

Monkhouse Writing Curriculum EYFS - Year 6

EYFS - Nursery - Whole Year overview

EYFS - Nursery					
Term	Communication and Language	Literacy	Rhymes and Poems	Key Literary Texts	Linked Texts to deepen understanding
Autumn 1	<p>What we want the children to know Know some nursery rhymes by heart Know that 'who' refers to a character and 'where' to a place when talking about pictures from a story. That we try to try to sit still and listen at story time Knows colour names and uses accurately</p> <p>What we want the children to know how to do Demonstrate joint attention when the group chant favourite rhymes. Join in with favourite rhymes – some lines, words and actions. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, attentive as play is narrated. Play alongside other</p>	<p>What we want the children to know That at story time we try to sit still and listen That we handle books carefully The names of appropriate features and objects within stories shared</p> <p>What we want the children to know how to do Begin to answer who and where questions Maintain focus on a short picture book shared with an adult until the end. Make marks on a range of scales with a range of tools and grips.</p>	<p>Baa, Baa Black Sheep Hickory Dickory Dock 5 Little Men in a Flying Saucer <u>Twinkle, twinkle little star</u></p>	<p>Little Rabbit Foo Foo - Michael Rosen Goldilocks and the Three Bears - Jonathan Langley Owl Babies - Martin Waddell Little Lumpty - Miko Imai Little Owl Lost - Chris Haughton</p>	<p>The Family book - Todd Parr Maisy at Nursery School- Lucy Cousins Each, Peach, Pear, Plum - exploring rhyme - Janet and Alan Ahlberg One Fox - Kate Read Hello, Goodbye - David Lloyd - music link</p>

	<p>children in self-chosen activities</p> <p>Choose some of own activities during 'free choice', sometimes with adult support</p> <p>Knows colour names and uses accurately</p>				
Autumn 2	<p>What we want the children to know</p> <p>"Who?" Refers to a character and "where?" to a place</p> <p>What we want the children to know how to do</p> <p>Join in with favourite rhymes – some lines, words and actions.</p> <p>Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated.</p> <p>Begins to listen and chat to others as plays and works.</p> <p>Follows a simple instruction related to familiar routines</p> <p>Use a short phrase or sentence to communicate ideas</p> <p>Begin to answer who and where questions, and identify how characters are feeling using basic vocabulary</p> <p>Begin to use 'because' to</p>	<p>What we want the children to know</p> <p>That marks can be used to give a message to others.</p> <p>The names of appropriate features and objects within stories shared</p> <p>What we want the children to know how to do</p> <p>Develop preferences for picture books and seek out adults to share them.</p> <p>Anticipate favourite sections as the book is shared.</p> <p>Hold books independently, opening to find pages of interest.</p> <p>Process language to locate key features in illustrations.</p> <p>Demonstrate joint attention during rhyme time, imitating some actions.</p> <p>Make marks on a range of scales with a range of tools and grips.</p>	<p>Humpty Dumpty</p> <p>Incy Wincy Spider</p> <p><u>Clap, clap, hands, one, two, three</u></p> <p><u>Did you ever see a bunny?</u></p>	<p>Little Lumpty - Imai Miko</p> <p>Mr Big - Ed Vere</p> <p>Old Mother Hubbard - Jane Cabrera</p> <p>Old Mother Hubbard - Russell Punter</p> <p>Each, Peach, Pear, Plum - Janet and Alan Albergh</p> <p>Jack Frost - Kazuno Kuhara</p>	<p>Egg Drop - KUW</p> <p>Wow said the Owl, Its Nighttime- Tim Hopgood</p> <p>Moon - Britta Treckentrup maths/UW</p> <p>Tree - Seasons Come and Go Britta Treckentrup Maths/UW</p>

	explain simple ideas when prompted..				
Spring 1	<p>What we want the children to know</p> <p>Longer parts of familiar rhymes and stories by heart. Which rhymes and stories are their favourites</p> <p>What we want the children to know how to do</p> <p>Join in with longer sections of favourite rhymes and stories – some lines, words and actions. Respond to rhymes and stories with enjoyment Talk about their own play, responding to comments or questions from others. Talk about and/or retell familiar stories with some accurate detail. Sequence some main events from stories. Follow adult cues to help innovate stories</p>	<p>What we want the children to know</p> <p>The names of appropriate features and objects within stories shared That marks can be used to give a message to others. We can all be story-tellers</p> <p>What we want the children to know how to do</p> <p>Locate familiar books within a larger collection. Choose books independently and spot things of interest within the pages. Remain engaged from the beginning to end of short books. Begin to participate in the repetitive features of very familiar books. Focus on marks as they are being created by a range of tools. Give simple meaning to the marks they make Use words and actions to engage in familiar rhymes To join in with Talk-for-Writing, performing with the pace and rhythm of the group Begin to add marks to outlines to represent their initials</p>	<p><u>Ten Galloping Horses by Kathy Reid-Naiman</u> <u>Dance.</u> <u>Polly put the kettle on</u> <u>Thumbkin, dance</u></p>	<p>The Greedy Goat- Petr Horace</p> <p>Chapatti Moon- Pippa Goodhart and Lizzie Finlay</p> <p>The Gingerbread Man- Mairi Mackinnon</p> <p>The Three Billy Goats Gruff- Irene Yates</p>	<p>Chapati Moon</p> <p>We're Going on a Bear Hunt</p> <p>Mr Wolf's Pancakes</p> <p>Alternative versions of the story THE GINGERBREAD MAN STORY 🎵 Nursery Rhyme Song for Kids Pancake Manor</p>

		<p>Comment on or answer questions about illustrations. Join in with clapping the beats in new words</p>			
Spring 2	<p>What we want the children to know Know a new rhyme off by heart.</p> <p>What we want the children to know how to do Use back and forth conversations about play. Answer simple “why?” questions related to familiar stories and experiences. Remain attentive to the end of the book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes. Respond to instructions with 3 key words in the context of a game (eg buying 3 items from a shop)</p>	<p>What we want the children to know Signs in our environment have a meaning</p> <p>What we want the children to know how to do Recognise a few examples of environmental print such as shop logos and food labels. Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books. Answer ‘how do they feel?’, ‘what happened next?’ and other questions requiring simple inference and prediction, in relation to familiar stories. Make continuous linear marks and other effects with hands and tools on a range of scales. Identify their own name from a very small selection Begin to trace or copy their initial</p>	<p>Here is the Beehive <u>Twinkle, twinkle little star</u></p> <p>Incy Wincy Spider <u>Clap, clap, hands, one, two, three</u> <u>Did you ever see a bunny?</u></p>	<p>The Gigantic Turnip - Aleksei Tolstoy Niamh Sharkey</p> <p>The Enormous Potato- Aubrey Davis</p> <p>Pattan’s Pumpkin - Chitra Soundar</p>	<p>The Gigantic Turnip - Aleksei Tolstoy Niamh Sharkey</p> <p>The Enormous Potato- Aubrey Davis</p> <p>Mr Wolf and the Enormous Turnip</p> <p>Oliver’s Vegetables</p> <p>Hattie Peck</p> <p>Chickens Aren’t The Only Ones - Ruth Heller</p>

<p>Summer 1</p>	<p>What we want the children to know how to do</p> <p>Use talk to organise play, assigning roles, directing others, choosing resources. Ask and answer why questions. Join in with very familiar repeated sections in books. Know a range of rhymes and express preferences. Retell all or parts of familiar stories with some independence, using pictures or props to support.</p>	<p>What we want the children to know That we can use instructions to tell people how to do something</p> <p>What we want the children to know how to do Answer 'how do they feel?', 'what happened next?' and other questions requiring simple inference and prediction, in relation to familiar stories. Suggest what might happen next from memory. Answer how or why questions about a book. Know a few complete rhymes off by heart. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality. Make marks, including strings of symbols for others and ascribe meaning to them. When working with an adult, can copy some letters, eg those from their name Begin to make own suggestions as they work with an adult to innovate a story</p>	<p><u>Chop, chop, choppity chop</u> <u>Tommy Thump is Up - Nursery Rhyme</u></p>	<p>Norman The Slug With the Silly Shell - Sue Hendra</p> <p>Jasper's Beanstalk - Nick Butterworth and Mick Inkpen</p> <p>Jack and the Beanstalk - Richard Walker and Niamh Sharkey</p>	<p>The Spider - Elise Gravel - UW</p> <p>The Fly - Elise Gravel - UW</p> <p>The Worm - Elise Gravel - UW</p> <p>Best Bug Parade - Stuart J Murphy - Maths</p>
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<p>Summer 2</p>	<p>What we want the children to know</p> <p>Which books are their favourites Know a wider range of rhymes.</p> <p>What we want the children to know how to do</p> <p>To talk about events now and in the past using appropriate tenses. Generate and complete causative sentences. Follow two part instructions. Begin to "read along" with very familiar books. Comment on books as they are being read. Add own ideas to orally innovate familiar stories</p>	<p>What we want the children to know</p> <p>Words are made of sounds We use letters to write words</p> <p>What we want the children to know how to do</p> <p>Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far. Distinguish between the text and the illustrations. Notice very familiar letter symbols in the environment such as letters from their name. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word. Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers Use imitative writing during role play. Demonstrate a hand</p>	<p>Crabby</p> <p>Commotion in the Ocean</p> <p>Walking through the Jungle - Debbie Harter</p>	<p>Once Upon a Tide- Tony Mitton and Selina Young</p> <p>The Storm Whale in winter- Benji Davies</p> <p>The Wide Wide Sea- Anna Wilson and Jenny Lovlie</p> <p>Handa's Surprise - Eileen Browne</p> <p>Sharing a Shell - Julia Donaldson</p>	<p>Rainbow Fish - PSED</p> <p>Look What I found on the Beach - KUW</p> <p>Alan's Big Scary Teeth - link to tooth care</p>
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		<p>preference. Write symbols in an order which approximate to their name. Uses a modified tripod grip, sometimes with support. Clap the beats in a word Begin to identify initial sounds from a choice of 2 or 3 Begin to join in with Fred-talking activities</p>			
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EYFS - Reception - Whole Year overview

EYFS - Reception					
Term	Communication and Language	Literacy	Rhymes and Poems	Key Literary Texts	Key text to deepen understanding -linked to specific areas of learning.
Autumn 1	<p>What we want the children to know</p> <p>Know vocabulary How? And Why?</p> <p>Recall and define specialist vocabulary for the half term</p> <p>Know that you take turns in conversation, play and games</p>	<p>What we want the children to know</p> <p>We can use letters in order to communicate meaning (simple CVC words)</p> <p>To know 'ditties' for writing some letters.</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p>	<p>Wheels on the bus A sailor went to sea Row row row your boat Down in the jungle Down at the station</p> <p>Treasury of songs- Funny face</p> <p>Treasury of songs- Monkey Puzzle</p>	<p>Little Red Hen Emma Jane's Aeroplane - Katie Haworth Rumble in the jungle - Giles Andreae & David Wojtowycz Journey - Aaron Becker The Family book - Todd Parr</p>	<p>The Colour Monster goes to School - When a Dragon Goes to School - Anna Llenas Barbara Throws a wobbler - Nadia Shireen Weirdo - Zadie Smith & Nick Laird Dot - Peter Reynolds</p>

	<p>What we want the children to know how to do</p> <p>Secure agreed rules for conversational turn taking in small and larger groups.</p> <p>Ask questions to find out more Formulate and respond to "Why?" and "How?" questions in response to familiar texts or situations.</p> <p>Follow two step instructions.</p>	<p>Memorise more complex action rhymes and nursery rhymes.</p> <p>Know all letters by sound and write them down</p> <p>What we want the children to know how to do</p> <p>Can sequence events from a familiar story with a degree of independence</p> <p>Grasp and use a wider range of structures in books and use these to aid participation (eg, recognising when parts of a story repeat).</p> <p>Look for cues in illustrations Perform more complex action rhymes and nursery rhymes.</p> <p>Use some letters in sequence to convey meaning, including CVC words.</p> <p>Break speech into words when writing with an adult.</p> <p>Form some recognisable</p>			
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		<p>letters correctly during adult modelled sessions.</p> <p>Write labels, lists and captions with support.</p> <p>Know how to segment sounds in CV/CVC words</p> <p>Know how to blend sounds in CV/CVC/CCVC words</p>			
Autumn 2	<p>What we want the children to know</p> <p>Know vocabulary How? And Why?</p> <p>Know that you take turns in conversation, play and games</p> <p>What we want the children to know how to do</p> <p>Secure agreed rules for conversational turn taking in small and larger groups.</p> <p>Ask questions to find out more Formulate and respond to "Why?" and "How?" questions in response to familiar texts or situations.</p>	<p>What we want the children to know</p> <p>We can use letters in order to communicate meaning (simple CVC words)</p> <p>To know 'ditties' for writing some letters.</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Memorise more complex action rhymes and nursery rhymes.</p> <p>Know all letters in name and write it down</p> <p>What we want the children to know how to do</p> <p>Can sequence events</p>	<p>T'was the night before Christmas</p> <p>Treasury of songs- The Stickman song</p> <p>Treasury of songs- Room on the Broom</p>	<p>Stickman - Julia Donaldson</p> <p>Polar express - Chris Van Allsburg</p> <p>Grandad's Campervan - Harry Woodgate</p> <p>A stroll through the seasons - Kay Barnham</p>	<p>Diwali - Rama and Sita</p> <p>Celebrations around the world - Diwali</p> <p>Stumpy the Hero Dog - Michael Foreman</p> <p>Not a stick - Antoinette Portis</p> <p>Nativity</p> <p>The Remember Balloons - Jessie Oliveros</p> <p>Me on a map - Joan Sweeney</p>

	<p>Follow two step instructions.</p>	<p>from a familiar story with a degree of independence</p> <p>Grasp and use a wider range of structures in books and use these to aid participation (eg, recognising when parts of a story repeat).</p> <p>Look for cues in illustrations Perform more complex action rhymes and nursery rhymes.</p> <p>Use some letters in sequence to convey meaning, including CVC words.</p> <p>Break speech into words when writing with an adult.</p> <p>Form some recognisable letters correctly during adult modelled sessions. Write labels, lists and captions with support.</p> <p>Knows how to segment sounds in CV/CVC words</p> <p>Knows how to blend sounds in CV/CVC/CCVC words</p>			
Spring 1	What we want the	What we want the	Poems to perform- Julia	Dirty Bertie - David	A walk through the

	<p>children to know</p> <p>Know some simple rhymes</p> <p>Know some repetitive parts of stories and rhymes</p> <p>Know that I can change my voice to show a character speaking</p> <p>Know some simple connectives such as; next, then, after that, because, so.</p> <p>Recall and define specialist vocabulary for the half term</p> <p>What we want the children to know how to do</p> <p>Know how to play with words and funny rhymes and how to add own words.</p> <p>To change voice to match character from story or rhyme such as tone and expression to participate in very familiar stories as choric speech between narrator and characters.</p> <p>Formulate and respond to</p>	<p>children to know</p> <p>Know that we can have different preferences for books and stories.</p> <p>Recall key elements of books they have heard and read.</p> <p>Know some word play rhymes and more complex nursery rhymes by heart.</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Begin to know set 2 sounds - digraphs (ay, ee, igh, ow, oo)</p> <p>Know that a sentence begins with a capital letter and a full stop.</p> <p>Know the ditties for letter formation for set 1 sounds</p> <p>Form recognisable letters correctly during adult modelled sessions.</p> <p>What we want the children to know how to do</p> <p>Recall key elements of</p>	<p>Donaldson</p> <p>Dirty Bertie - hand washing rhyme</p>	<p>Roberts</p> <p>Three Little Pigs</p> <p>Three little</p> <p>Wolves and the big Bad Pig -</p> <p>World Book Day - focus stories</p>	<p>seasons</p> <p>When I grow up I want to be...</p> <p>Celebrations around the world- Lunar New Year</p> <p>C is for China</p> <p>Who's afraid of the big bad wolf?</p> <p>Dragon Dance</p>
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	<p>questions using connectives on the end of simple responses to include detail or causative extensions eg explaining what they observe in experiments.</p>	<p>books they have heard and read using story language and vocabulary.</p> <p>Formulate and respond to "Why?" questions in response to preference for book or story.</p> <p>Know how to segment and blend sounds in words to read captions and sentences</p> <p>Know how to segment and blend sounds in words to write simple sentences with regular words ,including those with digraphs</p> <p>Begins to know how to punctate own sentences during adult guided sessions</p> <p>Know how to form recognisable letters correctly during adult modelled sessions.</p>			
Spring 2	<p>What we want the children to know</p> <p>Know story language and vocabulary in order to retell familiar stories</p> <p>Know that questions</p>	<p>What we want the children to know</p> <p>Know and name some book characters and describe their qualities.</p> <p>Understand cause and</p>	<p>Sharing a shell- Julia Donaldson</p> <p>My many coloured day- Dr Seuess</p>	<p>Tiger who came to tea</p> <p>We're going on an egg hunt</p>	<p>Celebrations around the world - Easter</p> <p>Easter</p> <p>Ada Twist Scientist</p>

	<p>sometimes have more than one answer or that there may be a definitive correct answer</p> <p>Know that rhymes and poems can be performed and enhanced with the incorporation of body percussion or instrumental sounds.</p> <p>Recall and define specialist vocabulary for the half term</p> <p>What we want the children to know how to do</p> <p>Sequence events in a story and retell familiar stories using sequenced illustrations as prompts</p> <p>Answer open ended or speculative questions, eg I wonder...drawing upon own experiences, ideas and thoughts.</p> <p>Explain own ideas, make predictions, and talk about own observations using recently introduced vocabulary.</p> <p>Recall rhymes and incorporate body percussion or instrumental sounds as a simple performance.</p>	<p>effect in books they have heard or read.</p> <p>Predict and innovate the endings of books, and rhyme of unfamiliar stories.</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Know set 2 sounds - digraphs (ay, ee, igh, ow, oo)</p> <p>Know set 3 sounds and that there is more than one way to represent a sound</p> <p>Know that a sentence begins with a capital letter and a full stop.</p> <p>Know the ditties for letter formation for set 1 sounds and digraphs</p> <p>Form recognisable letters correctly during adult modelled sessions.</p> <p>What we want the children to know how to do</p> <p>Predict and innovate the endings of books, and rhyme of unfamiliar stories drawing upon knowledge of how stories work and own experiences.</p>			
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		<p>Begin to punctate own sentences during adult guided session</p> <p>Know how to segment and blend sounds in words to read sentences</p> <p>Know how to segment and blend sounds in regular words to write simple sentences with regular including those with digraphs in line with phonic group expectation</p> <p>Knows how to punctate own sentences during adult guided sessions with increasing independence</p> <p>Forms many letters appropriately in own writing</p>			
Summer 1	<p>What we want the children to know</p> <p>Know main parts of familiar story by heart</p> <p>Recall and define specialist vocabulary for the half term</p> <p>Use own experiences and knowledge gained from stories, books to answer</p>	<p>What we want the children to know</p> <p>Know that stories have different plots (journey tale, defeating monster etc)</p> <p>Know that characters will have feelings and emotions.</p> <p>Know that there are fiction</p>	<p>Treasury of songs- Keep on the go</p> <p>Treasury of songs- steering a great big trolley</p> <p>Treasury of songs- Nut tree</p>	<p>Supertato veggie assemble</p> <p>What the ladybird heard</p>	<p>A walk through the seasons</p> <p>The bee book</p> <p>Snail trail</p> <p>Minibeasts facts</p> <p>Eric Carle books- Hungry caterpillar, The Tiny seed, Very Busy Spider, The bad tempered ladybird.</p>

	<p>open ended or speculative questions, eg I wonder.....</p> <p>Formulate and respond to arrange of "Why?" and "How?" questions</p> <p>What we want the children to know how to do</p> <p>Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props.</p> <p>Answer open ended or speculative questions, eg I wonder.....</p> <p>Process three step instructions.</p> <p>Draw on on own knowledge and experience to Formulate and respond to arrange of "Why?" and "How?" questions</p>	<p>and non fiction books and the difference between them.</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Know set 2 sounds - digraphs (ay, ee, igh, ow, oo)</p> <p>Know set 3 sounds and that there is more than one way to represent a sound</p> <p>Know that a sentence begins with a capital letter and a full stop.</p> <p>Know the ditties for letter formation for set 1 and set 2 sounds and digraphs</p> <p>Form recognisable letters correctly with increasing independence.</p> <p>What we want the children to know how to do</p> <p>Predict the development of the plot - using own experiences from own knowledge and from stories and books they have listened to.</p> <p>Empathise with</p>			
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		<p>characters.</p> <p>Make links between texts.</p> <p>Access simple information books and identify simple non fiction books (e.g contents page, facts, photographs)</p> <p>Independently knows how to segment and blend sounds in regular words to write short sentences including those with digraphs in line with phonic group expectation</p> <p>Knows how to punctate own sentences during adult guided sessions with increasing independence</p>			
<p>Summer 2</p>	<p>What we want the children to know</p> <p>Know that stories can be told using props</p> <p>Know some challenging adjectives, verbs and positional vocabulary when used in instructions.</p> <p>Know that instructions explain rules or method</p> <p>Recall and define specialist vocabulary for</p>	<p>What we want the children to know</p> <p>Know that characters face different dilemmas in stories, books and plots.</p> <p>Know some sections of rhyming text. by heart</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Know set 2 sounds - digraphs (ay, ee, igh, ow, oo)</p>	<p>Mad about minibeasts (rhyme book)</p> <p>Minibeasts and animals (rhyme book)</p> <p>Treasury of songs- What's your colour?</p>	<p>Non fiction lifecycles.</p> <p>Real life superheroes</p> <p>Recycle Michael</p> <p>Bee story</p> <p>Little people big dreams- David Attenborough</p> <p>Like the Ocean we rise</p>	<p>The Queen's hat</p> <p>A walk around London</p> <p>Once there were giants</p> <p>Great women who made history</p>

	<p>the half term</p> <p>Know that innovate means to change something.</p> <p>Knows that a story can be innovated by changing character, event or ending</p> <p>What we want the children to know how to do</p> <p>Generate original narratives using small world, figures or puppets or in role play with open ended props.</p> <p>Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.</p> <p>Play games where they give instructions to each other.</p> <p>Know how to innovate a story, or invent a story with appropriate sequence and detail, using pictures or props as needed.</p>	<p>Know set 3 sounds and that there is more than one way to represent a sound</p> <p>Know that a sentence begins with a capital letter and a full stop.</p> <p>Know the ditties for letter formation for set 1 and set 2 sounds and digraphs</p> <p>Form recognisable letters correctly with increasing independence.</p> <p>What we want the children to know how to do</p> <p>Articulate the dilemmas the characters face.</p> <p>Use the structure of rhyming texts to participate in a recall sections of text.</p> <p>Knows how to punctate own sentences during adult guided sessions with increasing independence</p> <p>Independently knows how to segment and blend sounds in regular words to write short sentences including those with digraphs in line with phonic group expectation</p>			
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Year 1 Autumn Term

Text Types / Genres	Narrative: Cumulative tale - story with predictable phrases Poetry - patterned language / familiar phrases Non-fiction: instructions - personal experience (event) Narrative: journey tale Non-fiction: recount			
Core Grammar skills taught across the term.	What does a basic sentence need (main clause) - capital letter, full stop, subject and verb. Terminology verb, adjective, noun Personal pronoun - I	Narrative focus: Sequencing to form a short narrative - imitation principles. Capital letter for proper nouns. Introduce pronouns to avoid repetition at the start of a sentence.	<u>Recount focus:</u> Consolidate Joining words and clauses using 'and'. consolidate joining words within a simple main clause sentence using and. Focus on joining two clauses using 'and'.	<u>Instructions:</u> Imperative Verbs for instructions Common nouns, proper nouns and simple pronouns
Grammar skills to be revisited and revised - sentence structure focus	Saying out loud what they are going to write. Dictation - Combining words to create a sentence. Finger spaces	Composing a sentence orally before writing it. How words can combine to make sentences - main clause focus. Joining words using 'and'. Finger spaces.	Composing a sentence orally before writing it. How words can combine to make sentences for a purpose.	Developing basic main clause sentences using 'and' - to add an additional main clause. 'And' to add another noun or adjective

Year 1 Spring Term

Text Types / Genres	Narrative: Traditional Tales Narrative: Warning Tale - shorter linked to traditional tales. Non-fiction : Report - could be a formal letter			
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	Non-fiction: Instructions - follow on from a practical experience and write instructions.			
Core Grammar skills taught across the term.	Simple Past / Simple present verbs - regular. Finite verbs	Question and exclamation sentence types focus - with punctuation	Prefix un changing the meaning of words Suffixes that can be added to verbs where no change is needed in the spelling of the root word Letter names - in line with RWInc expectations.	Sequencing for short narratives (Time conjunctions - First, next, then, finally)
Grammar skills to be revisited and revised - sentence structure focus	Rehearsal and revising: Checking if a sentence makes sense and is a complete thought.	Focus on complete sentences, full stops and capital letters	Consider sequencing of sentences	Discuss what has been written and suggest improvements

Year 1 Summer Term				
Text Types / Genres	Narrative: Finding Tale Non-fiction: Explanation text - sentences to explain a simple process. Poetry: Rhyming couplets (build on Autumn term) this zoo is not for you, there's a bear on my chair, there's a mouse in my house Non-fiction: non - chronological report			
Core Grammar skills taught across the term.	Noun phrases and development of adjectives and verbs.	Singular and plural, introduce plural noun suffixes	Introduce the use of the word 'because' for subordination.	Alliteration, with a focus on word classes Vowel and consonant

Grammar skills to be revisited and revised - sentence structure focus	Embed learning on sequencing of sentences	Read aloud what they have written and suggest revisions.	Consider re drafting and sentence composition	Revisit key concepts from across the year.
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Year 2 Autumn Term				
Text Types / Genres	Narrative: Alternative traditional tale Non-fiction: Non chronological report List poems (vocabulary building) Instructions linked to science.			
Core Grammar skills taught across the term.	Coordinating conjunctions (and, but, or) And a focus on main clauses	Expanded noun phrases for description and specification. Introduce commas in a list - nouns / adjectives. Introduce Alan Peat - 2A sentences - adding detail.	Subordination - because, when - keep the focus on developing the main clause and the impact of the subordination,	How the grammatical patterns in a sentence indicate its function (question, command, statement, exclamation) Alan Peat: What + !
Grammar skills to be revisited and revised - sentence structure focus	<u>Recap of Y1 expectations</u> Capital letter and full stop Personal pronoun I Capital letter for proper noun Use and to join words and clauses Understand single and plural Prefix Exclamation mark and	Proper nouns Personal pronouns\ Compound nouns and common nouns.	Formation of nouns and adjectives using suffixes Verbs	Apostrophes for contractions. Personal pronoun Adverb

	full stop			
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Year 2 Spring Term				
Text Types / Genres	Narrative: - Journey tale involving recurring literary language Calligram poem - inventions Non-fiction: Information text - about an invention Mini biography about George Stephenson. Informal letters - from places people visited by train. / recount of personal events.			
Core Grammar skills taught across the term.	Introduce first and third person Correct choice and consistent use of present tense and past tense (regular and irregular simple past and present).	Commas in a list - adjectives, nouns and simple phrases. Adverbs - focus on 'ly' and preposition - modifying.	Subordination - if and that (because, when - within a sentence). Alan Peat: 2a sentences	Use of the progressive form of verbs in the present and past tense to mark actions in progress.
Grammar skills to be revisited and revised - sentence structure focus	Apostrophes for possession.	Noun phrase	Superlatives Use of suffixes er, est Coordinating and subordinating conjunctions	Adverbs Irregular and regular simple past and present verbs. Generalisers

Year 2 Summer Term

Text Types / Genres	Narrative: Losing tale Non-fiction: Explanation text Writing evidence opportunities for statutory assessment - fiction and non-fiction.			
Core Grammar skills taught across the term.	Subordination - when if, that, because - to start and within a sentence). Similes and onomatopoeia - adding flare and description to writing. Alan Peat Sentence type - similes.	Imperative verbs / verbs for impact on reader	Formation of nouns using suffixes (ness, er or compounding) Formation of adjectives using suffixes Standard english to turn adjectives into adverbs	Generalisers - use at the start of a sentence to introduce adverbs at the start of a sentence.
Grammar skills to be revisited and revised - sentence structure focus	Articles Coordinating and subordinating conjunctions	Progressive tense - past and present (focus on irregular forms).	Exclamation sentences.	Punctuation - apostrophes and commas.

Year 3 Autumn Term

Text Types / Genres	Narrative: Wishing tale Explanation text Instructional writing Alternative traditional tale (focus on alternative problems and ending for a familiar character.)			
Core Grammar skills taught across the term.	Main clause writing and extending sentences with conjunctions and subordinate clauses	Prepositions and adverbs to modify a verb within sentences (e.g. above you, or take	Expressing time using conjunctions (before, after, while and so etc)	Verbs Focus - using in correct tense (past, present, progressive and new learning of

	(when, if, because, since etc) Introductory comma for subordination.	care when walking as above you)		perfect) Auxiliary verbs Focusing on uplevelling of verbs- Introduce concept of repetition in writing.
Grammar skills to be revisited and revised - sentence structure focus	<u>Recap of Y2 expectations</u> Word classes (N,V,A,Ad) Sentence type (S,C,Q,E) Tenses - Past, present, progressive Punctuation - fullstops, CL, ! Comma in list Subordination and coordination Expanded Noun phrases Possessive apostrophes	Noun pronoun / possessive pronoun agreement to avoid repetition Root words Consonant and vowel	Determiners - the use of an and a Prefixes - formation of nouns using a range of prefixes (super, anti, auto)	Stressed and unstressed syllables First and third person

Year 3 Spring Term				
Text Types / Genres	Tale of fear Non chronological report Speeches Poetry (Limericks)			
Core Grammar skills taught across the term.	Speech punctuation (uplevelling verbs,	Paragraphing to group related material	Starting sentences with adverbs (include	Paragraphing (with a focus on taught

	adverb and with an action) First and third person Alan Peat with an action	Include subheadings and headings	generalisers, ly and prepositions) With an action - Alan Peat	structures of starting sentences)
Grammar skills to be revisited and revised - sentence structure focus	Word families Tenses	Possessive Apostrophes	Root words, prefixes and suffixes Speech	Subordinating and coordinating conjunctions Auxiliary verbs

Year 3 Summer Term				
Text Types / Genres	Narrative - Wishing Tale (adventure story), Recount - newspaper report, Persuasion - Non-fiction Poetry (Haiku)			
Core Grammar skills taught across the term.	Metaphors Descriptive language, 'including show not tell' Repetition Alan Peat sentences - 3ed	Teaching of Speech punctuation	Use conjunctions, adverbs and prepositions to express time and cause Alan Peat sentences - 3ed	Tenses and consistency
Grammar skills to be revisited and revised - sentence structure focus	Contractions Pronouns including possessive pronouns	Introduce different types of Determiners - article, possessive and quantifier	Superlatives Repetition	

Year 4 Autumn Term

Text Types / Genres	Narrative: Myths and legends (conquering the monster) Non-fiction: Explanation text Persuasive (with explanation) Meeting tale			
Core Grammar skills taught across the term.	Conquering the monster - Main clause recap and teaching of Fronted adverbials (with introductory comma)	Persuasive Text - Paragraphing - organising ideas around a theme. Subordinate clauses across paragraphs	Meeting Tale - Noun phrases expanded by the addition of modifying adjectives and nouns	Explanation Text - Standard english forms of verb inflection Recap of tenses
Grammar skills to be revisited and revised - sentence structure focus	<u>Recap of previous expectations</u> Word classes (N,V,A,Ad) Sentence type (S,C,Q,E) Tenses - Past, present, progressive Punctuation - fullstops, CL, ! Comma in list Subordination and coordination Expanded Noun phrases Possessive apostrophes Contractions <u>Recap of Year 3 expectations</u> Preposition and adverbs Perfect tense and auxiliary verbs Determiners Prefix/ suffix / stressed and unstressed. Subordinating conjunctions	Determiners - different types and non standard examples - quantifiers, possessive, demonstrative and articles	Apostrophes for plural possession	Speech punctuation Compound nouns (include root words etc.)

Year 4 Spring Term				
Text Types / Genres	Narrative: Warning tale (stories with a theme) Non Fiction: Discussion text Newspaper report Poetry - Tanka poem			
Core Grammar skills taught across the term.	Noun phrases expanded by the addition of preposition phrases (noun and adjective)	Fronted adverbials across paragraphs (include subordinate clause, prepositions, adverbs from year 3) Introductory comma ing/ed - Sentence type - Alan Peat - fronted adverbial.	Adverbs to modify an adjective (adding detail to sentences) Alan Peat: Verb, Person (Sentence type - with adjective to alter.)	Speech - use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause) - upleveled verb with adverb to indicate how speech has been said.
Grammar skills to be revisited and revised - sentence structure focus	Prefix and suffix Pronouns and possessive pronouns	Revisit adverbs and prepositions	Concrete and abstract nouns Superlatives	Quantifiers

Year 4 Summer Term				
Text Types / Genres	Narrative: Character flaw Non fiction: persuasive (with explanation) Formal and informal letters to report information. Poetry: Riddles			
Core Grammar skills taught across the term.	Introduction of Embedded clauses (use of parenthesis within a	Standard and non standard - link to formality	Rhetorical questions. Short sentences and repetition	Paragraphing - cohesion across paragraph and

	sentence) - focus on what detail could enhance your main clause / knowledge of main clause.		Alliteration and patterns in short sentences	sentences (pronoun/noun use to avoid repetition) (prepositions, adverbials, conjunctions)
Grammar skills to be revisited and revised - sentence structure focus	Conjunctions - subordinating and coordinating	Stressed and unstressed syllables (intonation)	Plural and singular - possessive pronouns.	Apostrophes for possession (singular and plural)

Year 5 Autumn Term				
Text Types / Genres	Narrative: Rags to riches (Literary heritage focus) Non Fiction: Explanation text Biography recount - biographical account Poetry - cinquain Focus on vocabulary building - developing use of language and precision in selection.			
Core Grammar skills taught across the term.	Relative clauses beginning with who, which, where, when, whose - with a focus on main clauses - relative pronouns.	Cohesion within a paragraph - devices to build cohesion within a paragraph - then, after that, this...	Linking ideas across paragraphs using adverbials of time (later) and place (nearby). Alan Peat: Then, Now	Indicating degrees of possibility using adverbs - perhaps / surely... (generalisers) Relative clauses revisit. (embedded relative without pronoun)
Grammar skills to be revisited and revised - sentence structure focus	<u>Recap of previous expectations</u> Work classes (N,V,A,Ad) Sentence type (S,C,Q,E)	Parenthesis (embedded clause) Converting nouns or	Modal verbs Direct and reported speech	Bracket, dash (formality) and comma for parenthesis

	<p>Tenses - Past, present, progressive, perfect, auxiliary verbs</p> <p>Punctuation - fullstops, CL, !</p> <p>Comma in list</p> <p>Subordination and coordination</p> <p>Expanded Noun phrases</p> <p>Preposition and adverbs</p> <p>Determiners</p> <p>Prefix / suffix / stressed and unstressed.</p> <p>Subordinating conjunctions</p> <p>Contractions</p> <p><u>Recap of Year 4 expectations:</u></p> <p>Fronted adverbials with comma use.</p> <p>Possessive apostrophes</p> <p>Pronouns and possessive pronouns</p> <p>Word families and root words</p>	<p>adjectives into verbs using suffixes</p>		<p>Commas for ambiguity</p> <p>Coordinating comma, adjective comma</p> <p>Vocative comma</p>
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<p>Year 5 Spring Term</p>				
<p>Text Types / Genres</p>	<p>Narrative: Finding tale.</p> <p>Non-fiction: Persuasion</p> <p>Procedural writing (instructions / explanation)</p> <p>Poetry (figurative language - rap style)</p>			
<p>Core Grammar skills taught across the term.</p>	<p>Personification - main focus, with a recap and development of</p> <p>Metaphor, simile and idiom - figurative language focus and impact on reader</p>	<p>Linking ideas across paragraphs with adverbials of number or tense choices (he had seen her before)</p>	<p>Revisit: relative clauses, with a focus on relative pronouns and embedded.</p>	<p>Direct and reported speech</p> <p>Formality and informality of speech</p>

	experience. Alan Peat: Bad, worse, worst. (getting worse/better)			
Grammar skills to be revisited and revised - sentence structure focus	Collective nouns Converting nouns or adjectives into verbs using suffixes - ate, -ise, -ify.-	Relative pronouns Verb prefixes Auxiliary verb	Subordinating and coordinating conjunctions Main clauses Transitive and intransitive verb	Adverb to modify another adverb Commas - purpose of each type.

Year 5 Summer Term				
Text Types / Genres	Narrative: Suspense and mystery Non-fiction: Discussion text Narrative - Flashback (part story) Recount -Newspaper report - informality and formality.			
Core Grammar skills taught across the term.	Sentence construction and paragraphing (topic sentences and differences compared to subheadings) and variation of sentences after (not all the same) fronted adverbial - three short	Indicate degrees of possibility using modal verbs Recap Alan Peat: bad, worse, worst (getting worse/better)	General to specific - Consolidation and practise of semicolons (focus on main clauses). Alan Peat: imagine 3 examples	Develop formality Person in nonfiction / explanation writing (taking others' opinions as a narrator)

	Alan Peat: some; others sentence type - introduction to semi colon through focus on main clauses Power of 3 (short sentences)			
Grammar skills to be revisited and revised - sentence structure focus	Demonstrative determiners (include possessive quantifiers and articles)	Possessive apostrophes Cohesion and ambiguity	Modifying a noun with adjective	Verb prefixes

Year 6 Autumn Term				
Text Types / Genres	Narrative: Flashback - tale of fear Non-fiction: Non-Chronological Report Documentary to report (information text / part of a presentation) Formal and informal language Poetry (figurative language - pathetic fallacy - free verse poems)			
Core Grammar skills taught across the term.	Linking across paragraphs using a wide range of cohesive devices (repetition of word, ellipses. Include previously taught, prepositions, conjunctions, adverbial of: time, number, place, tense choices	Semicolon, colon and dash to mark boundary between independent clauses Alan Peat - Some; others - semicolon use.	Linking across paragraphs using adverbials Correlative conjunctions (either, or)	Figurative language pathetic fallacy and hyperbole Single word! Sentences.
Grammar skills to be revisited and revised -	<u>Recap of previous expectations</u> Work classes (N,V,A,Ad)	Subject / object - introduce active and	Verb forms - recap all	Active / passive revisit

<p>sentence structure focus</p>	<p>Sentence type (S,C,Q,E) Tenses - Past, present, progressive, perfect, auxiliary verbs Punctuation - fullstops, CL, !, () - Comma in list Subordination and coordination Expanded Noun phrases Preposition and adverbs Determiners Prefix / suffix / stressed and unstressed. Subordinating conjunctions. Fronted adverbials with comma use. Possessive apostrophes Pronouns and possessive pronouns Word families and root words Contractions <u>Recap of Year 5 expectations:</u> Embedded and relative clauses Adverbials to link across paragraphs Modal verbs and degrees of possibility using adverbs Types of comma Direct and reported speech Standard English Converting nouns and adjectives into verbs</p>	<p>passive Use of the passive to affect the presentation of information in a sentence - active and passive structure.</p> <p>Terminology - synonym and antonym</p>	<p>Subjunctive form (mood verb) Hyphens to avoid ambiguity</p>	<p>Semi colon / colon skills and revisit.</p>
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Year 6 Spring Term

Text Types / Genres	Narrative: Narrative- rags to riches Non-fiction: Proposal (formal) Monologue (speech writing - recounts of events - writing in role) Persuasion Incorporate elements of a discussion text in reading / project writing for writing after SATs.			
Core Grammar skills taught across the term.	Formal and informal language Controlled shift between tenses. Precise choice of verbs for impact and precision. Use of speech to indicate structures between speech	Active and passive (subject and object) Bullet points and punctuation - comma and semicolon - consistency across text.	Use of layout devices (headings, sub headings, columns, tables) to structure text Alan Peat - Emotion - consequence (informality in narrative.) Alan Peat - Question is...? Non-fiction.	Question tags for informality With Alan Peat - 3-bad dash Revisit semicolons, colons, dashes Subjunctive form
Grammar skills to be revisited and revised - sentence structure focus	Lists, bullets and semicolon in list Interjection comma, Comma for coordination	Determiners - all types Hyphenated noun and compound word	Verbs - all different types Parenthesis and Main clauses Sentence types	Noun phrases and modifying noun phrases (Y4) Regular and irregular verb forms (changing tenses)

Year 6 Summer Term

Text Types / Genres	For Statutory assessment: Narrative - full story Narrative - creating settings, characterisation, atmosphere - Key narrative techniques developed in a series of narratives on a similar theme.
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	Discussion text			
Core Grammar skills taught across the term.	Retrieval Practice - Grammar skills revisit for Statutory assessments.	Alan Peat focus - explore the punctuation use and formality of the sentence structures with... Tell: show - narrative. Some; others - non-fiction Emotion - consequence - narrative - informality.	Writing opportunities for application of skills across a range of genres and styles. Linking across paragraphs - range of subject specific content and language to suit formality and purpose.	Writing opportunities for application of skills across a range of genres and styles. Linking across paragraphs - range of subject specific content and language to suit formality and purpose.
Grammar skills to be revisited and revised - sentence structure focus	Punctuation	Formality of language Verb choices	Active and passive	Synonym antonym