


BARHAM PRIMARY SCHOOL CURRICULUM MAP – ENGLISH – UPPER KS2 WRITING
2024-2025

<p>Curriculum offer Our vision- Intent</p> 	<p>At Barham, we have an English curriculum which is designed to empower and challenge our pupils, coming from various parts of the world, so that they become Global citizens of the 21st century. Our English curriculum helps our children develop their linguistic skills, but also acquire the cultural capital they need to thrive in Britain and the World. Our school uses the United Nations Sustainable Development Goals (SDGs) as curriculum drivers.</p> <p>Our English curriculum shows that we are committed to:</p> <ul style="list-style-type: none"> ● Inclusive and equitable quality education (SDG 4) ● Reduced Inequalities (SDG 10) ● Climate Action (SDG 13) ● Gender Equality (SDG5) ● Clean water and Sanitation (SDG 6) ● Peace, Justice and Strong Institutions (SDG 16) ● Good health and Well-being (SDG3) ● Life Below Water (SDG 14) <p>Across the school, our reading and writing lessons are taught through high-quality texts which provide a link to explore one or more of the UN's SDGs</p>
<p>National Curriculum Purpose of study</p>	<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>
<p>National Curriculum Aims</p>	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● read easily, fluently and with good understanding ● develop the habit of reading widely and often, for both pleasure and information ● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ● appreciate our rich and varied literary heritage ● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences ● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas ● are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

National Curriculum – Spoken Language	National Curriculum– Reading	National Curriculum - Writing
<p>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.</p>	<p>The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</p> <ul style="list-style-type: none"> ● word reading ● comprehension (both listening and reading). <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>	<p>The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:</p> <ul style="list-style-type: none"> ● transcription (spelling and handwriting) ● composition (articulating ideas and structuring them in speech and writing). <p>It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p>

National Curriculum – Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spoken Language – Statutory Requirements – Years 1 - 6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**National Curriculum
ENGLISH
Programme of Study**

Lower key stage 2 – Years 3 and 4

READING

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes ● using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these ● identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Upper key stage 2 – Years 5 and 6

READING

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion ● retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views. **WRITING**

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

WRITING

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
 - spell further homophones
 - spell words that are often misspelt (English Appendix 1)
 - 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.
 - 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
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- 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].
 - 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
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- 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 (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and subheadings]
 - 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
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- 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.
 - develop their understanding of the concepts set out in English Appendix 2 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 in English Appendix 2
 - 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 grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- 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.
- 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.
- 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 and 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.
- develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence 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 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

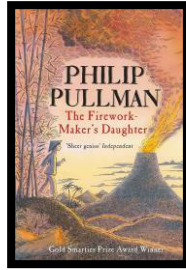
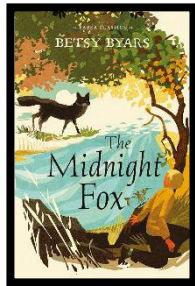
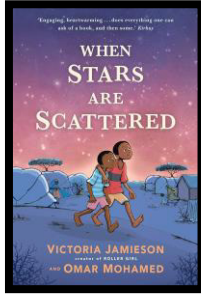
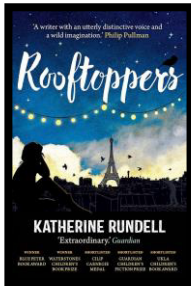

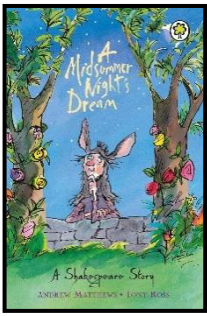


Year 5 Long Term Overview for Writing 2024 – 2025

NC Breadth of study: (Purpose for Writing)	Writing to Entertain: Narrative x 6 (Once every half term) Describe characters including dialogue Poetry	Writing to Inform: Scientific report Recount Biography Newspaper article Writing to Persuade: Advert Letter
Composition:	Plan their writing by: 1) Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 2) Noting and developing initial ideas, drawing on reading and research where necessary. 3) In writing narratives, considering how authors have developed characters and settings.	Draft and edit by: 1) Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 2) In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. 3) Précising longer passages using a wide range of devices to build cohesion within and across paragraphs. 4) Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: 1) Assessing the effectiveness of their own and others' writing, 2) proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 3) Ensuring the consistent and correct use of tense throughout a piece of writing. 4) Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 5) Proof-read for spelling and punctuation errors
Effect on the Audience:	<ul style="list-style-type: none"> • Writes in a range of genres/forms, taking account of different audiences and purposes • Begins to consciously control sentence structures in their writing [single clause sentences and multi-clause sentences (using coordinating conjunctions) and multi-clause sentences (using subordinating conjunctions) broadly accurate • Develops some aspects of characterisation through what characters say and do • Engages reader and sustains interest in narrative and non-fiction • Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect • Makes use of structures that do not reflect spoken language e.g. 'It had been a strange day and it was about to get stranger'; 'brazenly, without a care in the world...' • Uses the features of the chosen form independently and confidently in a range of conventional text types e.g. graphic devices such as charts and diagrams, straightforward instructions • Maintains an appropriate balance between dialogue and narrative • Uses expressive and figurative language • Sustains and develops ideas in interesting ways • Makes consistent use of style, appropriate to form, subject or audience to maintain interest • Considers and evaluates different viewpoints (own and others, biased and balanced) • Evaluates and adapts own and others' writing for purpose and audience, with guidance 	
Transcription Spelling: Common Exception words:	aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	
Transcription Spelling: Spelling Rules: Note- see Spelling Appendix of NC for further specific guidance and word examples.	1) Use further prefixes and suffixes and understand the guidance for adding them 2) Spell some words with 'silent' letters [for example, knight, psalm, solemn]. 3) Continue to distinguish between homophones and other words which are often confused 4) Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 5) Use dictionaries to check the spelling and meaning of words 6) Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 7) Use a thesaurus. 8) Endings which sound like /ʃəs/ spelt -cious or -tious 9) Endings which sound like /ʃəl/ 10) Endings which sound like /ʃəl/ 11) Words ending in -able and -ible Words ending in -ably and -ibly 12) Adding suffixes beginning with vowel letters to words ending in -fer 13) Use of the hyphen 14) Words with the /i:/ sound spelt ei after c 15) Words containing the letter-string	

ough

	16) Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 17) Homophones and other words that are often confused
Transcription Handwriting:	1)Write legibly, fluently and with increasing speed by: a) Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. B)Choosing the writing implement that is best suited for a task. modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Vocabulary /Terminology for pupils	
Grammar: Word	Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Grammar: Sentence	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] using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely
Grammar: Text	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]
Punctuation:	Commas to clarify meaning or avoid ambiguity in writing brackets, dashes or commas to indicate parenthesis

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
YEAR 5 CORE BOOKS and WRITING OUTCOMES	<p>Week 1 - 6 : (Fiction)</p>  <p>The Firework-Maker's Daughter by Philip Pullman</p> <p>Global Goal: Gender Equality Writing Outcomes: 1. Non-Fiction: Informal letter 2. Fiction: Setting description 3. Fiction: Narrative</p>	<p>Week 1 - 6 : (Fiction)</p>  <p>The Midnight Fox</p> <p>Global Goal: Climate Action & Clean Water and Sanitation Writing Outcomes: 1. Fiction: Third-person perspective narrative 2. Fiction: Poem 3. Non-fiction: Instructional Writing (How to steal Christmas)</p>	<p>Week 1 - 6 : (Fiction)</p>  <p>When Stars are Scattered by Victoria Jamieson and Omar Mohamed</p> <p>Global Goal: Quality Education Writing Outcomes: 1. Non-Fiction: Non-chronological report on Refugees 2. Non-Fiction: Balanced Argument 3. Fiction: Narrative</p>	<p>Week 1 - 6 : (Fiction)</p>  <p>Rooftoppers by Katherine Rundell</p> <p>Global Goal: Reduced Inequalities Writing Outcomes: 1.Non-Fiction:Newspaper Report 2.Non-Fiction: Letter to Persuade 3. Fiction: Narrative</p>	<p>Week 1 - 6 : (Fiction)</p>  <p>The Night Bus Hero by Onjali Q. Rauf</p> <p>Global Goal: Good Health and Well-being Writing Outcomes: 1.Non-Fiction: Diary entry 2. Fiction: First person perspective narrative 3. Non- Fiction: Book Review</p>	<p>Week 1 - 6 : (Fiction)</p>  <p>A Midsummer Night's Dream - A Shakespeare's Story</p> <p>Global Goal: Peace, Justice and Institutions Writing Outcomes: 1. Fiction: Narrative 2. Fiction: Play script 3. Fiction: Poem</p>	
Punctuation and grammar skills:	<p>Sentence Structure</p> <ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as I were or Were they come in some very formal writing and speech. <p>Text Structure</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses. Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text. <p>Punctuation</p> <ul style="list-style-type: none"> Use of semicolon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semicolon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity 			<p>Word Class</p>		<p>Noun and Noun Phrases</p> <ul style="list-style-type: none"> Understand that a clause can be part of a noun phrase. Know that relative clauses start with a relative pronoun (e.g. who, that, which) or relative adverb (e.g. when, where). <p>Verbs</p> <ul style="list-style-type: none"> Understand the range of modal verbs and how they are used in verb phrases. Recognise that they express degrees of possibility. Continue to secure understanding of verb forms, particularly the perfect. <p>Adverbs and Adverbials</p> <ul style="list-style-type: none"> Understand that one function of adverbials is for text cohesion both within paragraphs and across paragraphs (e.g. time, place, number) 	

	<ul style="list-style-type: none"> • Understand brackets, dashes or commas for parenthesis in relative clauses (and other constructions). <p>To use commas within sentences for clarity.</p>		
<p>Composition:</p>	<ul style="list-style-type: none"> • Identify audience and purpose, selecting appropriate form and use other similar writing as model • Note and develop initial ideas, drawing on reading and research where necessary • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed • Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning • Use a wide range of devices to build cohesion within and across paragraphs • Understand how relative clauses can contribute to cohesion. • Precise longer paragraphs • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). • Assess the effectiveness of their own and others' writing <ul style="list-style-type: none"> • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the languages 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 <ul style="list-style-type: none"> • Understand and use a range of devices for cohesion within and across paragraphs: noun references, pronouns, adverbials and tense choices. 		
<p>Greater Depth:</p>	<ul style="list-style-type: none"> • Reader to Writer: Independently note and develop ideas from reading and research • Apply strategies used by published authors in narrative and in nonfiction – modified for own purpose of writing • To be able to use fronted adverbials to link across and within paragraphs • To be able to use conjunctions/prepositions and adverbs for cohesion and meaning/purpose • To be able to use technical vocabulary • To be able to use a range of strategies to talk about the same thing to avoid repetition (name, pronoun, descriptive phrase) and increase cohesion • To be able to use contractions • To have a concise use of dialogue to show character • In persuasive writing, to use modal verbs for degree of possibility • To ensure standard English is applied to all writing unless for specific effect • To be able to use simple tenses accurately and consistently, e.g. without slipping into present tense when writing in past tense • To be able to use and can identify present perfect and past perfect appropriately <ul style="list-style-type: none"> • To be able to edit to show that pupil displays a 'conscious level' of control (Chat Time/peer editing to support this) • To have a balanced use of higher-level vocabulary choices with consideration to the reader • To remove words/phrases/sentences in writing that do not add to the overall effect of writing • To be able to use conjunctions/prepositions and adverbs in the middle and start of sentences • To have varied clause order in dialogue • To accurately select sentence types for the text type from Year 5 and below • To ensure relative clauses / parenthesis are consistently accurately punctuated • To be able to use commas to demarcate clauses in all sentence types • To be able to use speech and reporting clauses • To be able to accurately use plural and possessive apostrophes • To be able to punctuation of all sentence types (Y5 and below) is consistently accurate • To be able to proof-read for punctuation errors and amends independently 		

Tier 2 Vocabulary


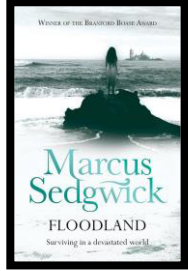
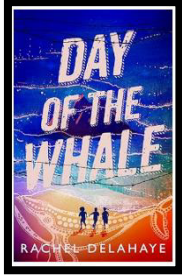
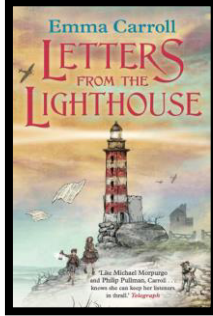

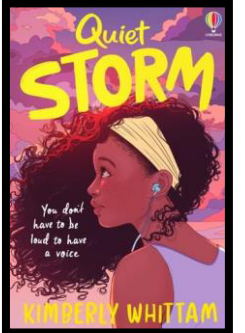
Year 5				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
hearty	independent	industrious	intense	intercept
homonym	gigantic	illuminate	immense	hazy
antonym	identical	accident	attention	impressive
achievement	anxious	alternate	altitude	antagonist
portable	aggressive	preserve	protagonist	provide
exasperate	beverage	exert	blizzard	budge
cautiously	excavate	character	exhibit	companion
visible	arrive	vivid	combine	withdraw
agree	solar	dedicate	access	detect
prejudice	confident	strive	deprive	courteous
FEBRUARY	MARCH	APRIL	MAY	JUNE
summit	suspend	synonym	talon	taunt
sparse	spurt	rigorous	suffix	suffocate
slither	sluggish	soar	solitary	solo
route	Saunter	seldom	senseless	sever
require	resemble	retrieve	retire	revert
overthrow	pardon	pasture	pedestrian	perish
nonchalant	numerous	oasis	obsolete	occasion
escalate	evade	soothe	mischief	monarch
crave	compassion	stationary	comply	compose
remote	astound	superior	avalanche	bungle



Year 6 Long Term Overview for Writing 2024 – 2025

NC Breadth of study: (Purpose for Writing)	Writing to Entertain: Narrative x 6 (Once every half term) Description. Poetry Characters/settings	Writing to Inform: Eye witness report Recount Biography Newspaper article Writing to Persuade: Letter Speech
Composition:	Plan their writing by: 1) Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 2) Noting and developing initial ideas, drawing on reading and research where necessary. 3) In writing narratives, considering how authors have developed characters and settings.	Draft and edit by: 1) Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 2) In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. 3) Précising longer passages using a wide range of devices to build cohesion within and across paragraphs. 4) Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: 1) Assessing the effectiveness of their own and others' writing, 2) Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 3) Ensuring the consistent and correct use of tense throughout a piece of writing. 4) Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 5) Proof-read for spelling and punctuation errors
Effects on the Audience:	<ul style="list-style-type: none"> • Writes in a range of genres/forms, taking account of different audiences and purposes • Makes precise vocabulary, sentence length, sentence complexity and punctuation choices • Moves between standard and non-standard forms of English appropriately • Chooses register (formal/informal, personal/impersonal) appropriately and for effect • Writes well-structured openings / introductions with appropriate endings / conclusions • Interweaves elements of dialogue, action, description appropriately • Consciously controls sentence structures in their writing e.g. single clause sentences, multi-clause sentences using coordinating conjunctions and multi clause sentences using subordinating conjunctions broadly accurate • Maintains a clear focus when selecting content; plans quickly and effectively • Creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and can develop these images throughout a narrative/poem e.g. a recurring motif • Maintains interest for the reader through varied devices, structures and features, e.g. layout, direct appeal to audience, character development, advancing action effectively • Develops flexibility in the use of narrative vocabulary, as does the reader, to create openings, to start and end a narrative, to use a range of devices to create atmosphere and to use language to create a sense of mood and atmosphere • Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Evaluates and edits own and others' writing against specific criteria for audience and purpose 	
Transcription Spelling: Common Exception words:	cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	
Transcription Spelling: Spelling Rules: Note- see Spelling Appendix of NC for further specific guidance and word examples.	1) Use further prefixes and suffixes and understand the guidance for adding them 2) Spell some words with 'silent' letters [for example, knight, psalm, solemn]. 3) Continue to distinguish between homophones and other words which are often confused 4) Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 5) Use dictionaries to check the spelling and meaning of words 6) Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 7) Use a thesaurus. 8) Endings which sound like /jəs/ spelt -cious or -tious 9) Endings which sound like /jəl/ 10) Endings which sound like /jəl/ 11) Words ending in -able and -ible Words ending in -ably and -ibly 12) Adding suffixes beginning with vowel letters to words ending in -fer 13) Use of the hyphen	

	14) Words with the /i:/ sound spelt ei after c 15) Words containing the letter-string ough 16) Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 17) Homophones and other words that are often confused
Transcription Handwriting:	1) Write legibly, fluently and with increasing speed by: a) Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. B) Choosing the writing implement that is best suited for a task.
Vocabulary /Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semicolon, bullet points
Grammar: Word	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 as 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]
Grammar: Sentence	
Grammar: Text	Linking ideas across paragraphs using a wider range of cohesive devices: 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 tables, to structure text]
Punctuation:	semi-colons, colons or dashes to mark boundaries between independent clauses colon to introduce a list punctuating bullet points consistently how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 6 CORE BOOKS and WRITING OUTCOMES	<p>Weeks 1 - 6 : (Fiction)</p>  <p>The Goldfish Boy by Lisa Thompson</p> <p>Global Goal: Good Health and Wellbeing Writing Outcomes: 1. Fiction: Retell the story of story 2. Non-Fiction: Diary Entry 3. Non-Fiction: Persuasive Letter</p>	<p>Weeks 1 - 5 : (Fiction)</p>  <p>Floodland by Marcus Sedgwick</p> <p>Global Goal: Climate Action Writing Outcomes: 1. Fiction: Narrative 2. Non-Fiction: Explanation text 3. Non-Fiction: Non-Chronological report Week 7: Assessment Week</p>	<p>Weeks 1 - 3, 5 & 6: (Fiction)</p>  <p>Day of the Whale by Rachel Delahaye</p> <p>Global Goal: Clean Water and Sanitation Writing Outcomes: 1. Fiction: Atmospheric Narrative 2. Non-Fiction: Newspaper Report 3. Non-Fiction: Informal letter Week 4: Assessment Week</p>	<p>Weeks 1 - 4 & 6 : (Fiction)</p>  <p>Letters from the Lighthouse by Emma Carroll</p> <p>Global Goal: Peace, Justice and Strong Institutions Writing Outcomes: 1. Fiction: Newspaper Report 2. Fiction: Narrative - Continuation of the story 3. Non-Fiction: Non-chronological report on evacuation Week 5: Assessment Week</p>	<p>Weeks 1, 2, 4, 5 & 6: (Fiction)</p>  <p>Wonder by R.J. Palacio</p> <p>Global Goal: Reduced Inequalities Writing Outcomes: 1. Fiction: First-person narrative 2. Non-Fiction: Persuasive letter 3. Non-Fiction: Eye witness report Week 3: Assessment Week – SATs Week</p>	<p>Weeks 1-7: (Fiction)</p>  <p>Quiet Storm by Kimberly Whittam</p> <p>Global Goal: Gender Equality 1. Non-Fiction: Biography in the form of a speech 2. Fiction: Play script 3. Fiction: Narrative</p>
Punctuation and Grammar skills	<p>Sentence Structure</p> <ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as I were or Were they come in some very formal writing and speech. 			<p>Word Class</p>		<p>Noun and Noun Phrases</p> <ul style="list-style-type: none"> Know that nouns and noun phrases sit in the subject or object position in a clause. <p>Verbs</p> <ul style="list-style-type: none"> Understand how the passive voice is constructed. Understand how the passive affects the emphasis within a sentence.

	<p><u>Text Structure</u></p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses. • Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use of semicolon, colon and dash to mark the boundary between independent clauses. • Use of the colon to introduce a list and use of semicolon within lists. • Punctuation of bullet points to list information. -How hyphens can be used to avoid ambiguity 		<ul style="list-style-type: none"> • Recognise common subjunctive constructions and how they are typical of formality. <p><u>Adverbs and Adverbials</u></p> <ul style="list-style-type: none"> • Know how to use a wider range of adverbials to link ideas across texts for cohesion, e.g. on the other hand, in contrast, as a consequence.
Composition:	<ul style="list-style-type: none"> • Identify audience and purpose, selecting appropriate form and use other similar writing as model • Note and develop initial ideas, drawing on reading and research where necessary • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed • Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning • Use a wide range of devices to build cohesion within and across paragraphs • Precise longer paragraphs • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). • Assess the effectiveness of their own and others' writing • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the languages 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. • Use a wider range of devices across paragraphs: repetition of words/phrases; grammatical connections, e.g. adverbials, ellipsis. • Use layout devices, e.g. tables, columns, bullets. 		
Greater Depth	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p>[There are no additional statements for spelling or handwriting]</p>		

Tier 2 Vocabulary: 6a

Year 6

Year 6				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
authority	formula	require	injure	survey
constitute	individual	specific	invest	exceed
assign	involve	structure	diverse	alternative
define	legislate	vary	obtain	component
cooperate	major	administrate	potential	considerable
economy	method	affect	primary	contribute
environment	occur	aspect	purchase	corporate
establish	period	category	range	fund
factor	principle	community	regulate	imply
finance	proceed	distinct	secure	instance
FEBRUARY	MARCH	APRIL	MAY	JUNE
justify	volume	grant	inhibit	license
layer	swarm	hence	undertake	margin
supplement	adequate	hypothesis	aware	medical
outcome	approximate	implement	clause	acknowledge
physical	attitude	mechanism	consult	modify
proportion	civil	incidence	energy	precise
react	commit	phase	equivalent	psychology
sequence	concentrate	regime	expand	stable
shift	cycle	resolve	external	substitute
technical	domestic	retain	image	sustain

Tier 2 Vocabulary: 6a+

Year 6 Plus +				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
analyse	contrary	culture	resource	correspond
approach	section	design	reveal	document
concept	significant	equate	utilise	dominate
consist	acquire	feature	strategy	ensure
context	convert	focus	tradition	exclude
data	chapter	institute	circumstance	framework
evident	compute	normal	comment	immigrate
export	conduct	participate	consent	initial
process	consume	perceive	constrain	minor
research	credit	region	coordinate	negate
FEBRUARY	MARCH	APRIL	MAY	JUNE
ignorance	implicate	predict	enable	symbol
specify	impose	prior	enforce	transit
migrate	integrate	project	fundamental	trend
technique	internal	series	generate	abstract
apparent	investigate	statistic	logic	accurate
attribute	job	subsequent	estate	aggregate
presume	label	summary	prime	allocate
emerge	obvious	compound	pursue	attach
ethnic	option	decline	ratio	bond
goal	output	discrete	style	capable

Tier 2 Vocabulary: 6b

Year 6B				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
domain	income	similar	element	restrict
assess	indicate	source	evaluate	discriminate
assume	interpret	theory	final	transfer
available	issue	achieve	impact	compensate
benefit	labor	appropriate	journal	constant
contract	legal	commission	maintain	convene
distribute	percent	complex	positive	core
estimate	policy	conclude	previous	criteria
function	respond	consequent	relevant	deduce
identify	sector	construct	reside	demonstrate
FEBRUARY	MARCH	APRIL	MAY	JUNE
emphasis	scheme	despite	stress	entity
illustrate	revenue	dimension	academy	evolve
interact	sufficient	perspective	adjust	expose
welfare	technology	occupy	alter	facilitate
maximise	valid	overall	amend	generation
partner	version	parallel	capacity	liberal
philosophy	communicate	principal	challenge	mental
publish	confer	professional	conflict	network
register	contrast	promote	contact	notion
cite	debate	status	orient	objective