li>5. <b>Apostrophes to mark where letters are missing in spelling and to mark singular</b></li> </ol>

butterfly, plain flour, the man on the moon)

### Autumn 2

**Traditional Story** (Hamilton Trust Unit of Work. Year 2 Autumn Fiction 1. Main Text- Hamilton Traditional Tales "Ant and Grasshopper")

1. **Planning or saying out loud** what they are going to write about
2. **Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.**  
**Expanded noun phrases** for description and specification (eg. the blue butterfly, plain flour, the man on the moon)  
**Proof -reading** to check for errors in **spelling, grammar and punctuation** (e.g. ends a sentence punctuated correctly)

**Instructions** (Hamilton Trust Unit of Work. Year 2 Spring Non-Fiction 1. Main Text- "Instructions")

3. **Planning or saying out loud** what they are going to write about
4. **Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.**  
**Proof -reading** to check for errors in **spelling, grammar and punctuation** (e.g. ends a sentence punctuated correctly)

**Classic Poetry** (Hurt No Living Thing by Christina Rossetti- Repetition. Unit of work on TES- £3)

5. **Expanded noun phrases** for description and specification (eg. the blue butterfly, plain flour, the man on the moon)

exclamation or command.

**Evaluating their writing** with the teachers and other pupils

### Spring 2

#### **Story about the Wild**

(Hamilton Trust Unit of Work. Year 2 Spring Fiction 3. Main Texts- "Fox" "The Tin Forest" and "The Whale's Song")

1. **Writing down ideas and/or key words,** including new vocabulary
2. **How the grammatical patterns in a sentence indicates if function as a statement, question, exclamation or command.**  
**Correct choice and consistent use of present tense and past tense throughout writing.**  
**Read aloud** what they have written with **appropriate intonation** to make the **meaning clear.**

**Information texts** (Inspiration from Hamilton Trust Unit of Work. Year 2 Summer Non-Fiction 1. Main texts- "Harry and the Bucketful of Dinosaurs" and "Nana, What's an information text?" Could make links to information text about toys)

3. **Writing down ideas and/or key words,** including new vocabulary
4. **Commas to separate items in list**  
**How the grammatical patterns in a sentence indicates if function as a statement, question,**

possession in nouns (eg the girl's name)

**Subordination** (using when, if, that, because) and **co-ordination** using or, and but)

### Summer 2

#### **Story with familiar setting**

(Hamilton Trust Unit of Work. Year 2 Autumn Fiction 2. Main Texts- "A Lion in the Meadow" and "You Choose")

6. **Encapsulating what they want to say, sentence by sentence.**
7. **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns (eg the girl's name)  
**Subordination** (using when, if, that, because) and **co-ordination** using or, and but)  
**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**

**Recount - Diary** (Hamilton Trust Unit of Work. Year 2 Spring Non-Fiction 2. Main Text- "Diary of a Wombat")

8. **Encapsulating what they want to say, sentence by sentence.**
9. **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns (eg the girl's name)

**Proof -reading to check for errors in spelling, grammar and punctuation (e.g. ends a sentence punctuated correctly)**

**Speaking and Listening**

**Poetry Performance**

6. Learners begin by saying the title of their chosen poem and the poet's name. They should then recite their poem, sharing the content with the group.

**exclamation or command.**

**Correct choice and consistent use of present tense and past tense throughout writing.**

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

**Classic Poetry (Poor old lady-narrative poetry- link to toys topic.)**

5. **Commas to separate items in list**

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

**18<sup>th</sup>- 24<sup>th</sup> March**

**SHAKESPEARE WEEK (TBC)**

**Speaking and Listening**

**Narrative Share**

6. Practise and share part of their reading book with the class

**Subordination (using when, if, that, because) and co-ordination using or, and but)**

**Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).**

**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**

**Classic poetry (Escape at Bedtime by Robert Louis Stevenson-description)**

10. **Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).**

**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**

**Speaking and Listening**

**Presentation- Favourite thing**

11. Learners bring in and show listeners a favourite toy or item and tell them about it. For example, they may talk about: a favourite toy; a school certificate; a photograph; a



			<p>possession; something they have made; or a souvenir from a holiday.</p> <p>As a group, ask and answer appropriate questions.</p>
Year 3	<p><u>Autumn 1</u>  <b>Non-chronological report</b>  (Hamilton Trust Unit of Work. Year 3 Autumn Non-Fiction 2. Main Text- "DK Children's Book of Sport")</p> <ol style="list-style-type: none"> <li>1. <b>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</b>  <b>Composing and rehearsing sentences orally</b> (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>2. Continue to learn how to use familiar punctuation e.g. full stops, capital letters, exclamation marks, question marks, to demarcate sentences.  Use commas for lists.</li> </ol> <p><b>Modern Poetry (Limerick- teacher personal choice)</b></p> <ol style="list-style-type: none"> <li>3. <b>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</b>  <b>Composing and rehearsing sentences orally</b> (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>4. <b>Proof-read for spelling and punctuation errors</b></li> </ol>	<p><u>Spring 1</u>  <b>Informal Letter</b> (Hamilton Trust Unit of Work. Year 2 and 3 Autumn Set A Non-Fiction 2. Main Texts- "Stuck" and "The Hueys in It Wasn't Me")</p> <ol style="list-style-type: none"> <li>1. <b>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</b>  <b>Composing and rehearsing sentences orally</b> (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>2. Use apostrophes for contracted form.  <b>Assessing the effectiveness of their own and others' writing</b> and suggesting improvement</li> </ol> <p><b>Classic Poetry</b> (Written in March by William Wordsworth-rhyming)</p> <ol style="list-style-type: none"> <li>3. <b>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</b>  <b>Composing and rehearsing sentences orally</b> (including dialogue), progressively</li> </ol>	<p><u>Summer 1</u>  <b>Non Chronological Report</b>  (Recap- Hamilton Trust Unit of Work. Year 3 Spring Non-fiction 2. Main text- "Harry Potter")</p> <ol style="list-style-type: none"> <li>1. <b>Composing and rehearsing sentences orally</b> (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>2. <b>Headings and sub-headings to aid presentation</b>  <b>Organise paragraphs around a theme.</b> In non-narrative material, using simple organisational devices (e.g. headings and sub-headings)  <b>Expressing time, place and cause using prepositions</b> (e.g. before, after, during, in, because, of)</li> </ol> <p><b>Instructions</b> (Hamilton Trust Unit of Work. Year 3 Spring Non-fiction 3. Main Text- "The Ink Garden of Brother Theophane")</p> <ol style="list-style-type: none"> <li>3. <b>Composing and rehearsing sentences orally</b> (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ol>

### Traditional story - fable

(Hamilton Trust Unit of Work. Year 3 and 4 Autumn Set B Fiction 1.

Main Text- "Aesop's Fables")

5. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
6. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

### Autumn 2

Traditional story - fable (Continue as above)

1. Continue to learn how to use familiar punctuation e.g. full stops, capital letters, exclamation marks, question marks, to demarcate sentences.
2. Use commas for lists.  
Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore)  
Proof-read for spelling and punctuation errors

### Instructions and Explanatory

Texts (Hamilton Trust Unit of Work. Year 2/ 3 Summer Set B. Non-Fiction 1. Main Text- "Imaginary Fred")

3. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

building a varied and rich vocabulary and an increasing range of sentence structures.

4. Assessing the effectiveness of their own and others' writing and suggesting improvement

### Adventure story - Myth

(Hamilton Trust Unit of Work.

Year 3 Autumn Fiction 3. Main

Texts- "The Orchard Book of Roman Myths" and "Romulus and Remus")

5. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
6. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

### Spring 2

### Adventure story - Myth

Continue as above

1. Use apostrophes for contracted form.  
Use apostrophes for the possessive - singular.  
Use of present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play  
Introduction to inverted commas to punctuate direct speech.
2. Assessing the effectiveness of their own and others' writing

4. Headings and sub-headings to aid presentation  
Organise paragraphs around a theme. In non-narrative material, using simple organisational devices (e.g. headings and sub-headings)  
Expressing time, place and cause using prepositions (e.g. before, after, during, in, because, of)

Modern Poetry (Free verse- The Door by Miroslav Holub)

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

### Story with familiar setting

(Hamilton Trust Unit of Work. Year 2/ 3 Autumn Set A

Fiction 1. Main Texts- "The Huge Bag of Worries" "Once Upon an Ordinary School" and "Changes")

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

### Summer 2

4. Continue to learn how to use familiar punctuation e.g. full stops, capital letters, exclamation marks, question marks, to demarcate sentences.

Use commas for lists.

Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore)

Proof-read for spelling and punctuation errors

**Classic poetry** (What is Pink? By Christina Rossetti- question and answer poems)

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

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

Continue to learn how to use familiar punctuation e.g. full stops, capital letters, exclamation marks, question marks, to demarcate sentences.

Proof-read for spelling and punctuation errors

### Speaking and Listening

#### Poetry Performance

6. Learners begin by giving the title of their chosen poem, the poet's name, and a detailed reason for their choice.

They should then recite their poem to the group sharing the content enthusiastically.

Ask and answer questions.

and suggesting improvement

Proposing changes to grammar and vocabulary to improve consistency

### Instructions and Explanation

(Hamilton Trust Unit of Work. Year 3 Autumn Non-fiction 1. Main texts- see plan. Links to Youtube clips of gameshows)

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

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

4. Use apostrophes for contracted form. Use apostrophes for the possessive - singular. Assessing the effectiveness of their own and others' writing and suggesting improvement

Proposing changes to grammar and vocabulary to improve consistency

### Modern Poetry (Shape poem- teacher personal choice)

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

### Story with familiar setting

(Hamilton Trust Unit of Work. Year 2/ 3 Autumn Set A Fiction 1. Main Texts- "The Huge Bag of Worries" "Once Upon an Ordinary School" and "Changes")

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

Expressing time, place and cause using prepositions (e.g. before, after, during, in, because, of)

2. Introduction to inverted commas to punctuate direct speech.

Introduction to paragraphs as a way to group related material. Organise paragraphs around a theme. In narratives, creating settings, characters and plot.

**Classic poetry** (Pleasant Sounds by John Clare- description)

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

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><b>Composing and rehearsing sentences orally</b> (including dialogue), progressively <b>building a varied and rich vocabulary and an increasing range of sentence structures.</b></p> <p><b>Assessing the effectiveness of their own and others' writing</b> and suggesting improvement</p> <p><b>18<sup>th</sup>- 24<sup>th</sup> March</b> <b>SHAKESPEARE WEEK (TBC)</b></p> <p><b><u>Speaking and Listening</u></b> <b><u>Narrative Share</u></b></p> <p>6. Learners begin by introducing their chosen book and saying why they like it, before reading a prepared passage. Ask and answer questions.</p>	<p><b>Formal Letter</b> (Hamilton Trust Unit of Work. Year 2/ 3 Autumn Set B Non-Fiction 2. Main Text- "Dreams of Freedom")</p> <p>4. <b>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</b></p> <p><b>Composing and rehearsing sentences orally</b> (including dialogue), progressively <b>building a varied and rich vocabulary and an increasing range of sentence structures.</b></p> <p>5. <b>Introduction to paragraphs as a way to group related material. Expressing time, place and cause using prepositions (e.g. before, after, during, in, because, of)</b></p> <p><b>Expressing time, place and cause using conjunctions (e.g when, before, after, while, so, because)</b></p> <p><b><u>Speaking and Listening</u></b> <b><u>Presentation- Favourite game to play with friends</u></b></p> <p>6. Learners talk about a game and explain how it works. They should bring in an item related to their talk and show it to the group. Ask and answer questions.</p>
<p>Year 4</p>	<p><b><u>Autumn 1</u></b> <b><u>Recount - Newspaper report</u></b> (Charlie and the Chocolate factory-</p>	<p><b><u>Spring1</u></b> <b><u>Persuasive - Advert</u></b> (Hamilton Trust Unit of Work. Year 4 Spring Non-fiction 3. Main</p>	<p><b><u>Summer 1</u></b> <b><u>Discussion balanced argument (fact and opinion)</u></b> (Take inspiration from Hamilton</p>

new chocolate launched- reading display)

1. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.**
2. **Use of paragraphs to organise ideas around a theme**  
**Proof-read for spelling and punctuation errors**

**Poetry with a theme (Animals/ Iron Age)**

3. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.**
4. **Proof-read for spelling and punctuation errors**

**Writing a character description**

(Inspiration from Hamilton Trust Unit of Work. Year 4 Autumn Fiction 4. Main Text- "The Hole")

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

Texts- "Where the Forest meets the Sea" and "The Vanishing Rainforest")

1. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
2. **Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Fronted adverbials (e.g. Later that day, I heard the bad news) Assessing the effectiveness of their own and others' writing and suggesting improvement**

**Modern Poetry (Free verse- teacher personal choice)**

3. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
4. **Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Assessing the effectiveness of their own and others' writing and suggesting improvement**

Trust Unit of Work. Year 3/ 4 Sumer Set B Non-Fiction 1.

Main Texts- "Zoo" "Rainbow Bear" and "Ice Bear")

1. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
2. **Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 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.**

**Classic poetry (The Language of Cat by Rachel Rooney- animal language through action and movements)**

3. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
4. **Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Read aloud their own writing, to a group or the whole class, using**

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

6. **Use of paragraphs to organise ideas around a theme**  
**Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.**  
**Proof-read for spelling and punctuation errors**

#### Autumn 2

##### Story - Imaginative World

(Hamilton Trust Unit of Work. Year 4 Autumn Fiction 4. Main Text- "The Hole")

1. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**  
**Composing and rehearsing sentences orally** (including dialogue), progressively **building a varied and rich vocabulary** and an **increasing range of sentence structures.**
2. **Use of paragraphs to organise ideas around a theme**  
**Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.**  
**Proof-read for spelling and punctuation errors**

Classic Poetry (What are heavy? By Christina Rossetti- question and answer)

##### Fairy Tales and Play script

(Hamilton Trust Unit of Work. Year 4 Spring Fiction 2. Main Texts- "The Princess and the Pea" and "The pea and the Princess")

5. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
6. **Composing and rehearsing sentences orally** (including dialogue), progressively **building a varied and rich vocabulary** and an **increasing range of sentence structures.**  
**Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)**

#### Spring 2

##### Fairy Tales and Play script

Continue as above

1. **Assessing the effectiveness of their own and others' writing and suggesting improvement**

##### Persuasive - Argument

(Hamilton Trust Unit of Work. Year 4 Summer Non-fiction. Main Texts- "Zoo" "Rainbow Bear" and "Ice Bear")

2. **Discussing writing similar to that which they are planning to write in order to understand and learn**

**appropriate intonation and controlling the tone and volume so that the meaning is clear.**

##### Story with chapters

(Hamilton Trust Unit of Work. Year 3/ 4 Summer Set A Fiction 1. Main Text- "The Hedgehog")

5. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
6. **Composing and rehearsing sentences orally** (including dialogue), progressively **building a varied and rich vocabulary** and an **increasing range of sentence structures.**  
**Use of commas after fronted adverbials.**  
**Use of the inverted comma and other punctuation to indicate direct speech (e.g a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")**

#### Summer 2

Story with chapters (continue as above)

1. **Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although**

3. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Proof-read for spelling and punctuation errors**

**Recount - Diary** (Inspiration from Hamilton Trust Unit of Work. Year 4 Spring Non-fiction 1. Main Text- "Little Mouse's Big Book of Fears")

4. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
5. **Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Fronted adverbials (e.g. Later that day, I heard the bad news) Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Proof-read for spelling and punctuation errors**

**Speaking and Listening**  
**Poetry Performance**

3. **from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Fronted adverbials (e.g. Later that day, I heard the bad news) Use of commas after fronted adverbials. Organise paragraphs around a theme. In non-narrative material, using simple organisational devices (e.g. headings and sub-headings) Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences.**

**Poetry with a theme** (Romans/ The World)

4. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
5. **Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Assessing the effectiveness of their own and others' writing and suggesting improvement**

**Organise paragraphs around a theme. In narratives, creating settings, characters and plot**

**Modern Poetry** (Haiku and Cinquain-mountains and rivers)

2. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
3. **Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 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.**

**Formal Letter** (Hamilton Trust Unit of Work. Year 5 Summer Non-Fiction 1. Main Text- "Letters of Note")

4. **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
5. **Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an**

	<p>6. Learners begin by giving the title of their chosen poem, the poet's name, and a detailed reason for their choice.</p> <p>They should then recite their poem to the group sharing the content enthusiastically.</p> <p>Ask and answer questions.</p>	<p><u>18<sup>th</sup>- 24<sup>th</sup> March</u> <u>SHAKESPEARE WEEK (TBC)</u></p> <p><u>Speaking and Listening</u> <u>Narrative Retell</u></p> <p>6. Learners begin by introducing their chosen book and saying why they like it, before reading a prepared passage.</p> <p>Ask and answer questions.</p>	<p>increasing range of sentence structures.</p> <p>Use of commas after fronted adverbials.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Apostrophes to mark plural possession (e.g. the girl's name, the girls' names.)</p> <p>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><u>Speaking and Listening</u> <u>Presentation- Career</u></p> <p>6. Children share their presentation that they have prepared at home. Ask and answer questions.</p>
<p>Year 5</p>	<p><u>Autumn 1</u> <u>Non-chronological report</u> (Twinkl Unit Year 5 Report Writing: Non-Chronological Report Model/Example Text Pack)</p> <ol style="list-style-type: none"> <li>1. Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>2. Devices to build cohesion within a paragraph (e.g. then, after that, after this, firstly).</li> </ol> <p>Proof-read for spelling and punctuation errors</p> <p><u>Modern Poetry</u> (Granny Is by Valerie Bloom and Song for a Banjo Dance by Langston Hughes- other cultures)</p>	<p><u>Spring 1</u> <u>Story from a different view point (double slot)</u> (Three Little Pigs- The True Story of the Three Little (clip on youtube by Jon Scieszka)- comparison of different views- pigs and wolf. Apply same idea to Little Red Riding Hood- the wolf side of the story)</p> <ol style="list-style-type: none"> <li>1. 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>2. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or</li> </ol>	<p><u>Summer 1</u> <u>Explanation</u> (Powerpoint and text examples on Twinkl. Use to teach and children write own linked to another subject e.g. Greeks or Earth and Space)</p> <ol style="list-style-type: none"> <li>1. Using further organisational and presentational devices to structure text and to guide the reader (eg. headings, bullet points, underlining)</li> <li>2. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so</li> </ol>



3. **Noting and developing initial ideas**, drawing on reading and research where necessary.
4. **Proof-read** for spelling and punctuation errors

### Mapping out a fable/ story

#### opening

(Twinkl Y5 Story Writing: Traditional Model/ Example Text "The Pheasant and the Fire Ant")

5. **Noting and developing initial ideas**, drawing on reading and research where necessary.
6. **Devices to build cohesion** within a paragraph (e.g. then, after that, after this, firstly).

#### Autumn 2

Writing a fable (Continue as above)

1. **Using the perfect form of verbs to mark relationships of time and cause.** (E.g. I have known my best friend since we met in Y1)
2. **Selecting appropriate grammar and vocabulary**, understanding how such choices can change and enhance meaning.  
Proposing changes to **grammar and vocabulary** to enhance effects and clarify meaning

#### Instructions and explanations

(Hamilton Trust Unit of Work. Year 5 Autumn Non-fiction 2. Main Texts in resources)

3. **Noting and developing initial ideas**, drawing on reading and research where necessary.
4. **Using the perfect form of verbs to mark relationships of time and**

**modal verbs** (e.g. might, should, will, must).

3. **Use of commas to clarify meaning or avoid ambiguity.**
4. **Linking ideas across paragraphs using adverbials of time** (e.g. later) **place** (e.g. nearby) **and number** (e.g. secondly) **or tense choices** (e.g. he had seen her before).

**Ensuring the consistent and correct use of tense through a piece of writing.**

Choral Poetry (Ideas on Hamilton Trust Y6 Autumn Poetry 1. Search Choral and Performance poetry- links to fairy tales. Opportunity for group writing and performance)

5. **Identifying the audience for and purpose of the writing**, selecting the appropriate form and using other similar writing as models for their own.
6. **Assessing the effectiveness of their own and others' writing**

#### Spring 2

Recount (newspaper report notetaking) (Inspiration from Hamilton Trust Unit of Work. Year 5 Spring Non-Fiction 2. Main Text- "Tuesday")

1. **Identifying the audience for and purpose of the writing**, selecting the appropriate form and using other similar writing as models for their own.
2. **Assessing the effectiveness of their own and others' writing**

that the meaning is clear.

Modern poetry (Nonsense poem- An Alphabet by Edward Lear- link to Stoke language)

3. **Composing and rehearsing sentences orally** (including dialogue), progressively **building a varied and rich vocabulary and an increasing range of sentence structures.**
4. **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.

#### Story - Myth

(Twinkl KS2 Myths and Legends Story Writing Resource Pack, linking to TH resources on Perseus and Medusa)

5. **In writing narratives**, considering how **authors have developed characters and settings** in what pupils have read, listened to or seen performed.
6. **Ensuring correct subject and verb agreement** when using **singular and plural** distinguishing between the language of speech and writing and choosing the appropriate register.

#### Summer 2

Story - Myth (Continue as above)

7. **In narratives**, describing settings,

cause. (E.g. I have known my best friend since we met in Y1)

Devices to build cohesion within a paragraph (e.g. then, after that, after this, firstly).

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

Proposing changes to grammar and vocabulary to enhance effects and clarify meaning

**Narrative poem** (Extract from The Pied Piper by Robert Browning and The Highwayman)

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

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

Proposing changes to grammar and vocabulary to enhance effects and clarify meaning

### Speaking and Listening Poetry Performance

6. Learners begin by giving the title of their chosen poem or piece of drama, the author's name, and a detailed reason for their choice.  
They should then recite their poem or piece of drama, sharing the content with the group.  
Give and receive positive and developmental feedback.

### Recount (newspaper report)

(As above- extended piece of writing)

3. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  
Use of commas to clarify meaning or avoid ambiguity.  
Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).  
Ensuring the consistent and correct use of tense through a piece of writing.
4. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).  
Use of commas to clarify meaning or avoid ambiguity.  
Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).  
Ensuring the consistent and correct use of tense through a piece of writing.

**Classic poetry** (The Mock Turtle's Song by Lewis Carroll- performance poetry)

5. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  
Ensuring the consistent and correct use of tense through a piece of writing.  
Assessing the effectiveness of their own and others' writing

18<sup>th</sup>- 24<sup>th</sup> March

characters and atmosphere and integrating dialogue to convey character and advance the action.  
Brackets, dashes or commas to indicate parenthesis.

8. Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

**Classic poetry** (The Way through the Woods by Rudyard Kipling- mood and atmosphere)

9. 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.

### SMW Unit of Work- The Tempest

10. SMW guidance
11. SMW guidance

### Speaking and Listening Presentation- History/ Science/ Geography

12. Children share their presentation that they have prepared at home.  
Give and receive positive and developmental feedback.

**SHAKESPEARE WEEK (TBC)**

**Speaking and Listening**

**Narrative Share**

6. Practise and share in front of the class, part of their reading book that contains dialogue. They must also introduce the book, stating which character they would like to talk to.  
Give and receive positive and developmental feedback.

Year 6

**Autumn 1**

**Autobiography** (Hamilton Trust Unit of Work. Year 5 Autumn Fiction 2. Main Texts- "Boy" and "Going Solo")

1. **Noting and developing initial ideas**, drawing on reading and research where necessary.
2. **Using a wide range of devices to build cohesion within and across paragraphs**  
**Using expanded noun phrases to convey complicated information concisely.**  
**Proof-read for spelling and punctuation errors**

**Long established poem** (The Rain on the Roof by Coates Kinney)

3. **Noting and developing initial ideas**, drawing on reading and research where necessary.
4. **Using a wide range of devices to build cohesion within and across paragraphs**  
**Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.**

**Spring 1**

**Stanley Head**

**Persuasive argument** (link to War Horse- class author novel TH resources)

1. **Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.**  
**Ensuring the consistent and correct use of tense through a piece of writing.**
2. **Assessing the effectiveness of their own and others' writing**

**Formal letter** (link to War Horse- class author novel TH resources)

3. **Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.**
4. **Ensuring the consistent and correct use of tense through a piece of writing.**

**Summer 1**

**SATS**

**Poetry** (Hyena by Edwin Morgan- free verse)

1. **Use of semi-colon, colon or dash to mark the boundary between independent clauses (e.g. it's raining; I'm fed up).**  
**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.**

**Narrative story with flash**

**back** (Hamilton Trust Unit of Work. Year 5 and 6 Spring Set B Fiction 1. Main Texts- "Harry Potter")

2. **In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.**  
**In narratives, describing settings, characters and atmosphere and**

Proposing changes to grammar and vocabulary to enhance effects and clarify meaning

**Sci-Fi Story** (Twinkl Year 6 Sci-Fi Unit. Use extracts from Dr Who, Star Wars  
<https://www.literacywagoll.com/sci-fi.html>)

5. **Noting and developing initial ideas**, drawing on reading and research where necessary.
6. **Linking ideas across paragraphs using a wider range of cohesive devices:** Repetition of a **word** or **phrase**, **grammatical connections** (e.g. the use of **adverbials** such as *on the other hand, in contrast or as a consequence* and **ellipsis**).

Autumn 2

**Sci-Fi Story** (continue as above)

1. **Using a wide range of devices to build cohesion** within and across paragraphs  
**Using expanded noun phrases** to convey complicated information concisely.
2. **Proof-read** for spelling and punctuation errors  
Proposing changes to grammar and vocabulary to enhance effects and clarify meaning

**Biography** (Hamilton Trust Unit of Work. Year 5 Autumn Fiction 2. Main Texts- "Boy" and "Going Solo")

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

Assessing the effectiveness of their own and others' writing

Spring 2

**Discussion balanced argument**

(Hamilton Trust Unit of Work. Year 5 Spring Non-Fiction 1. Main Theme- CCTV cameras)

1. **Identifying the audience** for and **purpose** of the writing, selecting the appropriate form and using other similar writing as models for their own.  
The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of **question tags**: He's your friend, *isn't he?* Or the use of **subjunctive form** such as: **If I were you** or **Were they** to come  
In some very formal writing and speech.
2. **Ensuring the consistent and correct use of tense** through a piece of writing.

Assessing the effectiveness of their own and others' writing

Explanation (link to science)

3. **Identifying the audience** for and **purpose** of the writing, selecting the appropriate form and using other similar writing as models for their own.  
Using further organisational and presentational devices to structure text and to guide the reader (eg. headings, bullet points, underlining)

integrating dialogue to convey character and advance the action.

3. Use of **passive** to affect the presentation of information in a **sentence** (e.g. active: I broke the window in the greenhouse. Passive: The window in the greenhouse was broken by me).
4. Use of semi-colon, colon or dash to mark the boundary between **independent clauses** (e.g. *it's raining; I'm fed up*).

Summer 2

**Narrative story with flash back** (as above)

1. **Ensuring correct subject and verb agreement** when using **singular and plural** distinguishing between the language of speech and writing and choosing the appropriate register.

**Change narrative to play script** (Use stories written from above unit)

2. **In narratives**, describing settings, characters and atmosphere and **integrating dialogue to convey character and advance the action**.
3. Use of **passive** to affect the presentation of information in a **sentence** (e.g. active: I broke the window in the greenhouse. Passive: The window in the greenhouse was broken by me).

4. **Selecting appropriate grammar and vocabulary**, understanding how such choices can change and enhance meaning.  
How hyphens can be used to avoid ambiguity (e.g. man-eating shark versus man eating shark, or re-cover versus recover).  
**Proof-read** for spelling and punctuation errors  
Proposing **changes to grammar and vocabulary** to enhance effects and clarify meaning

**Classic Poem** (Jabberwocky by Lewis Carroll- language play)

5. **Using expanded noun phrases** to convey complicated information concisely.  
**Selecting appropriate grammar and vocabulary**, understanding how such choices can change and enhance meaning.  
**Proof-read** for spelling and punctuation errors  
Proposing **changes to grammar and vocabulary** to enhance effects and clarify meaning

**Speaking and Listening**  
**Poetry Performance**

6. Learners begin by giving the title of their chosen poem or piece of drama, the author's name, and a detailed reason for their choice.  
They should then recite their poem or piece of drama, sharing the content with the group.  
Give and receive positive and developmental feedback.

4. **Layout devices** (e.g. headings, sub-headings, columns, bullets, tables to structure text).  
Use of colon to introduce a list and use of semi colon within lists  
**Punctuation** of bullet points to list information

**Formal letter** (letter of complaint-possible link to argument work)

5. **Identifying the audience** for and **purpose** of the writing, selecting the appropriate form and using other similar writing as models for their own.  
The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of **question tags**: He's your friend, **isn't he?** Or the use of **subjunctive form** such as: **If I were you** or **Were they** to come In some very formal writing and speech.  
6. **Ensuring the consistent and correct use of tense** through a piece of writing.  
**Assessing the effectiveness of their own and others' writing**

**18<sup>th</sup>- 24<sup>th</sup> March**  
**SHAKESPEARE WEEK (TBC)**

**Speaking and Listening**  
**Narrative Share**

1. Practise and share in front of the class, part of their reading book that contains dialogue.

Use of semi-colon, colon or dash to mark the boundary between **independent clauses** (e.g. it's raining; I'm fed up).

**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.

**SMW Unit of Work- The Iliad**

4. SMW guidance  
5. SMW guidance

**Speaking and Listening**  
**Presentation- Biggest achievement**

6. Learners talk about something they have achieved. For example, they may talk about: how they gained a certificate or a trophy they have won, or a time they felt proud of themselves. They should support their talk by using a relevant visual aid.  
Give and receive positive and developmental feedback.

		<p>They must also introduce the book, stating which character they would like to talk to.</p> <p>Give and receive positive and developmental feedback.</p>	
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