



## 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-<br>Handwriting | Transcription-<br>Spelling | Transcription -<br>Grammar | Transcription –<br>Punctuation | Writing to entertain                                  | Writing to inform  | Writing to persuade  |
| Composition                   |                            |                            |                                | Story, Narrative, Description,<br>Poetry, Play script | Recount, Letter, Instructions,<br>Poster, Explanation, Biography,<br>Newspaper, Report | Argument, Review, Letter, Leaflet,<br>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*)

### EYFS

**Please follow these links to access our EYFS 'Readiness to Write' progression documents:**

[Autumn Pre- School Readiness to Write progression.pdf](#)

[Autumn Reception Readiness to Write progression.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<br>Assessment   | Sp2 – Week 5 & 6   | Sp2 – Week 7  |
| Year<br>1  | Purpose/Genre:<br>Entertain<br>Character in a setting<br>description  | Purpose/Genre:<br>Entertain<br>Narrative   | Purpose/Genre:<br>Inform<br>instructions   | Purpose/Genre:<br>Entertain<br>Senses Poetry (week 1)<br>Recount (visit)   | Purpose/Genre:<br>Inform<br>Non-chronological report   | Purpose/Genre:<br>Entertain<br>Story Innovation  | Purpose/Genre:<br>Entertain<br>Diary  |
|  | <b>Key Skills:</b><br><b>Teach + Practise</b><br><b>Word:</b> <ul style="list-style-type: none"> <li>Add suffixes where no change is needed to the root of the word - ed</li> <li>Word class (verbs)</li> <li>Word class (adjectives)</li> </ul>  | <b>Key Skills:</b><br><b>Teach + Practise</b><br><b>Word:</b> <ul style="list-style-type: none"> <li>Add suffixes where no change is needed to the root of the word - ing,</li> </ul>  | <b>Key Skills:</b><br><b>Teach + Practise</b><br><b>Word:</b> <ul style="list-style-type: none"> <li>Word class (imperative verbs)</li> <li>Word class (adverbs)</li> </ul>  | <b>Key Skills:</b><br><b>Teach + Practise</b><br><b>Word:</b> <ul style="list-style-type: none"> <li>Word class (past tense verbs)</li> <li>Add suffixes where no change is needed to the root of the word -ed</li> </ul>  | <b>Key Skills:</b><br><b>Teach + Practise</b><br><b>Word:</b> <ul style="list-style-type: none"> <li>Word class (present tense verbs)</li> <li>Add suffixes where no change is needed to the root of the word -ed</li> </ul>   | <b>Key Skills:</b><br><b>Teach + Practise</b><br><b>Word:</b> <ul style="list-style-type: none"> <li>Use plural noun suffix -es</li> <li>Change the meaning of verbs/adjectives by adding the suffix - un</li> </ul>   | <b>Key Skills:</b><br><b>Teach + Practise</b><br><b>Word:</b> <ul style="list-style-type: none"> <li>Add suffixes where no change is needed to the root of the word - er, -est</li> </ul>   |
|  | <b>Key Skills</b><br><b>Sentence:</b> <ul style="list-style-type: none"> <li>Join sentences using 'and' (G)</li> <li>Sequence sentences (link by pronoun)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Punctuate sentences with capital letters and full stops (P)</li> <li>Classify nouns &amp; adjective in own writing</li> <li>Use capital letters for people and places</li> </ul> | <b>Key Skills</b><br><b>Sentence:</b> <ul style="list-style-type: none"> <li>Join sentences using 'and' (G)</li> <li>Sequence sentences (link by pronoun)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Punctuate sentences with capital letters and full stops (P)</li> <li>Use capital letters for people and places</li> </ul> | <b>Key Skills</b><br><b>Sentence:</b> <ul style="list-style-type: none"> <li>Join sentences using 'and' (G)</li> <li>Sequence using adverbials of time</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Punctuate sentences with capital letters and full stops (P)</li> <li>Write a title and subheading</li> <li>New sentence for a new instruction</li> <li>Punctuate using question marks</li> </ul> | <b>Key Skills</b><br><b>Sentence:</b> <ul style="list-style-type: none"> <li>Join sentences using 'and' (G)</li> <li>Sequence using adverbials of time</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Punctuate sentences with capital letters and full stops (P)</li> <li>Begin to punctuate using exclamation marks</li> </ul> | <b>Key Skills</b><br><b>Sentence:</b> <ul style="list-style-type: none"> <li>Join sentences using 'and' (G)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Punctuate sentences with capital letters and full stops (P)</li> <li>Write a title and subheading</li> <li>Third person</li> <li>Organising information under sub-headings</li> <li>Writing captions</li> </ul> | <b>Key Skills</b><br><b>Sentence:</b> <ul style="list-style-type: none"> <li>Join sentences using 'and' (G)</li> <li>Sequence sentences (link by pronoun)</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Punctuate sentences with capital letters and full stops (P)</li> <li>Use capital letters for people and places</li> <li>Punctuate sentences with exclamation marks</li> </ul> | <b>Key Skills</b><br><b>Sentence:</b> <ul style="list-style-type: none"> <li>Join sentences using 'and' (G)</li> <li>Sequence using adverbials of time</li> </ul> <b>Teach + Practise</b> <ul style="list-style-type: none"> <li>Orally rehearsing</li> <li>Punctuate sentences with capital letters and full stops (P)</li> <li>Begin to punctuate using exclamation marks</li> <li>Use a capital letter for the personal pronoun 'I'</li> </ul> |
|  | <b>Dictation</b><br><b>Phonics application:</b> ew (revision), a_e<br><b>Red word application:</b> step 45  | <b>Dictation</b><br><b>Phonics application:</b> e_e/i_e<br><b>Red word application:</b> step 46/47   | <b>Dictation</b><br><b>Phonics application:</b> o_e, u_e<br><b>Red word application:</b> step 48/49  | <b>Dictation</b><br><b>Phonics application:</b> Consolidation (step 46-49), -y (happy)<br><b>Red word application:</b> step 51   | <b>Dictation</b><br><b>Phonics application:</b> -y (fly), ow (snow)<br><b>Red word application:</b> step 52/53   | <b>Dictation</b><br><b>Phonics application:</b> soft c (ice), soft g (gem)<br><b>Red word application:</b> step 54/55  | <b>Dictation</b><br><b>Phonics application:</b> Consolidation step 51-55<br><b>Red word application:</b> Days of the Week   |
| <p style="font-size: small; margin: 0;">Presentation should be focused on throughout every teaching sequence.</p> <p style="font-size: x-small; 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: x-small; margin: 0;">Spelling in adherence with <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a></p> <p style="font-size: x-small; margin: 0; background-color: yellow;">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: x-small; margin: 0; background-color: yellow;">*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<br>Assessment  | Sp2 – Week 5 & 6  | Sp2 – Week 7   |
| Year<br>2 | <p><b>Purpose/Genre:</b> Entertain<br/>Comparative character descriptions</p> <p><b>Key Skills:<br/>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Capital letters (P)</li> <li>• Full stops (P)</li> <li>• Word classes – focusing on nouns and adjectives (G)</li> <li>• Expanded noun phrases (G)</li> <li>• Commas to separate adjectives(P)</li> <li>• Use coordinating conjunctions (and, or, but, so) (G)</li> <li>• 3rd person (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Verbs for movement</li> <li>• Adjectives for personality traits</li> </ul> <p><b>Apply</b><br/>Interactive character description (2 contrasting characters)</p> | <p><b>Purpose/Genre:</b> Entertain<br/>Narrative – Story re-tell</p> <p><b>Key Skills:<br/>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Capital letters (P)</li> <li>• Full stops (P)</li> <li>• Expanded noun phrases (G)</li> <li>• Commas to separate adjectives(P)</li> <li>• Use coordinating conjunctions (and, or, but, so) (G)</li> <li>• 3rd person (C)</li> <li>• Past tense</li> <li>• Verbs for movement</li> <li>• Senses adjectives</li> <li>• Adverbials of time for cohesion</li> </ul> <p><b>Teach and practice</b></p> <ul style="list-style-type: none"> <li>• Editing (punctuation and CEW spelling)</li> </ul> <p><b>Apply</b><br/>Extended narrative re-tell</p> | <p><b>Purpose/Genre:</b> Inform<br/>Information text</p> <p><b>Key Skills:<br/>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Coordinating (and, so but, or) and subordinating conjunctions: when, because(G)</li> <li>• Pronouns (he/she/they) (G)</li> <li>• Commas in a list (P)</li> <li>• Grouping related content (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Apostrophes for possession (G)</li> <li>• Grouping related content (C)</li> <li>• Subheadings (C)</li> </ul> <p><b>Apply</b><br/>Information text/leaflet</p> | <p><b>Purpose/Genre:</b> Instructions including introduction</p> <p><b>Key Skills:<br/>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Capital letters (P)</li> <li>• Full stops (P)</li> <li>• Word classes (G)</li> <li>• Use coordinating conjunctions (and/so) and subordinating conjunction (because/when) (G)</li> <li>Imperative verbs (G)</li> <li>• Adverbs (-ly) (G)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Command sentences</li> <li>• Using before and after(wards) as conjunctions</li> </ul> <p><b>Apply</b><br/>Set of instruction</p> | <p><b>Purpose/Genre:</b> Entertain<br/>Narrative diary</p> <p><b>Key Skills:<br/>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases (G)</li> <li>• Commas to separate adjectives (P)</li> <li>• Coordinating subordinating (and, so, but, when, because (G).</li> <li>• Past tense</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Adjectives (emotions)</li> <li>• Question marks (rhetorical)</li> <li>• Editing (capital letters including I)</li> </ul> <p><b>Apply</b><br/>Short diary entry</p> | <p><b>Purpose/Genre:</b> Entertain<br/>Character in a setting description</p> <p><b>Key Skills:<br/>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Capital letters (P)</li> <li>• Full stops (P)</li> <li>• Word classes – focusing on nouns and adjectives (G)</li> <li>• Expanded noun phrases (G)</li> <li>• Commas to separate adjectives(P)</li> <li>• Use coordinating conjunctions (and, or, but, so) (G)</li> <li>• 3rd person (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Verbs for movement of setting features</li> <li>• Senses adjectives</li> <li>• Adverbials of time for cohesion</li> </ul> <p><b>Apply</b><br/>Short description of setting with setting feature movement</p> | <p><b>Purpose/Genre:</b> Poetry<br/>Free verse</p> <p><b>Key Skills</b><br/>Revisit + Practise</p> <ul style="list-style-type: none"> <li>• Expanded noun phrases (G)</li> <li>• Rich vocabulary (C)</li> <li>• Commas in a list</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Alliteration</li> </ul> <p><b>Apply</b><br/>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 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a></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<br>Assessment  | Sp2 – Week 5 & 6  |             |
| Year<br>3 | <p><b>Purpose/Genre:</b>Entertain<br/>Character in a setting description</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases (G)</li> <li>Extend range of sentences with more than one clause by using a wider range of subordinating conjunctions, including <b>when, if, because, although</b> (G)</li> <li>Pronouns (he/she) (G)</li> <li>Adverbs (-ly) (G)</li> <li>Apostrophes for possession (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Subordinating conjunctions: while, before and after (G)</li> <li>Adverbs: introduce ‘then’, ‘next’, ‘soon’ (G)</li> <li>Prepositions: before and after</li> </ul> <p><b>Apply</b><br/>Short description of setting (with character)</p> | <p><b>Purpose/Genre:</b><br/>Entertain – Narrative</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with commas to separate adjectives (G)</li> <li>Coordinating subordinating conjunctions (G)</li> <li>3<sup>rd</sup> person (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Inverted commas for dialogue</li> <li>Punctuation within inverted commas</li> <li>Reporting clause</li> </ul> <p><b>Apply</b><br/>Extended piece with evidence of dialogue between characters</p> | <p><b>Purpose/Genre:</b><br/>Inform – Letter or Inform- recount (if relevant e.g. trip)</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Coordinating (and, so but, or) and subordinating conjunctions: when, although, because, before, after, while (G)</li> <li>Pronouns (he/she/they) (G)</li> <li>Grouping related content (C)</li> <li>Apostrophes for possession and contraction (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Pronouns across sentences and paragraphs to avoid repetition (G)</li> </ul> <p><b>Apply</b><br/>Extended piece of narrative</p> | <p><b>Purpose/Genre:</b>Persuade-leaflet</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Exclamation marks and commas to separate items in a list (Year 2 revision) (P)</li> <li>Imperative verbs (G)</li> <li>Coordinating (and, so but, or) and subordinating conjunctions: when, although, because, before, after, while</li> <li>Adverbs (-ly)(G)</li> <li>Imperative verbs (G)</li> <li>2<sup>nd</sup> person (C)</li> <li>Grouping related content (C)</li> <li>Introduction/ Conclusion (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Rhetorical questions and question marks</li> <li>Group related content (C)</li> <li>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)</li> </ul> <p><b>Apply</b><br/>Short sections of a leaflet based around a stimulus</p> | <p><b>Purpose/Genre:</b> Entertain-narrative diary</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases (G)</li> <li>Commas to separate adjectives(P)</li> <li>Coordinating subordinating (and, so, but, for) conjunctions when, although, because, before, after, while, including (G).</li> <li>3<sup>rd</sup> person (C)</li> <li>Pronouns (he/she/they) (G)</li> <li>Apostrophes for possession and contraction(P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Apply</b><br/>Short diary entry</p> | <p><b>Purpose/Genre:</b> Inform-Non- chronological report (based on History topic ‘Ancient Egyptians)</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases (G)</li> <li>Exclamation mark(P)</li> <li>Question mark (P)</li> <li>Coordinating subordinating conjunctions, including when, because, although, while, if, before, after (G)</li> <li>3<sup>rd</sup> person (C)</li> <li>Pronouns (he/she/they) (G)</li> <li>headings</li> <li>Question marks (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Subheadings for group related content (C)</li> </ul> <p><b>Apply</b><br/>Group related content in paragraphs with sub-headings</p> | Consolidate |

• **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](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<br>Assessment   | Sp2 – Week 5 & 6   | Sp2 – Week 7  |
| Year<br>4 | <p><b>Purpose/Genre:</b><br/>Entertain: character in a setting description</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what, if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Pronouns across sentences for cohesion (G)</li> <li>Adverbs: -ly, 'then', 'next', 'soon' (G)</li> <li>Apostrophes for contraction and possession (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li><i>Specific</i> audience and purpose</li> <li>Fronted adverbials of time, place and manner</li> <li>Commas after fronted adverbials</li> </ul> <p><b>Apply</b><br/>Developed paragraph with rich detail about senses within a setting</p> | <p><b>Purpose/Genre:</b><br/>Entertain: narrative</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, who, while what, if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Adverbs: -ly, 'then', 'next', 'soon' (G)</li> <li>Fronted adverbials of time, place and manner (G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Commas after fronted adverbials (P)</li> <li>Inverted commas (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li><i>Specific</i> audience and purpose</li> <li>Punctuation within inverted commas (P)</li> <li>Reporting and adverbial clause (G)</li> </ul> <p><b>Apply</b></p> | <p><b>Purpose/Genre:</b><br/>Inform: Inform – Letter or Inform- recount (if relevant e.g. trip)</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Present perfect (e.g. she has gone..')</li> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>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)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Apostrophes for contraction and possession (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Apostrophes for plural possession e.g. girls' clothes</li> </ul> <p><b>Apply</b><br/>Recount details of experience within grouped material within paragraphs</p> | <p><b>Purpose/Genre:</b> Persuade-letter</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Imperative verbs (G)</li> <li>2<sup>nd</sup> and 3<sup>rd</sup> person</li> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Exclamation marks (P)</li> <li>Rhetorical question-question marks (P)</li> <li>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)</li> <li>before and after as conjunctions and prepositions (G)</li> </ul> <p><b>Teach + Practise</b></p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><b>Apply</b><br/>Structured letter to persuade relevant audience</p> | <p><b>Purpose/Genre:</b> Inform-instructions (link to History topic 'Roman Empire in Britain' if relevant)</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Imperative verbs (G)</li> <li>Adverbs (-ly) (G)</li> <li>Coordinating subordinating conjunctions, including when, because, although, while, before and after (G)</li> <li>2<sup>nd</sup> person (C)</li> <li>Commas after adverbials (P)</li> <li>Commas to separate items in list (P)</li> <li>Adverbs: -ly, 'then', 'next', 'soon' (G)</li> <li>Before and after as conjunctions and prepositions (G)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Preposition phrases (G)</li> <li>Adverbials of manner (G)</li> </ul> <p><b>Apply</b><br/>List of instructions</p> | <p><b>Purpose/Genre:</b> Inform-explanation (linked to Science)</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what, if, that, because, although until (G)</li> <li>3<sup>rd</sup> person (C)</li> <li>Pronouns (he/she/they) (G)</li> <li>headings</li> <li>Subheadings for group related content (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as</li> </ul> <p><b>Apply</b><br/>Group related content in paragraphs with sub-headings</p> | <p><b>Purpose/Genre:</b> Entertain-playscript</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what, if, that, because, although until (G)</li> <li>Exclamation and question marks (P)</li> <li>Pronouns across sentences and dialogue for cohesion (P)</li> <li>Apostrophes for contraction and possession (P)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Present perfect form of verbs e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i></li> <li>Brackets for stage directions (P)</li> <li>Colon between name and dialogue (P)</li> </ul> <p><b>Apply</b><br/>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](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<br>Assessment  | Sp2 – Week 5 & 6  | Sp2 – Week 7       |
| Year<br>5 | <p><b>Purpose/Genre:</b><br/>Character in Setting Description</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Relative clauses(G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Commas to show parenthesis (P)</li> <li><b>Commas for clarity</b> (P)</li> <li>Colon for more detail (P)</li> <li>Group related material in a paragraph (C)</li> <li>Sub- headings (C)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Effective adverbials for time, place and manner</li> </ul> <p><b>Apply</b><br/>Developed paragraph with rich detail about senses within a setting</p> | <p><b>Purpose/Genre:</b><br/>Entertain: Narrative</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Relative clauses(G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Commas to show parenthesis (P)</li> <li>Commas for clarity (P)</li> <li>Colon for more detail (P)</li> <li>subordinating conjunctions: when, who, where, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>adverbials of time, place and manner (G)</li> <li>commas after fronted adverbials (P)</li> </ul> <p><b>Teach + Practise</b></p> | <p><b>Purpose/Genre:</b><br/>Inform: Inform- Explanation (link with Geography topic of Central America or Science)</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet)</li> <li>Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Fronted adverbials of time, place and manner (G)</li> <li>Commas after fronted adverbials (P)</li> <li>Commas for clarity (P)</li> <li>Colon for more detail: to mark independent clause (P)</li> </ul> | <p><b>Purpose/Genre:</b><br/>Persuade: letter</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Relative clauses(G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet)</li> <li>Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Fronted adverbials of time, place and manner (G)</li> <li>Commas after fronted adverbials (P)</li> <li>Commas to show parenthesis (P)</li> </ul> | <p><b>Purpose/Genre:</b><br/>Persuade: balanced argument</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet)</li> <li>Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Fronted adverbials of time, place and manner (G)</li> <li>Commas after fronted adverbials (P)</li> <li>Commas for clarity (P)</li> <li>Colon for more detail: to mark independent clause (P)</li> <li>Semi-colon for independent clause (P)</li> <li>Brackets and commas to indicate parenthesis (P)</li> <li>Relative clauses (G)</li> </ul> | <p><b>Purpose/Genre:</b><br/>Inform: non- chronological or chronological report/<br/>Inform: biography (link with History topic of the Maya )</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet)</li> <li>Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Fronted adverbials of time, place and manner (G)</li> <li>Commas after fronted adverbials (P)</li> <li>Commas for clarity (P)</li> <li>Colon for more detail: to mark</li> </ul> | <p>Consolidate</p> |

## English – Writing 8 Year Overview (Spring)

|           |  |   |   |   |  |
|-----------|--|---|---|---|--|
| Year<br>6 | <ul style="list-style-type: none"> <li>Devices to aid cohesion: pronouns and conjunctions</li> <li>Repetition of key words (synonyms)</li> </ul> <p><b>Apply</b><br/>Extended narrative to present beginning/build up/dilemma/resolution/ending</p>  | <ul style="list-style-type: none"> <li>Semi-colon for list (P)</li> <li>Brackets and commas to indicate parenthesis (P)</li> <li>Relative clauses (G)</li> <li>Group related material in a paragraph (C)</li> <li>Sub-headings and titles</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Pronouns across sentences and paragraphs for cohesion(G)</li> <li>Synonyms for repetition (S)</li> <li>Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as</li> <li>Semi-colon to mark independent clause (P)</li> </ul> <p><b>Apply</b><br/>Developed explanation of process/ context in paragraph/s as a cohesive layout</p> | <ul style="list-style-type: none"> <li>Brackets, commas and dashes for parenthesis (P)</li> <li>Commas for clarity (P)</li> <li>Colon and semi-colon for independent clause (P)</li> <li>Semi-colon for list</li> <li>subordinating conjunctions: when, who, where, while what. if, that, because, although until (G)</li> <li>apostrophes for possession and contraction</li> <li>possessive pronouns</li> <li>present perfect e.g. <i>he has tried..</i> (G)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must</li> </ul> <p><b>Apply</b><br/>Formal or informal letter to execute relevant skills</p> | <ul style="list-style-type: none"> <li>Group related material in a paragraph (C)</li> <li>Sub-headings and titles</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Apply</b><br/>Extended piece with paragraphs around a supporting view</p> | <ul style="list-style-type: none"> <li>Semi-colon for list (P)</li> <li>Brackets and commas to indicate parenthesis (P)</li> <li>Relative clauses (G)</li> <li>Group related material in a paragraph (C)</li> <li>Sub-headings, bullet points and titles</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Use devices to build cohesion within a paragraph e.g then, after that, this, firstly</li> <li>Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly,</li> <li>Link ideas across paragraphs using pronouns and repetition of key words</li> </ul> <p><b>Apply</b><br/>Present information around a topic in a layout</p> |
|           | <p>• <b>In bold</b> should be consolidated</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>Spelling in adherence with <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a></p> |   |   |   |  |

| 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<br>6 | <b>Purpose/Genre:</b><br>Character in Setting Description<br><br><b>Key Skills:</b> | <b>Purpose/Genre:</b><br>Entertain: Narrative<br><br><b>Key Skills:</b> | <b>Purpose/Genre:</b><br>Inform: Inform- Explanation | <b>Purpose/Genre:</b><br>Persuade: letter<br><br><b>Key Skills:</b> | <b>Purpose/Genre:</b><br>Persuade: balanced argument | <b>Purpose/Genre:</b><br>Inform: non- chronological or chronological report/<br>Inform: biography | Consolidate  |



## English – Writing 8 Year Overview (Spring)

|  |   |  |   |  |   |  |
|--|---|--|---|--|---|--|
|  | <p><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Relative clauses(G)</li> <li>Commas for parentheses (P)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Commas to show parenthesis (P)</li> <li>Commas for clarity (P)</li> <li>Colon and semi-colon for independent clauses (P)</li> <li>subordinating conjunctions: when, who, where, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>adverbials of time and place (G)</li> <li>colon for more detail (P)</li> <li>sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>devices to build cohesion within and across sentences and paragraphs: repetition of a word or a phrase, ellipsis</li> <li>dialogue for advancing action</li> </ul> <p><b>Apply</b><br/>Paragraph/s depicting character motivation, setting detail of place, weather and atmosphere</p> | <p><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)</li> <li>Relative clauses(G)</li> <li>Commas for parentheses (P)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Commas to show parenthesis (P)</li> <li>Commas for clarity (P)</li> <li>Colon and semi-colon for independent clauses (P)</li> <li>subordinating conjunctions: when, who, where, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>adverbials of time and place (G)</li> <li>colon for more detail (P)</li> <li>sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>advancing action across sentences and paragraphs using: conjunctions, adverbials, passage of time techniques</li> </ul> <p><b>Apply</b></p> | <p>(link with Geography topic of Carribean/ settlement and tourism or Science)</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet)</li> <li>Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Fronted adverbials of time, place and manner (G)</li> <li>Commas after fronted adverbials (P)</li> <li>Commas for clarity (P)</li> <li>Colon for more detail: to mark</li> <li>independent clause (P)</li> <li>Semi-colon for list (P)</li> <li>Brackets and commas to indicate parenthesis (P)</li> <li>Relative clauses (G)</li> <li>Group related material in a paragraph (C)</li> <li>Sub-headings and titles (C)</li> <li>Pronouns across sentences and paragraphs for cohesion(G)</li> <li>Synonyms for repetition (S)</li> </ul> <p><b>Teach + Practise</b></p> | <p><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely (G)</li> <li>Relative clauses(G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet)</li> <li>Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Fronted adverbials of time, place and manner (G)</li> <li>Commas after fronted adverbials (P)</li> <li>Brackets, commas and dashes for parenthesis (P)</li> <li>Commas for clarity (P)</li> <li>Colon and semi-colon for independent clause (P)</li> <li>Semi-colon for list</li> <li>apostrophes for possession and contraction (if informal)</li> <li>possessive pronouns (G)</li> <li>present perfect e.g. <i>he has tried..</i> (G)</li> </ul> <p><b>Teach + Practise</b></p> | <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely (G)</li> <li>Relative clauses(G)</li> <li>Use use of adverbials such as 'on the other hand', 'in contrast' or 'as a consequence' and ellipsis</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet)</li> <li>Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Fronted adverbials of time, place and manner (G)</li> <li>Brackets, commas and dashes for parenthesis (P)</li> <li>Commas for clarity (P)</li> <li>Colon and semi-colon for independent clause (P)</li> <li>Semi-colon for list</li> <li>Apostrophes for possession (P)</li> <li>Possessive pronouns (G)</li> </ul> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>Use of the semi-colon, dash and colon to indicate a stronger subdivision of a</li> </ul> | <p>(link with History topic of West African and Carribean heritage )</p> <p><b>Key Skills:</b><br/><b>Revisit + Practise</b></p> <ul style="list-style-type: none"> <li>Use layout devices e.g. headings, sub-headings, columns, bullets or tables to structure text</li> <li>Use bullet points to list information</li> <li>Use expanded noun phrases to convey complicated information concisely (G)</li> <li>Relative clauses(G)</li> <li>Pronouns across sentences and paragraphs for cohesion (G)</li> <li>Use coordinating conjunctions (and/so/but/or/ for/nor/yet)</li> <li>Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)</li> <li>before and after as conjunctions and prepositions (G)</li> <li>Fronted adverbials of time, place and manner (G)</li> <li>Brackets, commas and dashes for parenthesis (P)</li> <li>Commas for clarity (P)</li> <li>Semi-colon for list</li> <li>Apostrophes for possession (P)</li> <li>Possessive pronouns (G)</li> <li>Use the semi- colon, colon and dash to mark the boundary</li> </ul> |
|--|---|--|---|--|---|--|

## English – Writing 8 Year Overview (Spring)

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| <p>Extended narrative to present beginning/build up/dilemma/resolution/ending</p> | <ul style="list-style-type: none"> <li>• Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as</li> <li>• Semi-colon to mark independent clause (P)</li> <li>• Understand how hyphens can be used to avoid ambiguity</li> </ul> <p><b>Apply</b><br/>Developed explanation of the processes/ context in paragraph/s as a cohesive layout</p> | <ul style="list-style-type: none"> <li>• Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> </ul> <p><b>Apply</b><br/>Formal or informal letter to execute relevant skills</p> | <p>sentence than a comma</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use the passive to affect the presentation of information in a sentence</li> </ul> <p><b>Apply</b><br/>Extended piece with paragraphs around a supporting view</p> | <p>between independent clauses</p> <p><b>Teach + Practise</b></p> <ul style="list-style-type: none"> <li>• Use the colon to introduce a list and use of semi- colons within lists</li> <li>• Use the passive to affect the presentation of information in a sentence</li> </ul> <p><b>Apply</b><br/>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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)