



## English – Writing 8 Year Overview (Autumn)

**Intent:** To foster a love for writing by immersing pupils in high quality texts that ignite and inspire their imaginations. Pupils are engaged and motivated to write for a range of purposes and audience and are provided with skills to do this clearly, accurately, and coherently, adapting their language and style for many different contexts.

Components:				Purposes for Writing:		
<b>Transcription- Handwriting</b>	<b>Transcription- Spelling</b>	<b>Transcription - Grammar</b>	<b>Transcription – Punctuation</b>	<b>Writing to entertain</b>	<b>Writing to inform</b>	<b>Writing to persuade</b>
<b>Composition</b>				<i>Story, Narrative, Description, Poetry, Play script</i>	<i>Recount, Letter, Instructions, Poster, Explanation, Biography, Newspaper, Report</i>	<i>Argument, Review, Letter, Leaflet, Advert, Speech, Debate</i>

### Guiding Principles:

- Genres are to be sequenced throughout the term with a range of audiences being explored and will be revisited over the year
- Planning will follow the teaching and learning sequence: Immerse/Analyse/Plan/Write
- Teaching sequences should be linked to your bookshelf texts, the character traits and/or a cross- curricular focus. They should incorporate the grammatical content as outlined in the 8YO
- The content of this 8YO is our minimum offer for all pupils, which can be complimented with additional writing opportunities to reflect the needs and interest of the cohort and fire their interest as authors
- Additional writing opportunities that structure and support writing should be provided as part of/in addition to your sequence (*E.g. Slow Writing to focus on specific area/s of Transcription*)

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		Autumn		Spring		Summer	
		Key Skills	Purposes/ Genres	Key Skills	Purposes /Genres	Key Skills	Purposes /Genres
EYFS	Physical Development	<b>Fine motor skills-</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;		<b>Fine motor skills-</b> Use a range of small tools, including scissors, paint brushes and cutlery;		<b>Fine motor skills-</b> Begin to show accuracy and care when drawing.	
	Communication and Language	<p><b>Listening, Attention and Understanding:</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	Nursery Rhymes	<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p><b>Speaking:</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	Nursery Rhymes	<p><b>Listening, Attention and Understanding:</b> Make comments about what they have heard and ask questions to clarify their understanding;</p> <p><b>Speaking:</b> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	Nursery Rhymes
	Literacy – Word Reading	<b>Word Reading:</b> Say a sound for each letter in the alphabet. Read words consistent with their phonic knowledge by sound-blending;		<b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;		<b>Word Reading:</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
	Literacy - Comprehension	<b>Comprehension:</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		<b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;		<b>Comprehension:</b> Anticipate – where appropriate – key events in stories;	
	Literacy – Writing	<b>Writing:</b> Write recognisable letters, most of which are correctly formed;	Labels and captions, Lists, Explanations Recount	<b>Writing:</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Writing Stories (beg, mid, end), Sequencing Traditional tales Instructions, Letters,	<b>Writing:</b> Write simple phrases and sentences that can be read by others.	Poetry Invitations Diary

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Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 <i>National Poetry Day</i>	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6
Year 1	<b>Purpose/Genre:</b> Labels, captions and repeated phrasing	<b>Purpose/Genre:</b> Entertain Character description	<b>Purpose/Genre:</b> Entertain Poetry (pattern and rhyme)	<b>Purpose/Genre:</b> Entertain Story re-tell <ul style="list-style-type: none"> <li>IDENTIFY STORY STRUCTURE</li> </ul>	<b>Purpose/Genre:</b> Entertain Setting description	<b>Purpose/Genre:</b> Inform Instruction	<b>Purpose/Genre:</b> Entertain 3-part story <ul style="list-style-type: none"> <li>IDENTIFY STORY STRUCTURE</li> </ul>
	<b>Key Skills:</b> <i>Teach + Practise</i> <b>Word:</b> <ul style="list-style-type: none"> <li>Apply known 40+ GPC for spelling</li> <li>Word class (noun)</li> </ul>	<b>Key Skills:</b> <i>Teach + Practise</i> <b>Word:</b> <ul style="list-style-type: none"> <li>Apply known 40+ GPC for spelling</li> <li>Word class (adjective)</li> </ul>	<b>Key Skills:</b> <i>Teach + Practise</i> <b>Word:</b> <ul style="list-style-type: none"> <li>Apply known 40+ GPC for spelling</li> <li>Rhyming words</li> </ul>	<b>Key Skills:</b> <i>Teach + Practise</i> <b>Word:</b> <ul style="list-style-type: none"> <li>Apply known 40+ GPC for spelling</li> <li>Word class (adjective)</li> <li>Use plural noun suffixes -s</li> </ul>	<b>Key Skills:</b> <i>Teach + Practise</i> <b>Word:</b> <ul style="list-style-type: none"> <li>Apply known 40+ GPC for spelling</li> <li>Pronouns (she, they, he)</li> <li>Classify nouns &amp; adjective in own writing</li> </ul>	<b>Key Skills:</b> <i>Teach + Practise</i> <b>Word:</b> <ul style="list-style-type: none"> <li>Apply known 40+ GPC for spelling</li> <li>Word class (verb)</li> </ul>	<b>Key Skills:</b> <i>Teach + Practise</i> <b>Word:</b> <ul style="list-style-type: none"> <li>Apply known 40+ GPC for spelling</li> <li>Pronouns (she, they, he)</li> <li>Use plural noun suffixes -s</li> </ul>
	<b>Key Skills</b> <b>Sentence:</b> <ul style="list-style-type: none"> <li>Combine words to make simple sentences</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Count the words</li> <li>Segment for spelling</li> <li>Word spacing (P)</li> <li>Begin to use capital letters and full stops (P)</li> <li><i>Use capital letters for names of people and the personal pronoun 'I'</i></li> </ul>	<b>Key Skills</b> <b>Sentence:</b> <ul style="list-style-type: none"> <li>Combine words to make simple sentences</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Count the words</li> <li>Segment for spelling</li> <li>Word spacing (P)</li> <li>Begin to use capital letters and full stops (P)</li> <li>Use capital letters for names of people and the personal pronoun 'I'</li> </ul>	<b>Key Skills</b> <b>Sentence:</b> <ul style="list-style-type: none"> <li>Compose and orally recite a poem with rhyme and/or repeating pattern</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Identify rhyme</li> <li>Listen to and discuss a wide range of poems</li> <li>Recite/perform independently and collaboratively</li> </ul>	<b>Key Skills</b> <b>Sentence:</b> <ul style="list-style-type: none"> <li>Combine words to make simple sentences</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Count the words</li> <li>Word spacing (P)</li> <li>Begin to use capital letters and full stops (P)</li> <li>Use capital letters for names of people and the personal pronoun 'I'</li> </ul>	<b>Key Skills</b> <b>Sentence:</b> <ul style="list-style-type: none"> <li>Join words using 'and' (G)</li> <li>Sequence sentences (link by pronoun)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Punctuate sentences with capital letters and full stops (P)</li> <li>Classify nouns &amp; adjective in own writing</li> </ul>	<b>Key Skills</b> <b>Sentence:</b> <ul style="list-style-type: none"> <li>Join words using 'and' (G)</li> <li>Sequence using adverbials of time</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Punctuate sentences with capital letters and full stops (P)</li> <li>Write a title and subheading</li> <li>New sentence for a new instruction</li> </ul>	<b>Key Skills</b> <b>Sentence:</b> <ul style="list-style-type: none"> <li>Join words using 'and' (G)</li> <li>Sequence sentences (link by pronoun)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Punctuate sentences with capital letters and full stops (P)</li> </ul>
	<b>Dictation</b> Phonics application: >step 32 Red word application: Consolidate Reception	<b>Dictation</b> Phonics application: ay/ou Red word application: Step 34-35	<b>Dictation</b> Phonics application: ie Red word application: Step 36	<b>Dictation</b> Phonics application: ea/oy Red word application: Step 37/38	<b>Dictation</b> Phonics application: ir Red word application: Step 40	<b>Dictation</b> Phonics application: ue/aw/au Red word application: Step 41/42	<b>Dictation</b> Phonics application: ew Red word application: Step 43
<p><i>Presentation should be focused on throughout every teaching sequence.</i></p> <p><i>Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught</i></p> <p><i>Spelling in adherence with <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a></i></p> <p><i>Stories should be inspired by your bookshelf text and could include, but are not limited to; fairy tales, traditional tales, stories in a familiar setting, stories in an unfamiliar setting</i></p> <p><i>*Note: A recount should be written following an educational visit and therefor may move inline with date booked.</i></p>							

## English – Writing 8 Year Overview (Autumn)



Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 <i>National Poetry Day</i>	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6
<b>Year 2</b>	<b>Purpose/Genre:</b> Sentence Work  <b>Key Skills:</b> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Capital letters (P)</li> <li>Full stops (P)</li> <li>Word classes (G)</li> <li>Noun Phrases (G)</li> <li>Use coordinating conjunctions (and, or, but, so) (G)</li> <li>Writing in 1<sup>st</sup> and 3<sup>rd</sup> person (C)</li> <li>Oral rehearsal (sentence by sentence)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Question marks (P)</li> <li>Determiners: the, a, an (G)</li> </ul>	<b>Purpose/Genre:</b> Entertain Character Description  <b>Key Skills:</b> <b>Revisit + Practise</b> <ul style="list-style-type: none"> <li>Capital letters (P)</li> <li>Full stops (P)</li> <li>Word classes – focusing on nouns and adjectives (G)</li> <li>Use coordinating conjunctions (and, or, but, so) (G)</li> <li>Exclamation marks (P)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Expanded noun phrases (G)</li> <li>Commas to separate adjectives(P)</li> </ul> <b>Apply</b> <ul style="list-style-type: none"> <li>Sequence multiple sentences and link similar ideas together (e.g. looks like – facial features, then personality) – extended short character description</li> </ul>	<b>Purpose/Genre:</b> Entertain Poetry (pattern, rhyme & description)  <b>Key Skills:</b> <b>Revisit + Practise</b> <ul style="list-style-type: none"> <li>Capital letters (P)</li> <li>Full stops (P)</li> <li>Question marks (P)</li> <li>Word classes (G)</li> <li>Expanded Noun Phrases (G)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Expanded noun phrases (G)</li> <li>Commas to separate adjectives(P)</li> </ul> <b>Apply</b> <ul style="list-style-type: none"> <li>Produce a poem focusing on pattern, rhyme and/or description</li> </ul>	<b>Purpose/Genre:</b> Entertain Narrative – Story re-tell  <b>Key Skills:</b> <b>Revisit + Practise</b> <ul style="list-style-type: none"> <li>Capital letters (P)</li> <li>Full stops (P)</li> <li>Word classes – focusing on nouns and adjectives (G)</li> <li>Expanded noun phrases (G)</li> <li>Commas to separate adjectives(P)</li> <li>Use coordinating conjunctions (and, or, but, so) (G)</li> <li>3<sup>rd</sup> person (C)</li> <li>Past tense</li> </ul> <b>Apply</b> <ul style="list-style-type: none"> <li>Extended piece - sequencing sentences to form short narrative using paragraphs to separate beginning, middle, end/different parts of the story. Plan or say aloud what they are going to write about</li> </ul>	<b>Purpose/Genre:</b> Entertain Narrative – Diary  <b>Key Skills:</b> <b>Revisit + Practise</b> <ul style="list-style-type: none"> <li>Capital letters (P)</li> <li>Full stops (P)</li> <li>Word classes (G)</li> <li>Expanded noun phrases (G)</li> <li>Commas to separate adjectives (P)</li> <li>Use coordinating conjunctions (and, or, but, so) (G)</li> <li>Exclamation marks (P)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>'Because' as a subordinating conjunction (G)</li> <li>1<sup>st</sup> person (C)</li> <li>Past tense and past progressive (G)</li> <li>-ed suffix</li> <li>Apostrophes for contraction (P)</li> </ul> <b>Apply</b> <ul style="list-style-type: none"> <li>Extended piece - sequence multiple sentences and link similar ideas together</li> </ul>	<b>Purpose/Genre:</b> Inform Non-chronological report (option of link to History 'People who changed the World')  <b>Key Skills:</b> <b>Revisit + Practise</b> <ul style="list-style-type: none"> <li>Capital letters (P)</li> <li>Full stops (P)</li> <li>Word classes (G)</li> <li>noun phrases (G)</li> <li>Commas to separate adjectives (P)</li> <li>Use coordinating conjunctions (and, or, but, so) (G)</li> <li>'because' as a subordinating conjunction (G)</li> <li>3<sup>rd</sup> person (C)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Commas in a list (P)</li> <li>Grammatical features of genre (E.g. headings, paragraphs, bullet points)</li> </ul> <b>Apply</b> <ul style="list-style-type: none"> <li>Extended piece - sequencing sentences to inform and include multiple paragraphs</li> </ul>	<b>Purpose/Genre:</b> Inform Instructions  <b>Key Skills:</b> <b>Revisit + Practise</b> <ul style="list-style-type: none"> <li>Capital letters (P)</li> <li>Full stops (P)</li> <li>Word classes (G)</li> <li>noun phrases (G)</li> <li>Use coordinating conjunctions (and/so) and subordinating conjunction (because/when) (G)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Imperative verbs (G)</li> <li>Adverbs (-ly) (G)</li> </ul> <b>Apply</b> <ul style="list-style-type: none"> <li>Extended piece of instructions (considering the layout and features of instruction)</li> </ul>
	<p><i>Presentation should be focused on throughout every teaching sequence.</i></p> <p><i>Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught</i></p> <p>Spelling in adherence with <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a></p>						

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Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 <i>National Poetry Day</i>	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6 Weeks 7-8 consolidate
Year 3	<p><b>Purpose/Genre:</b> Sentence Work</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Capital letters (P)</li> <li>Full stops (P)</li> <li>Word classes (G)</li> <li>Exclamation and question marks (P)</li> <li>Expanded noun phrases (G)</li> <li>Use coordinating conjunctions (<b>and/so/ but or</b>) and subordinating conjunction (<b>because</b>) confidently (G)</li> <li>Apostrophes for possession (P)</li> <li>Apostrophes for contraction (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, that, because, although</li> <li>Commas for clarity (P)</li> <li>oral rehearsal</li> </ul>	<p><b>Purpose/Genre:</b> Entertain Character Description</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Expanded noun phrases (G)</li> <li>Extend range of sentences with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G)</li> <li>Commas for clarity (P)</li> <li>Apostrophes for possession (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Pronouns (it) to avoid repetition (G)</li> <li>Group related material in a paragraph</li> <li>Exclamation mark (P)</li> </ul> <p><b>Apply</b> Organise a paragraph/s around a theme e.g. facial features/ personality/ habitat with sub- headings</p>	<p><b>Purpose/Genre:</b> Entertain Poetry (Imagery – simile, word play, rhyme, metaphor)</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Expanded noun phrases (G)</li> <li>Rich vocabulary (C)</li> <li>Commas for clarity (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Basic simile building on expanded noun phrase work</li> </ul> <p><b>Apply</b> Organise a stanza/s around a theme</p>	<p><b>Purpose/Genre:</b> Entertain – Story re-tell</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Expanded noun phrases (G)</li> <li>Commas to separate adjectives(P)</li> <li>Coordinating subordinating conjunctions, including when, because, although (G).</li> <li>3<sup>rd</sup> person (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Introduce <i>while</i>. <i>Before and after</i> as conjunctions and the difference between them as conjunctions and prepositions</li> <li>Pronouns (he/she/they) (G)</li> <li>Adverbs (-ly) (G)</li> <li>Commas for clarity (P)</li> <li>Story mountain structure (C)</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>Extended piece with sequencing of introduction, build up, problem, resolution, ending</li> </ul>	<p><b>Purpose/Genre:</b> Inform – Non- Chron report</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Expanded noun phrases (G)</li> <li>Exclamation mark(P)</li> <li>Question mark (P)</li> <li>Coordinating subordinating conjunctions, including when, because, although, while, if (G)</li> <li>3<sup>rd</sup> person (C)</li> <li>Pronouns (he/she/they) (G)</li> <li>headings</li> <li>Question marks (P)</li> <li>Commas for clarity (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Subheadings for group related content (C)</li> </ul> <p><i>Before</i> <b>Apply</b></p> <ul style="list-style-type: none"> <li>Group related content in paragraphs with sub-headings</li> </ul>	<p><b>Purpose/Genre:</b> Inform – Instructions option of link to History 'Stone Age to Iron Age')</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Imperative verbs (G)</li> <li>Adverbs (-ly) (G)</li> <li>Coordinating subordinating conjunctions, including when, because, although, while, before and after (G)</li> <li>2<sup>nd</sup> person (C)</li> <li>Commas for clarity (P)</li> <li>Before and after as conjunctions and prepositions (G)</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>List of instructions</li> </ul>	<p><b>Purpose/Genre:</b> Persuade – Balanced argument</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Coordinating (and, so but, or) and subordinating conjunctions, including because, although (G).</li> <li>Adverbs (-ly)(G)</li> <li>Pronouns (he/she/they) (G)</li> <li>Commas for clarity (P)</li> <li>Grouping related content (C)</li> <li>Introduction/ Conclusion (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Pronouns across sentences and paragraphs (G)</li> </ul> <p><b>Apply</b> Extended piece with paragraphs around a supporting view</p>
<p>• <b>In bold</b> should be consolidated</p> <p>Presentation should be focused on throughout every teaching sequence.</p> <p>Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught</p> <p>Spelling in adherence with <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a></p>							



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Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 <i>National Poetry Day</i>	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6 Weeks 7-8 consolidate
Year 4	<p><b>Purpose/Genre:</b> Sentence Work</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li><b>Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions:</b> when, who, where, while, what, if, that, <b>because</b>, although until (G) before and after as conjunctions and prepositions (G)</li> <li>Adverbs: -ly, 'then', 'next', 'soon' (G)</li> <li>Commas for clarity (P)</li> <li>oral rehearsal</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Introduce fronted adverbials of time and place (G)</li> <li><b>Expanded noun phrases</b> with addition of modifying adjectives, nouns and preposition phrases (G)</li> </ul>	<p><b>Purpose/Genre:</b> Entertain- Character Description</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Commas for clarity (P)</li> <li>Pronouns (it) to avoid repetition (G)</li> <li>Group related material in a paragraph (C)</li> <li>Sub- headings (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Range of sentences with subordinating conjunctions when, where, while, who, what, if, that, because, although until, before and after (G)</li> </ul> <p><b>Apply</b> Organise a paragraph/s around a theme e.g. facial features/ personality/ habitat with sub- headings</p>	<p><b>Purpose/Genre:</b> Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor)</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G)</li> <li>Rich vocabulary (C)</li> <li>Fronted adverbials (G)</li> <li>Commas for clarity (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Effective Similes. Basic metaphor and personification</li> </ul> <p><b>Apply</b> Organise a stanza/s around a theme</p>	<p><b>Purpose/Genre:</b> Entertain – Story re-tell</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, where, while what who, if, that, because, although until, before and after as conjunctions and prepositions (G)</li> <li>Fronted adverbials of time and place (G)</li> <li>Commas after fronted adverbials (P)</li> <li>Commas for clarity (P)</li> <li>Inverted commas (P)</li> <li>Pronouns across sentences and paragraphs (G)</li> <li>Adverbs: -ly, 'then', 'next', 'soon' (G)</li> </ul> <p><b>Teach + Practise</b> Focus on two technical skills identified from the half term</p> <p><b>Apply</b> Extended piece: Beginning, build-up, dilemma, resolution and ending</p>	<p><b>Purpose/Genre:</b> Inform: letter</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Present perfect (e.g. she has gone..')</li> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, where, while, who, what, if, that, because, although until (G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Commas for clarity (P)</li> <li>Apostrophes for contraction</li> <li>Group related material in a paragraph (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Apostrophes for plural possession</li> </ul> <p><b>Apply</b></p>	<p><b>Purpose/Genre:</b> Entertain: narrative (Greek myth) (option of link to History: The Ancient Greeks)</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, where, who, while what, if, that, because, although until (G)</li> <li>Fronted adverbials (G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Commas after fronted adverbials (P)</li> <li>Commas for clarity (P)</li> <li>Inverted commas (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Fronted adverbials of manner</li> </ul> <p><b>Apply</b></p>	<p><b>Purpose/Genre:</b> Inform: Non- chronological report</p> <p><b>Key Skills:</b> <i>Revisit + Practise</i></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/for/nor/yet)</li> <li>Use subordinating conjunctions: when, where, who, while what, if, that, because, although until (G) before and after as conjunctions and prepositions (G)</li> <li>Fronted adverbials (G)</li> <li>Commas after fronted adverbials (P)</li> <li>Commas for clarity (P)</li> <li>Group related material in a paragraph (C)</li> <li>Sub-headings and titles</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Sub-headings and titles</li> <li>Pronouns across sentences and paragraphs for cohesion(G)</li> </ul> <p><b>Apply</b> Present information around a topic in a layout</p>

## English – Writing 8 Year Overview (Autumn)

Recount details of experience within grouped material within paragraphs

Beginning/ build- up/ dilemma or dilemm/resolution/ending

- **In bold** should be consolidated

*Presentation should be focused on throughout every teaching sequence.*

*Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*

Spelling in adherence with [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 <i>National Poetry Day</i>	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6 Weeks 7-8 consolidate
Year 5	<p><b>Purpose/Genre:</b> Sentence Work</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>• Use coordinating conjunctions (<b>and/so/but/or/for/nor/yet</b>) and subordinating conjunctions: <b>when, who, where, while what, if, that, because, although until (G) before and after as conjunctions and prepositions (G)</b></li> <li>• adverbials of time and place (G)</li> <li>• <b>Commas for clarity (P)</b></li> <li>• <b>Pronouns across sentences for cohesion (G)</b> oral rehearsal</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Colon to make independent clauses for more detail (P)</li> </ul>	<p><b>Purpose/Genre:</b> Entertain- Character Description</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>• Relative clauses(G)</li> <li>• Pronouns across sentences and paragraphs for cohesion (G)</li> <li>• Commas to show parenthesis (P)</li> <li>• <b>Commas for clarity (P)</b></li> <li>• Colon for more detail (P)</li> <li>• Group related material in a paragraph (C)</li> <li>• Sub- headings (C)</li> </ul> <p><b>Teach + Practise</b> Range of sentences with coordinating and subordinating conjunctions(G)</p> <p><b>Apply</b></p>	<p><b>Purpose/Genre:</b> Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor)</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G)</li> <li>• Rich vocabulary (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Effective Similes and personification. Basic metaphor</li> <li>• Range of adverbials (G)</li> <li>• Semi- colon for list (P)</li> </ul> <p><b>Apply</b> Organise a stanzas around a theme</p>	<p><b>Purpose/Genre:</b> Entertain: Narrative – Story re-tell</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>• Relative clauses(G)</li> <li>• Pronouns across sentences and paragraphs for cohesion (G)</li> <li>• Commas to show parenthesis (P)</li> <li>• Commas for clarity (P)</li> <li>• Colon for more detail (P)</li> <li>• subordinating conjunctions: when, who, where, while what, if, that, because, although until (G)</li> <li>• before and after as conjunctions and prepositions (G)</li> <li>• adverbials of time and place (G)</li> <li>• colon for more detail (P)</li> </ul>	<p><b>Purpose/Genre:</b> Persuade: letter</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Relative clauses(G)</li> <li>• Pronouns across sentences and paragraphs for cohesion (G)</li> <li>• Commas to show parenthesis (P)</li> <li>• Commas for clarity (P)</li> <li>• Colon for more detail (P)</li> <li>• subordinating conjunctions: when, who, where, while what, if, that, because, although until (G)</li> <li>• apostrophes for possession and contraction</li> <li>• possessive pronouns</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• modal verbs e.g. might, should, will, must</li> </ul>	<p><b>Purpose/Genre:</b> Entertain: setting description</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>• Relative clauses(G)</li> <li>• Pronouns across sentences and paragraphs for cohesion (G)</li> <li>• Commas to show parenthesis (P)</li> <li>• Commas for clarity (P)</li> <li>• Colon for more detail (P)</li> <li>• subordinating conjunctions: when, who, where, while what, if, that, because, although until (G)</li> <li>• before and after as conjunctions and prepositions (G)</li> <li>• adverbials of time and place (G)</li> <li>• colon for more detail (P)</li> </ul>	<p><b>Purpose/Genre:</b> Inform: non- chronological report/ Inform: biography (option of link to History: The Vikings)</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Relative clauses(G)</li> <li>• Pronouns across sentences and paragraphs for cohesion (G)</li> <li>• Commas to show parenthesis (P)</li> <li>• Commas for clarity (P)</li> <li>• Colon for more detail (P)</li> <li>• subordinating conjunctions: when, who, where, while what, if, that, because, although until (G)</li> <li>• before and after as conjunctions and prepositions (G)</li> <li>• possessive pronouns</li> <li>• apostrophes for possession</li> <li>• adverbials of time and place (G)</li> <li>• group related content in paragraphs</li> <li>• sub-headings</li> <li>• bullet points</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• parenthesis with brackets, commas and dashes</li> </ul>

## English – Writing 8 Year Overview (Autumn)

Year 6	<ul style="list-style-type: none"> <li>Commas to show parenthesis (P)</li> </ul>	Organise a paragraph/s around a theme e.g. facial features/ personality/ habitat with sub- headings	<p><b>Teach + Practise</b> Range of sentences with coordinating and subordinating conjunctions(G)</p> <p><b>Apply</b> Extended piece: retell of a chapter with structured paragraphs with related content</p>	<p><b>Apply</b> Formal or informal letter to execute relevant skills</p>	<p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail</li> </ul> <p><b>Apply</b> Paragraph/s depicting setting detail of place, weather and atmosphere</p>	<p><b>Apply</b> Extended piece with full paragraphs of content to inform in detail about a subject/person</p>
	<p>• <b>In bold</b> should be consolidated</p> <p>Presentation should be focused on throughout every teaching sequence.</p> <p>Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught</p> <p>Spelling in adherence with <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a></p>					

Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 <i>National Poetry Day</i>	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6 Weeks 7-8 consolidate
Year 6	<p><b>Purpose/Genre:</b> Sentence Work</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G)</li> <li>adverbials of time/place/manner (G)</li> </ul>	<p><b>Purpose/Genre:</b> Entertain- Character Description (analysis)</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Range of sentences with coordinating and subordinating conjunctions(G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Commas to show parenthesis (P)</li> <li>Commas for clarity and ambiguity (P)</li> </ul>	<p><b>Purpose/Genre:</b> Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor)</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G)</li> <li>Rich vocabulary (C)</li> <li>Fronted adverbials (G)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Effective Similes, personification and metaphor</li> <li>Semi- colon for list (P)</li> </ul> <p><b>Apply</b> Organise a stanzas around a theme</p>	<p><b>Purpose/Genre:</b> Narrative – Story re-tell</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G)</li> </ul>	<p><b>Purpose/Genre:</b> Persuade: letter</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Relative clauses(G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Commas to show parenthesis (P)</li> <li>Commas for clarity (P)</li> <li>Colon and semi-colon to mark independent clauses for more detail (P)</li> <li>subordinating conjunctions: when, who, where, while what. if, that, because, although until (G)</li> <li>apostrophes for possession and contraction</li> </ul>	<p><b>Purpose/Genre:</b> Entertain: setting description</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G)</li> </ul>	<p><b>Purpose/Genre:</b> Inform: non- chronological report/ Inform: biography (option of link to History: Islamic Civilisations)</p> <p><b>Key Skills:</b> <b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G)</li> <li>adverbials of time/place/manner (G)</li> </ul>



## English – Writing 8 Year Overview (Autumn)

<ul style="list-style-type: none"> <li>• <b>Commas to show parenthesis (P)</b></li> <li>• <b>Commas for clarity (P)</b></li> <li>• <b>Pronouns across sentences for cohesion (G)</b></li> <li>• <b>Punctuation for parenthesis (P)</b></li> <li>• oral rehearsal</li> </ul>	<ul style="list-style-type: none"> <li>• Colon for more detail (P)</li> <li>• Group related material in a paragraph (C)</li> <li>• Sub- headings (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Colon and Semi-colon to mark independent clauses (P)</li> <li>• Causal conjunctions</li> </ul> <p><b>Apply</b> Organise a paragraph around a theme e.g. facial features/ personality/ habitat with sub- headings</p>		<ul style="list-style-type: none"> <li>• adverbials of time/place/manner (G)</li> <li>• Commas to show parenthesis (P)</li> <li>• Commas for clarity (P)</li> <li>• Pronouns across sentences for cohesion (G)</li> <li>• <b>Punctuation for parenthesis (P)</b></li> <li>• Colon and semi-colon to mark independent clauses for more detail (P)</li> <li>• oral rehearsal</li> <li>• Commas to clarify and avoid ambiguity (P)</li> </ul> <p><b>Teach + Practise</b> Range of sentences types for meaning and effect</p> <p><b>Apply</b> Extended piece: retell of a chapter with structured paragraphs with related content</p>	<ul style="list-style-type: none"> <li>• possessive pronouns</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Informal and formal vocabulary</li> <li>• Structures typical of informal/ formal speech e.g. subjunctive or question tags</li> </ul> <p><b>Apply</b> Full letter (informal or formal) demonstrating relevant technical skills</p>	<ul style="list-style-type: none"> <li>• adverbials of time/place/manner (G)</li> <li>• Commas to show parenthesis (P)</li> <li>• Commas for clarity (P)</li> <li>• Pronouns across sentences for cohesion (G)</li> <li>• Punctuation for parenthesis (P)</li> <li>• Colon and semi-colon to mark independent clauses for more detail (P)</li> <li>• oral rehearsal</li> <li>• Commas to clarify and avoid ambiguity (P)</li> </ul> <p><b>Teach + Practise</b> Cohesion across sentences: conjunctions; repetition of key words; pronouns; adverbials of place (G)</p> <p><b>Apply</b> Paragraph/s to depict place, weather and atmosphere</p>	<ul style="list-style-type: none"> <li>• Commas to show parenthesis (P)</li> <li>• Commas for clarity (P)</li> <li>• Pronouns across sentences for cohesion (G)</li> <li>• Punctuation for parenthesis (P)</li> <li>• Colon and semi-colon to mark independent clauses for more detail (P)</li> <li>• oral rehearsal</li> <li>• Commas to clarify and avoid ambiguity (P)</li> </ul> <p><b>Teach + Practise</b> Passive voice</p> <p><b>Apply</b> Extended piece with full paragraphs of content to inform in detail about a subject/person</p>
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• **In bold** should be consolidated

*Presentation should be focused on throughout every teaching sequence.*

*Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*

Spelling in adherence with [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)