

AUTUMN 1 WRITING

	EYFS Me and My Family	Year 1 The Toybox	Year 2 Mary Anning Rocks!	Year 3 Through the Ages	Year 4 I am a Warrior	Year 5 Pharaohs	Year 6 Dark Age or Golden Age?
Spelling Rules	I, am, my, mum, dad the, and, like, a, go of, they, yes, get, come, into	Common Exception Words	Common Exception Words	Homophones and near Homophones Homophones and near Homophones Words with the /ei/ sound spelt ei, eigh or ey Statutory words Words with the /j/ sound spelt ch	Homophones and near Homophones Homophones and near Homophones Statutory words Words with the /s/ sound spelt sc Endings which sound like <u>fen</u> spelt - sion	Recap of mixed spellings pattern from previous years Recap from prior years Recap from prior years Statutory words Words ending in -able and - ably	Recap- Year 5 Recap- Year 5 Homophones – words that are confused Statutory words Words ending in -able and ible
Grammar	Capital letters	Capital letters and lowercase letters Finger spaces Capital letters and full stops	Capital letters and lowercase letters Full stops Nouns Adjectives Coordinating conjunctions	Capital letters, full stops and question marks Nouns Adjectives Verbs Adverbs Imperative verbs	Capital letters, full stops and question marks Commas Rhetorical questions Word class Me, myself or I First, second or third person	Word Class Prepositions and Prepositional Phrases Expanded noun phrases Phrases and clauses (subordinating and coordinating) Determiners Relative pronouns Relative clauses	Word Class Noun Phrases Modal Verbs Relative Clauses Inverted commas Clauses Conjunctions
Genre/Activities	Learning to spell their names Formation of letters that match the phonics Draw and talk (Transcription)	The curriculum will start with early writing opportunities such as dictating sentences, labelling and writing captions before writing simple sentences. Year 1 children will write a range of sentences focusing on letter formation, finger spaces, capital letters and full stops.	Year 2 children will write a range of sentences focusing on letter formation, finger spaces, capital letters and full stops. They will ensure they are using an adjective and a coordinating conjunction. Children we achieve this daily, will be challenged through an individual target	Recount – Pupils to create a diary entry about their launch day <u>Actually, therefore</u> Narrative – Pupils are currently reading 'Stone Age Boy' by Satoshi Kitamura. They will begin by asking and answering questions about the text. They will then learn basic skills of using a thesaurus which will help improve their writing. Pupils will then retell the story	Soliloquy – Pupils to create a Roman/Celt soliloquy. <u>Often, Possible</u> Narrative – Pupils to create a comic strip about Boudica <u>certain</u> Scripts – Matilda (Literacy Shed) Children will create playscripts about a Matilda scene. Literacy Shed Plus - Literacy Shed	Chronological report – Pupils will write a chronological report about the discovery of Tutankhamun <u>Determined Possible</u> Reports – Ancient Egyptian hierarchy <u>Ancient Build</u> Descriptive writing – pupils will learn to use descriptive features	Persuasion – Diamond Six Speech <u>persuade Believe</u> Non-Chronological Report- Children to create a non-chronological report about What a Victorian school was like. <u>embarrass straight</u> Narrative – \ <u>Titanium</u>

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		<p>Sentences will be about various toys/stories from the reading spine</p>		<p>before they plan and write their own narrative in the style of Satoshi Kitamura.</p> <p>Natural, forward</p> <p>Recount – Pupils will create a diary to retell events of a character from Stone Age Boy by learning to understand character thoughts and feelings</p> <p>Imagine, strange</p> <p>Instructions – Pupils will create a set of instructions on how to wash a... (inspired by 'How to wash a wooly mammoth').</p> <p>important</p>	<p>Plus - Teaching Resources Made Easy Continue, notice</p> <p>Recount – Once in a Lifetime (LiteracyShed) Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy Actual, although</p>	<p>including metaphors, similes, personification and hyperboles.</p> <p>- I can write a description of my favourite food for a pharaoh.</p> <p>- I can write a descriptive piece about Perranporth beach.</p> <p>- I can write a character description of a give character</p> <p>- I can write a character description</p> <p>Recognise Through</p> <p>Narrative – Pupils to write parts of the story inspired by The Egyptian Pyramids - THE LITERACY SHED</p> <p>Final lesson to include pupils to write the ending of the story.</p> <p>Hindrance Enough</p> <p>Narrative – Pupils to sequence the journey to the Afterlife. They will then create a narrative about it.</p> <p>Desperate Heard</p>	<p>Write a prequel</p> <p>Frequently Accident</p> <p>Chronological Report – Pupils to carry out research about Charles Dickens. They will carry out an 'interview' before creating a biography about his life.</p> <p>Achieve appear</p>
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Year 5/6 Statutory words

Year 3/4 Statutory words

Year 2 common exception words

Year 1 common exception words