

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	We're Going on a Bear Hunt	Not Now, Bernard	The Magic Porridge Pot	Beegu	Knuffle Bunny	The Magic Finger
Non-fiction focus	Recount		Instructions		Non-chronological report	
Transcription	<p>Spelling Children will:</p> <ul style="list-style-type: none"> Spell words containing each of the phonemes they have been taught in phonics. Spell common exception words Spell the days of the week Name the letters of the alphabet in order <p>Handwriting Children will:</p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters Form digits 0 to 9. 		<p>Spelling Children will:</p> <ul style="list-style-type: none"> Use letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes (-s, -es, un-, -ing, -ed, -er and -est) Apply simple spelling rules and guidance. <p>Handwriting Children will:</p> <ul style="list-style-type: none"> Continue to practise the autumn term objectives. Understand which letters belong to which handwriting families, and practise these. 		<p>Spelling Children will:</p> <ul style="list-style-type: none"> Continue to apply simple spelling rules and guidance with increasing confidence. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting Children will:</p> <ul style="list-style-type: none"> Continue to develop understanding of which letters belong to which handwriting families, and practise these. 	
Composition	<p>Linked to the core text, children will:</p> <ul style="list-style-type: none"> Say out loud what they are going to write about. Compose a sentence orally before writing it. Describe a character using simple adjectives. Begin to sequence sentences to form short narratives. Begin to discuss what they have written with the teacher. 		<p>Linked to the core text, children will:</p> <ul style="list-style-type: none"> Describe a setting, something or someone using adjectives. Continue to sequence sentences to form short narratives, using some traditional story language. Write in sequence using words to signal time eg first, next, then, after. More confidently discuss what they have written with the teacher or other pupils. Begin to read aloud their writing. 		<p>Linked to the core text, children will:</p> <ul style="list-style-type: none"> Confidently describe a setting, something or someone using adjectives. Confidently sequence sentences to form short narratives using traditional story language. Re-read what they have written to check it makes sense. Discuss what they have written with the teacher or other pupils and make some simple edits and improvements. Read aloud their writing clearly. 	
Vocabulary, Grammar and Punctuation	<p>Children will:</p> <ul style="list-style-type: none"> Know that words combine to make sentences. Leave spaces between words. Use a capital letter to start a sentence and a full stop at the end. 		<p>Children will:</p> <ul style="list-style-type: none"> More confidently use a capital letter to start a sentence and a full stop at the end. Begin to punctuate questions using a question mark or exclamation mark. Use capital letters for names of people, places, days of the week and the personal pronoun 'I'. Maintain the past tense. Begin to use imperative verbs 		<p>Children will:</p> <ul style="list-style-type: none"> Join words and clauses with 'and'. More confidently use a capital letter to start a sentence and a full stop, question mark or exclamation mark at the end. Use past and present verbs mostly accurately. More confidently use imperative verbs. 	

Year 2

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-fiction	<p>Non-chronological reports: Linked to History unit</p> <p>Children will use information from their History lessons to group and assemble information into a short non-chronological report.</p>	<p>Recount: Diary entry</p> <p>Children will write a simple first-person recount in the form of a diary entry linked to a topic of interest or personal experience, incorporating at least three chronological events in order, maintaining past tense and consistent use of the first person.</p>	<p>Instructions: How to play a game</p> <p>Children will write instructions with some expansion about playing a game that they know well (following autumn term PE). Children will use imperative verbs and precise language choices.</p>	<p>Recount: Imaginative recount</p> <p>Children will apply factual knowledge of an event to create a fictional account of that event. The purpose of an imaginative recount is to help the reader understand an event by providing a fictional recount that's as true-to-life as possible.</p>	<p>Non-chronological report: Magazine article</p> <p>Children will use language and structural features of a non-chronological report eg a direct question, an opening statement, subheadings and line breaks. Children will ensure writing is in the third person.</p>	<p>Persuasion: Letter</p> <p>Children will write a simple persuasion based on a fictional book in the form of a letter to a character in a book; write a simple persuasive piece based on research or topic of interest.</p>
Narrative	<p>Three-part story</p> <p>Children will write a three-part story with a key character.</p>	<p>Traditional tale retell</p> <p>Children will re-tell a traditional tale using typical settings, characters and events.</p> <p>To innovate a traditional tale, children will change some of the aspects of the setting, character and events.</p>	<p>Story based on the children's own experience</p> <p>Children will plan and tell a story based on their own experience, using expanded noun phrases to expand and specify.</p>	<p>Story based on a familiar character</p> <p>Children will plan and write a story based on a familiar character, using the structure of 'opening', 'something happens', 'events to sort it out' and 'ending'.</p>	<p>Retell of a known story</p> <p>Children will plan and write a re-tell of a known story, using a range of sentence types and language to add detail.</p>	<p>Children write their own story</p> <p>Children will plan and write their own story with a logical sequence of events, with the introduction of some dialogue.</p>

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-fiction	<p>Recount: Letter and diary</p> <p>Children will write the same event in the first person in the form of a letter and a diary.</p>	<p>Non-chronological report: A fictional creature (for example, unicorns) for a website.</p> <p>Children will write in an impersonal style using paragraphs to organise ideas.</p>	<p>Non-chronological report: Comparing two related fictional creatures (for example, a dragon compared to a unicorn) for a website.</p> <p>Children will begin to incorporate the language of comparison and contrast.</p>	<p>Instructions: How to plant a seed and how to look after a plant</p> <p>Children will write increasingly complicated instructions using a range of devices to make them easier to follow.</p>	<p>Explanation: How do shadow puppets work?</p> <p>Children will write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are grouped together. Children will also create diagrams to support explanation.</p>	<p>Persuasion: Letter</p> <p>Children will present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p>
Narrative	<p>Four-part story</p> <p>Children will write a story in four parts, in the first person, with a definite ending.</p>	<p>Third person story, organised into paragraphs</p> <p>Children will write a story in the third person, organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue will be included.</p>	<p>Story with varying voice and intonation</p> <p>Children will re-tell or write their own story, varying voice and intonation to create effects and sustain interest.</p> <p>Children will include dialogue to set the scene and present characters.</p>	<p>Five-part story</p> <p>Children will write a five-part story with a strong dilemma, using conventions of written dialogue to show the relationship between two characters and move the action forward.</p>	<p>Story with a problem and resolution</p> <p>Children will write a story that has a problem and a resolution, organised into paragraphs that include adverbs of time.</p> <p>Children will include detailed description of setting and characters.</p>	<p>Story driven by dialogue</p> <p>Children will write a story where dialogue is the drive to move the story forward.</p>

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-fiction	<p>Discussion: Book review</p> <p>Children will write a book review that explores the different viewpoints of a book read.</p>	<p>Persuasion: Adverts</p> <p>Children will write advertisements focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices</p>	<p>Explanation: How does the water cycle work?</p> <p>Children will write an explanation text in a personal and an impersonal style, adapting the use of language and grammar appropriately.</p>	<p>Recount: Diary and news report</p> <p>Children will write the same recount in the form of a diary entry and a news report.</p>	<p>Instructions: How to create a working electrical circuit</p> <p>Children will write a procedural text using a range of organisational devices and language to support clarity and cohesion.</p>	<p>Non-chronological report: Everyday life in Ancient Greece for a textbook</p> <p>Children will write a comparative report based on their own notes taken from several sources.</p>
Narrative	<p>Children's own version of a traditional story</p> <p>Children will plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.</p>	<p>Story with clearly identified stages</p> <p>Children will plan complete stories by identifying stages in the telling: intro; build-up; climax or conflict resolution.</p> <p>They will organise paragraphs around a theme and include descriptive detail to evoke the setting and make it more vivid.</p>	<p>Story focusing on organisational devices</p> <p>Children will plan a complete story focusing on organisational devices, eg times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p>	<p>Longer story with details of setting</p> <p>Children will plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p>	<p>Writing in role as a character</p> <p>Children will write in role as a character from a story.</p> <p>They will include character descriptions designed to provoke sympathy or dislike in the reader.</p>	<p>Story with a problem and resolution</p> <p>Children will plan and write a story where the main character faces a problem that needs to be resolved.</p> <p>They will use different ways to introduce characters and connect paragraphs, and develop settings using adjectives and figurative language to evoke time, place and mood.</p>

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-fiction	<p>Recount: Historical event for two audiences (Viking invasion of Lindisfarne)</p> <p>Children will write a recount based on the same subject such as a historical event, for two contrasting audiences, shifting formality. Practice writing a recount with word limits, so pupils have to consider the precise level of formality required.</p>	<p>Explanation: How do volcanoes erupt? (For a documentary)</p> <p>Plan, compose, edit and refine an explanation text, focusing on clarity, conciseness and impersonal style.</p>	<p>Persuasion: Persuasive speech writing</p> <p>Children will adapt a piece of writing for different audiences, shifting levels of formality, as a formal and informal speech, to comment on an emotive issue.</p>	<p>Procedural text (instructions): A recipe</p> <p>Write a non-linear procedural manual with choices for the reader (eg different flour types of flavourings etc). Interweave the use of diagrams and illustrations to make them easier to follow.</p>	<p>Non-chronological reports: Risk and reward of mining in Washington</p> <p>Children will collect information and write a report in which two or more subjects are compared. Pupils must make their own decisions on form and layout, focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriate for a specific audience.</p>	<p>Discussion: Balanced argument</p> <p>Plan, compose, edit and refine a balanced discussion presenting two sides of an argument.</p>
Narrative	<p>Five-part story</p> <p>Children will write a five-part story using language to evoke mood and atmosphere and develop characterisation.</p>	<p>Story demonstrating awareness of audience</p> <p>Children will plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense</p>	<p>Story in the style of a famous author</p> <p>Children will write in the style of a famous author, organised into chapters.</p> <p>They will extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p>They will try adapting a story for a different audience aiming for consistency in character and style, adapting sentence length and vocab to meet the needs of the reader.</p>	<p>Story to explore narrative viewpoint</p> <p>Children will plan and tell a story to explore narrative view point, for example retelling a familiar story from the point of view of another character.</p>	<p>Non-linear story</p> <p>Children will plan and write a non-linear story, including flashbacks or parallel narratives, where events are portrayed simultaneously.</p> <p>Children will experiment with different formalities for different events.</p>	<p>Story with a clear narrative voice</p> <p>Children will plan and write a story with a clear narrative voice.</p> <p>They will use dialogue to build character and move the action forward.</p>

Year 6

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-fiction	<p>Recount: Biography and auto-biography</p> <p>Children will write a biography and autobiography, selecting a specific style and form to suit a specific audience.</p>	<p>Non-chronological reports: Earthquakes</p> <p>Children will write a report in a formal style with a distinct form and specific audience, selecting correct vocab and grammatical structures, with shifts of formality based on multiple audiences.</p>	<p>Persuasion: Join the Women’s Land Army</p> <p>Children will construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p>	<p>Explanation: How does blood circulate around the body?</p> <p>Children write a detailed explanation using the passive voice to avoid a narrative-sounding structure. Children will include semi-colons, colons and punctuation for parenthesis.</p>	<p>Discussion: News report</p> <p>Children will combine a discussion text with a newspaper report, demonstrating shifts in formality.</p>	<p>Own choice of non-fiction writing.</p> <p>Children will choose to present information in any way they choose, building on their learning from across Key Stage 2, demonstrating appropriate language choices and structural features.</p>
	Narrative	<p>Story based on dialogue</p> <p>Children will plan and write a story where dialogue is used to develop characterisation and move the action forward.</p>	<p>Short story with a distinct atmosphere</p> <p>Children will write a short story with a distinct atmosphere eg suspense, panic, humour etc.</p> <p>They will use paragraphs to vary pace and emphasis. They will describe the setting referring to all senses and vary sentence length. They will use dialogue at key points.</p>	<p>Non-linear story</p> <p>Children will plan and write a non-linear story, arranging paragraphs carefully, using a range of connecting devices to signal that the narrative is moving back or forward in time.</p> <p>They will use the non-linear structure to demonstrate shifts in formality.</p>	<p>Story with two narrators</p> <p>Children will plan and write a story with two narrators, to tell the story from different perspectives, demonstrating shifts in formality.</p>	<p>Parodies</p> <p>Plan and write a variety of parodies, manipulating typical characters, settings and events to surprise and amuse the reader.</p>

Letter formation and handwriting expectations

EYFS

Through the Little Wandle Letters and Sounds Revised program, we teach letter formation using the formation phrases, which make a link between the mnemonic and the letter. We do not teach cursive at EYFS.

Letter formation and handwriting will also be taught outside the phonics lesson. The Little Wandle Phase 2 grapheme information sheets are used to remind us of the letter formation phrase and pronunciation phrase for each grapheme.

Year 1

In Year 1, children will be taught to use the cursive style of letter formation, in line with the Letter-join handwriting program. They will not join their letters in Year 1, but will ensure that the letters are formed correctly, in the correct direction and starting and finishing in the correct place.

For letters that can be written in different ways, we will use the following formations:

A light blue rectangular box containing five cursive letters: 'f', 'k', 'w', 'x', and 'z'. Each letter is written in a simple, clear cursive style with distinct entry and exit strokes.

The Letter-join style followed by Year 1 will be Letter-join Air.

Year 2

In Year 2, children will continue to build on the letter formation skills they have established in Year 1, and throughout this year will begin to join their letters in line with the Letter-join handwriting program.

The Letter-join style followed by Year 2 will be Letter-join Plus.

Key Stage 2

Throughout Key Stage 2, the expectation is that all children will use joined handwriting, aiming to ensure that by the time the children reach the end of Key Stage 2 they are able to write in a style that is neat, joined and legible.

Where children are not able to join their handwriting throughout Key Stage 2, they will be supported in class to develop and improve their handwriting.

The Letter-join style followed by Key Stage 2 will be Letter-join Plus.