St Michael's CE (VA) Junior School

Writing Curriculum

Our writing curriculum fulfils the requirements of the National Curriculum and is fully inclusive to every child; it ensures the progressive development of knowledge and key writing skills, promotes writing across all curriculum areas and aims to inspire a love of writing.

We want our pupils to be able to write in different contexts and for different purposes and audiences. Our language-rich classrooms enable our children to be exposed to a wide and varied vocabulary. Our pupils are taught to understand and use the process of writing – they read, analyse, plan, write, review and edit whenever an extended piece of writing is produced.

Teachers plan high quality lessons to meet the objectives laid out in the National Curriculum through the use of the Jonathan Bond Toolkit; lessons often draw on high quality texts and tasks that are differentiated to meet the needs of all children in a class. Writing lessons occur daily in each class and the skills taught are embedded in and referred to in all subject areas. Staff at St Michael's have a vast toolkit of skills and approaches to draw on when planning and delivering their writing sessions. Pupils have access to a wide range of writing opportunities that include: shared writing, guided writing, independent writing, collaborative writing, choosing their own text type and narrative style, writing across the curriculum, writing from a variety of stimuli, including visual texts and use of technology.

Teachers use shared writing to model the writing process. Shared reading and writing provide a discussion around and demonstration of grammatical features at word, sentence and text level. Activities are differentiated through the use of writing frames, scaffolding, spelling and word banks, collaboration and peer or adult support.

Wherever possible, there will be a real life context or purpose for the writing that our pupils produce – for example, stories are shared in parent 'Jackanory' sessions, letters are posted, poetry is performed as we recognise that this adds to the children's motivation and enthusiasm for writing.

Pupils at St Michael's use one 'Writing Book' so that writing from English lessons and all other subjects is kept in one place; our expectation is that writing across all subjects will be of the same standard.

Writing is a skill essential for life and at St Michael's we want our children to leave us with a writing skillset that they can apply to a variety of different contexts. Our children develop their knowledge and skills in writing over four years of quality first teaching. Children of all abilities achieve in all writing lessons. The most disadvantaged children and children with SEND are given timely scaffolding and differentiated support to enable them to achieve their full potential. St Michael's pupils are successful in SPaG SATs tests as a direct result of the carefully planned teaching and development of their skills that they have received during their time with us. Our pupils are resilient and display a can-do attitude regardless of the complexity of the text type they are writing – they are well-supported and challenged in equal measures when developing their writing skillset.

The English subject leader is responsible for the monitoring and evaluation of writing at St Michael's and information from the monitoring and evaluation then forms the basis of the impact assessment for that curriculum area. Judgements on the impact of the writing curriculum on pupils

are based upon a triangulation of different monitoring and evaluation activities within school. Lesson scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

Teachers will regularly form judgements about how writing skills are developing in each pupil based on both summative and formative assessment. This is communicated to parents through parent consultations and in end of year reports where both the child's attainment and attitude towards the subject will be commented on.

Cross-Curricular Links

The writing skills developed across Key Stage 2 at St Michael's will be used in a plethora of ways across all subject areas, core and foundation. Some examples are detailed below:

- **Maths** – when explaining reasoning in word problems
- **RE** – writing of prayers, expressing reflections on what they have learnt about and from religious texts
- **Science** – writing a formal investigation piece – detailing a prediction, method, conclusion and cause and effect statements
- **History** – writing from the perspective of key historical figures
- **Geography** – writing about key issues i.e. climate change
- **Computing** – writing instructions for coding
- **Art** – artist study – research skills required
- **Design and Technology** – preparing a design brief to meet certain criteria
- **Music** – writing lyrics to musical compositions
- **PSHE** – writing to local care home residents
- **Spanish** – use of English grammatical terminology carried over to foreign language learning
- **PE** – devising rules for their own games/providing a detailed critique of a dance piece

Of course, this list is not exhaustive and could be a huge document on its own!

National Curriculum Objectives for KS2 Writing

The progression of key writing skills specified in the National Curriculum have been organised into a logical progression in the Jonathan Bond Planning Toolkit, used by us and many schools in Essex and beyond.

All objectives derived from the National Curriculum are typed in black. If these are followed, the National Curriculum will be fulfilled. Additional objectives are typed in purple. Teaching these will lead to a more rounded and complete English curriculum.

Objectives which directly contribute towards the statements in the Teacher Assessment Frameworks appear in **bold**. These frameworks refer to key stages not Y2 and Y6. Therefore these objectives will be found scattered across year groups. Key objectives are underlined. These are the most important objectives in each year group. They must be mastered in the year group in which they appear.

	Year 3	Year 4	Year 5	Year 6
• **Planning**	• Collect ideas for writing from the world around them • Generate ideas for	• Collect ideas for writing from the world around them • Generate ideas for	• Collect ideas for writing from the world around them • Develop and explore	• Collect ideas for writing from the world around them • **Develop their own**

	their writing, by combining observations, reading and imagination • Use the underlying structures, grammar and vocabulary of written texts to plan and write their own for a specific (often real) audience and a clear purpose • Collect and use suitable vocabulary for a text • Plan and order texts logically • Plan and organise texts logically • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary	their writing, by combining observations, reading and imagination • Plan their own texts for a specific (often real) audience and a clear purpose based on the underlying structures, grammar and vocabulary of texts that they have studied • Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary	ideas for writing through discussion, further reading and research • Use a wide knowledge of text types, forms and styles to inform their writing • Plan for a clear purpose and (an often real) audience • Choose a text form	**ideas for writing through reading**, imagination, research and personal experience, choosing which ideas to use and which to discard **(GD KS2)** • Plan for a clear purpose and (an often real) audience • **Choose form** and subject when writing poetry and non-fiction **(GD KS2)**
Knowledge	• To know the definition of the word 'structure' on a text level is the construction or arrangement of the writing according to a plan; the pattern or organisation of ideas/sentences/paragraphs. • To know a bank of possible planning structures – Box It Up/flow charts/ subheadings and bullet points/story hills etc. • To know and identify the key features of a range of text types. • To know which text form best suits a writing focus/topic. • To know that an audience is the person/people for whom a writer writes; the intended reader/s.			
• **Composing**	• Use the structures, grammar and vocabulary of written texts to help them plan and write their	• Write their own texts for a specific (often real) audience and a clear purpose, based on the structures,	• Use a wide knowledge of text types, forms and styles to inform their writing	• **Write effectively for a range of purposes and** (often real) **audiences, selecting language that shows good awareness**

own for specific (often real) audiences and clear purposes • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Use the key narrative writing skills of telling, description and dialogue (see Appendix C) • Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) • Use ideas and content appropriate to the subject and text type • Collect and use suitable vocabulary for a text • **In non-narrative writing use headings and subheadings to structure the writing and support the reader (WTS KS2)** • Experiment with	grammar and vocabulary of texts that they have studied • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) • Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) • Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes • Make the form of writing consistently clear, relevant and organised • Write in the style of an author or poet who has been studied • Create writing which is organised, imaginative and clear • Communicate feelings, emotions and opinions • Take a viewpoint in a piece of writing	• **Plan and write for a range of clear purposes and** (often real) **audiences (WTS KS2)** • Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) • Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) • Borrow writers' techniques from book, screen and stage • Write to engage the reader • Maintain a viewpoint throughout a text • Structure and organise writing in well linked paragraphs • Build cohesion within a paragraph • Ensure cohesion within and between all paragraphs in a text • Develop paragraphs creatively using techniques such as contrast, additional detail and explanation • Select which parts of writing need to be developed in detail • Balance narrative	of the reader (EXS KS2) • **Write effectively for a range of purpose and** (often real) **audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (GD KS2)** • Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) • Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) • Experiment with writers' techniques borrowed from book, screen and stage • Show a confident and established voice throughout a piece of writing • Ensure writing is lively interesting and thoughtful • **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2)** • Affect the emotions of the reader at points in the text

	layout when writing non-fiction texts • Know the reasons to start a new paragraph • Use paragraphs to group related material • **Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)** • **Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)** • Create a coherent plot in a story • Signal sequence, place and time to give coherence to writing • Use language to create an effect e.g. creating a mood • Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 3) • Improve their writing by using new vocabulary (from Appendix B – year 3)	• Use exciting and interesting vocabulary appropriate to the text type • **Use paragraphs to organise ideas (WTS KS2)** • Link ideas within a paragraph or section • Use stanzas to structure content in poems • Experiment with layout when writing poems • Write a satisfying ending • Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 4) • Improve their writing by using new vocabulary (from Appendix B – year 4) •	writing between telling the story, action, description and dialogue • Link openings to closings • Vary the way sentences begin • Carefully select words (including some from Appendix B – Year 5) to create effects, sustain and develop ideas and create vivid description • **Create atmosphere (EXS KS2)** • Use stanzas to organise ideas around a theme in poetry • Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)	• Vary structure to expand ideas and provide emphasis • Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables • Add depth and detail to paragraphs • Manipulate word order for effect • Use reported speech appropriately • **Use speech to convey and develop a character (EXS KS2)** • **Use speech to advance action (EXS KS2)** • **Distinguish between the language of speech and writing and choose the appropriate register (GD KS2)** • Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. • Select and use stylistic devices to support the purpose and effect of writing • Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 6) • Carefully select words (including some from

| **KNOWLEDGE** | To identify the key features of a range of text types, fiction and non-fiction. To know how poetry differs from other forms/styles of writing. To know where to access new vocabulary and how to define unfamiliar words. To know that a heading is the title at the head of a page or a section of a book and a subheading is a section given to a subsection of a piece of writing. To know that a paragraph is a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line. To understand the purpose of using paragraphs in writing. To know that the plot of a story is the main events in a text, devised and presented by the writer as an interrelated sequence. To understand that cohesion is the grammatical and lexical linking within a text that holds it together and gives it a clear structure and meaning. To know that a number of cohesive devices can be used by a writer to contribute to a clear meaning through the chosen structure i.e. use of connectives, use of words such as pronouns that refer back to other parts of the text, use of repetition. To know that a theme is an idea that recurs in or pervades a work of literature i.e. love/honour/deceit. To know that books have themes. To know a bank of sentence openers. To know a bank of descriptive devices i.e.: Alliteration: repetition of consonant sounds at the start of two or more words i.e. ferocious flames. Assonance: Repetition of vowel sounds at the start of two or more words e.g. iconic image. Sibilance: Repetition of 's' sound at the start of two or more words e.g. the snake slithered soundlessly. Imagery: Language that creates images, in particular similes, metaphors, verbs and adjectives. Simile: using 'like' or 'as' for description or comparison i.e. 'Life is like a rollercoaster.' Metaphor: symbolic substitution of concepts or things – a word or phrase is applied to an object or action to which it is not literally applicable i.e. 'Life is a rollercoaster.' Powerful adjectives To know that stanzas are groups of lines forming the basic recurring metrical unit in a poem; a verse. |

	• To know that a clause is a group of words that expresses an event or a situation and usually contains a subject and a verb. • To know that a main clause is complete on its own and can form a complete sentence. • To know that a subordinate clause is part of the main clause and cannot exist on its own. • To know that the order of clauses in a sentence can be changed/manipulated. • To know that reported speech is where we report what was said but do not use the exact words of the original speaker – typically, pronouns and verb tenses are changed and speech marks are not used. • To know that direct speech is where we use the speaker's original words and place this inside inverted commas. • To know that an aside is a short passage that is spoken in an undertone or addressed to an audience – this may be set off by parentheses. • To know that a flashback is when a plot is interrupted so that a scene which previously occurred can be shared with the reader. • To understand why flashbacks are used. • To know that footnotes are strings of text placed at the bottom of a page in a book or piece of writing – these can provide an author's comments on the main text or citations of work referenced in support of the text.			
• **Evaluating**	• Proof–read their work for spelling, grammar and punctuation errors • Edit their work effectively and make improvements based on this • Evaluate the work of others and suggest improvements • Use expression, intonation and tone when reading aloud their writing	• Proof–read their work for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact • Edit their work effectively and make improvements based on this • Evaluate the work of others and suggest improvements • Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear	• Revise their work to ensure that the content and style of writing accurately reflects the purpose • Proof–read their work for spelling, grammar and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • Edit their work effectively and make improvements based on this • Evaluate the work of	• Revise their work to ensure that the content and style of writing accurately reflects the purpose • Proof–read their work for spelling, grammar and punctuation errors • Change vocabulary and grammar to enhance effects and clarify meaning • Check that the appropriate register is being used • Edit their work effectively and make improvements based on this • Evaluate the work of others and suggest improvements

			others and suggest improvements • Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear	• Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear
KNOWLEDGE	• To know that proof-reading means to check a piece of work thoroughly before final publication. • To know that proof reading is done to focus on the accuracy of one specific element of writing at a time. • To know what a tactful suggestion for improvement looks like. • To know what elements of writing to focus on when self-editing i.e. spelling, punctuation, tense, vocabulary use, sentence structure. • To know that a tense is a verb form that most often indicates time. • To have an understanding that English verbs have three basic tenses: past, present and future tense (see table below).			

Present I play (simple) I am playing (continuous)		Past • I played (simple) • I was playing (continuous)	
Present perfect • I have played (perfect) • I have been playing (perfect continuous)		Past perfect • I had played (perfect) • I had been playing (perfect continuous)	

• To understand that intonation is the way in which changes in the musical pitch of the voice are used to structure speech and to contribute to meaning i.e. intonation may distinguish statements from questions.
• To know that an informal register is the use of language that has a relaxed, friendly or unofficial style, manner or nature.
• To know that a formal register is the use of language that is characterised by more elaborate grammatical structures and more conservative and technical vocabulary.
• To know what formal/informal writing looks like and the differences between them.

• **Grammar and**	• Use correct	• Use correct	• Use correct	• Use correct grammatical

| **Vocabulary**

See also the Vocabulary Progression grid in the Appendices section below | grammatical terminology when discussing their writing
• Use and understand the terms consonant and vowel
• Explore word families based on common words
• Recognise and know the purpose of conjunctions
• <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u>
• Use a or an appropriately
• Create new nouns using prefixes
• Recognise and know the purpose of pronouns
• Recognise and know the purpose of personal pronouns is e.g. I, me, we, us, you, he, she, it, him, her, they, them
• Recognise and know the purpose of adverbs (beyond –ly)
• <u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u>
• Explore and understand verb | grammatical terminology when discussing their writing
• Use a wider range of conjunctions to extend sentences including when, if, because, although
• Recognise and know the purpose of determiners
• Recognise and know the purpose of possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's
• Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)
• Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)
• Fully understand the difference between plural and possessive s
• Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was | grammatical terminology when discussing their writing
• Understand that grammar can be used semantically and pragmatically
• Use grammar both semantically and pragmatically
• <u>**Use devices for cohesion within a paragraph (EXS KS2)**</u>
• Ensure correct subject verb agreement
• Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text
• Recognise relative pronouns e.g. which, that, who (whom, whose), when, where
• Use relative pronouns appropriately
• Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs
• Recognise a modal verb is e.g. might, should, could, would, can, may, must, shall, will
• Recognise a modal adverb is e.g. perhaps, surely, obviously
• Use modal verbs and | terminology when discussing their writing
• Understand that grammar can be used semantically and pragmatically
• Use grammar both semantically and pragmatically
• <u>**Select vocabulary and grammatical structures that reflect what the writing requires, and use this mostly appropriately (EXS KS2)**</u>
• Understand the basic subject, verb, object structure of a sentence
• <u>**Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)**</u>
• Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page
• Use the 'perfect form' of verbs to mark relationships of time and cause
• Understand and recognise active and passive voice
• Use passive voice |

prefixes (link with dis-, de-, mis-, over- and re- in spelling) • Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form' • Recognise and know the purpose of prepositions • Use prepositions to express time, cause and place e.g. before, after, during, in, because of • Use prepositional phrases to add detail to sentences • Understand what a main clause is • Recognise simple and compound sentences	• Use adverbs to express frequency e.g. often and manner e.g. loudly • Recognise adverbial phrases and clauses • Use fronted adverbials • **Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, before (contributes to EXS KS2)** • Know what a subordinate clause is • Know what a complex sentence is • Write and use complex sentences	adverbs • **Use verb tenses consistently and correctly throughout their writing (EXS KS2)** • Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, that • Use relative clauses to add detail to sentences • Experiment with clause position in complex sentences • Orchestrate a range of sentence structures	appropriately in writing • Understand and explore synonyms and antonyms • **Manipulate grammar and vocabulary to control levels of formality (GD KS2)** • Recognise and understand 'the subjunctive' e.g. If Fred **were** here, things would be different • Use more than one subordinate clause successfully in a complex sentence
KNOWLEDGE	• To know a bank of technical grammatical terminology, with word classes at the centre of this. Main word classes are verb, noun, adjective, adverb, pronoun, determiner, preposition and conjunction. • To know that a vowel is a phoneme produced without audible friction or closure – a,e,i,o,u. • To know that a consonant is a speech sound which obstructs the flow of air through the vocal tract. The letters of the alphabet whose typical value is to represent such sounds are namely all but a,e,i,o and u. • To understand that words can be grouped together in families. • To know that a conjunction is a word used to link clauses within a sentence. • To know a bank of conjunctions to be used for different purposes. • To understand that 'a' and 'an' are both articles as is 'the'. Articles are a type of determiner. • To know that a phrase is a group of words that act as one unit. 'Cat' is a word whereas 'a fluffy cat' is a phrase. • To know what a clause is (see above) and how it's different to a phrase.		

- To know what a main/subordinate clause is (see above).
- To know that a noun is a naming word that denotes somebody or something.
- To know that an adjective is a word that describes somebody or something. They come before a noun or after verbs.
- To know that a prefix is a morpheme which can be added to the beginning of a word to change its meaning.
- To know that a pronoun is a word that replaces a noun or proper noun in a sentence.
- To know that personal pronouns are I/me, you, he/him, she/her, we/us, they/them, it.
- To know that possessive pronouns include mine, yours, his, hers, ours, theirs, its.
- To know that relative pronouns are who/whom, whose, which, that.
- To know that a verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word.
- To know that an adverb gives extra meaning to a verb, an adjective, another adverb or a whole sentence. They tell us the manner in which something happens, where, when and how often.
- To understand that a range of verb prefixes exist.
- To know that a preposition is a word like at, over, by and with and they are usually followed by a noun phrase. Prepositions can indicate time, position, direction, possession and accompaniment.
- To know that a prepositional phrase is a group of words consisting of a preposition, its object and any words that modify the object i.e. *on Sunday morning, at the end of the road*.
- To know that a simple sentence consists of one clause i.e. *It was cold*.
- To know that a compound sentence has two or more clauses joined by 'and', 'but' or 'so'. The clauses are of equal weight – they are both main clauses i.e. *It was cold but I didn't turn the heating on*.
- To know that a complex sentence consists of a main clause which itself includes one or more subordinate clauses i.e. *Although it was cold, I didn't turn the heating on*.
- To know what cohesion is and why it is important (see above).
- To know that determiners include many of the most frequent English words and are used with nouns; they limit (determine) the reference of the noun in some way.
- To know that determiners include articles(a/an/the), demonstratives(this/that/these/those), possessives (my/your/his/her/its/our/their), quantifiers (some/any/no/many/much/few/little/both/all/either/neither/each/every/enough), numbers, some question words (which/what/whose?)
- To know that a noun phrase is a word or group of words containing a noun and functioning in a sentence as subject, object, or prepositional object and that these can be extended.

- To know that a singular refers to one thing/person whereas a plural refers to more than one.
- To know the difference between a plural and a possessive.
- To know how to write apostrophes and what their function is:
  1. possession – to show something belongs to someone.
  2. omission – to signal that there is a missing letter or letters (contractions .
- To understand that standard English is the variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated speakers. It is not limited to a particular region and can be spoken with any accent.
- To understand that non-standard English is English that does not follow the same rules as standard English – words, expressions or pronunciations are used that are not regarded as 'correct' by educative native speakers of the language i.e. 'I ain't bothered.'
- To know that an adverbial phrase is a group of words that functions in the same way as a single adverb i.e. *a few days ago*.
- To know that a fronted adverbial is an adverbial phrase positioned at the start of a sentence before the verb.
- To understand that agreement is when the form of a verb changes according to the subject so that the subject and the verb 'agree' i.e. *I am/he is/they are.*
- To know that a suffix is a morpheme which is added to the end of a word.
- To know the suffixes: -ate, -ise, -ify.
- To know that a modal verb is a type of verb that is used to indicate modality – that is: likelihood, ability, permission, request, obligation or advice.
- To know that can/could, will/would, shall/should, may/might, must/ought are all modal verbs.
- To know that modal adverbs are used to modify modal verbs and add to their meaning i.e. *really/just/obviously* .
- To know that relative clauses start with a relative pronoun.
- To know that it is possible to change the position of clauses in a complex sentence.
- To know that sentences have a subject (the person or thing about which something is said who typically carries out an action) and an object (the person or thing affected by the action).
- To know the perfect form of verbs – see above.
- To know that verbs can be active or passive. The active is where the subject in the sentence performs the action; the passive is where the subject is on the receiving end of an action.

Active	The dog bit Christopher.
Passive	Christopher was bitten by the dog.

	- To know that a synonym is a word which has the same meaning as another word, or very similar. - To know that an antonym is a word which means the opposite of another word. - To know that subjunctives are a form of verb or mood which is used to talk about things that should or could happen – they are used to express demands, suggestions, hopes and wishes i.e. *'If it were me, I'd go'.*			
• **Punctuation**	- Use correct grammatical terminology when discussing their writing - Recognise direct speech and inverted commas **<u>Use inverted commas (contributes to EXS KS2 and GD KS2)</u>** - Understand how to use bullet points **Use bullet points (contributes to WTS KS2 and EXS KS2)**	- Use correct grammatical terminology when discussing their writing **Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2)** **Use commas to mark off fronted adverbials (contributes to EXS KS2 and GD KS2)** **Use apostrophes to show plural possession e.g. The boys' house (contributes to EXS KS2 and GD KS2)** **Use commas for marking subordinate clauses (contributes to EXS KS2 and GD KS2)**	- Use correct grammatical terminology when discussing their writing - Understand that punctuation can be used semantically and pragmatically - Use punctuation both semantically and pragmatically **<u>Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</u>** - Understand what parenthesis is - Recognise and identify brackets and dashes **Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)**	- Use correct grammatical terminology when discussing their writing **Understand that punctuation can be used semantically to avoid ambiguity and pragmatically to enhance meaning (GD KS2)** - Use punctuation both semantically and pragmatically - Understand how colons are used **Use colons appropriately (contributes to EXS KS2 and GD KS2)** - Understand how to use punctuation with bullet points **Use punctuation consistently with bullet points (contributes to EXS KS2 and GD KS2)** - Understand how semi-colons are used **Use semi-colons appropriately (contributes to EXS KS2 and GD KS2)** - Understand how dashes are used **Use dashes**

				appropriately (contributes to EXS KS2 and GD KS2)
				• Understand how hyphens are used
				• **Use hyphens appropriately (contributes to EXS KS2 and GD KS2)**
				• Understand how ellipsis is used
				• **Use ellipsis appropriately (contributes to EXS KS2 and GD KS2)**
				For KS2 assessment, the range of KS2 punctuation should be used mostly correctly for expected (EXS) and correctly for greater depth (GD).

KNOWLEDGE

- To know the name of, recognise and know how to write a full stop, comma, exclamation mark, question mark, colon, semi-colon, apostrophe, ellipsis, bullet point, brackets, dash, inverted commas and hyphen.

Full stop	.	Used to mark the end of a sentence.
Comma	,	Used to help the reader by separating parts of a sentence. Used: • to separate items in a list • to mark off extra information in a subordinate clause • after a subordinate clause which begins a sentence • after many connecting adverbs
Exclamation mark	!	Used at the end of a sentence which may be exclamative, imperative or declarative or an interjection. • *What a pity!* • *Get out!*
Question mark	?	Used at the end of a interrogative sentence or one whose function is a question.

			• *What was that?* • *You've eaten all the biscuits already?*
	Colon	:	Used to introduce a list or a following example. It may also be used before a second clause that expands or illustrates the first (instead of 'because'). • *He devoured his dinner: he had worked up quite an appetite in PE that afternoon.*
	Semi-colon	;	Used to separate two main clauses in a sentence. • *I enjoyed the film; it was action-packed.* A semi-colon can usually be used in replacement of 'and' or 'but' between two clauses. Can also be used to separate items on a list if these items consist of longer phrases.
	Apostrophe	'	Used to show possession or omitted letters in contractions. • It was *Leo's* garden. (possession) • I *haven't* been able to find out if *I'm* allowed to go to the party. (omission)
	Ellipsis	...	Used to show that something has been omitted or is incomplete. It can indicate hesitation. • *If only she had...Oh, it didn't matter now.*
	Bullet point	•	Used to introduce items in a list.
	Brackets	( )	Also known as parentheses. Used within a sentence to include information that is not essential to the main point – it could be removed and the sentence would still make sense. • *Cheryl (who had only had three hours sleep) finally answered the question.*
	Dash	-	Used especially in informal writing to replace other punctuation marks e.g: • *We are really enjoying being away – the weather is great here.*

			Pairs of dashes can also be used to mark off a subordinate clause from a main clause.
Inverted commas	" "		Used to mark the beginning and end of direct speech. • *"Step away from the fridge!" demanded Andrew.*
Hyphen	-		Sometimes used to join the two parts of a compound noun, such as *golf-ball* and *proof-read* (however, these can also be written as one word without the hyphen). Also used in compound adjectives and longer phrases as modifiers before nouns. • *A well-known writer* Also used in compound nouns where the second part is a short word like *off* or *by*. • *a break-in* • *a write-off* May be used in words beginning with the prefixes co-, non- and ex-. • *co-operate* • *ex-husband*

- To know that direct speech is where we use the speaker's original words and place this inside inverted commas.
- To know that commas can be used to separate clauses.
- To understand that parenthesis is a word or phrase inserted into a sentence to explain or elaborate. It may be placed in brackets or between a pair of commas or dashes. The term parentheses can also refer to the brackets themselves.
- To know which punctuation can be used to indicate parenthesis (dashes, commas, brackets).
- To understand how semi-colons are used – see table above.
- To understand how dashes are used for marking the boundaries between independent clauses.
- To know that an independent clause is a main clause in a sentence.
- To understand how hyphens are used – see table above.
- To understand how ellipsis is used – see table above.

	• To understand how semi-colons are used – see table above. • To know that apostrophes can be used to show possession – see table above.			
• **Spelling**	• Recap suffixes from year 2 (-s, -es, -er, -ed, -ing) • Spell words with prefix un-, dis- • Apostrophes for contractions • Spell words with rarer GPCs with /ei/ sound spelt ei (vein), eigh (eight) aigh (straight) or ey (they) • Spell homophones great/grate, brake/break, eight/ate, weigh/wait, son/sun • Spell words with prefixes mis- and re- • Spell words ending with /g/ sound spelt que (French origin) • Spell words with the prefix pre- • Spell words with the prefix ex- • Spell two syllable words containing double consonants e.g. dinner • Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten,	• Use a dictionary to check words • Investigate spelling patterns and conventions • Use etymology to aid spelling • Spell words with the suffix -ly • Spell words with the -sure ending • Spell words with the -ture ending • Spell words with the suffix -ous • Spell words with the suffix -al • Spell words with the suffix -ary • Spell words with the suffix -ic • Spell common homophones e.g. fair/fare, break/brake • Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various • Spell words with the -tion ending • Spell words with the -	• Use a dictionary to check the meaning and spelling of words • Investigate spelling patterns and conventions • Use a thesaurus • Use etymology to aid spelling • Spell words with the suffix –ive • Spell words with the suffix –ist • Spell words ending in -cious • Spell words ending in –tious • To spell words with rare GPC. • To spell words with the letter string 'ough'. • To explore words with silent letters. • To use the dictionary to create word webs. • To spell a range of homophones. • To spell words with ei and ie. • To spell words with the 'I' sound, spelt 'ei'. • Spell words ending in -cial and -tial • Spell the words attached, average, bargain, bruise, dictionary, familiar,	• Revise previous spelling conventions • Use a dictionary to check the meaning and spelling of words • Investigate spelling patterns and conventions • Use a thesaurus • Spell and use common homophones • Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety, curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature • Spell ie and ei words e.g. piece, deceive • Make the correct spelling choice for unstressed vowels in polysyllabic words • Use knowledge of word roots, prefixes and suffixes to aid spelling • Spell and use common

	gardening, gardener • Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women • Teach rarer GPCs words i-in, y-gym, (o-women, u-busy, ui-build, e-pretty) • Spell words with suffixes -ness and -ful • Spell words with prefixes sub- and tele- • Spell words with the /s/ sound spelt ch (chef, chalet, machine, brochure) as well as s or ss (ion/ure) • Spell words with suffixes -ness, -ful, -less, -ly • Spell words with prefixes super-, auto- • Spell words with the /k/ sound spelt ch (school, chorus, character) • Spell words with the prefixes in-, il-, im- and ir- • Spell words with the prefix de- • Spell words with the	sion ending • Spell words with the -ssion ending • Spell words with the -cian ending • Add suffixes to words ending in -f,-ff, -ve and -fe • Spell more common homophones • Spell plural words with possessive apostrophes e.g. girls', children's • Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore • Spell words where the k sound is spelt ch (Greek origin) e.g. chorus • Spell words where the sh sound is spelt ch (French origin) e.g. chalet • Spell -gue and -que words (French origin) e.g. tongue, antique • Spell words where the s sound is spelt sc (Latin origin) e.g. scene • Spell the more	foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety • Spell words ending in -ant, -ance and -ancy • Spell words ending in -ent, -ence and -ency • Spell diminutives using mini-, micro-,-ette and -ling • Spell words with the prefix bi- • Spell words with the prefix trans- • Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable • Spell words with the prefix im- • Spell words with the prefix pro- • Spell words ending in -able and -ible • Spell words ending in -ably and -ibly • Spell the words achieve, available, awkward, determined,	homophones • Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend • Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable • Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht • Use knowledge of word roots, prefixes and suffixes to aid spelling • Choose the correct

	prefix over- • Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember • Spell homophones here/hear, meat/meet, knot/not, accept/except, who's/whose, mail/male, ball/bawl, berry/bury, piece/peace, saw/sore, • Apostrophes for contractions • Rare GPCs /l/ sound • Spell words with sound spelt ou • Spell homophones heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign, missed/mist, scene/seen, blue/blew • The /l/ sound spelt 'y' • Spell words with the prefix inter- • Spell words with the prefix anti- • Spell words with the suffix -ation • Spell words with the	uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey • Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight • Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far • Choose the correct spelling by using a visual strategy ('Does it look right?')	develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht • Choose the correct spelling by using a visual strategy ('Does it look right?')	spelling by using a visual strategy ('Does it look right?') ***REVISION OF ALL SPELLING CONVENTIONS:*** • To learn the spelling of plurals. • To spell words with double consonants. • To spell words containing the 'ay' sound. • To spell words with silent letters. • To spell words containing 'ough'. • To spell words containing the 'f' sound. • To spell words with prefixes un- and de-. • To spell words with prefixes im-, in-, il-, ir-. • To spell words with prefixes auto-, trans-, bi-, tri-, semi-. • To spell words with prefixes aero-, micro-, super-, sub-, inter-. • To spell words with the prefixes tele-, mis-, anti-, photo-, circum-. • To spell words ending in 'cial' and 'tial'. • To spell words ending in 'ent' and 'ant'. • To spell words ending in 'ance', 'ancy', 'ence' and 'ency'. • To spell words ending in

	prefix non- • Spell words with the prefix co- • Spell the words centre, century, certain, consider, enough, famous, forward(s), grammar, length, notice, strange, strength, though, although, thought, through • If ending sounds spelt like -sion e.g. division, invasion etc. • Spell words with ending spelt -tion e.g. action, mention • Spell words with ending spelt -sion, expansion, extension.			'ous'. • To spell words ending in 'cious' and 'tious'. • To spell words ending in 'able', 'ably', 'ible' and 'ibly'. • To spell words ending in 'al', 'el', and 'le'. • To spell words ending in 'sure' and 'ture'. • To spell words with the 'shun' sound. • To spell words ending in 'en' and 'on'. • To spell words ending in 'er', 'ar' and 'or'. • To spell words with the suffixes –ery, -ary, -ory. • To spell words with the suffixes –ly, -ful, -ness. • To spell words with the suffixes –ing, -ed. • To spell words with the suffixes –ment, -ship, -hood. • To add suffixes to words ending in 'fer'. • To spell words containing the soft 'c'. • To spell words containing the hard 'c'.
KNOWLEDGE	• The above objectives all require spelling knowledge – the skill is in the learning of strategies to be able to recall spellings and spelling conventions (that have been committed to memory) in the various contexts that they are presented in. • To know a range of spelling strategies to attempt new and unfamiliar words. See possible approaches below (taken from No Nonsense Spelling).			
• **Handwriting**	• Write with joined	• Improve the quality of	• Adapt handwriting to	• Develop a neat,

and presentation	handwriting consistently • Make the move from pencil to pen in their handwriting • <u>Write with joined handwriting in pen consistently</u> • Build keyboard skills to type, edit and redraft • Develop fluency in typing	handwriting by tackling any issues consistently • <u>Write consistently with neat, legible and joined handwriting</u> • Develop fluency in typing • Present on-screen texts with some appeal to the reader • Present on-screen texts which consistently appeal to the reader -	specific purposes e.g. printing, use of italics • **Maintain legibility in joined handwriting when writing at speed (EXS KS2)** • Use features of layout, presentation and organisation effectively in written and on-screen media • Combine written text and illustration to enhance the words and their meaning • Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning	personal, handwriting style • Consistently use a neat, personal handwriting style • Choose the writing implement that is appropriate to the task • Use an appropriate and cohesive style in work produced using on-screen media • Present work produced using on-screen media stylishly and cohesively
KNOWLEDGE	• To know that different styles of handwriting are appropriate for different writing/audiences. • To know that some writing is best suited to word processing. • To know that when handwriting in a cursive (joined) style, letters should be evenly sized. Capitals should touch the top and bottom of the lines, ascenders should touch the top line with the exception of a 't'. Letters with descenders should have a tail that comes below the line (see handwriting pack for further exemplification). Capital letters should not be joined to lower case letters. • To know that different writing implements are suitable for different writing contexts. • To know that there is particular way of learning how to touch-type efficiently. • To know that the layout/formatting of a piece of writing will differ depending on the purpose/audience. • To know that images can be used in conjunction with writing to aid to the meaning of a text. • To know that an individual's handwriting may differ/develop over time – it is a very personal element of our writing. • To know of a range of on-screen programmes suitable for presenting writing. • To know how to access an on-screen programme appropriate for presenting a particular piece of writing.			

Appendices for Years 3-6

For expansion of the objectives covered in the 'Composing' strand of the curriculum:

Year 3

- Use **original** similes
- Set a mood
- Write an opening to grab the reader
- Use onomatopoeia
- Use sentences of three e.g. He opened the door, rushed down the path and jumped over the gate
- Create double adjective sentences e.g. The small, plump woman bustled through the colourful, noisy market
- Create double more/less sentences e.g. The more he waited, the more his stomach churned
- Use powerful verbs for action
- Add adverbs of manner (speech)
- Add adverbs of manner (action)
- Describe through specific detail
- Write in third person limited (from one person's point of view)
- Use interjections (followed my an exclamation mark)
- Use idioms

Year 4

- Build an image
- Use metaphor
- Show emotion in writing
- Use '3_ed' sentences e.g. Confused, worried and bewildered, they peered through the trees
- Add emotion starters e.g. Ecstatic, she waved her exam results in the air
- Add fronted adverbials e.g. Shaking with rage, she banged on the door
- Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing?
- Use powerful verbs for speech
- Add ing and ed adjectives e.g. the swooping seagull
- Write in third person objective (the facts are reported by a seemingly neutral, impersonal observer or recorder)
- Remember the 'show don't tell' rule
- Use question tags in speech
- Use occasional single sentence paragraphs to create a moments of impact

Year 5

- Use personification for mood e.g. The sea whispered against the sand
- Add ed-ing-ly starters
- Create '3 If' sentences e.g. If you can offer some time, if you are sociable, if you would like to help others, then call today.
- Add embedded adverbials e.g. She banged on the door, shaking with rage, and waited.
- Use rhetorical sentences
- Use asides to the reader
- Write in third person omniscient (an all-knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character)
- Foreshadow events
- Build tension
- Hide details from the reader
- Use repetition to engage the reader
- Use contrast within and beyond sentences e.g. Out of the dirty, ramshackle house walked the gleaming silver robot

- Use statements that need to be punctuated by question marks e.g. "You're really going to go?"
- Use inverted commas for uses other than speech
- Write speech that mirrors the structures and vocabulary of real talk

Year 6

- Use symbolism in stories and poetry
- Build an extended image
- Use assonance
- Use consonance
- Create sentences with colons (description then details) e.g. Chickens are great pets: they are friendly and entertaining to watch.
- Create sentences with semi-colons (to contrast) e.g. I like coffee; Jack prefers tea.
- Use semi colons to add description to a list e.g. He was small and slumped; grey like a November sky; as interesting as a tax return and very miserable.
- Use colons for definitions e.g. Easter: a time of bunnies and chocolate.
- Use hyperbole e.g. It is clearly the ultimate in bathroom cleaners.
- Make use of flashbacks
- Write in third person multiple (several points of view)
- Establish and maintain a theme e.g. loneliness
- Create a subtle mood
- Use hyphens to create new verbs and adjectives
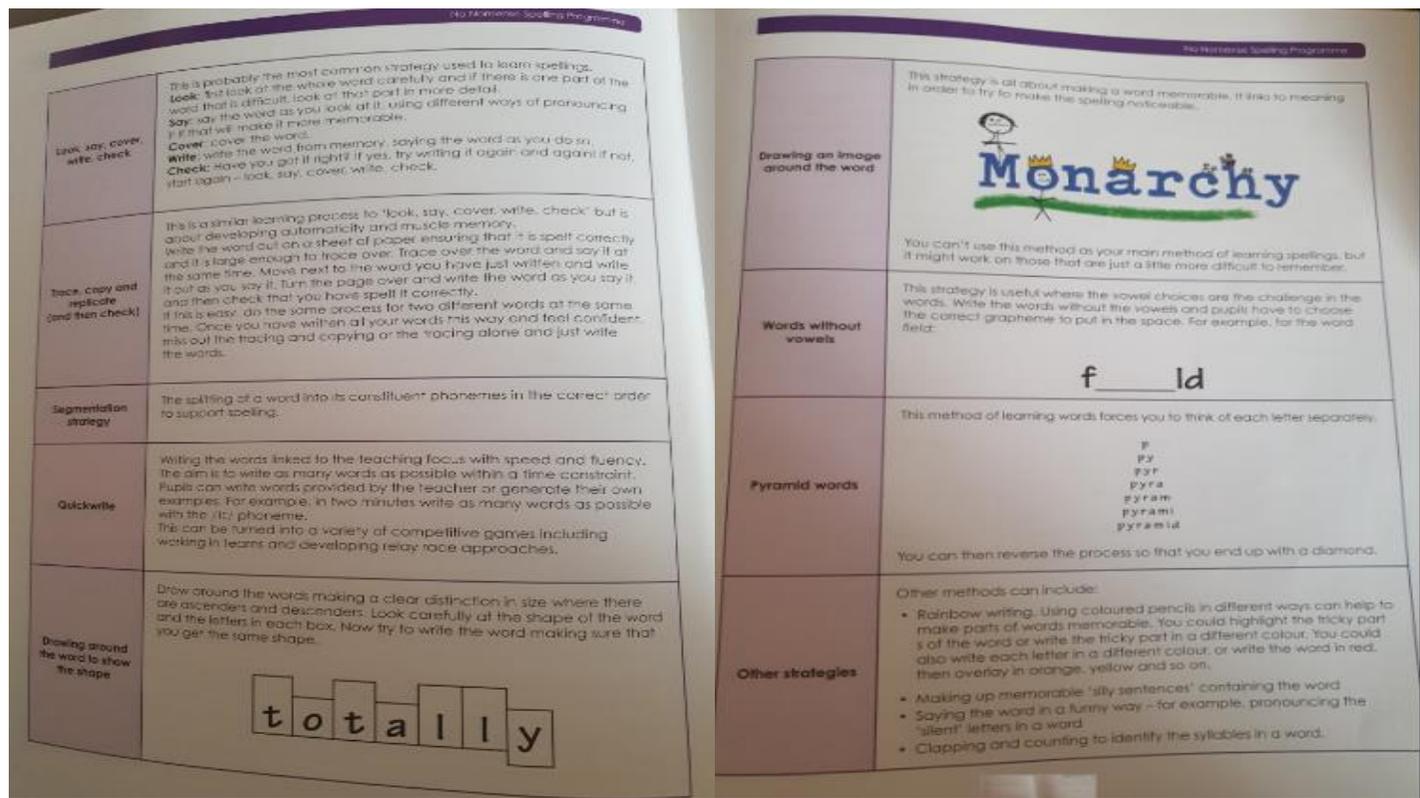- Use allusion e.g. You're a real Einstein!

Appendix – Vocabulary Progression

Topic	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objects	Watch Coin Letter Rope Key	Sword Jacket Lamp Chain Rags	Shield Bookcase Cage Tomb Backpack	Statue Container Armchair Lantern Notebook	Chest Engine Bicycle Wardrobe Jewel	Vessel Calendar Vehicle Compass Umbrella	Spectacles Journal Microscope Specimen Telescope
Buildings	Gate Cottage City Street Lane	Flat Barn Path Castle Cellar	Alley Avenue Factory Tower (block) Yard	Passageway Bungalow Pillar Arch Ruin	Courtyard Study Corridor Warehouse Library	Fabric Complex Industrial Exterior Interior	Futuristic Architecture Facade Renovated Commercial
Landscape	Woods Hill River Beach Lake	Forest Slope Tunnel Cave Bank	Valley Waterfall Bay Mountain Mouth	Peak Clearing Moss Earth Harbour	Summit Meadow Dunes Pool Marsh	Shingle Current Depths Cove Hollow	Rural Lichen Urban Pasture Paddock
Size and condition	Slim Huge Tiny Neat Healthy	Plump Bony Ugly Worn Fragile	Vast Lean Ruined Rusty Damaged	Minute Squat Stout Intact Speckled	Soaring Slender Ruffled Elegant (Un) Useable	Countless Slight Skeletal Ancient Ornate	Elongated Mottled Immaculate Pristine Gaunt
Colour	Orange Purple Brown Green Pink	Mauve Silver Gold Blonde Grey	Scarlet Ivory Dull Cream Beige	Indigo Pale Vibrant Jade Turquoise	Plum Amber Fawn Rich Auburn	Crimson Lilac Mousy Olive Maroon	Fuchsia Khaki Saffron Aquamarine Vermilion
Texture	Rough Smooth Sharp Soft Hard	Fluffy Firm Bumpy Spiky Springy	Lumpy Squashy Pointed Soggy Slippery	Stiff Scratchy Polished Bristly Damp	Shaggy Wrinkled Coarse Glossy Oily	Rigid Uneven Shrivelled Sleek Sodden	Leathery Gnarled Jagged Doughy Moist

Materials	Wood	Leather	Cotton	Wool (len)	Silk	Linen	Perspex
	Metal	Rubber	Iron	Bronze	Slate	Aluminium	Plaster
	Plastic	Clay	Wire	Steel	Marble	Velvet	Porcelain
	Fabric	Stone	Tin	Copper	Concrete	Satin	Chrome
	Glass	Brick	Oak	Granite	Lead	Brass	Titanium
Personality	Clever	Foolish	Timid	Courageous	Crabby	Tedious	Puerile
	Clumsy	Caring	Curious	Amusing	Delightful	Intrepid	Cantankerous
	Kind	Thoughtful	Comical	Trustworthy	Vain	Surly	Exuberant
	Shy	Wise	Considerate	Stern	Featherbrained	Amiable	Courteous
	Grumpy	Fussy	Unruly	Proud	Witty	Inquisitive	Conceited
Actions	Watch	Creep	Damage	Stoop	Hesitate	Embark	Ascend
	Fetch	Grasp	Offer	Plunge	Pursue	Embrace	Secure
	Sob	Leap	Guide	Perch	Slay	Assemble	Writhe
	Place	Dash	Greet	Arrange	Depart	Seize	Analyse
	Close	Rise	Yank	Construct	Waggle	Discard	Formulate
Feelings	Cross	Irritated	Confused	Enraged	Irate	Livid	Perplexed
	Glum	Eager	Enthusiastic	Baffled	Restless	Bewildered	Ravenous
	Annoyed	Pleased	Jolly	Drowsy	Shaken	Anxious	Fretful
	Poorly	Ashamed	Depressed	Perky	Forlorn	Overjoyed	Vexed
	Keen	Miserable	Dizzy	Disturbed	Astounded	Exhausted	Ecstatic
Speech	Said	Hissed	Grumbled	Muttered	Blurted	Sighed	Confessed
	Shouted	Giggled	Bellowed	Thundered	Responded	Announced	Pondered
	Answered	Growled	Sobbed	Shrieked	Murmured	Pleaded	Bleated
	Screamed	Boomed	Whispered	Mumbled	Declared	Blustered	Observed
	Laughed	Cried	Replied	Barked	Exclaimed	Stuttered	Conceded
Sound	Buzz	Thud	Squawk	Thwack	Gurgle	Chime	Trill
	Pop	Click	Racket	Rustle	Twitter	Clamour	Tumult
	Boom	Fizz	Screech	Clink	Din	Swish	Muffled
	Beep	Rattle	Clang	Clatter	Chatter	Squelch	Muted
	Ping	Snap	Squeak	Crack	Crackle	Whir	Babble
Atmosphere	Mist	Frost	Sunlight (lit)	Moonlight (lit)	Starlight	Blanketed	Scudded
	Fog	Echo	Beams	Haze	Shrouded	Balmy	Slumber
	Dark	Dim	Glowed	Dense	Shimmered	Fresh	Symphony
	Gloomy	Darkness	Sunset	Eerie	Crisp	Cloaked	Peculiar
	Silent	Chilly	Clung	Twilight	Cloudless	Curtain	Bathed
Taste and smell	Disgusting	Spicy	Sharp	Bitter	Tart	Bland	Subtle
	Delicious	Mild	Sour	Scrumptious	Stale	Vile	Foul
	Tasty	Tasteless	Plain	Revolting	Peppery	Delicate	Divine
	Stink	Stench	Scent	Whiff	Rancid	Aroma	Acrid
	Sweet	Perfume	Faint	Reek	Musty	Aromatic	Heady

	Powerful	(Un) Pleasant	Odour	Fragrant (ance)	Overpowering	Pungent	Putrid
Positives	Brilliant	Terrific	Marvellous	Pleasant	Decent	Valid	Admirable
	Fantastic	Wonderful	Dazzling	Joyful (ous)	Positive	Glorious	Accomplished
	Great	Thoughtful	Remarkable	Handsome	Delight	Fine	Angelic
	Kind	Lovely	Gorgeous	Impressive	Agreeable	Enchanted	Considerate
	Enjoyable	Perfect	Fabulous	Wondrous	Polished	Exquisite	Elated
Negatives	Evil	Dreadful	Mischievous	Dishonest	Negative	Atrocious	Abysmal
	Poor	Awful	Horrific	Dire	Appalling	Inadequate	Irritable
	Wicked	Rotten	Frightful	Dismal	Disastrous	Repulsive	Corrupt
	Terrible	Unwanted	Hideous	Unsatisfactory	Substandard	Callous (ly)	Detrimental
	Cheeky	Unwelcome	Alarming	Dreary	Inferior	Vile	Corrosive

Spelling strategies bank:

Half-Termly Text Type Coverage in Year Groups

	Year 3	Year 4	Year 5	Year 6
Autumn 1	**_STONE AGE_** • Poems on a theme (Creation) • Tricking the monster narrative • Author Study – Rebecca Lisle • Instructions – How To Wash a Woolly Mammoth	**_THE ANGLO SAXONS_** • Persuasive speech • Non chronological reports • Poetry on a theme - Creation	**_BRITAIN AT WAR_** • Recounts – diary entries (based on 'One Boy's War) • Playscript (based on One Boy's War') • Author study – Wilfred Owen • Poetry based on structure of poem studied	**SURVIVAL** • Explanation/mixed genre – survival booklet • Persuasion – Aylmerton brochure *(1 week residential/1 week Assessment Week)*
Autumn 2	• Non-Chronological reports • Scene story • Haikus	• Recount based on picture book 'The Whale' (Murrow) • Discussion text – Climate change	• Poems on a given theme – Remembrance • Finding stories – 'Rose Blanche' • Non Chronological report – Battle of Britain	**_EVOLUTION_** • Author Study – David Almond • Character flaw story • Classic poetry – William Blake • Rengas – 'Tyger' retold • Discussion – Galapagos tourism expanded

Spring 1	***THE ROMANS*** • Guided voyage and return narrative • Poetry based on structure of poem studied • Explanation texts	***THE VIKINGS*** • Dual narrative – triumphing story • Instructions – How to brush your teeth	***NATURAL DISASTERS*** • Defeating the monster vignettes – Pompeii • Explanation texts – volcanoes • Narrative poetry	***THE MAYANS*** • Multiple narrators – extended narrative
Spring 2	• Poetry based on structure of poem studied • Warning story	• Lyric poetry – poetry on a given theme • Author study (poet Maya Angelou) • Portal story	***THE HISTORY OF MEDICINE*** • Persuasion – medicine adverts • Multiple narrators – Plague doctor/patient • Free verse poetry – The Black Death	***LOCAL HISTORY STUDY*** • Structured poetry – narrative poetry based on 'The Raven' by Edgar Allan Poe • Mixed genre – explanation text
Summer 1	***ANCIENT EGYPT*** • Free verse poetry – Egyptian slavery • Plays into drama - Joseph • Persuasive letters	***THE TITANIC*** • Newspaper reports • Historical fiction - vignettes	• Discussion – Should healthcare be free? • Portal story – future of medicine • Crown cinquains	***ANCIENT GREECE*** • Greek myths – quest story • Non chronological report – Mount Olympus
Summer 2	• Triumphing story – 'Egyptian Cinderella' • Recount	• Performance poetry • Narrative poetry – based on the structure of 'The	***THE SHANG DYNASTY*** • Scene story - Chinese traditional tale	• Mixed genre • Production

		• Diamante poetry	Highwayman'	• Mixed genre • Nonets	

Narrative Non-Fiction Poetry