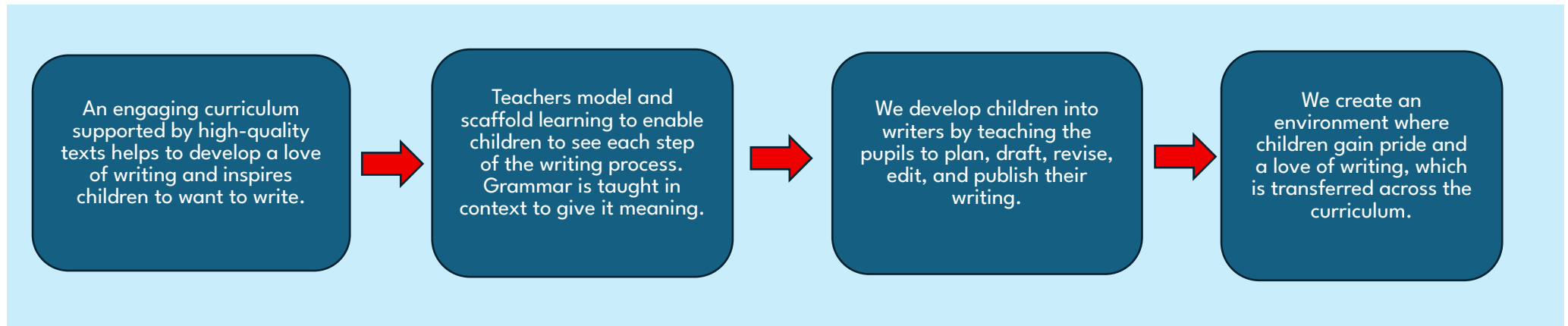


Writing Curriculum Overview

Intent:



Implementation:

An engaging curriculum

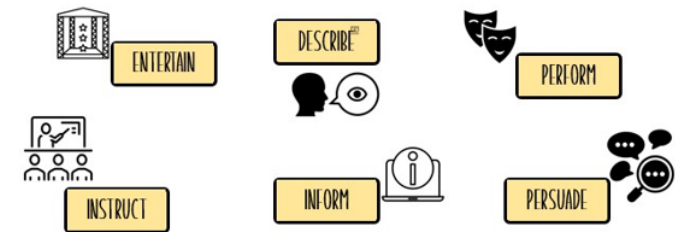
High quality texts are selected or created to inspire and motivate children to want to write. Where appropriate, texts relate to current or previously covered areas of study, so children are provided with opportunities to utilise vocabulary they are being exposed to. Through the selected texts, children develop their writing ability through a range of different genres and purposes.

A clear writing process

This involves a three-week approach to writing units. In week 1 (explore it week), children explore the model text, unpicking vocabulary and features of the genre. In week 2 (use it week), modelled and shared writing, alongside a sentence stacking approach to teach and contextualise grammar objectives, allows children to create a class write using the same features as the model text. In week 3 (prove it week), children apply their understanding to plan, draft, write, edit and publish their own piece of writing.

Writing for different purposes

Pupils in KS1 write for a range of purposes and audiences, which is developed and in KS2 with pupils furthering their understanding of authors' craft. In KS2, writing purposes are developed from KS1 and new purposes are introduced.



Phonics



The Read, Write Inc. phonics programme is used to introduce the children to the foundational skills required to write. High-quality phonics lessons teach children the skills of segmenting and this method is transferred into the English and curriculum lessons where children are required to write. Teachers ensure they are consistently modelling the skills of segmenting to encourage children to apply this knowledge independently.

Spelling

Our writing curriculum explicitly teaches pupils spelling rules to make them confident and accurate technical writers. This reduces cognitive load, so pupils are able to write with more creativity and freedom. Students use their knowledge of phonics to underpin spellings and spelling rules are taught explicitly, following Oak National Academy spelling curriculum. Students are taught to understand the role of morphology and etymology and teachers are familiar with spellings and spelling rules taught in previous years. Model texts for writing units include examples of the spelling rules that children are currently focusing on.



Vocabulary development

Through high-quality guided reading and model texts, teachers carefully select and introduce vocabulary to pupils which are explicitly taught, explored, rehearsed and displayed. Explicit vocabulary instruction occurs across the curriculum in each lesson.

Oracy

Throughout the school, a focus on oracy in every subject encourages the development of communication and literacy skills.

Punctuation and grammar

Retrieval practice at the start of every writing lesson is SPaG related, providing children with the opportunity to revisit and rehearse previous learning. Punctuation and grammar is taught in context in writing lessons and teachers skillfully include SPaG techniques throughout other lessons.

Handwriting

Correct letter formation is taught from EYFS. KS1 classes have daily handwriting lessons (which are continued into KS2 as appropriate). Once letter formation is secure, children are introduced to cursive handwriting. We promote high levels of pride and presentation in learning across all written outcomes and this is modelled daily by teachers. Transcription skills are 'talked aloud' throughout shared and modelled writing.



Falmouth Primary Academy writing approach

High Quality Text

A high-quality model text is selected or created to centre the unit of writing around.

Lesson Launch

The children take part in an exciting and creative activity linked to the high-quality text to hook them into the unit of writing and to make the learning memorable. This may provide necessary background knowledge or experiences.

Reading around the text

The children will have time to explore the high-quality text and unpick any of the specific features in advance of writing. This takes place in our 'explore it' week and includes book talk, vocabulary exploration and identifying the key features of the genre/text.

Grammar

Suitable grammar objectives from the National Curriculum which link well to the unit and model text are selected to be taught in context. Retrieval practice tasks are also included to allow children to activate relevant prior grammatical knowledge that will support them with the new learning.

Application

Writing opportunities allow the children to apply grammar objectives in a 'sentence stacking' approach. Shared and modelled writing is undertaken daily in our 'use it' week to create a class write which can be used by children to support their independent writing.

End of unit write

Children then draft, write and edit final, independent piece of writing. They use the grammar and features they have been taught alongside prior knowledge. They then have opportunities to publish their learning in exciting ways to make writing purposeful.



Implementation: Early Years

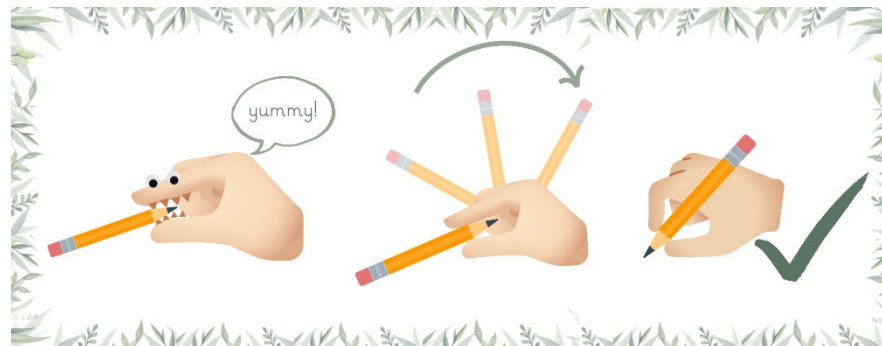
At Falmouth Primary we recognise that reading and writing sit hand in hand and so ensure all pupils receive a solid reading foundation on which they can build their writing skills. We also recognise that in order to 'write it' pupil must first be able to 'speak it', and therefore we prioritise opportunities for oracy and story-telling in the early years. Children have opportunities to role play and immerse themselves in stories. Teachers provide exciting opportunities to spark children's imagination e.g., hatching ducklings, visits from police. These experiences excite the children and encourage conversation which leads to storytelling. Our provision includes a "funky fingers" area with a variety of planned and self-select fine motor activities including threading, pincer grip, tweezers etc. This is complemented with gross motor activities both in provision and planned, such as our outdoor sandpit and bikes.

Pencil grip is a key focus as a foundational skill for writing, children in Early Years are supported, modelled and corrected with their pencil grip from day one, with support of our "Pinchy Pencil Monster".

Transcription is also an essential part of writing. As soon as children arrive in the morning, we begin with name writing, which progresses to word, caption and sentence writing from a stimulus across the year. Our daily phonics sessions include word, caption and sentence writing aligned with children's phonetic knowledge. To complement this, we plan literacy sessions with small group, adult led focus groups, completing a dictated word, caption or sentence about our weekly story.

We have planned a bespoke "pre-writing" programme to support children to create the patterns needed in letter formation, starting with gross motor patterns in the environment which are transferred to fine motor in our Pre-writing books. Across the Autumn term, this is taught daily.

From Spring 1 (or whenever the children are ready) we also provide a daily discreet handwriting session to support accurate letter formation, as a foundational skill for writing in Year 1 and beyond.



Year 1

Composition	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 					
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. 					
	Autumn		Spring		Summer	
	Term 1 What makes me marvellous?	Term 2 How have toys changed?	Term 3 Where are the cold countries in our world?	Term 4 Who was Scott of the Antarctic?	Term 5 What is the weather like today around the UK?	Term 6 Why does Falmouth have a castle?
	<p style="text-align: center;">Unit 1: What Makes a Sentence?</p> <ul style="list-style-type: none"> -Capital letters (start of sentence) -Full stops -Question marks -finger spaces -letter formation -red word/common exception words -first person -personal pronoun I <p style="text-align: center;">Unit 2: Letter Writing – What Makes Me Marvellous? <i>(I love me by Marvyn Harrison.)</i></p> <ul style="list-style-type: none"> -Date -Salutation -Brief introduction -First person -Sign off 	<p style="text-align: center;">Unit 1: Traditional Tales "The Brave Tin Soldier" by Hans Christian Andersen?</p> <ul style="list-style-type: none"> -Traditional Story telling language -Repetitive story structure -Adverb of time -Co-ordinating conjunctions – and -Expanded noun phrases -Capital letters -Full stops -Leave spaces between words -Formation of regular plurals using –s or –es <p style="text-align: center;">Resolution Story</p>	<p style="text-align: center;">Unit 1: Non-Chronological Report – Polar Bears</p> <ul style="list-style-type: none"> -Diagrams or illustrations -Present tense -Detailed information -Adjectives for expanded noun phrases -Positional language Question marks -Technical vocab. -Co-ordinating conjunctions - and -plural noun suffixes <p style="text-align: center;">Unit 2: Letter – Recount (Poles Apart)</p> <ul style="list-style-type: none"> -Address -Date -Salutation 	<p style="text-align: center;">Unit 1: Who was Scott of the Antarctic? Diary</p> <ul style="list-style-type: none"> -First person -past tense -write in chronological order -include thoughts/feelings - capital letter for personal pronoun I - coordinating conjunctions - and <p style="text-align: center;">Unit 2: Instructional Writing</p> <ul style="list-style-type: none"> -Title statement -List of equipment or 	<p style="text-align: center;">Unit 1: Journey Story (Description)</p> <ul style="list-style-type: none"> -Traditional Story telling language -Adverb of time -Co-ordinating conjunctions – and, but, so (GDS) -Expanded noun phrases- adjectives to help the reader picture the object, character or setting -Past tense -Capital letters -Full stops -To leave spaces between words -Use verbs that add detail or 	<p style="text-align: center;">Unit 1: Poetry (Haiku)</p> <p>(Link to division of words into syllables year 1 spelling)</p> <ul style="list-style-type: none"> - Use simple, concise language -3 line poem -correct amount of syllables -Oracy and performance <p style="text-align: center;">Unit 2: Instructions – How to build a castle</p> <ul style="list-style-type: none"> -Title statement -List of equipment or materials - Sequence, chronological steps



	<ul style="list-style-type: none"> -Co-ordinating conjunctions – and -Expanded noun phrases -Capital letters -Punctuation - full stops, question marks -Leave spaces between words -Use personal pronoun – I 	<p><i>(The Squirrels that Squabbled – PSHE focus)</i></p> <ul style="list-style-type: none"> -Repetitive story structure -Co-ordinating conjunctions - and -Expanded noun phrases -Capital letters -Full stops -To leave spaces between words -Adverb of time – (include the time of day and weather) -expanded noun phrases: adjectives to describe the setting 	<ul style="list-style-type: none"> -Brief intro -First person -Past tense -Facts and opinions -Questions -Sign off -Co-ordinating conjunctions - and -Expanded noun phrases -Adverbials of time -Adverbials of place -Exclamation marks 	<p>materials</p> <ul style="list-style-type: none"> -Sequence, chronological steps -Diagrams or illustrations -Present tense -Commands -Co-ordinating conjunctions - and -Expanded noun phrases -The imperative -Question marks -Exclamation marks 	<p>feeling–‘crept’ instead of ‘walked’ got, came, went, said, look</p> <p>Unit 2: Modern fiction <i>(Rainbows by Smriti Hall?)</i></p> <ul style="list-style-type: none"> -Traditional Story telling language -Adverb of time -Co-ordinating conjunctions - and -Expanded noun phrases -Past Tense -Capital letters -Full stops -Exclamation marks -To leave spaces between words 	<ul style="list-style-type: none"> - Diagrams or illustrations - Present tense -Commands -Detailed information -Co-ordinating conjunctions – and (but and so for GDS?) - The imperative -Positional language (after taught in maths?) -Question marks
<p>Terminology for pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>						

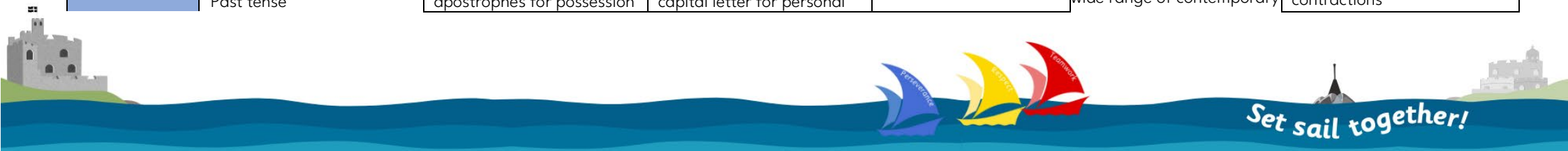


Year 2

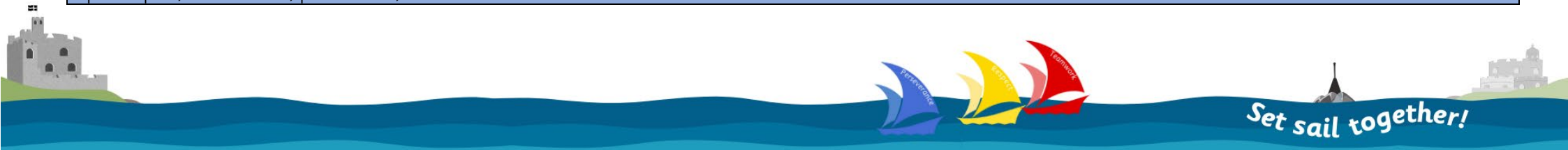
Spoken Language	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured 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.
Spelling	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.



<p>Composition</p>	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 					
<p>Vocabulary, Grammar & Punctuation</p>	<ul style="list-style-type: none"> • how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 					
	<p style="text-align: center;">Autumn</p>		<p style="text-align: center;">Spring</p>		<p style="text-align: center;">Summer</p>	
	<p style="text-align: center;">Term 1</p> <p style="text-align: center;">What is unique about my town, Falmouth?</p>	<p style="text-align: center;">Term 2</p> <p style="text-align: center;">What made the fire of London so great?</p>	<p style="text-align: center;">Term 3</p> <p style="text-align: center;">What makes an island special?</p>	<p style="text-align: center;">Term 4</p> <p style="text-align: center;">What impact did Rosa Parks have on America?</p>	<p style="text-align: center;">Term 5</p> <p style="text-align: center;">How do animals survive in the rainforest?</p>	<p style="text-align: center;">Term 6</p> <p style="text-align: center;">What was it like to be a tin miner in Cornwall?</p>
	<p><u>Unit 1: Recount – Diary extract</u></p> <p>Date Salutation Chronological order Past tense</p>	<p><u>Unit 1: Non-chronological information text</u></p> <p>Commas for lists apostrophes for possession</p>	<p><u>Unit 1: Recount letter</u></p> <p>capital letters for proper nouns capital letter for personal</p>	<p><u>Unit 1: Biography</u></p> <p>Heading and subheadings</p>	<p><u>Unit 1: Poetry</u></p> <p>-Listening to, discussing and expressing views about a wide range of contemporary</p>	<p><u>Unit 1: Narrative – Mystery Tale</u></p> <p>-Apostrophes for contractions</p>

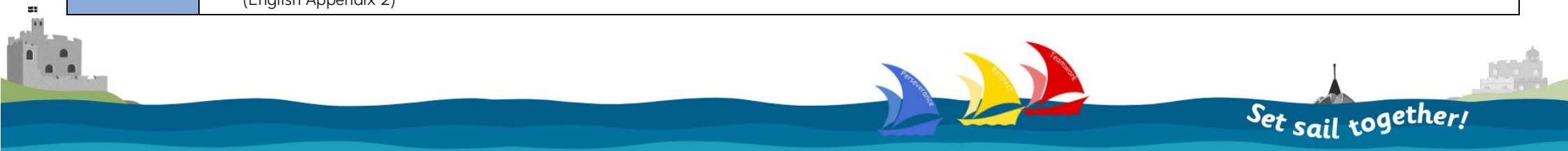


	<p>Past progressive First person – informal Facts and opinions Sign off Co-ordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place Expanded noun phrases Exclamation marks Commas for lists Capital letter for personal pronoun 'I' Apostrophes for omission</p> <p>Unit 2: Character description (<i>Dolphin Boy</i>)</p> <p>-Expanded noun phrases for description (inc. list of adjectives with commas to separate) -Adverbs of place -Use a range of punctuation (.?!) and commas for lists -Subordinating conjunctions (when, if, that, because) -Third person -present tense -present progressive</p>	<p>Subordinating conjunctions Use of different sentence types – statement, question, exclamation, command Past tense and past progressive</p> <p>Unit 2: poetry (rhyming or acrostic)</p> <p>simple recurring literary language in stories and poetry apostrophes for omission present tense Compound words</p> <p>-word classes (noun, verb, adjective, adverb) -presentation/performance (oracy focus)</p>	<p>pronoun 'I' Date/salutation Chronological order Past tense First person – informal Facts and opinions Sign off Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place Expanded noun phrases Commas for lists Apostrophes for omission Apostrophes for possession</p> <p>Unit 2: Narrative – Journey tale</p> <p>Apostrophes for contractions Apostrophes for possession -Coordinating conjunctions - Subordinating conjunctions Traditional storytelling language Adverbial of time Adverbials of place Punctuation- Capital letters, full stops, exclamation marks Expanded noun phrases Past tense</p>	<p>Brief introduction Pictures and captions Third person – Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Questions (in subheadings) Capital letters for proper nouns Apostrophes for possession</p> <p>Unit 2: Recount – Newspaper report</p> <p>Chronological order Past tense Third person Formal choices encouraged Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place Expanded noun phrases Commas for lists Apostrophes for possession</p>	<p>and classic poetry -recognising simple recurring literary language in stories and poetry -learn how to use sentences with different forms: statement, question, exclamation, command -word classes (noun, verb, adjective, adverb) -Expanded noun phrases -presentation/performance (oracy focus – recording for publishing – green screen?) -possessive apostrophes</p> <p>Unit 2: Persuasive Writing</p> <p>-Commas in lists -Exclamation marks and question marks -Expanded noun phrases for specification (compound nouns) -Present progressive (adding –ing to words of one syllable ending in a single letter after a short vowel; root word ending in y with a consonant before it; words ending in e with a consonant before it) -Subject-specific vocabulary - Statement, question, exclamation, command -Apostrophes for contraction -Apostrophes for possession -Subordination (using when, if, that, or because) and co-ordination or, and, but)</p>	<p>-Coordinating and subordinating conjunctions -Punctuation- Capital letters, full stops, exclamation marks -Apostrophes for possession -Expanded noun phrases -Traditional storytelling language -Adverbial of time -Adverbials of place</p> <p>Unit 2: Instructions</p> <p>-Coordinating and subordinating conjunctions -Chronological steps -Imperative verbs -Capital letters and full stops -Title statement -List of equipment or materials -Diagrams or illustrations -Present tense Commands -Direct address (2nd person) using 'you' -Adverbials of time (First, then, after that etc) -Commas for lists</p>
<p>Terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, contraction, possession, comma</p>						

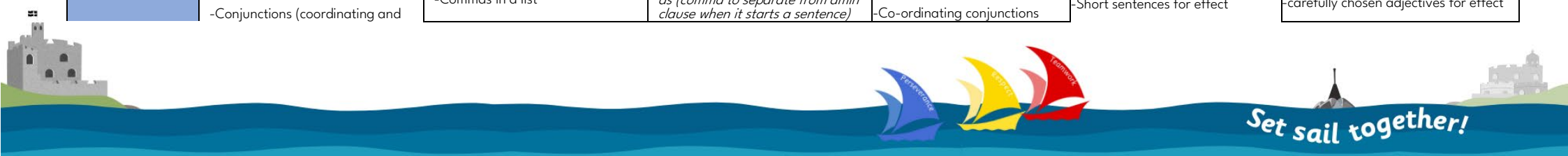


Year 3

Spoken Language	<ul style="list-style-type: none"> • 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.
Spelling	<ul style="list-style-type: none"> • 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.
Handwriting	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Composition	<ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)



	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 					
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> 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 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. 					
	Autumn		Spring		Summer	
	Are all countries of the world the same?	How did life change in Britain during prehistory? <i>The Stone Age vs Iron Age</i>	What did the earliest civilisations have in common?	What makes our world shake, rattle and roll?	What was the Roman impact on Britain? <i>The Romans 43AD – 410AD</i>	What makes the River Fal amazing?
	<u>Unit 1: Setting Description (Falmouth)</u>	<u>Unit 1: Character Description Stig of the Dump</u>	<u>Unit 1: Diary – A day in the Life of a Mayan</u>	<u>Unit 1: Persuasive Advert - Linked to DT – Earthquake alarms</u>	<u>Unit 1: Adventure Story – Roman Adventure</u>	<u>Unit 1: Poetry – poem about river Cinquian or free verse</u>
	<ul style="list-style-type: none"> Expanded noun phrases Prepositional language Fronted adverbials of place and manner (including comma to separate from main clause) Similes Word choice for impact, including adjectives, verbs, and adverbs Conjunctions (coordinating and 	<ul style="list-style-type: none"> Expanded noun phrases Apostrophes for possession Inverted commas to punctuate direct speech Figurative language (similes) Adverbs of manner Participial phrases (-ing and -ed openers) Commas in a list 	<ul style="list-style-type: none"> First person Past tense + past progressive Paragraphs to group ideas clearly Adverbials of time including comma to separate from main clause Coordinating conjunctions Subordinating conjunctions: <i>because, when, if, although, while, as (comma to separate from main clause when it starts a sentence)</i> 	<ul style="list-style-type: none"> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Co-ordinating conjunctions 	<ul style="list-style-type: none"> Paragraphs to organise ideas Third person Expanded noun phrases (character & setting description, sights, sounds and smells) Inverted commas for direct speech (begin to characterise through this) Storytelling language Figurative language (similes – metaphor and personification for GDS) Short sentences for effect 	<ul style="list-style-type: none"> Line 1- Title Line 2 - Two adjectives Line 3 - Three verbs Line 4 - A feeling about the topic or object (simile or metaphor) Line 5 - A synonym for the topic or object word class consolidation powerful verbs carefully chosen adjectives for effect



	<p>subordinating Use of commas in a list -Senses -Apostrophes for possession</p> <p>Unit 2: Non-Chronological Report (fact file about Madrid - location, climate, landmarks, culture)</p> <p>-Summarising information using bullet points and fact boxes -Heading -Brief introduction -Subheadings -Technical vocabulary -Pictures/diagrams and captions -Third person -Formal -Statements giving factual information -Co-ordinating conjunctions -Subordinating conjunctions including when, if, because, although (and what makes this a <i>subordinate clause</i>) -Expanded noun phrases -Present perfect tense -Commas for lists -Apostrophes for possession -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>-Apostrophes for possession -Commas for fronted adverbials (beyond year group but adult-modelled) -Word choice for impact, including adjectives, verbs, and adverbs - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Unit 2: Instruction Writing- How To Wash a Woolly Mammoth</p> <p>-Title statement -Subheadings -List of equipment or materials -Sequenced, chronological steps -Diagrams or illustrations -Present tense -Imperative verbs (commands) -Detailed information -Co-ordinating conjunctions -Subordinating conjunctions -Statements using the pronoun 'you' -Adverbs of manner -Adverbs of time -Commas in a list -Commas for fronted adverbials -Apostrophes for possession -Apostrophes for omission -Bullet points in a list -Prepositions</p>	<p>-Varied sentence openers -Expanded noun phrases to add detail -Apostrophes for contractions (e.g. <i>didn't, couldn't</i>) -Speech punctuation</p> <p>Unit 2: Performance Poetry (based on a mythical creature)</p> <p>-Discuss similar poems -Select appropriate language for effect -Organise ideas (e.g. in stanzas or structured lines) -Simple poetic devices, such as: alliteration, onomatopoeia, repetition, rhythm and rhyme -Rich, imaginative vocabulary for impact and effect -Begin to edit and improve word choices to suit rhythm or audience -Identify and use word classes: nouns, verbs, adjectives, adverbs -Use expanded noun phrases for imagery -Adverbs and adverbials -Apostrophes for possession (and contraction if appropriate to poem type) -Read aloud with intonation, expression, and appropriate volume -Vary pace and tone for effect -Use gesture, facial expression and posture when performing -Learn poetry by heart and perform it clearly and confidently -Listen to and respond to performances, evaluating the effect of voice and language -Use of metaphor or personification to build vivid imagery (GDS) -Awareness of audience reaction and adjusting delivery (e.g. using pauses or changes in volume)</p>	<p>-Subordinating conjunctions -Expanded noun phrases -Present perfect tense -Commas for lists -Apostrophes for possession -Rhetorical questions -Alliteration (catchy slogans) -Appealing adjectives</p> <p>Unit 2: Action story – The Day the Earthquake Attacked (stories from other cultures) Escape from Pompeii by Christina Balti</p> <p>-Paragraphs to organise ideas -Third person -Expanded noun phrases (character & setting description) -Inverted commas for direct speech -Fronted adverbials -Figurative language -Short sentences for effect -Rhetorical questions -Conclusion including a cliffhanger - Ellipses -Expanded noun phrases sights, sounds and smells -Adverbials of time, place and manner (including similes) with comma -Participial phrases (-ing and -ed openers) -Commas in a list -Apostrophes for possession -Storytelling language</p>	<p>-Fronted adverbials of time, place and manner (including similes) with comma -Participial phrases (-ing and -ed openers) -Commas in a list -Apostrophes for possession -Ellipses -Prepositions (as adverbials of place?)</p> <p>Unit 2: Newspaper Report – The Day the Romans Invaded</p> <p>-Third person -Past tense -Paragraphs to organise ideas -Heading/ sub-headings – alliteration -Factual language and formal choices -Time conjunctions to sequence events -Inverted commas for reporting direct speech -Subordinating conjunctions -Synonyms and pronouns to avoid repetition -Fronted adverbials of time, place and manner</p>	<p>-figurative language (similes – metaphors, personification for GDS) -choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -Read aloud with intonation, expression, and appropriate volume -Vary pace and tone for effect -Use gesture, facial expression and posture when performing -Learn poetry by heart and perform it clearly and confidently -Listen to and respond to performances, evaluating the effect of voice and language -Awareness of audience reaction and adjusting delivery (e.g. using pauses or changes in volume)</p> <p>Unit 2: Explanation text – The Journey of the River Fal</p> <p>-Title -Introductory paragraph -Paragraphs with subheadings detailing process -Facts -Present tense and present progressive -Formal language and technical vocabulary -Co-ordinating conjunctions -Subordinating conjunctions -Expanded noun phrases -Statements -Commas for lists -Apostrophes for possession -Use cause and effect language <i>Because the river erodes the soil, it creates a valley.</i> -Adverbs and adverbials of time and cause</p>
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Terminology for pupils: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter,

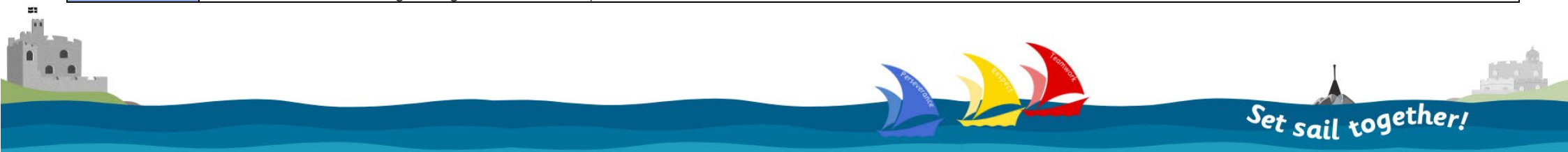


vowel, vowel letter, inverted commas (and 'speech marks')

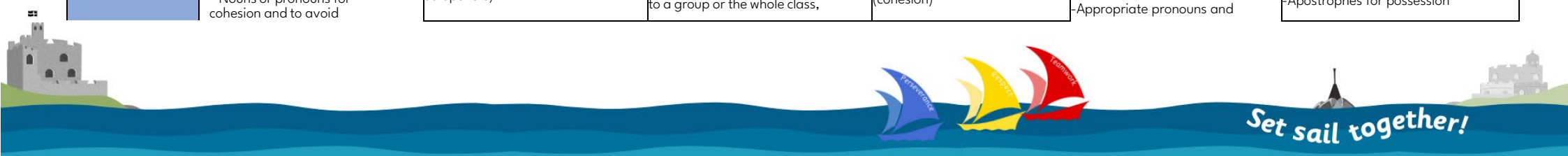


Year 4

<p>Spoken Language</p>	<ul style="list-style-type: none"> • 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.
<p>Spelling</p>	<ul style="list-style-type: none"> • 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.
<p>Handwriting</p>	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
<p>Composition</p>	<ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot



	<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 					
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> 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 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. 					
	Autumn		Spring		Summer	
	Greece compared to the UK: is there really much difference?	Where can we see the influence of Ancient Greece on our world today?	What is unique about Peru?	Invaders: how does the Anglo-Saxon invasion compare to the Roman invasion?	Does describing the Vikings as vicious raiders portray them accurately?	What makes the coastline of Cornwall unique?
	Unit 1: Balanced Argument (comparative report)	Unit 1: Narrative (Legend Story)	Unit 1: Poetry (free verse)	Unit 1: Setting Description	Unit 1: Character Description	Unit 1: Non-chronological report
	<ul style="list-style-type: none"> -Possessive apostrophes -Plural possessives (e.g. <i>the countries' main differences...</i>) -Adverbials of place and manner (including commas for fronted adverbials) -Expanded noun phrases -Present perfect tense -Third Person -Subordinating conjunctions - Nouns or pronouns for cohesion and to avoid 	<ul style="list-style-type: none"> -Paragraphs_pan the setting -Figurative language -Short sentences for effect -Conclusion including a cliffhanger -Expanded noun phrases -Senses - sights, sounds and smells -Adverbials of manner, including similes -Participial phrases (-ing and -ed openers) 	<ul style="list-style-type: none"> -Similes -Rhythm -Metaphor -Onomatopoeia - Alliteration and repetition to enhance rhythm or mood. -Possessive plurals (e.g. <i>The llamas' coats shimmer like woven gold. The mountains' shadows stretch across the valley.</i>) - read aloud their own writing, to a group or the whole class, 	<ul style="list-style-type: none"> -Paragraphs_pan the setting -Figurative language -Short sentences for effect -Expanded noun phrases -Senses - sights, sounds and smells -Participial phrases (-ing and -ed openers) -Adverbials of place -Adverbials of time (cohesion) 	<ul style="list-style-type: none"> -Figurative language -Short sentences for effect -Expanded noun phrases -Adverbials of manner including similes -Participial phrases (-ing and -ed openers) -Commas in a list -Apostrophes for possession -Appropriate pronouns and 	<ul style="list-style-type: none"> -Organisational features: heading, brief introduction, subheadings and bullet points -Technical vocabulary -Pictures and captions -Third person – formal -Statements giving factual information -Subordinating conjunctions -Present perfect tense -Commas for lists -Apostrophes for possession



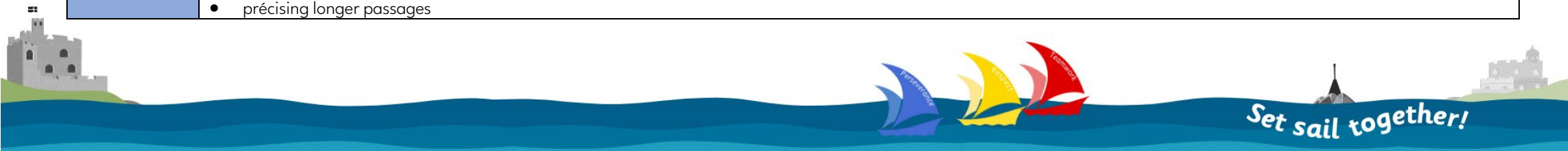
<p>repetition -Commas in a list</p> <p>Unit 2: Persuasive tourist leaflet (<i>leads to debate 'publishing' outcome – those who have chosen Greece and those who have chosen UK</i>)</p> <p>-Direct address (can include flattery) -Alliteration and assonance - Facts and statistics -Opinion (can be expert opinion) -Rhetorical questions -Emotive/exaggerated language including triples/the rule of three and repetition for effect -Fronted adverbials -Personal pronouns -Expanded noun phrases -Co-ordinating conjunctions -Subordinating conjunctions (including when, if, because, although)</p>	<p>-Adverbials of place -Adverbials of time (cohesion) -Apostrophes for possession -Apostrophes for omission -Speech punctuation</p> <p>Unit 2: Playscript</p> <p>-Focus on stylistic features - Pupils invent scenes, develop characters, and move the plot forward through speech and action. -Prepositional phrases - Expanded noun phrases (the addition of modifying adjectives, nouns and prepositional phrases) in stage directions (e.g. <i>She picks up the heavy, wooden box from under the table.</i>) -Contractions in speech -Possessive apostrophes -Fronted adverbials</p>	<p>using appropriate intonation and controlling the tone and volume so that the meaning is clear -Expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases -Fronted adverbials -Powerful verbs and adverbs to create vivid images</p> <p>Unit 2: Explanation Text (<i>Is the human and physical geography the same across South America?</i>)</p> <p>-Use of geography key vocabulary -Possessive plurals (e.g. <i>The farmers' fields in the Andes are carved into terraces. The cities' populations vary depending on altitude and climate. People's traditions reflect their local environment.</i>) -Organisational features including: heading, brief introduction, subheadings and bullet points -Technical vocabulary - Pictures and captions -Third person – formal - Statements giving factual information -Subordinating conjunctions - Present perfect tense (e.g. Some areas of the Amazon have experienced rapid deforestation) -Commas for lists -Apostrophes for possession - Fronted adverbials</p>	<p>-Apostrophes for possession -Expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases -Use powerful verbs, adverbs and adjectives to add detail and atmosphere - Nouns or pronouns for cohesion and to avoid repetition</p> <p>Unit 2: Diary Entry</p> <p>-Colloquial language (non-standard English) -Apostrophes for omission -Speech punctuation -Chronological order -Dates, salutation -Past tense -First person -Facts and opinions -Rhetorical questions -Sign off -Subordinating conjunctions -Adverbs/adverbials of time -Adverbs/adverbials of place -Expanded noun phrases -Appropriate choice of pronoun or noun to avoid repetition</p>	<p>nouns to avoid repetition for possession -<i>Speech punctuation – can look at choosing speech verbs + adverbs carefully to characterise</i></p> <p>Unit 2: Recount <i>Trip to maritime museum?</i></p> <p>-Past tense -Fronted adverbials (followed by a comma) -Expanded noun phrases -Chronological -Pronouns and nouns used appropriately to avoid repetition and contraction -Apostrophes for possession and contraction -Conjunctions, adverbs and prepositions to express time and cause -Subordinating conjunction sentence openers</p>	<p>-Commas after fronted adverbials</p> <p>Unit 2: Formal Persuasive Letter: <i>Link to science - how do humans impact animal habitats?</i></p> <p>- Direct address (can include flattery) -Alliteration and assonance -Facts and statistics -Opinion (can be expert opinion) -Rhetorical questions -Emotive/exaggerated language Triples/the rule of three and repetition for effect -Adverbs -Personal pronouns -Expanded noun phrase -Co-ordinating conjunctions (including when, if, because, although) -Science key vocabulary -Nouns or pronouns for cohesion and to avoid repetition</p>
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Terminology for pupils: determiner, pronoun, possessive pronoun, adverbial

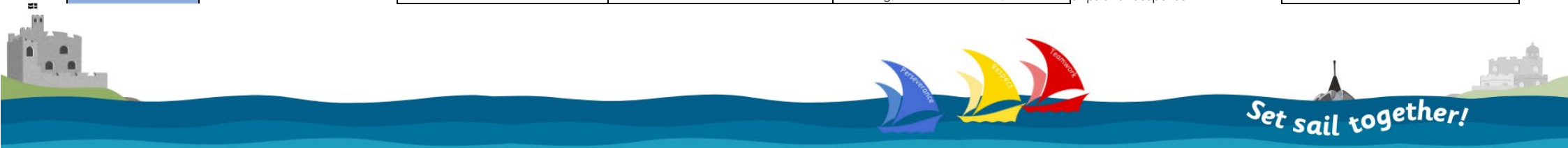


Year 5

<p>Spoken Language</p>	<ul style="list-style-type: none"> • 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.
<p>Spelling</p>	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, 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.
<p>Handwriting</p>	<ul style="list-style-type: none"> • 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.
<p>Composition</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> • 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 <p>draft and write by:</p> <ul style="list-style-type: none"> • 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

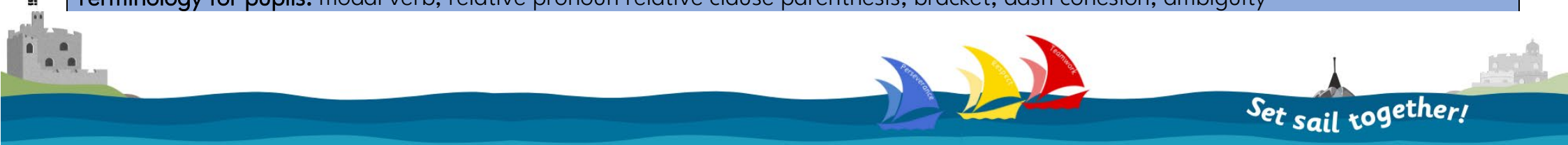


	<ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> • 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 					
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • 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 • 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. 					
	Autumn		Spring		Summer	
	Is the weather becoming more extreme and why?	Are the Ancient Maya the most successful civilisation in history?	Why is London our capital city?	How did the famous Tudor monarchs impact Britain?	How did the Victorians revolutionise Britain?	Is Falmouth the California of the UK?
	Unit 1: Diary Writing -Dates/salutation -Chronological order -Past tense -First person	Unit 1: Modern Fiction – Adventure (The Last Bear) - Prepositional phrases - ISPACE fronted adverbials and varied sentence openers - Show don't tell characterisation	Unit 1: Persuasive Leaflet -Parenthesis (commas, brackets and dashes) - Persuasive language (e.g.	Unit 1: Instructional Text -Modal verbs -imperative verbs -Organisational features: heading, brief introduction,	Unit 1: Suspense Narrative - Show not tell - Short sentences and ellipsis for suspense	Unit 1: Poetry (ode poem celebrating Falmouth) -Figurative language to enhance poetic imagery



<ul style="list-style-type: none"> -Facts and opinions -Rhetorical questions -Sign off -Subordinating conjunctions -Conjunctive adverbs -Relative clauses -Adverbs/adverbials of time -Adverbs/adverbials of place/preposition phrases -Expanded noun phrases -Commas for parenthesis -Perfect form of verbs to mark relationships of time and cause -Contractions for informality -Speech punctuation <p>Unit 2: Information Report</p> <ul style="list-style-type: none"> - Formal tone - Summarising information (Cornell note taking) - Bullet point lists (including independent clause introductory sentence with colon to mark boundary) -Heading -Brief introduction -Subheadings -Technical vocabulary -Pictures and captions -Third person -Formal Statements giving factual information -Subordinating conjunctions -Relative clauses -Conjunctive adverbs -Commas for lists (colon to introduce list) -Apostrophes for possession <ul style="list-style-type: none"> -Parenthesis (using commas and brackets) 	<ul style="list-style-type: none"> -Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun -Subordinating conjunctions -Adverbs/adverbials of time -Adverbs/adverbials of place -Speech punctuation -Dialogue to advance action -Commas to clarify meaning or avoid ambiguity <p>Unit 2: Poetry (sonnet) Sonnet 18 by William Shakespeare</p> <ul style="list-style-type: none"> -Appropriate rhyme scheme (typical rhyme schemes (like ABAB CDCD EFEF GG in a Shakespearean sonnet) -Syllabic awareness - Personification -Similes and metaphors -Repetition and word play for effect -Careful vocabulary choices -Modal verbs or adverbs to indicate degree of possibility -Fronted adverbials -Dashes to mark boundaries between independent clauses 	<p>rhetorical questions, emotive/exaggerated language, triples/the rule of three, repetition for effect)</p> <ul style="list-style-type: none"> - Direct address -Alliteration and assonance - Facts, statistics and opinion (can be expert opinion) -Modal verbs -Adverbs for possibility/degree -Subordinating conjunctions -Conjunctive adverbs -Hyphens to avoid ambiguity - Subjunctive form (expressing hypothetical situations or wishes) <p>Unit 2: Recount of London Trip</p> <ul style="list-style-type: none"> - Past tense (perfect form of verbs to mark time/cause) -Time adverbials -Subordinating conjunctions -Adverbials for cohesion -Synonyms and pronouns to avoid repetition -Parenthesis (commas, brackets and dashes) <ul style="list-style-type: none"> - Use commas to clarify meaning or add detail. <i>e.g., "We packed sandwiches, drinks, and snacks for the trip."</i> or <i>"Tom's jacket, which he had nearly forgotten, was finally packed."</i> - Speech punctuation (quotes from children or adults on trip) - subjunctive form (e.g. if I were to go again, I would...) -passive voice 	<ul style="list-style-type: none"> subheadings and consistently punctuated bullet points -Perfect verb forms (e.g. <i>"Make sure you have washed your hands before beginning. Check that the glue has dried completely and "Once you have mixed the ingredients, pour them into the tin."</i>) -Third person -Subordinating conjunctions (when you have...) -Relative clauses (including dashes, brackets and commas for parenthesis) -Conjunctive adverbs -Colon to introduce a list -Commas for lists -Chronological order -Adverbs of time and manner -Dashes to mark boundaries between independent clauses -Hyphens to avoid ambiguity <p>Unit 2: Setting Description</p> <ul style="list-style-type: none"> -Cohesive devices (e.g., fronted adverbials, conjunctions, pronouns) to link ideas across paragraphs -Synonyms and pronouns to avoid repetition -Relative Clauses - Subordinating conjunctions -Use a variety of sentence types (simple, compound, complex) for effect. -Five senses to immerse the reader -Expanded noun phrases (including with prepositional phrases and other modifiers) 	<ul style="list-style-type: none"> - Simile and metaphor - Describe settings, characters and atmosphere -Convey character through dialogue -Advance the action through dialogue, maintaining a balance of speech and description -Contractions in speech to affect formality -Adverbials of time, place and manner -Commas to clarify meaning or avoid ambiguity <p>Unit 2: Non-Chronological Report</p> <ul style="list-style-type: none"> - Formal tone - Summarising information (Cornell note taking) - Bullet point lists (including independent clause introductory sentence with colon to mark boundary) -Heading, brief introduction and subheadings -Technical vocabulary -Third person -Formal Statements giving factual information -Subordinating conjunctions -Relative clauses -Conjunctive adverbs -Commas for lists (colon to introduce list) -Parenthesis (varied punctuation) - Semicolons to mark boundaries between independent clauses -Dashes to mark boundary between independent clauses 	<ul style="list-style-type: none"> -rhyming vocabulary ABAB rhyme or ABABC (see Edgar Allan Poe's 'The Raven' for example) -Expanded noun phrases and prepositional phrases -Variety of sentence structures, including complex sentences -Describe settings and atmosphere using detail and mood Adverbials of time, place, and manner -Use of formal tone or elevated language -Hyphens for compound adjectives (avoiding ambiguity) - Subjunctive form (express a wish) -Passive voice "The hills are kissed by the golden morning sun." or "The silence is broken only by the whisper of the breeze." <p>Unit 2: Formal letter of application (Y6 positions)</p> <ul style="list-style-type: none"> -Address, date, salutation and brief introduction -First person -Persuasive language -Modal verbs -Imperative verbs -Formal tone -Relative clauses -Fronted adverbials -Semicolons to mark boundaries between independent clauses -Colons to mark boundary between independent clauses -Rhetorical questions -Active voice -Subjunctive mood -Subordinating conjunctions -Conjunctive adverbs
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Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

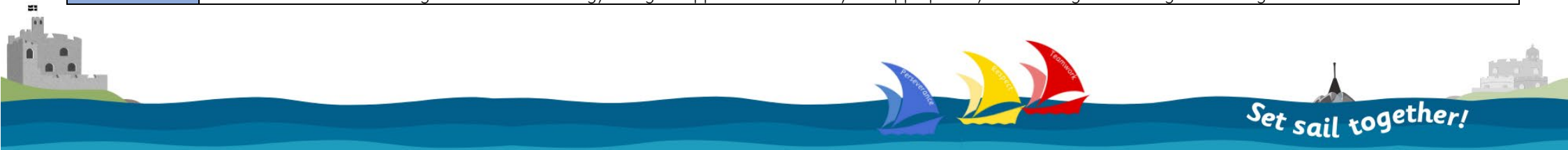


Year 6

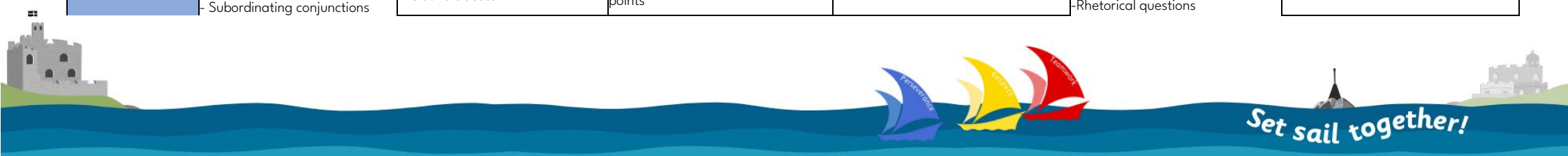
Spoken Language	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured 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 other • select and use appropriate registers for effective communication.
Spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, 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.
Handwriting	<ul style="list-style-type: none"> • 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.



<p>Composition</p>	<ul style="list-style-type: none"> • 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
<p>Vocabulary, Grammar & Punctuation</p>	<ul style="list-style-type: none"> • 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 • 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 and use of semi-colons within lists (Appendix 2) • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.



Autumn		Spring		Summer	
<p>What Was the Significance of The Titanic? Evolution and Inheritance</p>	<p>Iron Age (Wild Way Home) How can we group living things based on their characteristics</p>	<p>Japan (Kensuke's Kingdom) Can I make the bulb shine brighter? What is it like to live in Tokyo?</p>	<p>Does the coastline of Norway share any features with the coastline of Falmouth Bay? (Journey to Joburg)</p>	<p>Should we stop using all our natural resources? What is the circulatory system's role in the human body and how does it function (Wonder)</p>	<p>How far has transport come from the Packet Ships?</p>
<p>Unit 1: Biography – Charles Darwin (links to science)</p> <ul style="list-style-type: none"> -Semicolon to link clauses -Adverbial of time -Adverb of manner -Quote -Adverbials of time -Passive Voice -Subordinating conjunctions -Relative clauses -Past tense -Colon to introduce list -Parenthesis -Apostrophes for possession -Subheadings <p>Unit 2: Newspaper Report – "Titanic Disaster: Tragedy at Sea"</p> <ul style="list-style-type: none"> - Name, heading, byline -Adverbial phrase of time -Parenthesis -Passive voice -Semicolon with conjunctive adverb -Colon to link clauses -Relative clause -Direct speech -Reported speech - Subordinating conjunctions 	<p>Unit 1: Narrative – a historical / Time-Slip Story</p> <p>Narrative structure (opening, build-up, climax, resolution). Characterisation and dialogue to convey emotion and relationships. Creating atmosphere through setting and description. Dialogue punctuation. Expanded noun phrases and prepositional phrases. Cohesive devices across paragraphs. Dialogue to characterise Dialogue to advance action</p> <p>Unit 2: Non-chronological report – What was Cornwall like in the Iron Age?</p> <ul style="list-style-type: none"> -Heading Brief introduction -Subheadings -Technical vocabulary -Pictures and captions -Third person – formal -Statements giving factual information -Passive voice -Subordinating conjunctions -Relative clauses 	<p>Unit 1: Narrative – setting and suspense</p> <p>Write the next chapter Just After Michael Falls Overboard</p> <ul style="list-style-type: none"> -Description of the sea and emotions (fear, panic) -Figurative language (including personification) -Use of powerful verbs -Short sentences for suspense -Arrival on the beach/island (contrasting setting description) -Past tense -First person -Adverbials of manner -Adverbs/adverbials of time -Adverbs/adverbials of place/preposition phrases -Expanded noun phrases -Dashes to mark boundaries between clauses -Passive voice -Hyphens to avoid ambiguity <p>Unit 2: Instructional Writing (how to make sushi)</p> <ul style="list-style-type: none"> -Semicolons in complex lists -Modal verbs -Rhetorical questions -Direct address of the reader -Colon (independent clause introductory sentence) with bullet points 	<p>Unit 1: Diary entry</p> <ul style="list-style-type: none"> - Include thoughts, feelings, and reactions to events -Techniques to engage reader, such as rhetorical questions, direct address ("you wouldn't believe..."), and varied sentence lengths for effect. -First-person and past tense, with some shifts to present tense for reflection (e.g. "I'll never forget the fear I felt."). -Adverbials of time -Pronouns and synonyms to avoid repetition (editing focus) -Modal verbs and adverbs -Subordinate clauses -Present perfect tense, where appropriate (e.g. "I have never felt so relieved."). -Colloquial language or informal register, if appropriate to the character/voice. -Apostrophes for possession and contraction. -Use of dashes, ellipses, and exclamation marks for emotional effect or hesitation. -Speech punctuation -Colon to link clauses -Subjunctive form <p>Unit 2: Comparison Text</p>	<p>Unit 1: Narrative – Wing (Literacy Shed)</p> <ul style="list-style-type: none"> -Setting described with figurative language -Characterisation (show don't tell) -Subordinate clause -Character description of crows -Characterisation through speech -Split speech -Speech to advance action -Colon to link clauses -Fronted adverbial -Short sentence for suspense -Powerful speech verbs + adverbs -Characterisation through movement -Dash to mark boundary between clauses -Passive verbs -Cohesion – synonyms and pronouns to avoid repetition <p>Unit 2: Persuasive writing – formal letter to Mr Tushman persuading him to take a stronger stance against bullying</p> <ul style="list-style-type: none"> -Direct address and statistics -Opinion (can be expert opinion) -Repetition for effect -Rhetorical questions 	<p>Unit 1: Play script, production and oracy focus.</p> <p>Unit 2: Formal Speeches</p> <ul style="list-style-type: none"> -Individual outstanding targets focus - Passive voice where appropriate -Modal verbs -Adverbs and adverbial phrases to express certainty or emphasis -Formal, but with personal feelings and stories and anecdotes -Use gesture, emphasis, and rhetorical devices to engage the audience -Vary sentence length for effect -Appropriate gesture, pace, intonation and volume



	<ul style="list-style-type: none"> - Hyphenated words - Cohesive/conjunctive adverbial sentence starter - Subjunctive form - Modal verb - Tenses – past, present and future 	<ul style="list-style-type: none"> - Subjunctive form - Conjunctive adverbs - Semi-colons to link clauses - Colons and bullet points (consistently punctuated) - Apostrophes for possession - Parenthesis with varied punctuation <p>Or Diary Entry - A day in the life of an Iron Age child, warrior, or druid / from Charlie's perspective after discovering the boy in the woods, or from an Iron Age child's point of view.</p>	<ul style="list-style-type: none"> - Relative clauses - Varied punctuation for parenthesis - Imperative verbs - Subordinate clause - Adverb sentence openers (manner/time) - Conjunctive adverbials - Pronouns to avoid repetition - Subjunctive form - Semicolon to link closely related independent clauses - Chronological - Commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> - Comparative conjunctions (whereas, similarly, in contrast...) - Technical vocabulary - Semicolon with cohesive adverb - Rhetorical question - Varied sentence openers - Colon with bullet-pointed list - Colon to link independent clauses - Parenthesis - Prepositional phrase - Passive voice - Conjunctive adverbials - Dashes for parenthesis - Layout devices (e.g. headings, subheadings, bullet points, columns, tables) 	<ul style="list-style-type: none"> - Emotive/exaggerated language - Triples/the rule of three - Modal verbs - Active voice - Adverbs for possibility/degree - Personal pronouns - Expanded noun phrases - Subordinating conjunctions - Conjunctive adverbs - Commands - Semi-colons - Colons - Parenthesis - Commas to clarify meaning or avoid ambiguity - Present and present perfect tense (e.g. Scientists have discovered) 	
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Terminology for pupils: subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Impact

At Falmouth Primary Academy, our writing curriculum has a significant impact on our pupils and ensures good outcomes by the end of KS2. Rooted in high-quality, engaging texts, it nurtures a love of writing and inspires children to write with purpose, creativity, and confidence. Writing is not confined to English lessons—it is a valued and celebrated skill across the curriculum.

Teachers expertly model and scaffold each stage of the writing process, enabling children to understand and internalise the journey from planning to publishing. Grammar is taught in context, giving it meaning and relevance, and helping children to make purposeful choices in their writing. This approach ensures that pupils are not only technically proficient but also expressive and thoughtful in their use of language.

We develop children into confident, independent writers by explicitly teaching the full writing cycle: planning, drafting, revising, editing, and publishing. This structured approach empowers pupils to take ownership of their writing and to see themselves as authors with something important to say.

As a result, our pupils take pride in their writing, demonstrate increasing fluency and sophistication, and transfer their skills across subjects. The impact is clear: children at Falmouth Primary Academy write with joy, clarity, and conviction ready to take this into the next stage of their education.





Set sail together!