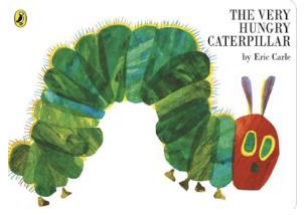


EYFS

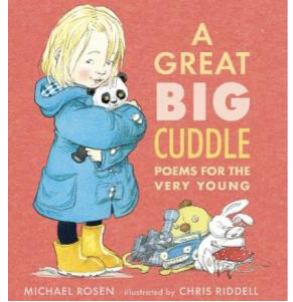
Text/visual
experience/stimulus for writing

Autumn 1
Autumn 2

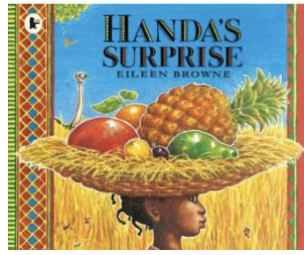


The very hungry caterpillar, Eric Carle

(aspire)



The great big cuddle, Michael Rosen
(self-belief)


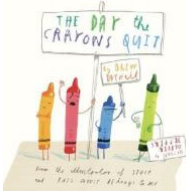
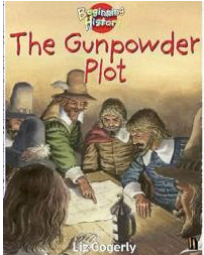



(trust)

Other key texts-choosing based on children's interests.

	Writing opportunities	<p>Mark making dots</p> <p>lines and swirls</p> <p>Emergent writing/mark making</p> <p>Funky fingers activities</p> <p>Handwriting Writing from experience</p> <p>Labelling</p> <p>Oral story re-telling, developing a new character</p>
	Phonics	<p>S,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,fl</p> <p>Ff,ll,ss,j,v,w,x,y,z,zz,qu,words with s at the end, ch, sh.th.ng.nk.words with a (s sound and z sound).</p>
	Skills for writing	<p>To correctly hold a pencil using the tripod grip</p> <p>To ascribe meaning to marks</p> <p>To form lower case letters correctly (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)</p> <p>To write initial sounds to label pictures</p> <p>To write CVC words to label pictures using a sound mat]</p> <p>To put my finger underneath each word to check sounds</p>

Year 1

	Autumn 1 Autumn 2
Text/visual experience/stimulus for writing	<p>Books to inspire writing:</p> <p> Somebody swallowed Stanley, Sarah Roberts</p> <p> The day the crayons quit, Drew Daywalt (respect)</p> <p> The gunpowder plot, Beginning History (trust)</p> <p> The Dark, Lemony Snickett (self-belief)</p>

	Writing opportunities	<p>Simple sentences (Y1)</p> <p>Recount (personal, linked to something they have done in the curriculum). (Y2) Purpose: To entertain</p> <p>Somebody swallowed Stanley Retell (Y1) Purpose: To entertain</p> <p>Story innovation (Y2) Purpose: To entertain</p> <p>The Day The Crayons Quit Informal letters (adapted for Y1 and Y2) Purpose: To argue</p> <p>The Gunpowder Plot Instructions (adapted for Y1 and Y2) Purpose: To explain (how to blow up The King).</p> <p>Poetry-acrostic poems linked to fireworks (adapted for Y1 and Y2) Purpose: To entertain</p> <p>The Dark Non-Chronological report about nocturnal animals (adapted for Y1 and Y2) Purpose: To inform</p> <p>Riddles about Nocturnal animals Purpose: To entertain</p>
	Phonics/Spelling	<p>A1 review Phase 3 GPCs (ai ee igh oa oo ar or ur oo ow oi ear)</p> <p>A1 air er /z/ s –es and words with two or more digraphs e.g. queen thicker</p> <p>A1 Phase 4: CVCC CCVC CCVCC CCCVC and Phase 4 with long vowels</p> <p>A1 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p> <p>A1 Review longer words</p> <p>A2 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p>A2 /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p> <p>A2 /ai/ a-e shake /igh/ i-e time</p>

		<p>/oa/ o-e home /oo/ /yoo/ u-e rude cute</p> <p>A2 /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>A2 Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p> <p>CEW: To spell 30% of the Y1 common exception words correct</p>
	Handwriting	<p>Sit at a table properly and hold my pencil correctly.</p> <p>Form lower case letters correctly, starting and finishing in the right place. Abcdefghijklmnopqrstuvwxyz</p> <p>All letters sit on the line.</p> <p>Form digits 0-9</p> <p>Tall letters (ascenders) touch the line above.</p> <p>Use short letters.</p> <p>Form uppercase letters correctly, starting and finishing in the right place. ABCDEFGHIJKLMNOPQRSTUVWXYZ</p> <p>Use finger spaces between words.</p>
	Planning, Composition, Editing	<p>Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally).</p> <p>Think, say and remember a sentence that starts with an opener. (The, He, She, It, They).</p> <p>Think, say and remember a sentence that starts with a time word or an opener.</p> <p>Read a sentence by putting my finger under each word checking it makes sense. Add missing words to a sentence.</p> <p>Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly).</p> <p>Correct any missing capital letters at the start of a sentence and for names of people.</p>
	Grammar and Punctuation	<p>Write a sentence starting with a time word (time adverb / time adverbial) and ending with a full stop.</p> <p>Write a sentence starting with an opener and ending with a full stop.</p>

		<p>Time word / opener always starts with a capital letter.</p> <p>Use a capital letter for names of people.</p> <p>Use adjectives to describe a noun (size and colour).</p> <p>Use the conjunction 'and' to join two words. (The tree was tall and green).</p> <p>Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash).</p> <p>Write in the past tense.</p> <p>Write in the present tense (character description / instructions).</p>
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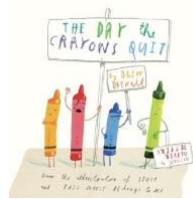
Autumn 1
Autumn 2

Text/visual experience/stimulus
for writing

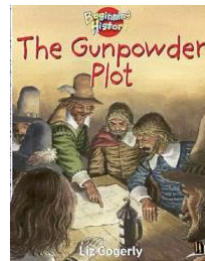
Books to inspire writing:



Somebody swallowed Stanley, Sarah Roberts



The day the crayons quit, Drew Daywalt (respect)



The gunpowder plot, Beginning History (trust)

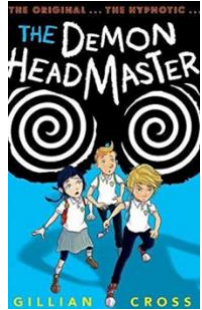



The dark, Lemony Snicket (self-belief)

Year 2
Y12 books

	<p>Writing opportunities</p>	<p>Simple sentences (Y1)</p> <p>Recount (personal, linked to something they have done in the curriculum). (Y2) Purpose: To entertain</p> <p>Somebody swallowed Stanley <i>Retell (Y1)</i> Purpose: To entertain</p> <p><i>Story innovation (Y2)</i> Purpose: To entertain</p> <p>The Day The Crayons Quit <i>Informal letters (adapted for Y1 and Y2)</i> Purpose: To argue</p> <p>The Gunpowder Plot <i>Instructions (adapted for Y1 and Y2)</i> Purpose: To explain (how to blow up The King).</p> <p><i>Poetry-acrostic poems linked to fireworks (adapted for Y1 and Y2)</i> Purpose: To entertain</p> <p>The Dark <i>Non-Chronological report about nocturnal animals (adapted for Y1 and Y2)</i> Purpose: To inform</p> <p>Riddles about Nocturnal animals Purpose: To entertain</p>
	<p>Phonics/Spelling (objectives for those who have passed Phase 5, set 5 fluency)</p>	<p>P5R: /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou P5R: /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow P5R: /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si P5R: /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e</p>

		<p>/oo/ u oul schwa: er a or ar our re P5R: ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ B2S: What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? B2S: Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? B2S: Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? B2S: When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? B2S: Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?</p>
	Handwriting	Start using some of the horizontal strokes to join letters.
	Planning, Composition, Editing	<p>Write down ideas and key words. Write narratives about personal experiences and those of others (real and fictional) Write about real events. Write poetry. Note key ideas / new words / subject specific vocabulary. Make simple corrections to my writing. (spelling, punctuation marks and missing words / correct tense).</p>
	Grammar and Punctuation	<p>I can use an apostrophe to show contraction in my written work. Use the conjunction 'but'. Recognise and write an exclamative sentence using What or How. Use commas in a list (to list adjectives in a sentence). Use a question in non-fiction writing. Use when and if as openers/at the start of a sentence. Use the conjunctions 'because', 'that' and 'and' in non-fiction writing. Use the conjunction 'or'.</p>

Year 3	Y3/4 class texts	Autumn 1 Autumn 2	
		Text/visual experience/stimulus for writing	<p>Books to inspire writing-</p>  <p>The Demon Headmaster, Gillian Cross</p> <p>(aspiration, trust)</p>  <p>The Iron Man, Ted Hughes</p> <p>Literacy shed videos to complement The Iron Man: 'Ruin' by Wes Ball 'Contre temps'</p> <p>(trust)</p>
		Writing opportunities	<p>The Demon Headmaster <i>Character Description of The Headmaster</i> Purpose: To entertain (adapted for Y3 and Y4)</p> <p><i>Persuasive advert to Mum, suggesting there is a problem at the school</i> (adapted for Y3 and Y4) Purpose: To argue</p> <p>After reading, Y3 to <i>retell</i> through doing a <i>blog post</i>. After reading, Y4 to complete a <i>Newspaper report</i>. (follow <i>retell expectation for Y3 and newspaper report for Y4</i>) Purpose: To inform</p>

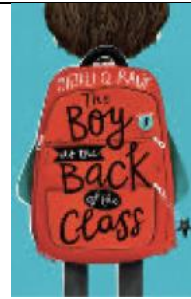
		<p style="text-align: center;">Performance Poetry linked to The Demon` Headmaster (adapted for Y3 and Y4) Purpose: To entertain</p> <p style="text-align: center;">Iron Man <i>Explanation-Trap Explanation</i> (adapted for Y3 and Y4) Purpose-To explain.</p> <p style="text-align: center;">'Ruin' Literacy Shed Video (link it to Iron Man.) Setting description (adapted for Y3 and Y4) Purpose: To entertain</p> <p style="text-align: center;">Question and answer poems linked to The Iron Man (adapted for Y3 and Y4) Purpose: To entertain</p>
Phonics/Spelling		<p>Spell suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Spell words with prefix 'un'</p> <p>Spell words with prefix 'dis'</p> <p>Spell words with apostrophes for contractions</p> <p>To spell rarer GPC's words with the /ei/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>)</p> <p>To spell Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)</p> <p>To revise Year 2 suffixes (er, est, ful, ed, ing, ness, ment)</p> <p>To spell words with prefixes 'mis' and 're'</p> <p>To spell words with the 'l' sound spelt 'y'</p> <p>To spell words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt 'que' (French in origin).</p>
Grammar and Punctuation		<p>Understanding what a noun, adjective, verb, adverb means.</p> <p>Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing.</p> <p>Use a comma to separate adjectives when describing a noun.</p> <p>Use similes to add description to my writing.</p> <p>Use powerful verbs to make my writing more interesting.</p> <p>Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.</p> <p>Use adverbs of manner as openers (fronted adverbials)</p> <p>Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).</p> <p>Use a comma before some co-ordinating conjunctions (or, but, so)</p> <p>Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2)</p> <p>Use prepositions to express place.</p>

		<p>Use a question in a non-fiction introduction</p> <p>Use a colon before a list in instructional writing (what you need:)</p> <p>Use tense accurately most of the time.</p> <p>Use verb tenses correctly most of the time (was/were) (is/are).</p> <p>Use of a comma to list expanded noun phrases.</p> <p>Use show don't tell to convey a character's emotions.</p> <p>Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.</p> <p>Use correct forms (a or an) according to whether the next verb begins with a consonant or a verb</p>
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Year 4

Y45 class texts

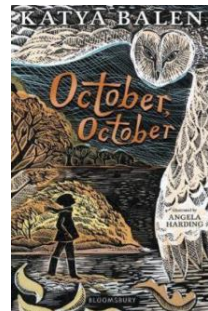
Text/visual experience/stimulus
for writing



(self-belief, respect)



(aspiration)



(kindness, self-belief)

Autumn 1
Autumn 2

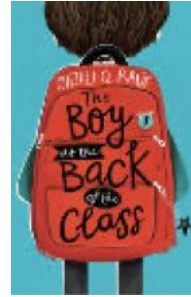
	Writing opportunities	<p style="text-align: center;">The Boy At The Back Of The Class <i>Persuasive letter to the Prime Minister (Y5)</i> Persuasive advert (Y4) Purpose: To argue</p> <p style="text-align: center;">Monologue one voice poetry linked to The Boy At The Back Of The Class (adapted for Y4 and Y5) Purpose: To entertain</p> <p style="text-align: center;"><i>Newspaper report on the refugee crisis (adapted for Y4 and Y5)</i> Purpose: To inform</p> <p style="text-align: center;">Explanation Text-why do people leave their homes? (adapted for Y4 and Y5) Purpose: To explain</p> <p style="text-align: center;">Narrative linked to The Boy At The Back Of The Class. Purpose: To entertain</p> <p style="text-align: center;">October, October, Katya Balen Setting Description (adapted for Y4 and Y5) Purpose: To entertain</p> <p style="text-align: center;">Poetry <i>Personification, similes/metaphor poems (adapted for Y4 and Y5)</i> Purpose: To entertain</p>
	Phonics/Spelling	<p>To spell 50% of the statutory word list to be spelt correctly.</p> <p>To spell words ending /zə/</p> <p>To spell words with a possessive apostrophe with singular proper nouns.</p> <p>To spell homophones correctly (peace/piece, main/mane, fair/fare).</p> <p>To spell words with prefixes (in, il, im and ir)</p> <p>To spell words with the /et/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>
	Grammar and Punctuation	<p>Modify a noun phrase with an adjective, noun or preposition.</p> <p>Use ambitious adjectives to enhance the nouns in the writing.</p> <p>Use more sophisticated similes to describe things in my writing.</p> <p>Choose the most appropriate verbs to accurately describe to the reader what is being described.</p> <p>Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the of a sentence.</p>

		<p>Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor).</p> <p>Use a comma after a fronted adverbial.</p> <p>Use prepositions as fronted adverbials and include an adjective to give the reader more information.</p> <p>Know the difference between the plural and possessive 's'.</p> <p>Use an apostrophe for plural possession with regular plurals.</p> <p>Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement.</p> <p>Identify the difference between simple past and simple present tense.</p> <p>Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).</p> <p>Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence.</p>
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Autumn 1
Autumn 2

Text/visual experience/stimulus
for writing

Year 5
Year 4/5 list



(self-belief, respect)



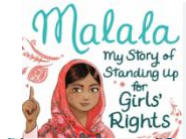

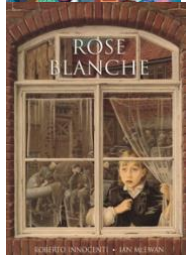

(immigration)

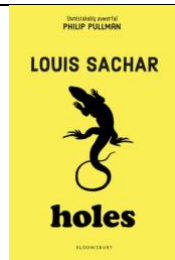


(respect)

	Writing opportunities	<p style="text-align: center;">The Boy At The Back Of The Class <i>Persuasive letter to the Prime Minister (Y5)</i> Persuasive advert (Y4) Purpose: To argue</p> <p style="text-align: center;">Monologue one voice poetry linked to The Boy At The Back Of The Class (adapted for Y4 and Y5) Purpose: To entertain</p> <p style="text-align: center;"><i>Newspaper report on the refugee crisis (adapted for Y4 and Y5)</i> Purpose: To inform</p> <p style="text-align: center;">Explanation Text-why do people leave their homes? (adapted for Y4 and Y5) Purpose: To explain</p> <p style="text-align: center;">Narrative linked to The Boy At The Back Of The Class. Purpose: To entertain</p> <p style="text-align: center;">October, October, Katya Balen Setting Description (adapted for Y4 and Y5) Purpose: To entertain</p> <p style="text-align: center;">Poetry <i>Personification, similes/metaphor poems (adapted for Y4 and Y5)</i> Purpose: To entertain</p>
	Phonics/Spelling	<p>Spell words with the letter string 'ough'</p> <p>Spell words with silent letters.</p> <p>Use etymology to find out the meaning of words.</p> <p>To spell words ending 'ible' and 'able'</p> <p>To spell homophones (isle/aisle, aloud/allowed, affect/effect, her/heard, past/passed).</p> <p>To spell word with plurals -'s,-es and -ies'</p> <p>To spell words with a hyphen.</p> <p>To use a dictionary to support learning word roots, derivations and spelling patterns.</p> <p>To use a dictionary to create word webs.</p> <p>To build new words from known morphemes.</p>
	Grammar and Punctuation	<p>Use more sophisticated metaphors to describe things in my writing.</p> <p>Use a metaphor as an opener.</p>

		<p>Use personification.</p> <p>Insert whole sentences to describe setting and characters.</p> <p>Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.</p> <p>Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.</p> <p>Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).</p> <p>Adding a new line whenever a new person starts speaking.</p> <p>Use speech within a piece of writing to move the story on.</p> <p>Use noun phrases with a modifier, choosing words carefully to really 'show' the reader what I am describing.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use a colon to introduce a list within a sentence.</p> <p>Punctuate bullet points consistently in non-fiction.</p> <p>Understand and identify the main clause & subordinate clause.</p> <p>Include complex sentences, which start with a subordinating conjunction followed by a comma.</p> <p>Link sentences and paragraphs using coordinating and subordinating conjunction.</p> <p>In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.</p> <p>Ask a rhetorical question to appeal directly to the reader.</p> <p>Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.</p> <p>Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).</p>
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<p>Year 6</p> <p>Y56 class</p>		<p>Autumn 1</p> <p>Autumn 2</p>
	Text/visual experience/stimulus for writing	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>Malala Yousafzai, standing up for girl's rights, Malala Yousafzai and Patricia McCormick</p> <p>(self-belief, trust, aspiration)</p> </div> </div> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>A Hero Like Me, Angela Joy and Jen Reid</p> <p>(self-belief, aspiration)</p> </div> </div> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>Rose Blanche, Roberto Innocenti</p> <p>(respect)</p> </div> </div> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>The Harmonica, Tony Johnston</p> <p>(self-belief, respect)</p> </div> </div> </div>



Holes, Louis Sachar (self-belief)

Writing opportunities

A Hero Like Me & Malala Book

Speech as Malala Yousafzai (adapted for Y5 and Y6)

Purpose: To inform.

Journalistic writing as Malala Yousafzai (adapted for Y5 and Y6)

Purpose: To argue.

Rose Blanche and The Harmonica

Diary as a child in wartime (adapted for Y5 and Y6)

Purpose: To entertain

Sequel to The Harmonica (adapted for Y5 and Y6)

Purpose: To entertain

Atmospheric Poetry using 'The Harmonica' (adapted for Y5 and Y6)

Purpose: To entertain

Literacy shed videos to complement:

'The piano'

No writing outcome specifically but could be used as a writing stimulus for a lesson.)

Holes, Louis Sachar

Explanation text: How to survive Camp Green Lake

Purpose: To explain

Narrative poetry linked to 'Holes' (adapted for Y5 and Y6)

Purpose: To entertain

	Phonics/Spelling	<p>Spell words with 'ough' letter string.</p> <p>Spell words ending 'cial' and 'tial'.</p> <p>Spell words generated from prefixes and roots.</p> <p>Spell 50% of the statutory word list correctly.</p> <p>Spell homophones (dessert/desert, stationery/stationary, complement/compliment, principle/principal).</p> <p>Spell all homophones taught in KS2.</p>
	Grammar and Punctuation	<p>In narratives, describe settings, characters and atmosphere.</p> <p>Inverted commas and other punctuation to indicate direct speech.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Use a range of figurative language (metaphors, onomatopoeia, personification).</p> <p>Use colons to introduce a list and punctuate bullet points consistently.</p> <p>Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...)</p> <p>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.</p> <p>Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.</p> <p>Use simple sentences to build tension.</p> <p>Use hyphens and ellipses.</p>