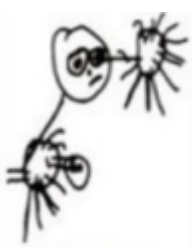
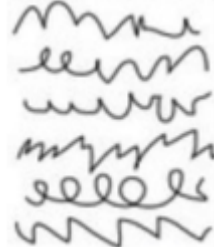
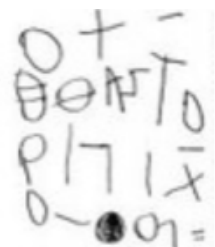
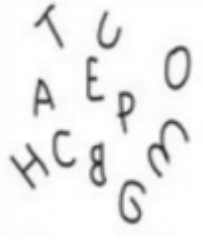
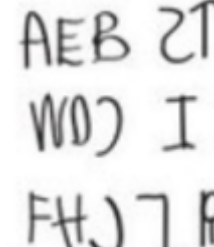
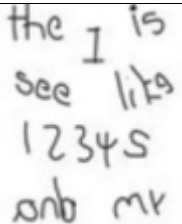
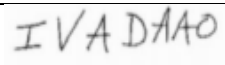
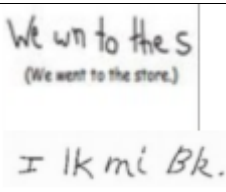
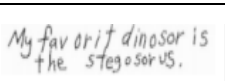
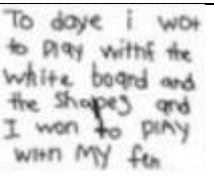
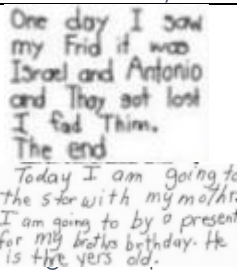


Supersonic Phonics Firm Foundations in Phonics 1 – Wrap them in Rhyme and Oral Blending and Segmenting			
The Basics 2	Tricky Words	The Basics 3 The Basics 3 plus	Tricky Words
Group 1: s a t p Group 2: l n m d Group 3: g o c k Group 4: ck e u r Group 5: h b f l Group 6: ll ff ss	l, is the, to go, no has, his, as of, into	The Basics 3 Group 1: j v w x Group 2: qu z zz y Group 3: ch sh th ng Group 4: ai ee igh oa Group 5: oo oo or ar The Basics 3 plus Group 6: ur ow oi er Group 7: ure ear air	her, was, you, he, she, we, me, be they, my, by are, all some, come so, do little, out
At the end of this phrase, children will be able to recognise spellings and read and write simple cvc words with the 18 spellings for sounds. They will be able to make phonetically plausible attempts in their emerging stages of spelling in their writing journey.		At the end of this phase children will be able to write simple and complex cvc words with the 44 spellings for sounds. They will be able to read decodable texts with The Basics 2 and 3 spellings and make phonetically plausible attempts in their early stages of spelling in their writing journey.	

WRITING SOUNDS, ORDERING SOUNDS, SENTENCE WRITING PROGRESSION

I can write my name	I can write some recognisable letters when I write.	I am working on representing some sounds in order when I sound out.	I can write initial and end sounds.	I can write cvc words using phase 2 sounds. I am starting to write phase 2 tricky words.	I can write cvc words using some digraphs. I am starting to write phase 3 tricky words.	I can write simple captions lists to match a picture.	I can write a simple sentence using my phonic knowledge and knowledge of tricky words.	I starting to use a full stop. I can reread what I written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	My writing can be read by others. Some words are spelled correctly and others are phonetically plausible. I can spell many HFW words.
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Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble Writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page.	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds. Random and initial consonants	Initial and final sounds appear	Vowel sounds appear. Evidence of tricky words.	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words.		Medial sound may initially be written as a consonant. Vowels begin to appear	A child hears beginning middle and end sounds.	Whole sentence v	

Supersonic Phonics- see phonic planning		
Firm Foundations in Phonics 1 – Wrap them in Rhyme and Oral Blending and Segmenting		
The Basics 4 Adjacent Consonants	The Higher Level of Phonics 5c Choose to Use	The Higher Levels of Phonics 5b Switch it Spell Sounds
Group 1: CVCC	Group 1: ai/ay, ee/ea	
Group 2: CVCC & Polysyllabic	lgh/ie, oa/oe, oo/ue	
Group 3: CCVC	Group 2: ai/ay/a_e	
Group 4: CCVC & Polysyllabic	ee/ea/e_e	
Group 5: CCVCC, CCCVCC & Polysyllabic	igh/ie/i_e	
	oa/oe/o_e, oo/ue/u_e	
	Group 3: ai/oy, ur/ir	
	ow/ou, or/aw, w/wh	
	Group 4: air/are, n/kn	
	r/wr, f/ff/ph, or/aw/au	
	Group 5: k/kn/gn	
	or/aw/au/ore	
	ee/ea/e_e/eye	
	e/ea/e_e/ey/y	
	oo/ue/u_e/ew	
	Group 6: air/are/ear	
	ur/ir/or/ch/tch/dge	
	ur/ir/or/er	

Year 1 Tricky Words were, what, like, have, there, here, said, one, house, when, our, your, love, school, then, them, that, this, oh, these, friends, ask, where, today, once, where, today, once, could, should, would, called, looked, son, says, want, after, half, only, with, does, goes, tall, call, smile, laughed, why, over, above, live, please, water, because, break, work, who, any, many, move, eye.		
At the end of this phase, children will be able to recognise spellings and read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds of the English language. They will be able to read decodable texts with The Basics 2 and 3 spellings and adjacent consonants and make phonetically plausible attempts in their evolving stages of spelling in their writing journey.	At the end of this phase children will be able to choose to use the spellings of the 44 sounds of the English language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Level spellings, spelling patterns and rules including adjacent consonants and make accurate attempts in their further stages of spelling in their writing journey.	
Transcription (Statutory Requirements)		
Spelling – see Phonic planning Pupils should be taught to: • spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week • name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: - using the spelling rule of adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un- - using –ing, -ed, -er and –est where no change is needed in the spelling of root words {for example, helping, helped, helper, eating, quicker, quickest} apply simple spelling rules and guidance, as listed on the phonics overview • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.		
Handwriting Pupils should be taught to: • 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 0-9 Summer term- begin to use cursive with leaders • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.		
Vocabulary, Grammar and Punctuation (Statutory Requirements)		
Pupils should be taught to: • develop their understanding of the concepts set out to the right by:		

- leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - learning the grammar for year 1 • use the grammatical terminology in discussing their writing.				
Year 1 Detail of Content to be Introduced (Statutory Requirements)				
Word	Sentence	Text	Punctuation	Terminology for Pupils
Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un-changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat.	How words can combine to make sentences Joining words and joining clauses using and	Sequencing sentences to form short narratives.	Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun.	Letter, capital letter, consonant, vowel, word, singular, plural, sentence, punctuation, full stop, question mark exclamation mark.
Year 1 Grammar Spine				
Noun Verb Adjective	simple sentences – a single clause sentence	Full stop Capital letters Question marks Exclamation marks		
Year 1 Writing Genres (non-statutory)				
 Stories, character/setting descriptions Poetry		 Writing to inform, explain, instruct, recount		
Poetry linked to Room on the Broom Descriptive writing- a scene based on the story 'Journey' Letters – Father Christmas Story with repeating pattern – Three little Pigs Own versions of Traditional Tales		Non-Chronological reports – Transport Information text - Isambord Kingdom Brures Weather		
Writing Composition (Statutory Requirements)				



Egerton Primary School Writing Curriculum

Year Two Writing Curriculum



Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Supersonic Phonics- See Phonic Planning

Firm Foundations in Phonics 1 – Wrap them in Rhyme and Oral Blending and Segmenting

Statutory Spelling Appendices Spelling Patterns & Rule 6

Year 1 & Year 2 NC Appendices

Children in Year 2 will learn very specific spelling rules, adding prefixes and suffixes, adding endings to words such as plurals, and ing, er, est and compound words. They will also learn tricky words.

By the end of this phase, the children in Year 2 will be able to choose to use spellings of the 44 sounds in the English language. They will be able to switch spellings and sounds for alternative pronunciations and make more accurate attempts in their further stages of spelling in their writing journey.

Transcription (Statutory Requirements)

Spelling

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - 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
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed on the phonics overview
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

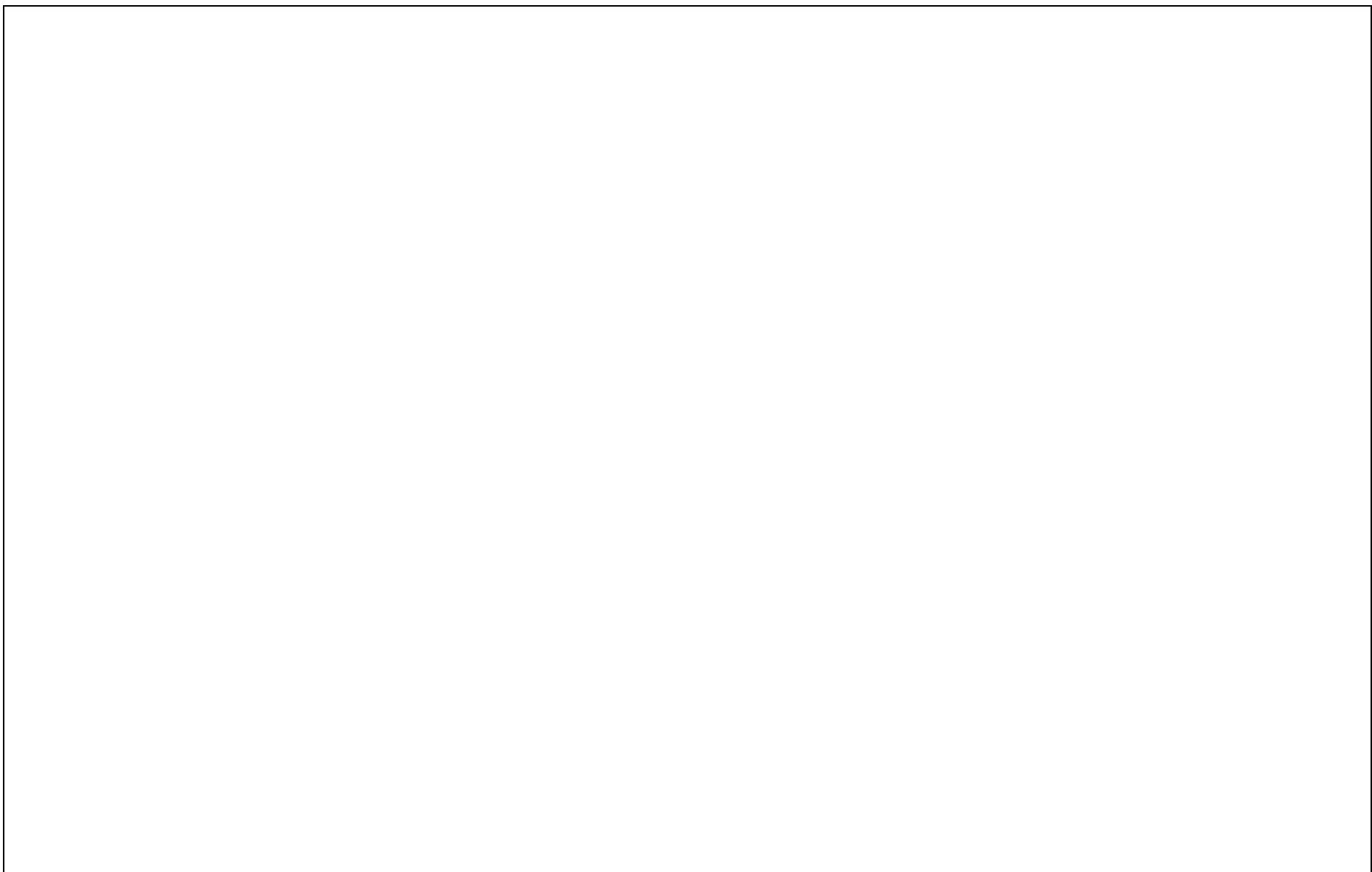
Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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 un-joined
 - Use cursive with leaders
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.

Vocabulary, Grammar and Punctuation (Statutory Requirements)				
Pupils should be taught to: • develop their understanding of the concepts set out in to the right by: - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 - some features of written Standard English use and understand the 'terminology for pupils' in discussing their writing				
Year 2 Detail of Content to be Introduced (Statutory Requirement)				
Word	Sentence	Text	Punctuation	Terminology for Pupils
Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjective into adverbs	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
Year 2 Grammar Spine				
<i>Noun</i> <i>Verb</i> <i>Adjective</i> Adverb <i>Noun phrase</i>	simple sentences – a single clause sentence compound sentences (and, but, or)	Full stop Capital letters Question marks Exclamation marks		

Expanded noun phrase	Complex sentences (because, when, if then)	Apostrophes for contractions	
Verb tense agreement			

Year 2 Writing Genres (Non-Statutory)	
 Stories, character/setting descriptions Poetry	 Writing to inform, explain, instruct, recount
Setting Descriptions – based on the Small Knight Diary Entries – Great Fire of London Stories with a Familiar Setting – Trip to Staircase House Poetry - Animals Adventure Stories – Magic Far Away Tree	Instructions – How to make a smoothie - Friendships Non-chronological Reports- Africa
Writing Composition (Statutory Requirements)	
Pupils should be taught to: • develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes • consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - 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 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear.	



Transcription (Statutory Requirements)

Spelling – Spelling Shed

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Year 3 Spelling Shed

1. Spelling Rules: The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
2. Spelling Rules: The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
3. Spelling Rule: The /i/ sound spelled with a 'y.'
4. Spelling Rules: Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
5. Spelling Rules: Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
6. Challenge words
7. Spelling Rules: Words with the prefix 're-' 're-' means 'again' or 'back.'
8. Spelling Rules: The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
9. Spelling Rules: The prefix 'mis-' This is another prefix with negative meanings.
10. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
11. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
12. Challenge words
13. Spelling Rules: The long vowel /a/ sound spelled 'ai'
14. Spelling Rule: The long /a/ vowel sound spelled 'ei.'
15. Spelling Rules: The long /a/ vowel sound spelled 'ey.'
16. Spelling Rules: Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
17. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.
18. Challenge Words
19. Spelling Rules: The /l/ sound spelled '-al' at the end of words.
20. Spelling Rules: The /l/ sound spelled '-le' at the end of words.
21. Spelling Rules: Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
22. Spelling Rules: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'
23. Spelling Rules: Adding the suffix -ly. Words which do not follow the rules.
24. Challenge Words
25. Spelling Rules: Words ending in '-er' when the root word ends in (t)ch.
26. Spelling Rules: Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
27. Spelling Rules: Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.
28. Spelling Rules: Words with the /s/ sound spelled 'sc' which is Latin in its origin.
29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.

30. Challenge Words 31. Revision – spelling rules we have learned in Stage 3. 32. Revision – spelling rules we have learned in Stage 3. 33. Revision – spelling rules we have learned in Stage 3. 34. Revision – spelling rules we have learned in Stage 3. 35. Revision – spelling rules we have learned in Stage 3. Revision – spelling rules we have learned in Stage 3.				
Handwriting Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • 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].				
Vocabulary, Grammar and Punctuation (Statutory Requirements)				
Pupils should be taught to: • develop their understanding of the concepts set out to the right by: - 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 - using conjunctions, adverbs and prepositions to express time and cause - learning the grammar for Year 3 • indicate grammatical and other features by: - using and punctuating direct speech use and understand the 'terminology for pupils' accurately and appropriately when discussing their writing and reading.				
Year 3 Detail of Content to be Introduced (Statutory Requirements)				
Word	Sentence	Text	Punctuation	Terminology for Pupils
Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Introduction to inverted commas to punctuate direct speech	preposition conjunction, inverted commas (or speech marks) word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter

Y3 Grammar Spine

<i>Noun</i> <i>Verb</i> <i>Adjective</i> Adverbials <i>Noun phrase</i> Expanded noun phrase Verb tense agreement The use of a and an Auxiliary verbs was were	simple sentences – a single clause sentence compound sentences (and, but, or, so) Complex sentences (because, when, if then, although)	Full stop Capital letters Question marks Exclamation marks Apostrophes for contractions Commas for compound sentences Inverted commas for speech Apostrophes for singular possession
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Year 3 Writing Genres (non-statutory)

 Stories, character/setting descriptions Poetry	 Writing to inform, explain, instruct, recount	 Writing to Persuade Letters/speeches/adverts
Character Descriptions – Victorian Child Setting Description- Stone Age Story openings with a historical setting (Victorians) Poetry – Kennings Adventure stories based on Oliver Twist Simile	Instructions – Woolly Mammoth from the Stone Age Non-chronological Reports – Extreme Earth	Persuasive Letters – The Day the Crayons Quit

Writing Composition (Statutory Requirements)

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - 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.



Egerton Primary School Writing Curriculum
Year Four Writing Curriculum



Transcription (Statutory Requirements)	
Spelling - Spelling Shed Pupils should be taught to: • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Year 4 Spelling Shed 1. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2. Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' 3. Spelling Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' 4. Spelling Rules: The prefix 'sub-' which means under or below. 5. Spelling Rules: The prefix 'inter-' means between, amongst or during. 6. Challenge Words 7. Spelling Rules: The suffix '-ation' is added to verbs to form nouns. 8. Spelling Rules: The suffix '-ation' is added to verbs to form nouns. 9. Spelling Rules: Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' 10. Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' 11. Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin. 12. Challenge Words 13. Spelling Rules: Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' 14. Spelling Rules: Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. 15. Spelling Rules: The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. 16. Spelling Rules: The 'ee' sound spelled with an 'i.' 17. Spelling Rules: The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. 18. Challenge Words 19. Spelling Rules: The 'au' digraph 20. Spelling Rules: The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'

	21. Spelling Rules: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' 22. Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' 23. Spelling Rules: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. 24. Challenge Words 25. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings. 26. Spelling Rules: The /s/ sound spelled c before 'i' and 'e'. 27. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' 28. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' 29. Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.' 30. Spelling Rules: The prefix bi- meaning two. 31. Revision – spelling rules we have learned in Stage 4. 32. Revision – spelling rules we have learned in Stage 4. 33. Revision – spelling rules we have learned in Stage 4. 34. Revision – spelling rules we have learned in Stage 4. 35. Revision – spelling rules we have learned in Stage 4. Revision – spelling rules we have learned in Stage 4.
Handwriting Pupils should be taught to: • Use cursive with leaders • 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 • 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].	
Vocabulary, Grammar and Punctuation (Statutory Requirements)	
Pupils should be taught to: • develop their understanding of the concepts set out to the right by: - 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 • indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech use and understand the 'terminology for pupils' accurately and appropriately when discussing their writing and reading.	
Year 4 Detail of Content to be Introduced (Statutory Requirements)	
Word	Sentence Text Punctuation Terminology for Pupils

Egerton Primary School Writing Curriculum

Year Four Writing Curriculum

The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	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) Fronted adverbials [for example, 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.	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girl's names] Use of commas after fronted adverbials.	determiner pronoun, possessive pronoun adverbial
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Year Four Grammar Spine

Noun Verb Adjective Adverb Adverbials Noun phrase Expanded noun phrase Fronted adverbials prepositions Verb tense agreement The use of a and an Auxiliary verbs was were Modal verb	simple sentences – a single clause sentence compound sentences (and, but, or, so, for, yet) Complex sentences (because, when, if then, although, since, after, before)	Full stop Capital letters Question marks Exclamation marks Apostrophes for contractions Commas for compound sentences Inverted commas for speech and associated punctuation Commas for subordination Apostrophes for singular and plural possession	
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Year 4 Writing Genres (non-statutory)

 Stories, character/setting descriptions. Poetry	 Writing to inform, explain, instruct, recount	 Writing to Persuade Letters/speeches/adverts
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Transcription (Statutory Requirements)

Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
 - spell some words with 'silent' letters [for example, knight psalm, solemn]
 - continue to distinguish between homophones and other words which are often confused
 - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
 - use dictionaries to check the spelling and meaning of words
 - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus.

Year 5 Spelling Shed

1. Spelling Rules: Words ending in '-ious.'
2. Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
3. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
4. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
5. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
6. Challenge words
7. Spelling Rules: Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.
8. Spelling Rules: Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.
9. Spelling Rules: Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
10. Spelling Rules: Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
11. Spelling Rules: Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
12. Challenge Words
13. Spelling Rules: Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
14. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
16. Spelling Rules: Words with 'silent' letters at the start.
17. Spelling Rules: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
18. Challenge Words
19. Spelling Rules: Words spelled with 'ie' after c.
20. Spelling Rules: Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.
21. Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/.
22. Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
23. Spelling Rules: Adverbs of possibility. These words show the possibility that something has of occurring.
24. Challenge Words



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25. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
26. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
27. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
28. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
29. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
30. Challenge Words
31. Revision: Year 5 words
32. Revision: Year 5 words
33. Revision: Year 5 words
34. Revision: Year 5 words
35. Revision: Year 5 words
Revision: Year 5 words

Handwriting

Pupils should be taught to write legibly, fluently and with increasing speed by:

- Use cursive with leaders
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Vocabulary, Grammar and Punctuation (Statutory Requirements)

Pupils should be taught to:

- develop their understanding of the concepts set out below by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using brackets, dashes or commas to indicate parenthesis
 - punctuating bullet points consistently
 - use and understand the 'terminology for pupils' accurately and appropriately when discussing their writing and reading.

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Year 5 Detail of Content to be Introduced (Statutory)				
Word	Sentence	Text	Punctuation	Terminology for Pupils
Converting nouns or adjectives into verbs using suffixes for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Year Five Grammar Spine				
Noun Verb Adjective Adverb Adverbials Noun phrase Expanded noun phrase Fronted adverbials Prepositions Adverbial phrase Prepositional phrase Relative clause Verb tense agreement The use of a and an Was were Modal verbs Informal/formal language	simple sentences – a single clause sentence compound sentences (and, but, or, so, for, so, yet) Complex sentences (because, when, if then, although, since, after, before, while, whilst, as, even though)	Full stop Capital letters Question marks Exclamation marks Apostrophes for contractions Commas for compound sentences Inverted commas for speech and associated punctuation Commas for subordination Apostrophes for singular possession Apostrophes for plural and singular possession		



Writing Composition (Statutory Requirements)	
Pupils should be taught to:	
• plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters settings in what pupils have read, listened to or seen performed • draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by:	

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Writing Curriculum

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Transcription (Statutory Requirements)	
Spelling (see English Appendix 1) Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.	Year 6 Spelling Shed 1. Spelling Rules: Words with the short vowel sound /i/ spelled y 2. Spelling Rules: Words with the long vowel sound /i/ spelled with a y. 3. Spelling Rules: Adding the prefix '-over' to verbs. 4. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.' 5. Spelling Rules: Words which can be nouns and verbs. 6. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.' 7. Spelling Rules: Words with a 'soft c' spelled /ce/. 8. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite 9. Spelling Rules: Words with the /f/ sound spelled ph. 10. Spelling Rules: Words with origins in other countries 11. Spelling Rules: Words with unstressed vowel sounds. 12. Spelling Rules: Words with endings /shuhl/ after a vowel letter. 13. Spelling Rules: Words with endings /shuhl/ after a consonant letter. 14. Spelling Rules: Words with the common letter string 'acc' at the beginning of 15. Spelling Rules: Words ending in '-ably.' 16. Spelling Rules: Words ending in '-ible' 17. Spelling Rules: Adding the suffix '-ibly' to create an adverb. 18. Spelling Rules: Changing '-ent' to '-ence.' 19. Spelling Rules: -er, -or, -ar at the end of words. 20. Spelling Rules: Adverbs synonymous with determination. 21. Spelling Rules: Adjectives to describe settings 22. Spelling Rules: Vocabulary to describe feelings. 23. Spelling Rules: Adjectives to describe character 24. Grammar Vocabulary 25. Grammar Vocabulary 26. Mathematical Vocabulary
Handwriting	

Pupils should be taught to write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

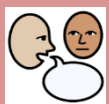
Vocabulary, Grammar and Punctuation (Statutory Requirements)

Year 6 Detail of Content to be Introduced (Statutory Requirements)

Word	Sentence	Text	Punctuation	Terminology for Pupils
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for – request; go in – enter] How words are related by meaning of synonyms and antonyms [for example, big, large, little]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of cohesive device: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or table, to structure text]	Use of the semi colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semicolon, bullet points.

Y6 Grammar Spine

Noun Verb Adjective Adverb Adverbials Noun phrase Expanded noun phrase	simple sentences – a single clause sentence compound sentences (and, but, or, so, for, nor, yet)	Full stop Capital letters Question marks Exclamation marks Apostrophes for contractions
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Fronted adverbials Prepositions Adverbial phrase Prepositional phrase Relative clause Verb tense agreement The use of a and an Informal/formal language Was were Modal verbs Passive/active voice Dialogue/action Subjunctive form – was were	Complex sentences (because, when, if then, although, since, after, before, while, whilst, as, even though)	Commas for compound sentences Inverted commas for speech and associated punctuation Commas for subordination Apostrophes for singular possession Apostrophes for singular and plural possession Brackets, commas and dashes for parenthesis Colons Semi colons	
Year 6 Writing Genres			
 Writing to Entertain Narrative Writing: Stories Character/setting Descriptions Poetry	 Writing to inform/explain Instruct/ Recount	 Writing to Persuade Letters/Speeches/Adverts	 Writing to Discuss Balanced Arguments/Speeches Write up of a Debate/Blog
Year 6 Setting Descriptions – Autumn Storm - Viking Scene Fantasy Stories - Alma Narrative Writing - Broken	Diaries – WWII – Blitz -Christmas Non-chronological Reports – Healthy Hearts Biographies – William Harver	Persuasive Letters - Cloakroom	Balanced Arguments – 2005 - Xenotransplantation
Writing Composition (Statutory Requirements)			
Pupils should be taught to: • plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary			

- in writing narratives, considering how authors have developed characters settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.