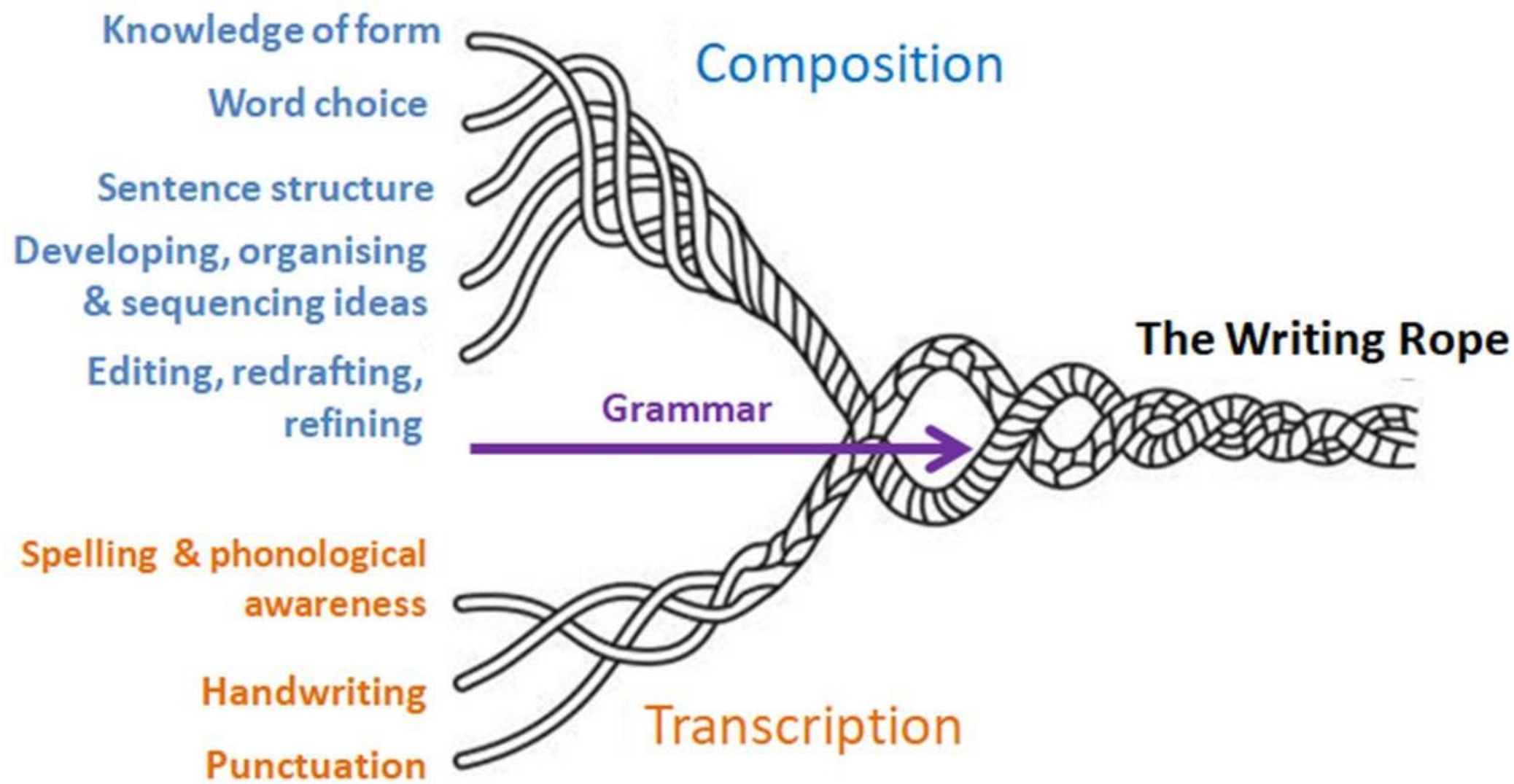


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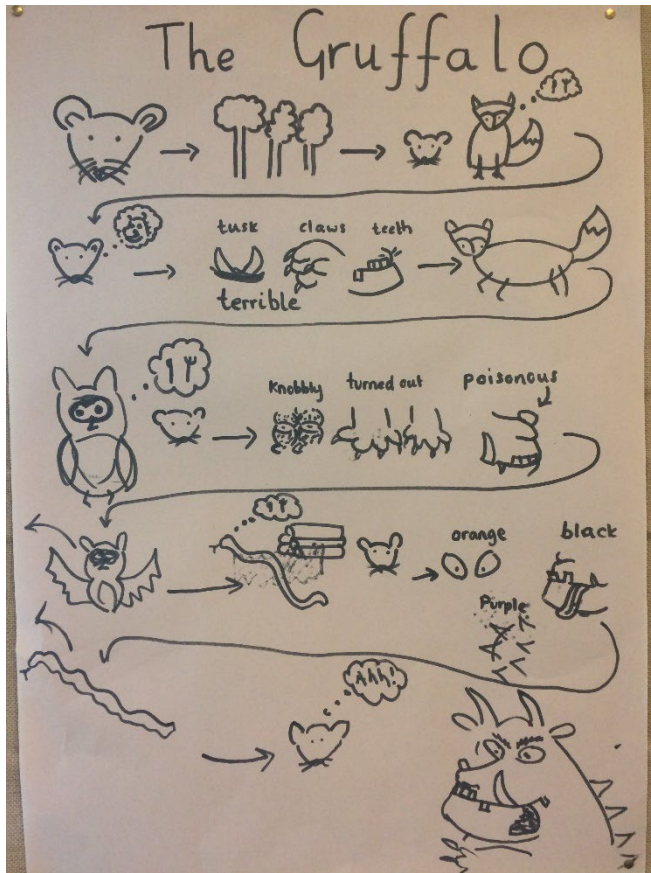
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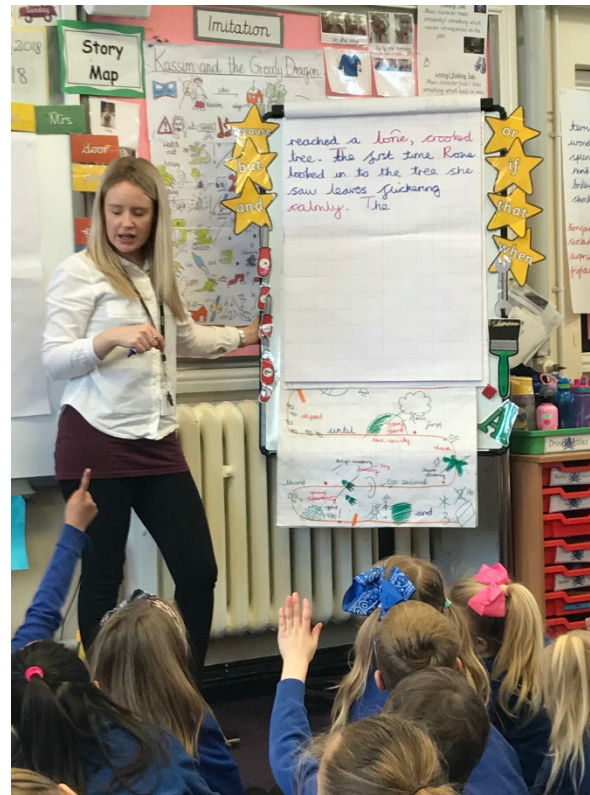
Writing Expectations



Imitation



Innovation



Independent Application

The air felt fresh and cool; cool like the sea. Variak, Holly and Tam strolled calmly along the cobbled path. Many towering buildings stared down onto them like eagles eyeing prey. "When will we ever spot a dog?" Holly muttered with a deep, heavy sigh, feeling, tired and dazed they wondered towards a small, set of dusty steps in front of an ancient building. It was made of chunky stone.

Suddenly a slightly overweight man appeared from behind them - his giant steps vibrating the steps. "Shoo," he spat making hard movements as if he was swatting flies. Instantly they pressed behind them and quickly shuffled aside. However, as they did this, a bright light caught ~~his~~ ^{their} eyes from inside the building. Was it the shining metal of a dog? Wondered Variak. "I think I've seen a dog," Variak exclaimed excitedly. "You're right" said Holly sarcastically.

They had never in their lives seen ANYTHING like it. Large glass cabinets, filled with delicate jewels, were placed around the room. Red, velvety crowns shudded with, exciting Emeralds, sparkling topazes, spectacular Sapphires and Rare Rubies. They all pressed their faces up against the glass, taking in the sight of heaven. "This is worth Millions" shrieked Tam. "Here the crown jewels" gasped Holly & still in a daze the place was silent. They were the only visitors. The room was dimly lit with Amber lights which twinkled like stars. They were the only visitors.

phenomenal,
Although the sight was phenomenal & phenomenal like. Variak was sure he'd seen a dog so he searched; Searched high and low.



Talk for Writing Long Term Plan

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS overview	Fiction	Non-fiction	Fiction	Poetry	Fiction	Non-Fiction	Fiction	Non-fiction	Fiction	Love that Book	Fiction	Poetry
EYFS	Little Red Hen	Little Red Hen's Diary Recount	Dear Zoo	Christmas is...	Three Billy Goats Gruff	How to trap a troll Instructions	The Gingerbread Man	Gingerbread Men! Information	The Very Hungry Caterpillar	Love that Book	Sleepy Bumblebee	The Bee Spine poetry
Year 1-5 overview	Fiction	Short Burst Writing	Non-Fiction	Poetry	Fiction	Short Burst Writing	Non-fiction	Invention	Fiction	Love that Book	Non-fiction	Poetry
Year 1	3 Little Pigs Conquering the monster tale Focus: Character	Short Burst Toolkits into paragraphs Focus: Description	Postcard from 3 Little Pigs Recount Curriculum linked invention-Postcard from St Agnes	Alliterative animal alphabet	The Magic Porridge Pot Finding tale Focus: Settings	Short Burst Poetry into prose Focus: Description	How to make magic porridge Instructions Curriculum linked invention-Fruit kebabs	Invention of fiction or non-fiction drawing on narrative structures and toolkits, and non-fiction genres taught so far	Monkey See, Monkey Do Journey tale Focus: Description	Love that Book	Naughty Monkeys! Non-chronological report Curriculum linked invention-The lemurs of Honk Kong	The Picture
Year 2	Jack and the Beanstalk Portal tale Focus: Setting	Short Burst Toolkits into paragraphs Focus: Character	Giant's Diary Recount Curriculum linked invention-Diary from Great Fire of London	Ten things found in a giant's pocket	Kaseem and the greedy dragon Warning tale Focus: Description	Short Burst Poetry into prose Focus: Description	Dragons! Non-chronological report Curriculum linked invention Australian animals	Invention of fiction or non-fiction drawing on narrative structures and toolkits, and non-fiction genres taught so far	The Magic Paintbrush Finding tale Focus: Character	Love that Book	Protect Black Rock Persuasion Curriculum linked invention-Look after our beaches	Eye spy with my rainbow eye



National Curriculum

- Spoken Language
- Reading
- Writing

- Transcription - handwriting and spelling
- Composition – planning, drafting, writing, editing, evaluating
- Vocabulary, grammar and punctuation



Handwriting

Posture

Pencil grip

Formation

Orientation

Sizing

Print- pre-cursive - continuous cursive

Letter formation

EYFS and Year 1

a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	q 	r 
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				

Letter Formation Practice Sheet



Year 2

pre-cursive
letter
formation

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

Year 2 and Year 3 continuous cursive

The quick brown fox jumps
over the lazy dog. Baa baa
black sheep, have you any
wool? Yes sir, yes sir, three
bags full.

no leaves. I went
to a barling desert.
I saw
some broken mountains.
I went to a sandy
desert. I felt I felt
very
hot. I saw

Varjak nudged the cat flap open and, without sound, he walked in with Holly behind him.

Inside the house Varjak saw nothing but black. Varjak and Holly jumped as they heard a noise. The radio turned on and the channels kept on changing. BANG! Slammed a door the two cats looked at each other and ran back to the cat flap. It didn't open they knew they couldn't go back so this time they turned the corner and the lights started to turn on.

Have you ever heard of Iron man? I'll tell you about Iron man. It all started on a stormy, cold, dark evening. Iron man was standing on a steep, high, dangerous cliff. Iron man had eyes that changed white, red and green.

shot through the doors faster than horses and attacked Hercules spears in hand with no mercy. Sweat dripping down his brow, Hercules dodged defenselessly, anxious to escape. Hippolyta tried to make them stop, however they couldn't hear her over the fight. While battling, one of the women threw her spear at Hercules but he ducked and it flew through the damp air until it sliced clean through Hippolyta's head. Silence fell as a desolate sound travelled through the whole tribe while the Amazon queen's body and the

Spelling

- Application of phonics
- Spelling patterns and rules
- Common exception words (Y1, Y2, Y3/4 and Y5/6)

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 1

Spelling

- words using taught phonics (40+)
- common exception words
- days of the week
- plurals, adding 's' and 'es'
- adding 's' to verbs e.g. she climbs, he runs
- prefix 'un' (happy/unhappy)
- adding 'ing, ed, er, est'

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

twinkl

Year 2

Spelling

- common homophones
- common exception words
- contractions (I'm, wasn't, we're etc)
- Singular possessive apostrophe e.g. Sophie's bike
- suffixes –ment, -ness, -ful, -less,

Year 3/4

Spelling

- homophones
- common exception words
- possessive apostrophe for plurals
- use dictionaries to check spellings
- 'i' sound spelt 'y' e.g. pyramid
- prefixes (in-, mis-, dis-, re-, sub-, inter-, super-, anti-, auto
- suffixes (-ation, -ly,)
- endings 'ure,, 'ture, 'ous', 'tion', 'sion', 'ssion', 'cian', 'gue', 'que',
- 'k' sound spelt 'ch'
- 'sh' sound spelt 'ch'
- 's' sound spelt 'sc'
- 'ay' sound spelt 'eigh', 'ei' and 'ey'

Year 5/6

Spelling

- endings cious, tious, cial, tial, ant, ance, ancy, ent, ence, ency, able, ably, ible, ibly
- adding suffixes to words ending in –fer (referring, transferred)
- use of the hyphen e.g. re-enter
- 'i' before 'e' except after 'c'
- 'ough' letter string
- silent letters
- homophones and near homophones e.g. affect/effect

Y3/4 common exception words

1. accidentally	26. interest
2. address	27. knowledge
3. appear	28. length
4. believe	29. material
5. breath	30. mention
6. build	31. natural
7. calendar	32. notice
8. centre	33. often
9. certain	34. ordinary
10. complete	35. peculiar
11. continue	36. popular
12. describe	37. possession
13. difficult	38. potatoes
14. early	39. probably
15. eighth	40. purpose
16. exercise	41. question
17. experiment	42. regular
18. famous	43. remember
19. February	44. separate
20. fruit	45. straight
21. group	46. strength
22. guide	47. surprise
23. heart	48. although
24. history	49. through
25. increase	50. weight

Y5/6 common exception words

1. accommodate	26. identity
2. according	27. immediate
3. aggressive	28. interfere
4. ancient	29. language
5. appreciate	30. lightning
6. available	31. mischievous
7. awkward	32. necessary
8. bruise	33. nuisance
9. cemetery	34. occur
10. communicate	35. parliament
11. competition	36. physical
12. conscious	37. privilege
13. convenience	38. programme
14. criticise	39. queue
15. definite	40. recommend
16. determined	41. restaurant
17. dictionary	42. rhythm
18. embarrass	43. secretary
19. equipped	44. signature
20. exaggerate	45. stomach
21. existence	46. suggest
22. familiar	47. system
23. forty	48. thorough
24. government	49. variety
25. harass	50. vehicle

Punctuation

Year 1

- capital letters for names of people, places and days of the week and months of the year
- Capital for personal pronoun 'I'
- Capital letters for start of sentence
- Full stops

Question marks and exclamation marks (What, How)

Year 2

As year 1 and

- commas for lists
- apostrophes for contraction (won't)
- possessive apostrophe (Sam's bag was heavy)



Punctuation

Year 3/4

- use commas after fronted adverbials
- possessive apostrophe for plural nouns
- use and punctuate direct speech

Year 5/6

- commas to separate clauses in sentences
- brackets, commas and dashes for parenthesis
- semi-colons, colons and dashes to mark boundaries between independent clauses
- colon to introduce a list
- punctuating bullet points correctly
- hyphens to avoid ambiguity (the man eating shark/the man-eating shark)



Year 1

Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
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Year 2

Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
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Year 3

Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
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Year 4

Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
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Year 5

Terminology for pupils	determiner pronoun, possessive pronoun adverbial
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Year 6

Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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Y1/2 Grammar

Year 1

- joining words and joining sentences with 'and'

Year 2

- use different sentence types-statements, commands, exclamations and questions
- use expanded noun phrases
- use past, present and progressive verb forms (I am swimming, I was swimming)
- use subordination (when, if, that, because) e.g. He went to bed when he was finished.

Y3/4 Grammar

- use a range of conjunctions to extend sentences (although, if, when, because, after, before etc)
- use the present perfect verb form (She has visited)
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials
- use commas after fronted adverbials
- possessive apostrophe for plural nouns
- use and punctuate direct speech

Year 5/6 Grammar

- know the difference between formal and informal writing including the use of the subjunctive form (If I were to go/If I went)
- passive verb form (The ball was kicked by Tom/Tom kicked the ball)
- modal verbs (can, must, will, should)
- adverbs of possibility (perhaps, likely, possibly etc)
- relative clauses
- commas to separate clauses in sentences
- brackets, commas and dashes for parenthesis
- semi-colons, colons and dashes to mark boundaries between independent clauses
- colon to introduce a list
- punctuating bullet points correctly
- hyphens to avoid ambiguity (the man eating shark/the man-eating shark)

A vertical strip of wooden letter tiles on a teal background. The tiles are arranged in a dense, overlapping pattern, showing various letters in different orientations. The letters are light-colored wood with a natural grain, and the background is a solid, vibrant teal color.

How to support your child

- Read a lot, including non-fiction and poetry
- Write small things-diaries, letters, postcards etc
- Play word games
- Write a little and often and aim for accuracy rather than quantity
- Make up stories orally
- Correct your child's letter formation, spelling etc with them-the more they do it wrong the harder it becomes to correct
- Take care when correcting spelling
- Talk about things-success in reading and writing is based on oracy and vocabulary
- Make sure your child writes in whatever they write with in school-pencil/pen (never felt tips!)



English Overview – Autumn – Year 3

Composition

NC Areas	Autumn 1		Autumn 2	
Class Reader	The Wild Way Home		A Boy Called Christmas	
Genre and Writing Focus	Model Text: Little Red Riding Hood Warning Tale Focus: Description	Short Burst Writing Toolkits into Paragraphs Focus: Action	Model Text: How to Survive in Big Bad Wolf Woods Recounts-Instructions Curriculum linked invention – How to Survive in the Antarctic	Model Text: If I Had Wings Poetry
Toolkits	Description Toolkit Consolidate Y1/2 toolkit features + 'Show' not 'tell' – describe a character's emotions using senses or a setting to create an atmosphere e.g. A shadow darted forward. Her skin crawled. Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match e.g. rusted, overgrown, smeared, smothered Use personification e.g. The bushes seemed to be holding their breath. Use metaphors and similes to create atmosphere e.g. even the tables froze Use alliteration to add to the effect e.g. the damp, dark, dangerous woods	Action Toolkit Consolidate Y1/2 toolkit features + 'Show' not 'tell' – reveal or hint at a character's feelings through their actions e.g. trudged, tiptoed, glanced, sighed Use personification Use a variety of progressive -ing' openers to drop the reader straight into the action e.g. Leaping out from behind the door.. Extend the action using an -ing clause e.g. The trees lined the streets like an army standing to attention.	Structure To be adapted for year group Main heading Subheadings to introduce each section Opening that explains why instructions are for and why they might be necessary List of what is needed in order of use List of steps to be taken in chronological order Use of diagrams/illustrations to aid understanding Ending-that adds in any extra points, reminders, warnings or encouragement to the reader	Alliteration Similes Use of repetition Personification Fres! Care adje adve

Transcription

NC Areas	Autumn 1	Autumn 2
Handwriting	3 x 15 minute handwriting session session per week All children should write in pencil for Autumn term, those joining in neat, fluent continuous cursive can use a pen from Spring term and all children must use a pen from Summer term. Consolidate all pre-cursive letter formation Teach all 4 joins: Diagonal joins to letters without ascenders e.g. ai, ar, us Horizontal joins to letters without ascenders e.g. ou, vi, wi Diagonal joins to letters with ascenders e.g. at, il, eb, ud Horizontal joins to letters with ascenders e.g. ol, wh, ot	3 x 15 minute handwriting session session per week Most children should be using a fluent continuous cursive style with the aim of all children joining fluently with correct sizing by the end of Autumn term Consolidate all 4 joins: Diagonal joins to letters without ascenders e.g. ai, ar, us Horizontal joins to letters without ascenders e.g. ou, vi, wi Diagonal joins to letters with ascenders e.g. at, il, eb, ud Horizontal joins to letters with ascenders e.g. ol, wh, ot
Spelling	Spelling strategies-Use of GPC chart, Working Walls, Dictionary skills, Spelling logs, Proof Reading, Have a Go sheet Dictations Revision of Year 2 spelling patters and rules 1. Revision of Y2 spelling list (after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes) 2. Revise Y2 homophones (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two) 3. The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. 4. The /s/ sound spelt 'c' before 'e', 'i' and 'y'. 5. The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words 6. Homophones and near homophones quite/quiet, night/knight, new/knew, not/knot, they're/there/their 7. Appendix 1 words Actually, answer, arrive, bicycle, breathe, business, caught, century, circle	Spelling strategies-Use of GPC chart, Working Walls, Dictionary skills, Spelling logs, Proof Reading, Have a Go sheet Dictations Revision of Year 2 spelling patterns and rules 1. Revision of Y2 spelling list (cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold) 2. The possessive apostrophe (singular nouns) 3. Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) 4. The /aɪ/ sound spelt 'y' at the end of words (sky, fry, try) 5. The /i:/ sound spelt '-ey' (key, honey) 6. The /r/ sound spelt '-wr' at the beginning of words 7. Appendix 1 words Consider, decide, different, disappear, earth, enough, experience, extreme, favourite)
Spelling ongoing	Learning Spellings Children: Learn words taught in new knowledge this term. Group other words for cross curricular teaching. Learn words from personal list. 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.	

End of
EYFS

I went to
Linda I son dino go
bong I went to
the moystese
m

End of Year 1

Food Fight lived in a floating island called Skylands. He was bringing a cold drink of coke to Snapshot. First he went through the long wavy grass. Next he went in the big spooky castle. Then he went on top of the forest.

Now he went on the lightning bridges. Then he went under the poison rainbow. Next he went on top of the lightning clouds. splosh! a ball hit the coke and split it. the end

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were very deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver ^{one} which had wires in it. ^{Soon} ~~soon~~ he had opened all of them.

Fred put all the parts together. it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} ~~with~~ 3 pins. ^{It} was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and before he had finish writing ^{every thing} ~~down~~ ^{down} that the machine went boom. Fred was sad. ^{So} ~~so~~ he went to the garage got some tools and put it back together. From that day on Fred used his machine everyday ^{knitting} ~~knitting~~ to knit his school jumper.

Year 2

body tucked up like a ^{big} bundle of glass.

He ^{wagged} ^{tail} ~~twisted~~ his ears and said, "I can hear the quiet ~~sewing~~ of a rabbit as it makes a new home. I can hear ~~went~~ ~~wicked~~ ~~went~~ as he munches into his dinner, I can even hear the ~~slight~~ ~~squeal~~ from ~~below~~ as he runs along from ears into his ~~burrow~~ ~~from~~ ~~above!~~"

Fox leaped in the night ~~times~~ ~~black~~ ~~darkness~~ and His mother said, "when you don't hear these sounds when rabbits stop digging, then my son there's no time to spare, the lord of the forest ^{underground} is on his way!"

Fox leaped with his brothers in the night ~~time~~ ~~darkness~~ and ~~y~~ ~~gapped~~, "I can hear vole ~~shuffling~~ ~~disturbing~~ the leaves looking for food. I can hear fish splashing in the lake as leap of rocks blocking their path. I can even hear owl swooping in the sky."

His mother ~~purred~~, "when you don't hear those ~~disturbing~~ ~~disturbing~~ sounds, when silence takes over all noises then my son ~~be~~ ~~re~~ ~~ready~~ the lord of the forest ^{underground} may be ~~arriving~~!"

Fox prowled at night in the ~~fall~~ ~~oak~~ ~~tree~~ ~~wood~~,

Year 3

Year 5 writing

...
and them - his ~~giant~~ ^{lumpy} giant steps vibrating the steps.
oo" he spat making hard movements as if he was
rotting flies. Instantly they ~~peered~~ ^{peered} behind them and
sleazily shuffled aside. However, as they did this, a
bright light caught ~~his~~ ^{Var's} eye from inside the building
was it the shining metal of a dog? Wondered Var, at.
"I think I've seen a dog" ~~Var~~ ^{he} exclaimed excitedly.
"You're right" said Holly sarcastically.

They had never in their lives seen ANYTHING like it.
Large glass cabinets, filled with delicate jewels, were
placed around the room. Red, velvety crowns ^{worn} studded
with, exciting Emeralds, sparkling Topazes, spectacular
Sapphires and rare Rubies. They all pressed their faces
up against the glass, taking in the sight of heaven.
"This is worth millions" shrieked Tam.
"There the crown ~~jewels~~ ^{jewels} gasped Holly & still is a daze
The place was silent. They were the only visitors
The room was dimly lit with amber lights which
winkled like stars. They were the only visitors.
phenomenal,

Year 6 writing

"Um...?" He questioned, "Do I know you?"

"Yes. Um... Come on, we need to get you to a hospital."

"Please?"

Anabeth ~~stared~~ took a glance at the soldier's shot-gun wound, ^{while} ~~and~~ ^{helping} picked him up.

"Only one problem..." she mumbled, "I'm stuck."

"Oh."

With all his power, he pulled; and pulled and finally... POP!

"Thank you. Now come on."

They hobbled and limped to the nearby hospital.

Anabeth sat next to her injured father, thinking about the picture and where it would be. All of a sudden, her knees buckled and she felt like she was leaning forward. She blacked out...

"Dear? Dear?"

Ana noticed that voice, and to her ^{it was} a relief.

"Mum?" She managed to open her eyes, "Mum?"

She threw herself at her mother.

"You've been asleep for hours!"

"I had the most craziest dream!" She noticed that she

"Mum?" she asked with bewilderment. "Mum? Where am I?"

All of a sudden, Ana fell, and fell, and fell. Then, landed on a mossy surface. The light found itself again. But she was not in her stark living room, like she was seconds ago. Anabeth found herself lying on a battlefield.

Slowly, she got up with ^{congestion} ~~beastment~~ in her head and gear in her eyes. She looked around, and noticed a figure; a tall figure; with dark hair and ocean blue eyes, just like hers. Soon after, there were 5 more figures, 10, 11-thousands... She turned around with gear and legs ready to run; but she couldn't run, she was planted in ^{squelching} ~~slopping~~ mud: mixed with scarlet blood. Before she knew it, there were millions of injured and bloodied soldiers lying on the muddy gloom ground...

"Ahhhhhhhh!" She screamed with fright ^{while} ~~and~~ ^{trying} ~~tried~~ to move her feet, but they wouldn't budge. She needed to get out, she needed to go! But how? Suddenly, she remembered the photo, maybe that was the way back; back to home; back to her mother. She started to search around her, but she could just not find the picture, it was gone. She Anabeth, allowed her clear tears fall greasy down her cheeks. Ana knew it, this was the end...