

		Autumn	Spring	Summer
Year 1	Composition	Labels, lists and captions Narrative stories Instructions Poem Recount	Setting description Letter – questions and answers Poem Narrative stories Biography	Diary entry Information text Post card/letter – recount Narrative character profile Poem
	Transcription Spelling	Little Wandle scheme Days of the week Letters of the alphabet Suffix - s/ es Dictation	Little Wandle scheme Suffix - ing/ed Dictation	Little Wandle scheme Suffix er/ est Prefix - un Using letter names to distinguish between alternative spellings of the same sound Dictation Recap of previous content
	Transcription Handwriting	Forming letter Families <i>Autumn 1- l i u t y j</i> <i>Autumn 2 - n m h, forming digits 0 - 9</i> Posture and pencil grip	Forming letter Families <i>Spring 1 – k b p r c o</i> <i>Spring 2 - a d e s, forming digits 0 - 9</i>	Forming letter Families <i>Summer 1- g f q</i> <i>Summer 2 - z v w x</i> Assessments
	Vocabulary, grammar and punctuation	- leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	- joining words and joining clauses using and - beginning to punctuate sentences using a question mark or exclamation mark - sequencing sentences to form short narratives (Appendix 2)	Recap of previous content
		Autumn	Spring	Summer
Year 2	Composition	Narrative character profile Instructions Setting description Letter – recount Diary entry Information text Narrative – story	Setting description Storyboard Diary entry Newspaper report Letter/post card – recount Poem	Narrative character profile Setting description Narrative stories Letter/email – persuade Non-chronological reports Setting description Diary entry

	Transcription Spelling	See spelling scheme Suffix - ness/ less/ ful/ ly Homophone and near homophones Common exception words Contractions Dictation	See spelling scheme Suffix - er /est Apostrophes Dictation	See spelling scheme Dictation Recap of previous content
	Transcription Handwriting	Position and pre-cursive <i>Autumn 1 - l i u t y j</i> <i>Autumn 2 - n m h, forming digits 0 - 9</i> Capital letters	Position and pre-cursive <i>Spring 1 - k b p r c o</i> <i>Spring 2 - a d e s, forming digits 0 - 9</i>	Position and pre-cursive <i>Summer 1 - g f q</i> <i>Summer 2 - z v w x</i> Assessments
	Vocabulary, grammar and punctuation	- learning how to use both familiar and new punctuation correctly (Full stop, capital letter, exclamation mark) - sentences with different forms: statement, question, exclamation, command -the present and past tenses correctly and consistently - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	- learning how to use both familiar and new punctuation correctly (commas for lists and apostrophes for contracted forms and the possessive) - expanded noun phrases to describe and specify	- the present and past tenses correctly and consistently including the progressive form - recap of previous content
		Autumn	Spring	Summer
Year 3	Composition	Instructions Diary (recount) Non-chronological Letter (recount) Explanation Narrative Setting description Poetry	Diary (recount) Newspaper (recount) Instructions Non-chronological Character description Narrative Setting description	Myths and Legends – description Letter – questions and answers Non-chronological report Explanation Fact file Recount Advert – persuade
	Transcription Spelling	See spelling scheme Prefix – in	See spelling scheme Prefix – super / im	See spelling scheme Suffix – ly

		Homophone and near homophones Common exception words Dictionary (Junior dictionary) Dictation	Dictation	Dictation Recap of previous content
	Transcription Handwriting	Joining letters <i>Autumn 1 - l i u t y j</i> <i>Autumn 2 - n m h, forming digits 0 - 9</i>	Joining letters <i>Spring 1 - k b p r c o</i> <i>Spring 2 - a d e s, forming digits 0 - 9</i>	Joining letters <i>Summer 1- g f q</i> <i>Summer 2 - z v w x</i> Assessments
	Vocabulary, grammar and punctuation	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - introduction to paragraphs as a way to group related material (Appendix 2) - headings and sub-headings to aid presentation (Appendix 2)	- using conjunctions, adverbs and prepositions to express time and cause - using and punctuating direct speech - inverted commas to punctuate direct speech (Appendix 2) - use of the forms a or an a (Appendix 2)	- using the present perfect form of verbs in contrast to the past tense Recap of previous content
		Autumn	Spring	Summer
Year 4	Composition	Non-chronological Explanation Diary Persuasive letter Instructions Setting description Narrative – folk tale Narrative – adventure story	Newspaper report Non-chronological Diary Fact file Narrative – myths and legends Character description Poem	Biography Explanation Non-chronological Interview/questions and answers Newspaper report (recount) Setting description Storyboard Autobiography
	Transcription Spelling	See spelling scheme Prefix – dis/ mis/ il Homophone and near homophones Common exception words Dictionary (Primary dictionary) Dictation	See spelling scheme Prefix – ous Dictation	See spelling scheme Apostrophes to mark plural possession Dictation Recap of previous content
	Transcription Handwriting	Joining letters <i>Autumn 1 - l i u t y j</i>	Joining letters <i>Spring 1 - k b p r c o</i>	Joining letters <i>Summer 1- g f q</i>

		<i>Autumn 2 - n m h, forming digits 0 - 9</i>	<i>Spring 2 - a d e s, forming digits 0 - 9</i>	<i>Summer 2 - z v w x</i> Assessments
	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> - using fronted adverbials - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - the grammatical difference between plural and possessive –s (appendix 2) - use of paragraphs to organise ideas around a theme (appendix 2) 	<ul style="list-style-type: none"> - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using and punctuating direct speech - use of inverted commas and other punctuation to indicate direct speech (Appendix 2) - standard English forms for verb inflections instead of local spoken forms (Appendix 2) - noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 	<ul style="list-style-type: none"> - apostrophes to mark plural possession Recap of previous content
		Autumn	Spring	Summer
Year 5	Composition	Discussion Newspaper Non-chronological report Biography Explanation Instructions Setting Narrative	Diary entry Poetry Information text Narrative story Explanation text Book review	Poetry Non-chronological reports Letter - recount Newspaper report Narratives Advert – persuasion
	Transcription Spelling	See spelling scheme Suffix able /ably silent letters Morphology	See spelling scheme Suffix able/ ancy Homophones	See spelling scheme Suffix ably / ly Recap of previous content
	Transcription Handwriting	Fluency, style and speed <i>Autumn 1 - l i u t y j</i> <i>Autumn 2 - n m h, forming digits 0 - 9</i>	Fluency, style and speed <i>Spring 1 – k b p r c o</i> <i>Spring 2 - a d e s, forming digits 0 - 9</i>	Fluency, style and speed <i>Summer 1- g f q</i> <i>Summer 2 - z v w x</i> Assessments

	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> - using modal verbs or adverbs to indicate degrees of possibility - indicating degrees of possibility using adverbs [for example, perhaps, surely] (Appendix 2) - devices to build cohesion within a paragraph (Appendix 2) - linking ideas across paragraphs using adverbials of time, place and number or tense choices (Appendix 2) 	<ul style="list-style-type: none"> - using expanded noun phrases to convey complicated information concisely - using semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> - relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Appendix 2)* - brackets, dashes or commas to indicate parenthesis (Appendix 2) - use of commas to clarify meaning or avoid ambiguity (Appendix 2) <p>Recap of previous content</p>
		Autumn	Spring	Summer
Year 6	Composition	Biography Letter Diary Non-chronological report Biography Explanation Instruction	Biography Letter Diary Balanced argument Explanation Information text Non-chronological Narrative Poem	Recount Balanced argument Letter Non-chronological report Narrative Explanation Poem Book review Report
	Transcription Spelling	See spelling scheme Homophones Suffixes - /able/, /ible/ and /ibly/	See spelling scheme Homophones Words ending in 'cious' Words ending in -ent, -ence, -ency Words ending in 'ance'	See spelling scheme Use of hyphen Words ending in /ly/ Words ending in /ant/ Morphology Recap of previous content
	Transcription Handwriting	Fluency, style and speed <i>Autumn 1 - l i u t y j</i> <i>Autumn 2 - n m h, forming digits 0 - 9</i>	Forming letter Families <i>Spring 1 - k b p r c o</i> <i>Spring 2 - a d e s, forming digits 0 - 9</i>	Fluency, style and speed <i>Summer 1 - g f q</i> <i>Summer 2 - z v w x</i> Assessments

Marshland Writing Curriculum

	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis - punctuating bullet points consistently - linking ideas across paragraphs using a wider range of cohesive devices (Appendix 2) 	<ul style="list-style-type: none"> - using passive verbs to affect the presentation of information in a sentence - using hyphens to avoid ambiguity - using semi-colons, colons or dashes to mark boundaries between independent clauses - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list 	Recap of previous content
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*using the perfect form of verbs to mark relationships of time and cause