



English – Writing 8 Year Overview (Summer)

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:		
Transcription- Handwriting	Transcription- Spelling	Transcription - Grammar	Transcription – Punctuation	Writing to entertain	Writing to inform	Writing to persuade
Composition				<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 of : 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	Fine motor skills- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;		Fine motor skills- Use a range of small tools, including scissors, paint brushes and cutlery;		Fine motor skills- Begin to show accuracy and care when drawing.	
	Communication and Language	<p>Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	Nursery Rhymes	<p>Listening, Attention and Understanding: 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>Speaking: 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>Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Speaking: 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	Word Reading: Say a sound for each letter in the alphabet. Read words consistent with their phonic knowledge by sound-blending;		Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;		Word Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
	Literacy - Comprehension	Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;		Comprehension: Anticipate – where appropriate – key events in stories;	
	Literacy – Writing	Writing: Write recognisable letters, most of which are correctly formed;	Labels and captions, Lists, Explanations Recount	Writing: 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,	Writing: Write simple phrases and sentences that can be read by others.	Poetry Invitations Diary

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Summer								
	Su1 – Week 1 & 2	Su1 – Week 3 & 4	Su2 – Week 1 & 2	Su2 – Week 3 & 4 Assessment	Su2 – Week 5 & 6	Su2 – Week 7	Su2- Week 8	
Year 1	Purpose/Genre: Narrative - Story Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Word class (adjectives) Plural noun suffix - s 	Purpose/Genre: Non-chronological report Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Word class (present tense verbs) Plural noun suffix – es (s, ss, sh, ch, x, o) 	Purpose/Genre: Recount Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Word class (past tense verbs) Revise plural noun suffix -es Verb ending in 'y' change to 'i' and add 'es' 	Purpose/Genre: Narrative - Story Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Word class (adjectives) Revisit - add suffixes where no change is needed to the root of the word -er, -est 	Purpose/Genre: Performance Poetry & descriptions Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Word class (adjectives) Revisit changing the meaning of verbs/adjectives by adding the suffix -un 	Purpose/Genre: Narrative - diary Key Skills: Teach + Practise Word: Consolidate	consolidate	
	Key Skills Sentence: <ul style="list-style-type: none"> Join sentences using 'and' (G) Sequence sentences Teach + Practise <ul style="list-style-type: none"> Orally rehearsing Punctuate sentences with capital letters and full stops (P) Use capital letters for people and places Punctuate sentences with exclamation marks 	Key Skills Sentence: <ul style="list-style-type: none"> Join sentences using 'and' (G) Teach + Practise <ul style="list-style-type: none"> Orally rehearsing Punctuate sentences with capital letters and full stops (P) Write a title and subheading Third person Organising information under sub-headings Writing captions Punctuate sentences with question marks 	Key Skills Sentence: <ul style="list-style-type: none"> Join sentences using 'and' (G) Sequence using adverbials of time Teach + Practise <ul style="list-style-type: none"> Orally rehearsing Punctuate sentences with capital letters and full stops (P) Begin to punctuate using exclamation marks 	Key Skills Sentence: <ul style="list-style-type: none"> Join sentences using 'and' (G) Sequence sentences Teach + Practise <ul style="list-style-type: none"> Orally rehearsing Punctuate sentences with capital letters and full stops (P) Use capital letters for people and places Punctuate sentences with exclamation marks 	Key Skills Sentence: <ul style="list-style-type: none"> Join sentences using 'and' (G) Sequence sentences Teach + Practise <ul style="list-style-type: none"> Orally rehearsing Punctuate sentences with capital letters and full stops (P) Use capital letters for people and places Punctuate sentences with exclamation marks 	Key Skills Sentence: <ul style="list-style-type: none"> Join sentences using 'and' (G) Sequence using adverbials of time Teach + Practise <ul style="list-style-type: none"> Orally rehearsing Punctuate sentences with capital letters and full stops (P) Begin to punctuate using exclamation marks Use a capital letter for the personal pronoun 'I' 		
	Dictation Phonics application: ire (fire), are (care) Red word application: consolidation of Y1 CEW	Dictation Phonics application: tch (watch), oe (toe) Red word application: Days of the week	Dictation Phonics application: ph (phone) Compare long /a/ GPCs Red word application: consolidation of Y1 CEW	Dictation Phonics application: Compare long /i/ and long /o/ GPCs Red word application: consolidation of Y1 CEW	Dictation Phonics application: Compare long /u/ and long /ur/ GPCs Red word application: consolidation of Y1 CEW	Dictation Phonics application: Compare long /e/ GPCs Red word application: consolidation of Y1 CEW		
	<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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</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>							

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Summer							
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Year 2	<p>Purpose/Genre: Entertain Innovated story problem/solution/ending</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Capital letters (P) • Full stops (P) • Expanded noun phrases (G) • Commas to separate adjectives(P) • Use taught conjunctions (G) • 3rd person (C) • Past tense • Verbs for movement • Senses adjectives • Adverbials of time for cohesion <p>Teach and practice</p> <ul style="list-style-type: none"> • Organise related parts of a story into paragraphs (C) • Use pronouns to avoid repetition (G) • Proofread and edit focus on correct verb tenses <p>Apply Part narrative re-tell</p>	<p>Purpose/Genre: Inform Instructions including introductions and labelled diagrams</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Capital letters (P) • Full stops (P) • Word classes (G) • Use conjunctions (and/so/because/when/after/before) (G) • Imperative verbs (G) • Adverbs (-ly) (G) • Command sentences <p>Teach + Practise</p> <ul style="list-style-type: none"> • Adverbs for precision (G) • Organisational devices for cohesion E.g. diagrams, bullets for lists, numbers Vs time adverbials (C) • Proofread and edit focus on punctuation <p>Apply Set of instructions using organisational devices</p>	<p>Purpose/Genre: Inform non-chronological report</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Expanded noun phrases (G) • Exclamation mark(P) • Question mark (P) • Coordinating subordinating conjunctions, including when, because, after, before • 3rd person (C) • Pronouns (he/she/they) (G) • headings <p>Teach + Practise</p> <ul style="list-style-type: none"> • Group related content in paragraphs with subheadings • Exclamation sentences • Proofread and edit focus on capital letters at the start of sentences <p>Apply Non-chronological report</p>	<p>Purpose/Genre: Entertain Narrative story with innovation</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Capital letters (P) • Full stops (P) • Expanded noun phrases (G) • Commas to separate adjectives(P) • Use taught conjunctions • 3rd person (C) • Past tense • Verbs for movement • Senses adjectives • Adverbials of time for cohesion <p>Teach and practice</p> <ul style="list-style-type: none"> • Organise related parts of a story into paragraphs (C) • Adjectives using suffixes -ful/-ness (G/S) • Proofread and edit focus identified need <p>Apply Extended narrative re-tell</p>	<p>Purpose/Genre: Inform Recount (based on lived experience)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Expanded noun phrases (G) • Exclamation mark(P) • Coordinating subordinating conjunctions, • 3rd person (C) • Past tense • Pronouns (he/she/they) (G) • Commas for clarity (P) • Organising information in chronological order (C) <p>Teach and practice</p> <ul style="list-style-type: none"> • Technical language for precision (C) • Proofread and edit focus identified need <p>Apply Recount of event experienced</p>	<p>Purpose/Genre: Poetry Free verse (observational)</p> <p>Key Skills Revisit + Practise</p> <ul style="list-style-type: none"> • Expanded noun phrases (G) • Rich vocabulary (C) • Alliteration <p>Teach + Practise</p> <ul style="list-style-type: none"> • Similes • Use of present tense verbs (G) <p>Apply Observational present tense poem</p>	consolidate
	<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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</p>						

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	Su1 – Week 1 & 2	Su1 – Week 3 & 4	Su2 – Week 1 & 2	Su2 – Week 3 & 4 Assessment	Su2 – Week 5 & 6	Su2 – Week 7/8
Year 3	<p>Purpose/Genre: Inform- Non-chronological report (based on History topic 'Ancient Egyptians) continued...</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases (G) Exclamation mark(P) Question mark (P) Coordinating subordinating conjunctions, including when, because, although, while, if, before, after (G) 3rd person (C) Pronouns (he/she/they) (G) headings Question marks (P) Commas for clarity (P) <p>Teach + Practise</p> <ul style="list-style-type: none"> Subheadings for group related content (C) <p>Apply Group related content in paragraphs with sub- headings</p>	<p>Purpose/Genre: Inform- Book review</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases (G) Exclamation mark(P) Question mark (P) Coordinating subordinating conjunctions, including when, because, although, while, if, before, after (G) 2nd and 3rd person (C) Pronouns (he/she/they) (G) Commas for clarity (P) Apostrophes for possession (P) Present perfect e.g. I have read this book... <p>Teach + Practise</p> <ul style="list-style-type: none"> Prepositions: during, in, because of Inverted commas for speech from characters <p>Apply Short review of a book</p>	<p>Purpose/Genre: Entertain- Setting description</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases (G) Extend range of sentences with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although, while, before, after (G) Commas for clarity (P) Pronouns (he/she/they) (G) Adverbs (-ly) (G) Adverbs: introduce 'then', 'next', 'soon' (G) Inverted commas (P) <p>Teach + Practise</p> <ul style="list-style-type: none"> Varied and rich vocabulary within a range of sentence types <p>Apply Description of setting</p>	<p>Purpose/Genre: Entertain- Narrative</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with commas to separate adjectives (G) Coordinating (and so, but, or) subordinating conjunctions including when, if, because, although, while, before, after (G) 3rd person (C) Inverted commas for dialogue Punctuation within inverted commas Reporting clause <p>Teach + Practise</p> <ul style="list-style-type: none"> Coordinating conjunctions <i>for, nor, yet</i> within sentence structures <p>Apply Extended piece with evidence of dialogue between characters</p>	<p>Purpose/Genre: Persuade- persuasive letter</p> <ul style="list-style-type: none"> Imperative verbs (G) Coordinating (and, so but, or, nor, for, yet) and subordinating conjunctions: when, although, because, before, after, while Adverbs (-ly)(G) Imperative verbs (G) 2nd person (C) Commas for clarity (P) Grouping related content (C) Introduction/ Conclusion (C) Use of determiners 'a' or 'an' according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box) Rhetorical questions and question marks Group related content (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> Cohesion across paragraphs <p>Apply Short sections of a leaflet based around a stimulus</p>	consolidate

• **In bold** should be consolidated

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Summer

Su1 – Week 1 & 2	Su1 – Week 3 & 4	Su2 – Week 1 & 2	Su2 – Week 3 & 4	Su2 – Week 5 & 6	Su2 – Week 7/8
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English – Writing 8 Year Overview (Summer)

Year 4	<p>Purpose/Genre:Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G) Rich vocabulary (C) Fronted adverbials (G) Commas for clarity (P) <p>Teach + Practise</p> <ul style="list-style-type: none"> Effective Similes. Basic metaphor and personification <p>Apply Organise a stanza/s around a theme. Orally rehearse and perform</p>	<p>Purpose/Genre: Persuade- leaflet</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Imperative verbs (G) 2nd and 3rd person Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Exclamation marks (P) Rhetorical question- question marks (P) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until, before and after(G) before and after as conjunctions and prepositions (G) Adverbs: -ly, ‘then’, ‘next’, ‘soon’ (G) Group related material with headings and sub-headings (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Sentence structure for effect <p>Apply Structured leaflet to persuade relevant audience</p>	<p>Purpose/Genre: Entertain- character in a setting description</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Pronouns across sentences for cohesion (G) Commas for clarity (P) Adverbs: -ly, ‘then’, ‘next’, ‘soon’ (G) Apostrophes for contraction and possession (P) Fronted adverbials of time, place and manner Commas after fronted adverbials <p>Teach + Practise</p> <ul style="list-style-type: none"> Effective simile, metaphor and personification <p>Apply Developed paragraph/s with rich detail about senses within a setting</p>	<p>Assessment</p>	<p>Purpose/Genre: Entertain- narrative</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Pronouns across sentences for cohesion (G) Commas for clarity (P) Adverbs: -ly, ‘then’, ‘next’, ‘soon’ (G) Apostrophes for contraction and possession (P) Fronted adverbials of time, place and manner Commas after fronted adverbials <p>Teach + Practise</p> <ul style="list-style-type: none"> Demarcated dialogue with reporting and adverbial clauses <p>Apply Extended narrative to show beginning/build up/ dilemma, resolution/ ending</p>	<p>Purpose/Genre: Inform- newspaper article <i>*based on current factual events, not fiction</i></p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Pronouns across sentences for cohesion (G) Commas for clarity (P) Fronted adverbials of time, place and manner Commas after fronted adverbials Group related material (C) Sub- headings and headline (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> Inverted triangle structure with 5 Ws: what, where, when, who, why Group related material (C) <p>Apply Short newspaper article documenting non- fiction events</p>	<p>consolidate</p>
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• **In bold** should be consolidated

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Summer

Su1 – Week 1 & 2	Su1 – Week 3 & 4	Su2 – Week 1 & 2	Su2 – Week 3 & 4	Su2 – Week 5 & 6	Su2 – Week 7/8
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English – Writing 8 Year Overview (Summer)

Year 5				Assessment		
	<p>Purpose/Genre: Entertain-character dialogue</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Pronouns across sentences and dialogue for cohesion (G) Commas and dashes to show parenthesis (P) Commas for clarity (P) Colon for more detail (P) Apostrophes for possession and contraction (P) Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must Present perfect (G) <p>Teach + Practise</p> <ul style="list-style-type: none"> Effective punctuation for effect and meaning within inverted commas: exclamation marks, question marks, ellipsis, commas, semi-colon Advancing action in dialogue (C) <p>Apply Developed dialogue executing technical punctuation skills</p>	<p>Purpose/Genre: Entertain-narrative (short story)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (G) Commas and to show parenthesis (P) Commas for clarity (P) Colon and semi-colon for independent clause (P) subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) adverbials of time, place and manner (G) commas after fronted adverbials (P) inverted commas (P) <p>Teach + Practise</p> <ul style="list-style-type: none"> Devices to aid cohesion: pronouns and conjunctions (G) Advancing action through dialogue (C) <p>Apply Extended narrative to include character dialogue</p>	<p>Purpose/Genre: Persuade- leaflet</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Fronted adverbials of time, place and manner (G) Commas after fronted adverbials (P) Brackets, commas and dashes for parenthesis (P) Commas for clarity (P) Colon and semi-colon for independent clause (P) Semi-colon for list subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) apostrophes for possession and contraction possessive pronouns imperative verbs (G) sub-headings, headings and bullet points (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> Effective punctuation for effect: exclamation marks, question marks (rhetorical questions), ellipsis, commas, semi-colon, colon (P) Rule of 3 for description (G) <p>Apply Short or extended paragraphs based on themed content</p>	<p>Purpose/Genre: Inform- newspaper article <i>*based on current factual events, not fiction</i></p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Fronted adverbials of time, place, number and manner which is context specific (G) Commas after fronted adverbials (P) Indicate degrees of possibility using modal verbs such as might, should, will, must Commas for clarity (P) Colon for more detail: to mark Commas to indicate parenthesis (P) Relative clauses (G) Group related material in a paragraph (C) Sub-headings and headline <p>Teach + Practise</p> <ul style="list-style-type: none"> Inverted triangle structure with 5 Ws: what, where, when, who, why Group related material (C) <p>Apply Short newspaper article documenting non-fiction events</p>	<p>Purpose/Genre:Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G) Rich vocabulary (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> Effective Similes and personification. More advanced metaphor Range of adverbials (G) Semi- colon for list (P) Style of poet <p>Apply Organise a stanza/s around a theme</p>	<p>Purpose/Genre: Persuade- letter (to year group coming up)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Fronted adverbials of time, place, number and manner (G) Commas after fronted adverbials (P) Brackets, commas and dashes for parenthesis (P) Commas for clarity (P) Colon and semi-colon for independent clause (P) Semi-colon for list subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) apostrophes for possession and contraction possessive pronouns imperative verbs (G) sub-headings, headings and bullet points (C) punctuation for effect: question marks/ exclamation marks/ ellipsis/ dashes for parenthesis Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must Present perfect (G) <p>Teach + Practise</p> <ul style="list-style-type: none"> Range of punctuation for meaning and effect Range of sentence structures <p>Apply</p>

English – Writing 8 Year Overview (Summer)

Informal letter format with content related paragraphs

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Summer						
	Su1 – Week 1 & 2	Su1 – Week 3 & 4	Su2 – Week 1 & 2	Su2 – Week 3 & 4 Assessment	Su2 – Week 5 & 6	Su2 – Week 7
Year 6	<p>Purpose/Genre: Entertain-character dialogue</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) • Relative clauses(G) • Use coordinating conjunctions (and/so/but/or/for/nor/yet) • Use subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) • Pronouns across sentences and dialogue for cohesion (G) • Commas, brackets and dashes to show parenthesis (P) • Commas for clarity (P) • Colon and semi-colon to mark independent clauses (P) • Apostrophes for possession and contraction (P) • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must • Present perfect (G) • Passive (G) 	<p>Purpose/Genre: Entertain-narrative (short story)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) • Relative clauses(G) • Commas for parentheses (P) • Pronouns across sentences and paragraphs for cohesion (G) • Commas to show parenthesis (P) • Commas for clarity (P) • Colon and semi-colon for independent clauses (P) • Use coordinating conjunctions (and/so/but/or/for/nor/yet) • Use subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) • before and after as conjunctions and prepositions (G) 	<p>Purpose/Genre: Persuade-leaflet</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely (G) • Relative clauses(G) • Commas for parentheses (P) • Pronouns across sentences and paragraphs for cohesion (G) • Commas to show parenthesis (P) • Commas for clarity (P) • Colon and semi-colon for independent clauses (P) • Use coordinating conjunctions (and/so/but/or/for/nor/yet) • Use subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) • before and after as conjunctions and prepositions (G) • adverbials of time, place and manner (G) 	<p>Purpose/Genre: Inform-newspaper article *based on current factual events, not fiction</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely (G) • Relative clauses(G) • Commas for parentheses (P) • Pronouns across sentences and paragraphs for cohesion (G) • Commas to show parenthesis (P) • Commas for clarity (P) • Colon and semi-colon for independent clauses (P) • Use coordinating conjunctions (and/so/but/or/for/nor/yet) • Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) 	<p>Purpose/Genre:Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely (G) • Semi-colons for list (P) • Rich vocabulary (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> • Effective similes and personification and metaphor <p>Apply Organise a stanza/s around a theme</p>	<p>Purpose/Genre: Persuade- letter (to year group coming up)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely (G) • Relative clauses(G) • Commas for parentheses (P) • Pronouns across sentences and paragraphs for cohesion (G) • Commas to show parenthesis (P) • Commas for clarity (P) • Colon and semi-colon for independent clauses (P) • Use coordinating conjunctions (and/so/but/or/for/nor/yet) • Use subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) • before and after as conjunctions and prepositions (G) • adverbials of time, place and manner (G) • Colon and semi-colon to mark independent clauses (P) • apostrophes for possession and contraction • possessive pronouns • imperative verbs (G) • sub-headings, headings and bullet points (C) • punctuation for effect: question marks/ exclamation marks/ ellipsis/ dashes for parenthesis • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must • Present perfect (G) <p>Teach + Practise</p> <ul style="list-style-type: none"> • Range of punctuation for meaning and effect • Range of sentence structures

English – Writing 8 Year Overview (Summer)

Teach + Practise

- Effective punctuation for effect and meaning within inverted commas: exclamation marks, question marks, ellipsis, commas, semi-colon and colon
- Present progressive (G)
- Advancing action in dialogue (C)

Apply

Developed dialogue executing technical punctuation skills

- adverbials of time, place and manner (G)
- Colon and semi-colon to mark independent clauses (P)
- sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail
- inverted commas (P)

Teach + Practise

- advancing action across sentences and paragraphs using: conjunctions, adverbials, passage of time techniques and repetition
- past progressive (G)

Apply

Extended narrative to present beginning/build up/dilemma/resolution/ending

- Colon and semi-colon to mark independent clauses (P)
- apostrophes for possession and contraction
- possessive pronouns
- imperative verbs (G)
- sub-headings, headings and bullet points (C)
- Passive (G)

Teach + Practise

- Subjunctive (G)
- Effective punctuation for effect: exclamation marks, question marks (rhetorical questions), ellipsis, commas, semi-colon, colon (P)
- Rule of 3 for description (G)
- Hyphens to avoid ambiguity (P)

Apply

Short or extended paragraphs based on themed content

before and after as conjunctions and prepositions (G)

- Fronted adverbials of time, place, number and manner which is context specific (G)
- Commas after fronted adverbials (P)
- Indicate degrees of possibility using modal verbs such as might, should, will, must
- Commas for clarity (P)
- Commas to indicate parenthesis (P)
- Group related material in a paragraph (C)
- Sub-headings and headline
- Perfect and passive tense (G)

Teach + Practise

- Inverted triangle structure with 5 Ws: what, where, when, who, why
- Group related material (C)

Apply

- Short newspaper article documenting non-fiction events

- Range of tenses (G)

Apply

Informal letter format with content related paragraphs

- **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