

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 A Year 5/6												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression Core text with outcomes	The Day the Crayons Quit Fiction Key Outcome: Book of letters	Jungle Survival Handbook Non- fiction Key Outcome: Handbook	The Tear Thief Fiction Key Outcome: Story	I am Cat Poetry Bethlehem Carol Ann Duffy Poetry Key Outcome: Poem	Dragonology Fictional information text Key Outcome: Non fiction page about a fictional character	Straw into Gold Fiction Key Outcome: Retell a fairy tale from a different perspective	Ripley's Mighty Machines Non Fiction Key Outcome: Non-chron report	Women in Science (Biographies) Non fiction Key Outcome: Book of biographies	Kensuke's Kingdom Fiction Key Outcome: Story based on chapter 4	Flood Fiction Key Outcome: Diary entries		
Vocabulary linked to core texts	Beige Stubby Gorgeous Career Whiner Unused Fabulous Embarrassed			Prowl Roam Scorched Bleached Sleek Scent Dappled Shrouded Lounge regal	Paradoxically Refute Sceptical Noble Hypothesis fortuitous Perilous Hoard Prominent Fearsome				Navigate Solitary Deserted Parched		Devastation Destruction Anticipation Preparation Despair Community Rebuild	
Links to Wider Curriculum	Art – illustrating Science and Geography - biomes and Amazing America – survival guides				Science non-chron report on Space Jigsaw – women in science				Geography History Diary writing for Residential			
Overview												

Independent purposeful writing outcomes	Information texts about America/biomes		Survival guides – the Space race	Letters – writing to astronauts/astrophysicists	Fictional character writing	Retelling from different perspectives (different characters in The Flood)
Grammar skills	<p><u>Strand 1- Sentences</u></p> <p>1b. Coordination and subordination</p> <p>Use of the semi- colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining; I'm fed up</i>).</p> <p>semi-colon colon dash</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>ambiguity</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>parenthesis bracket dash</p> <p>The difference between structures typical of informal and formal speech, and writing.</p>	<p><u>Strand 2- Noun Phrases</u></p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that, or an omitted relative pronoun</i>.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>How words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>).</p> <p>relative pronoun relative clause subject object synonym antonym cohesion</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>).</p> <p>hyphen</p>	<p><u>Strand 3: Adverbials</u></p> <p>Indicating degrees of possibility using adverbs (for example, perhaps, surely).</p> <p>Devices to build cohesion within a paragraph (for example, then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly).</p> <p>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).</p> <p>cohesion</p>	<p><u>Strand 4: Verbs</u></p> <p>Indicating degrees of possibility using modal verbs (for example, might, should, will, must).</p> <p>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).)</p> <p>Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify).</p> <p>Verb prefixes (for example, dis-, de-, mis-, over- and re-).</p> <p>modal verb active passive subjunctive cohesion</p>	<p><u>Strand 6: Cohesion</u></p> <p>Devices to build cohesion within a paragraph (for example, then, after that, this, firstly) (Link with teaching of adverbials.)</p> <p>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.)</p> <p>How words are related by meaning as synonyms and antonyms (for example, big, large, little). (Link with teaching of noun/noun phrases.)</p> <p>Synonym antonym</p> <p>Linking ideas across paragraphs using a wider range of cohesive</p>	<p><u>Strand 7: Punctuation</u></p> <p>Sentence demarcation Punctuating simple, compound and complex sentences accurately.</p> <p>Commas Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>(Link with teaching of various strands.)</p> <p>parenthesis bracket dash ambiguity</p> <p>Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses.</p> <p>Apostrophes for contraction Consolidate use of apostrophes for contraction (this will link</p>

	<p>1c. Sentence types</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i>).</p>	<p>(Although <i>hyphen</i> is terminology in Y6, this punctuation mark will be used in word work and writing from Y2 onwards).</p>		<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter).</p> <p>Linking ideas across paragraphs using tense choices (for example, he had seen her before).</p> <p>Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.</p>	<p>devices: repetition of a word or phrase, grammatical connections (for example, 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.)</p> <p>Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text). (To be taught through teaching and learning sequences.)</p> <p>cohesion</p>	<p>well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags.</p> <p>Apostrophes for possession. Consolidate use of apostrophes for possession.</p> <p>Speech Consolidate using speech punctuation and layout correctly.</p> <p>Other Punctuation Layout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text). (To be taught through teaching and learning sequences)</p> <p>bullet point</p> <p>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-</p>
--	---	--	--	--	---	---

						<p>ordination and subordination.)</p> <p>semi-colon colon dash</p> <p>Use of the colon to introduce a list and use of semi-colons within lists. (To be taught through teaching and learning sequences.)</p> <p>colon semi-colon</p> <p>Punctuation of bullet points to list information. (To be taught through teaching and learning sequences.)</p> <p>bullet point</p> <p>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.)</p> <p>hyphen</p>
Grammar and punctuation	p47-51	P52-56	P57-59	P60-69		

No Nonsense Grammar						
Spelling and Punctuation No Nonsense spelling (Year 5 Spellings)	<p>Teach Words with the letter string 'ough'</p> <p>Teach Words with 'silent' letters</p> <p>Teach Use of spelling journals for etymology</p> <p>Teach Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</p>	<p>Revise/Teach From previous years: plurals (adding '-s', '-es' and '-ies')</p> <p>Revise From previous years: apostrophe for contraction and possession</p> <p>Teach Use of the hyphen</p> <p>Teach Proofreading, focusing on checking words from personal lists</p> <p>Teach Using a dictionary to support learning word roots, derivations and spelling patterns</p> <p>Practise Using dictionaries to create word webs</p>	<p>Teach Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)</p> <p>Revise/Teach Using spelling journals for etymology</p> <p>Teach Words ending in '-ably' and '-ibly'</p> <p>Teach Homophones (led/lead, steel/steal, alter/altar)</p>	<p>Teach Proofreading: checking from another source after writing</p> <p>Revise Building words from root words</p> <p>Revise Homophones</p> <p>Teach Words with the /i:/ sound spelt 'ei'</p> <p>Teach 'ei' and 'ie' words</p>	<p>Teach Strategies at the point of writing: using etymological/morphological strategies for spelling</p> <p>Teach Using spelling journals for etymology</p> <p>Teach Proofreading for words on statutory list</p> <p>Teach Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</p>	<p>Teach Proofreading: use of dictionary to check words referring to first three or four letters</p> <p>Revise Strategies for learning words: problem suffixes</p> <p>Revise/Practise Homophones</p> <p>Revise Spelling aspects from Year 5 that are not secure</p>
Spelling and Punctuation No Nonsense spelling (Year 6 Spellings)	<p>Revise Strategies for learning words: words from statutory and personal spelling lists</p> <p>Revise Words ending '-able'/'</p>	<p>Learn Homophones ('ce'/'se')</p> <p>Teach Endings that sound like /jəs/ spelt '-cious' or '-tious'</p>	<p>Revise Words with 'ough' letter string</p> <p>Teach Words ending '-cial' and '-tial'</p>	<p>Teach Homophones (dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit)</p> <p>Revise</p>	<p>Teach Strategies for learning words: rare GPCs from statutory word list</p> <p>Teach Words ending in 'ant', '-ance and '-ancy'</p>	<p>Teach Words ending '-ent', '-ence' and '-ency'</p> <p>Teach Homophones (draught/draft, dissent/descent, precede/proceed, wary/</p>

	<p>'-ably', and '-ible'/'-ibly'</p> <p>Teach Adding suffixes beginning with vowels to words ending in '-fer'</p> <p>Practise SATS practice</p> <p>Teach Proofreading in smaller chunks (sentences, paragraphs)</p>		<p>Teach Proofreading someone else's writing</p> <p>Revise Generating words from prefixes</p>	<p>Homophones covered in KS2</p> <p>Practise Proofreading</p> <p>Revise Generating words from prefixes and roots</p>	<p>Teach Proofreading own writing independently</p> <p>Revise Root words and meaning</p>	<p>weary)</p> <p>Learn Strategies for learning words: commonly misspelt homophones</p>
Handwriting	<p>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.</p>					