Intent

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in the Raleigh Hub will:

- Become motivated, resilient, and resourceful writers.
- Develop a strong thread of individual creativity in their writing.
- Understand writing for a purpose and audience.
- Have a secure skill set in spelling, punctuation, and grammar.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing.

Year B Year 5/6	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression Core text with outcomes	The Ice Bear (F) **Key Outcome:** Write a story	Where my wellies take me (NF, P) **Key Outcome:** Recount local walk in detail Link poetry to a walk, perform poetry	Extreme Animals (NF) **Key Outcome:** Write a book	The Lost Words (NF) **Key Outcome:** Write a poem about something from natural world The Polar Express (F) **Key Outcome:** Write a descriptive scene	101 things to do to become a superhero (NF) **Key Outcome:** Write a page for a book	Varjack Paw (F) **Key Outcome:** Write a chase scene	Wallace and Gromit Cracking Contraptions Manual (NF) **Key Outcome:** Explanation text	Wallace and Gromit animation (F) **Key Outcome:** story	The cutaway anatomy (NF) **Key Outcome:** Page for an information text	The Chronicles of Harris Burdick (F) **Key Outcome:** Story based on a picture	Is this a poem? (P) **Key outcome:** Write an original poem	SpyFox Literacy Shed (F) **Key Outcome:** Write a story
Vocabulary linked to core texts		Cobbled Ooze Marshy Whirling Weaving Skittering	Fragile Relish Hollow Densest Mechanism delicate							Tensed Dispute Snicker Coruscating Incandescent		
Links to Wider Curriculum	Science - Living Things, Life cycles and reproduction in plants and animals. Geography - Physical Geography of our local environment – rivers and coasts DT – textiles, applique river creatures				Science – Light, electricity DT – moving vehicles History - The invention of electricity				Science - Animals incl Humans, Circulatory System History – information text about the Greeks			
Overview												
Independent purposeful writing outcomes	Diary writing - Sir Walter Raleigh		Recount of class outing – river walk		Science/history - information text		RE – story? Easter?		Science – explanation text DT – explanation text		History – information text	

Grammar skills	Strand 1- Sentences	Strand 2- Noun Phrases	Strand 3: Adverbials	Strand 4: Verbs	Strand 6: Cohesion	Strand 7: Punctuation
	1b. Coordination and subordination Use of the semi- colon, colon and dash to mark the boundary between independent **clauses** (for example, *It's raining; I'm fed up*). semi-colon colon dash Use of commas to clarify meaning or avoid **ambiguity**. ambiguity **Brackets**, **dashes** or commas to indicate **parenthesis**. parenthesis bracket dash The difference between structures typical of informal and formal speech, and writing.	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun. Use of commas to clarify meaning or avoid ambiguity. How words are related by meaning as synonyms and antonyms (for example, *big*, *large*, *little*). relative pronoun relative clause subject object synonym antonym cohesion How hyphens can be used to avoid ambiguity (for example, *man eating shark versus man-eating shark*, or *recover versus re-cover*). hyphen (Although *hyphen* is	Indicating degrees of possibility using adverbs (for example, perhaps, surely). Devices to build cohesion within a paragraph (for example, then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly). Linking ideas across paragraphs using a wider range of cohesive devices. Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence). cohesion	Indicating degrees of possibility using modal verbs (for example, might, should, will, must). Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).) Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify). Verb prefixes (for example, dis-, de-, mis-, over- and re-). modal verb active passive subjunctive cohesion The difference between	Devices to build cohesion within a paragraph (for example, then, after that, this, firstly) (Link with teaching of adverbials.) Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before). (Link with teaching of adverbials and verbs.) How words are related by meaning as synonyms and antonyms (for example, big, large, little). (Link with teaching of noun/noun phrases.) Synonym antonym Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example,	Strand 7: Punctuation Sentence demarcation Punctuating simple, compound and complex sentences accurately. Commas Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. (Link with teaching of various strands.) parenthesis bracket dash ambiguity Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses. Apostrophes for contraction Consolidate use of apostrophes for contraction (this will

		1c. Sentence types	terminology in Y6, this punctuation mark will be used in word work and writing from Y2 onwards).		vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter).	the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis. (Link with various strands and also to be taught in teaching and learning sequences.)	link well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags.
		The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: *He's your friend, isn't he?*).			Linking ideas across paragraphs using tense choices (for example, he had seen her before).	Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text). (To be taught through teaching and learning sequences.)	Apostrophes for possession. Consolidate use of apostrophes for possession.
					Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.	cohesion	Speech Consolidate using speech punctuation and layout correctly.
							Other Punctuation Layout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text). (To be taught through teaching and learning sequences)
							bullet point
							Use of the semi-colon, colon and dash to mark the boundary between independent

						clauses (for example, It's raining; I'm fed up). (Link with teaching of co-ordination and subordination.)
						semi-colon colon dash
						Use of the colon to introduce a list and use of semi-colons within lists. (To be taught through teaching and learning sequences.)
						colon semi-colon
						Punctuation of bullet points to list information. (To be taught through teaching and learning sequences.)
						bullet point
						How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or

						recover versus re-cover). (Link with teaching of noun/noun phrases.) hyphen
Grammar and punctuation No Nonsense Grammar	p47-51	P52-56	P57-59	P60-69		
Spelling and Punctuation No Nonsense spelling (Year 5 Spellings)	Teach Words with the letter string 'ough' Teach Words with 'silent' letters Teach Use of spelling journals for etymology Teach Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)	Revise/Teach From previous years: plurals (adding '-s', '-es' and '-ies') Revise From previous years: apostrophe for contraction and possession Teach Use of the hyphen Teach Proofreading, focusing on checking words from personal lists Teach Using a dictionary to support learning word roots, derivations and spelling patterns	Teach Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) Revise/Teach Using spelling journals for etymology Teach Words ending in '-ably' and '-ibly' Teach Homophones (led/lead, steel/steal, alter/altar)	Teach Proofreading: checking from another source after writing Revise Building words from root words Revise Homophones Teach Words with the /i:/ sound spelt 'ei' Teach 'ei' and 'ie' words	Teach Strategies at the point of writing: using etymological/ morphological strategies for spelling Teach Using spelling journals for etymology Teach Proofreading for words on statutory list Teach Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose)	Teach Proofreading: use of dictionary to check words referring to first three or four letters Revise Strategies for learning words: problem suffixes Revise/Practise Homophones Revise Spelling aspects from Year 5 that are not secure

		Practise Using dictionaries to create word webs				
Spelling and Punctuation No Nonsense spelling (Year 6 Spellings)	Revise Strategies for learning words: words from statutory and personal spelling lists Revise Words ending '-able'/ '-ably', and '-ible'/'-ibly' Teach Adding suffixes beginning with vowels to words ending in '-fer' Practise SATS practice Teach Proofreading in smaller chunks (sentences, paragraphs)	Learn Homophones ('ce'/'se') Teach Endings that sound like /ʃəs/ spelt '-cious' or '-tious'	Revise Words with 'ough' letter string Teach Words ending '-cial' and '-tial' Teach Proofreading someone else's writing Revise Generating words from prefixes	Teach Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit) Revise Homophones covered in KS2 Practise Proofreading Revise Generating words from prefixes and roots	Teach Strategies for learning words: rare GPCs from statutory word list Teach Words ending in 'ant', '-ance and '-ancy' Teach Proofreading own writing independently Revise Root words and meaning	Teach Words ending '-ent', '-ence' and '-ency' Teach Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary) Learn Strategies for learning words: commonly misspelt homophones
Handwriting	All Pupils will be expected to join their writing in a cursive and legible style using the letterjoin website. All pupils to use a handwriting pen. 8mm lined books used to support writing. Handwriting to be implicitly taught at least once a week using handwriting books.					