



English – Writing 8 Year Overview (Spring)

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				Story, Narrative, Description, Poetry, Play script	Recount, Letter, Instructions, Poster, Explanation, Biography, Newspaper, Report	Argument, Review, Letter, Leaflet, Advert, Speech, Debate

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*)

English – Writing 8 Year Overview (Spring)

		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

English – Writing 8 Year Overview (Spring)

Spring							
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7
Year 1	Purpose/Genre: Entertain Character in a setting description	Purpose/Genre: Entertain Narrative	Purpose/Genre: Inform instructions	Purpose/Genre: Entertain Senses Poetry (week 1) Recount (visit)	Purpose/Genre: Inform Non-chronological report	Purpose/Genre: Entertain Story Innovation	Purpose/Genre: Entertain Diary
	Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Add suffixes where no change is needed to the root of the word - ed Word class (verbs) Word class (adjectives) 	Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Add suffixes where no change is needed to the root of the word - ing, 	Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Word class (imperative verbs) Word class (adverbs) 	Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Word class (past tense verbs) Add suffixes where no change is needed to the root of the word -ed 	Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Word class (present tense verbs) Add suffixes where no change is needed to the root of the word -ed 	Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Use plural noun suffix -es Change the meaning of verbs/adjectives by adding the suffix - un 	Key Skills: Teach + Practise Word: <ul style="list-style-type: none"> Add suffixes where no change is needed to the root of the word - er, -est
	Key Skills Sentence: <ul style="list-style-type: none"> Join sentences using 'and' (G) Sequence sentences (link by pronoun) Teach + Practise <ul style="list-style-type: none"> Orally rehearsing Punctuate sentences with capital letters and full stops (P) Classify nouns & adjective in own writing Use capital letters for people and places 	Key Skills Sentence: <ul style="list-style-type: none"> Join sentences using 'and' (G) Sequence sentences (link by pronoun) 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 	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) Write a title and subheading New sentence for a new instruction Punctuate using 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) 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 	Key Skills Sentence: <ul style="list-style-type: none"> Join sentences using 'and' (G) Sequence sentences (link by pronoun) 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: ew (revision), a_e Red word application: step 45	Dictation Phonics application: e_e/i_e Red word application: step 46/47	Dictation Phonics application: o_e, u_e Red word application: step 48/49	Dictation Phonics application: Consolidation (step 46-49), -y (happy) Red word application: step 51	Dictation Phonics application: -y (fly), ow (snow) Red word application: step 52/53	Dictation Phonics application: soft c (ice), soft g (gem) Red word application: step 54/55	Dictation Phonics application: Consolidation step 51-55 Red word application: Days of the Week
<p style="font-size: 0.9em; margin: 0;">Presentation should be focused on throughout every teaching sequence.</p> <p style="font-size: 0.8em; margin: 0;">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</p> <p style="font-size: 0.8em; margin: 0;">Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</p> <p style="font-size: 0.8em; margin: 0;">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</p> <p style="font-size: 0.8em; margin: 0;">*Note: A recount should be written following an educational visit and therefor may move inline with date booked.</p>							

English – Writing 8 Year Overview (Spring)

Spring							
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7
Year 2	<p>Purpose/Genre: Entertain Comparative character descriptions</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Capital letters (P) • Full stops (P) • Word classes – focusing on nouns and adjectives (G) • Expanded noun phrases (G) • Commas to separate adjectives(P) • Use coordinating conjunctions (and, or, but, so) (G) • 3rd person (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> • Verbs for movement • Adjectives for personality traits <p>Apply Interactive character description (2 contrasting characters)</p>	<p>Purpose/Genre: Entertain Narrative – Story re-tell</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 coordinating conjunctions (and, or, but, so) (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"> • Editing (punctuation and CEW spelling) <p>Apply Extended narrative re-tell</p>	<p>Purpose/Genre: Inform Information text</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Coordinating (and, so but, or) and subordinating conjunctions: when, because(G) • Pronouns (he/she/they) (G) • Commas in a list (P) • Grouping related content (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> • Apostrophes for possession (G) • Grouping related content (C) • Subheadings (C) <p>Apply Information text/leaflet</p>	<p>Purpose/Genre: Instructions including introduction</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Capital letters (P) • Full stops (P) • Word classes (G) • Use coordinating conjunctions (and/so) and subordinating conjunction (because/when) (G) • Imperative verbs (G) • Adverbs (-ly) (G) <p>Teach + Practise</p> <ul style="list-style-type: none"> • Command sentences • Using before and after(wards) as conjunctions <p>Apply Set of instruction</p>	<p>Purpose/Genre: Entertain Narrative diary</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> • Expanded noun phrases (G) • Commas to separate adjectives (P) • Coordinating subordinating (and, so, but, when, because (G). • Past tense <p>Teach + Practise</p> <ul style="list-style-type: none"> • Adjectives (emotions) • Question marks (rhetorical) • Editing (capital letters including I) <p>Apply Short diary entry</p>	<p>Purpose/Genre: Entertain Character in a setting description</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Capital letters (P) • Full stops (P) • Word classes – focusing on nouns and adjectives (G) • Expanded noun phrases (G) • Commas to separate adjectives(P) • Use coordinating conjunctions (and, or, but, so) (G) • 3rd person (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> • Verbs for movement of setting features • Senses adjectives • Adverbials of time for cohesion <p>Apply Short description of setting with setting feature movement</p>	<p>Purpose/Genre: Poetry Free verse</p> <p>Key Skills Revisit + Practise</p> <ul style="list-style-type: none"> • Expanded noun phrases (G) • Rich vocabulary (C) • Commas in a list <p>Teach + Practise</p> <ul style="list-style-type: none"> • Alliteration <p>Apply Alliterative free verse poem</p>
	<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>						

English – Writing 8 Year Overview (Spring)

Spring							
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	
Year 3	<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 (G) Extend range of sentences with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) Pronouns (he/she) (G) Adverbs (-ly) (G) Apostrophes for possession (P) <p>Teach + Practise</p> <ul style="list-style-type: none"> Subordinating conjunctions: while, before and after (G) Adverbs: introduce ‘then’, ‘next’, ‘soon’ (G) Prepositions: before and after <p>Apply Short description of setting (with character)</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 subordinating conjunctions (G) 3rd person (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> Inverted commas for dialogue Punctuation within inverted commas Reporting clause <p>Apply Extended piece with evidence of dialogue between characters</p>	<p>Purpose/Genre: Inform – Letter or Inform- recount (if relevant e.g. trip)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Coordinating (and, so but, or) and subordinating conjunctions: when, although, because, before, after, while (G) Pronouns (he/she/they) (G) Grouping related content (C) Apostrophes for possession and contraction (P) <p>Teach + Practise</p> <ul style="list-style-type: none"> Pronouns across sentences and paragraphs to avoid repetition (G) <p>Apply Extended piece of narrative</p>	<p>Purpose/Genre:Persuade-leaflet</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Exclamation marks and commas to separate items in a list (Year 2 revision) (P) Imperative verbs (G) Coordinating (and, so but, or) and subordinating conjunctions: when, although, because, before, after, while Adverbs (-ly)(G) Imperative verbs (G) 2nd person (C) Grouping related content (C) Introduction/ Conclusion (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> Rhetorical questions and question marks Group related content (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) <p>Apply Short sections of a leaflet based around a stimulus</p>	<p>Purpose/Genre: Entertain-narrative diary</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases (G) Commas to separate adjectives(P) Coordinating subordinating (and, so, but, for) conjunctions when, although, because, before, after, while, including (G). 3rd person (C) Pronouns (he/she/they) (G) Apostrophes for possession and contraction(P) <p>Teach + Practise</p> <ul style="list-style-type: none"> Present perfect form of verbs e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i> (G) <p>Apply Short diary entry</p>	<p>Purpose/Genre: Inform-Non- chronological report (based on History topic ‘Ancient Egyptians)</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) <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>Consolidate</p>

• **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



English – Writing 8 Year Overview (Spring)

Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

English – Writing 8 Year Overview (Spring)

Spring							
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7
Year 4	<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) Adverbs: -ly, 'then', 'next', 'soon' (G) Apostrophes for contraction and possession (P) <p>Teach + Practise</p> <ul style="list-style-type: none"> <i>Specific</i> audience and purpose Fronted adverbials of time, place and manner Commas after fronted adverbials <p>Apply Developed paragraph with rich detail about senses within a setting</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, who, while what, if, that, because, although until (G) before and after as conjunctions and prepositions (G) Adverbs: -ly, 'then', 'next', 'soon' (G) Fronted adverbials of time, place and manner (G) Pronouns across sentences and paragraphs for cohesion (G) Commas after fronted adverbials (P) Inverted commas (P) <p>Teach + Practise</p> <ul style="list-style-type: none"> <i>Specific</i> audience and purpose Punctuation within inverted commas (P) Reporting and adverbial clause (G) <p>Apply</p>	<p>Purpose/Genre: Inform: Inform – Letter or Inform- recount (if relevant e.g. trip)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Present perfect (e.g. she has gone..') 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, before and after(G) before and after as conjunctions and prepositions (G) Pronouns across sentences and paragraphs for cohesion (G) Apostrophes for contraction and possession (P) <p>Teach + Practise</p> <ul style="list-style-type: none"> Apostrophes for plural possession e.g. girls' clothes <p>Apply Recount details of experience within grouped material within paragraphs</p>	<p>Purpose/Genre: Persuade-letter</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) <p>Teach + Practise</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Apply Structured letter to persuade relevant audience</p>	<p>Purpose/Genre: Inform-instructions (link to History topic 'Roman Empire in Britain' if relevant)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Imperative verbs (G) Adverbs (-ly) (G) Coordinating subordinating conjunctions, including when, because, although, while, before and after (G) 2nd person (C) Commas after adverbials (P) Commas to separate items in list (P) Adverbs: -ly, 'then', 'next', 'soon' (G) Before and after as conjunctions and prepositions (G) <p>Teach + Practise</p> <ul style="list-style-type: none"> Preposition phrases (G) Adverbials of manner (G) <p>Apply List of instructions</p>	<p>Purpose/Genre: Inform-explanation (linked to Science)</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) 3rd person (C) Pronouns (he/she/they) (G) headings Subheadings for group related content (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as <p>Apply Group related content in paragraphs with sub-headings</p>	<p>Purpose/Genre: Entertain-playscript</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) Exclamation and question marks (P) Pronouns across sentences and dialogue for cohesion (P) Apostrophes for contraction and possession (P) <p>Teach + Practise</p> <ul style="list-style-type: none"> Present perfect form of verbs e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i> Brackets for stage directions (P) Colon between name and dialogue (P) <p>Apply Short playscript with developed demarcated dialogue between characters</p>

English – Writing 8 Year Overview (Spring)

Extended narrative to show beginning/build up/ dilemma, resolution/ ending

- **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

Spring							
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7
Year 5	<p>Purpose/Genre: Character in 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) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (G) Commas to show parenthesis (P) Commas for clarity (P) Colon for more detail (P) Group related material in a paragraph (C) Sub- headings (C) <p>Teach + Practise</p> <ul style="list-style-type: none"> Effective adverbials for time, place and manner <p>Apply Developed paragraph with rich detail about senses within a setting</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) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (G) Commas to show parenthesis (P) Commas for clarity (P) Colon for more detail (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) <p>Teach + Practise</p>	<p>Purpose/Genre: Inform: Inform- Explanation (link with Geography topic of Central America or Science)</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 and manner (G) Commas after fronted adverbials (P) Commas for clarity (P) Colon for more detail: to mark independent clause (P) 	<p>Purpose/Genre: Persuade: letter</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) Commas to show parenthesis (P) 	<p>Purpose/Genre: Persuade: balanced argument</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> 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) Commas for clarity (P) Colon for more detail: to mark independent clause (P) Semi-colon for independent clause (P) Brackets and commas to indicate parenthesis (P) Relative clauses (G) 	<p>Purpose/Genre: Inform: non- chronological or chronological report/ Inform: biography (link with History topic of the Maya)</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 and manner (G) Commas after fronted adverbials (P) Commas for clarity (P) Colon for more detail: to mark 	<p>Consolidate</p>

English – Writing 8 Year Overview (Spring)

		<ul style="list-style-type: none"> • Devices to aid cohesion: pronouns and conjunctions • Repetition of key words (synonyms) <p>Apply Extended narrative to present beginning/build up/dilemma/resolution/ending</p>	<ul style="list-style-type: none"> • Semi-colon for list (P) • Brackets and commas to indicate parenthesis (P) • Relative clauses (G) • Group related material in a paragraph (C) • Sub-headings and titles <p>Teach + Practise</p> <ul style="list-style-type: none"> • Pronouns across sentences and paragraphs for cohesion(G) • Synonyms for repetition (S) • Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as • Semi-colon to mark independent clause (P) <p>Apply Developed explanation of process/ context in paragraph/s as a cohesive layout</p>	<ul style="list-style-type: none"> • 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 • present perfect e.g. <i>he has tried..</i> (G) <p>Teach + Practise</p> <ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must <p>Apply Formal or informal letter to execute relevant skills</p>	<ul style="list-style-type: none"> • Group related material in a paragraph (C) • Sub-headings and titles <p>Teach + Practise</p> <ul style="list-style-type: none"> • Conjunctive adverbs: after all, as a result, consequently, finally, for example, furthermore, hence however, in addition, in fact incidentally, indeed, instead likewise, meanwhile, on the contrary, on the other hand, otherwise, still, therefore thus <p>Apply Extended piece with paragraphs around a supporting view</p>	<ul style="list-style-type: none"> • Semi-colon for list (P) • Brackets and commas to indicate parenthesis (P) • Relative clauses (G) • Group related material in a paragraph (C) • Sub-headings, bullet points and titles <p>Teach + Practise</p> <ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph e.g then, after that, this, firstly • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly, • Link ideas across paragraphs using pronouns and repetition of key words <p>Apply Present information around a topic in a layout</p>
--	--	---	---	---	---	--

• **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

Spring							
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7
Year 6	Purpose/Genre: Character in Setting Description	Purpose/Genre: Entertain: Narrative	Purpose/Genre: Inform: Inform- Explanation	Purpose/Genre: Persuade: letter	Purpose/Genre: Persuade: balanced argument	Purpose/Genre: Inform: non- chronological or chronological report/ Inform: biography	Consolidate
	Key Skills:	Key Skills:		Key Skills:			

English – Writing 8 Year Overview (Spring)

	<p>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) subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) adverbials of time and place (G) colon for more detail (P) sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail <p>Teach + Practise</p> <ul style="list-style-type: none"> devices to build cohesion within and across sentences and paragraphs: repetition of a word or a phrase, grammatical connections and ellipsis <p>Apply Paragraph/s depicting character motivation, setting detail of place, weather and atmosphere</p>	<p>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) subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) adverbials of time and place (G) colon for more detail (P) sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail <p>Teach + Practise</p> <ul style="list-style-type: none"> advancing action across sentences and paragraphs using: conjunctions, adverbials, passage of time techniques <p>Apply</p>	<p>(link with Geography topic of Carribean/ settlement and tourism or Science)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely (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) Commas for clarity (P) Colon for more detail: to mark independent clause (P) Semi-colon for list (P) Brackets and commas to indicate parenthesis (P) Relative clauses (G) Group related material in a paragraph (C) Sub-headings and titles (C) Pronouns across sentences and paragraphs for cohesion(G) Synonyms for repetition (S) <p>Teach + Practise</p>	<p>Revisit + Practise</p> <ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely (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 apostrophes for possession and contraction (if informal) possessive pronouns (G) present perfect e.g. <i>he has tried..</i> (G) <p>Teach + Practise</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) Use use of adverbials such as 'on the other hand', 'in contrast' or 'as a consequence' and ellipsis 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) Brackets, commas and dashes for parenthesis (P) Commas for clarity (P) Colon and semi-colon for independent clause (P) Semi-colon for list Apostrophes for possession (P) Possessive pronouns (G) <p>Teach + Practise</p> <ul style="list-style-type: none"> Use of the semi-colon, dash and colon to indicate a stronger subdivision of a 	<p>(link with History topic of West African and Carribean heritage)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Use layout devices e.g. headings, sub-headings, columns, bullets or tables to structure text Use bullet points to list information Use expanded noun phrases to convey complicated information concisely (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) Brackets, commas and dashes for parenthesis (P) Commas for clarity (P) Semi-colon for list Apostrophes for possession (P) Possessive pronouns (G) Use the semi- colon, colon and dash to mark the boundary
--	--	--	--	--	---	--

English – Writing 8 Year Overview (Spring)

<p>Extended narrative to present beginning/build up/dilemma/resolution/ending</p>	<ul style="list-style-type: none"> • Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as • Semi-colon to mark independent clause (P) • Understand how hyphens can be used to avoid ambiguity <p>Apply Developed explanation of process/ context in paragraph/s as a cohesive layout</p>	<ul style="list-style-type: none"> • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing <p>Apply Formal or informal letter to execute relevant skills</p>	<p>sentence than a comma</p> <ul style="list-style-type: none"> • Conjunctive adverbs: after all, as a result, consequently, finally, for example, furthermore, hence however, in addition, in fact incidentally, indeed, instead likewise, meanwhile, on the contrary, on the other hand, otherwise, still, therefore thus • Use the passive to affect the presentation of information in a sentence <p>Apply Extended piece with paragraphs around a supporting view</p>	<p>between independent clauses</p> <p>Teach + Practise</p> <ul style="list-style-type: none"> • Use the colon to introduce a list and use of semi- colons within lists • Use the passive to affect the presentation of information in a sentence <p>Apply Present information around a topic in an ambitious layout</p>	
---	---	---	---	---	--

- **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