

The background features a large, circular, repeating pattern. It consists of overlapping teardrop or leaf-like shapes in a teal color, outlined with a thick gold border. These are set against a dark navy blue background. The overall effect is a complex, mandala-like geometric design.

English

“You might not write well every day, but you can always edit a bad page. You can’t edit a blank page”

— Jodi Picoult



At St Kenelm's, the intention of our English curriculum is to enable our pupils to be able to confidently communicate their knowledge, ideas and emotions through their writing, reaching their full potential and being prepared for the next stage of their learning.

We aim to guide and nurture our pupils on their own personal journeys to becoming successful writers, by providing exciting writing opportunities and experiences that engage and enhance all pupils.

We want our pupils to acquire a wide vocabulary and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at St Kenelm's. We want our pupils to have a solid understanding of grammar and apply it effectively to their writing.

We aspire for pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a legible, cursive, individual handwriting style by the time they move to secondary school. We want every child to have a good knowledge of phonics to springboard them to becoming fluent writers.

We have planned a progressive curriculum to build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential.



We passionately believe that reading and writing are inextricably linked, therefore studying the text in both reading and writing sessions encourages children to make links and become empathetic and ambitious writers.

Long, medium and short term planning and the use of progression maps ensure that a variety of genres are progressively taught and built upon both throughout the year and throughout the school.

Writing is also a key focus in the wider curriculum, especially in 'Topic' lessons. Children are given the opportunity to transfer and build upon their knowledge of a genre studied during English lessons and apply this learning to a topic focus.

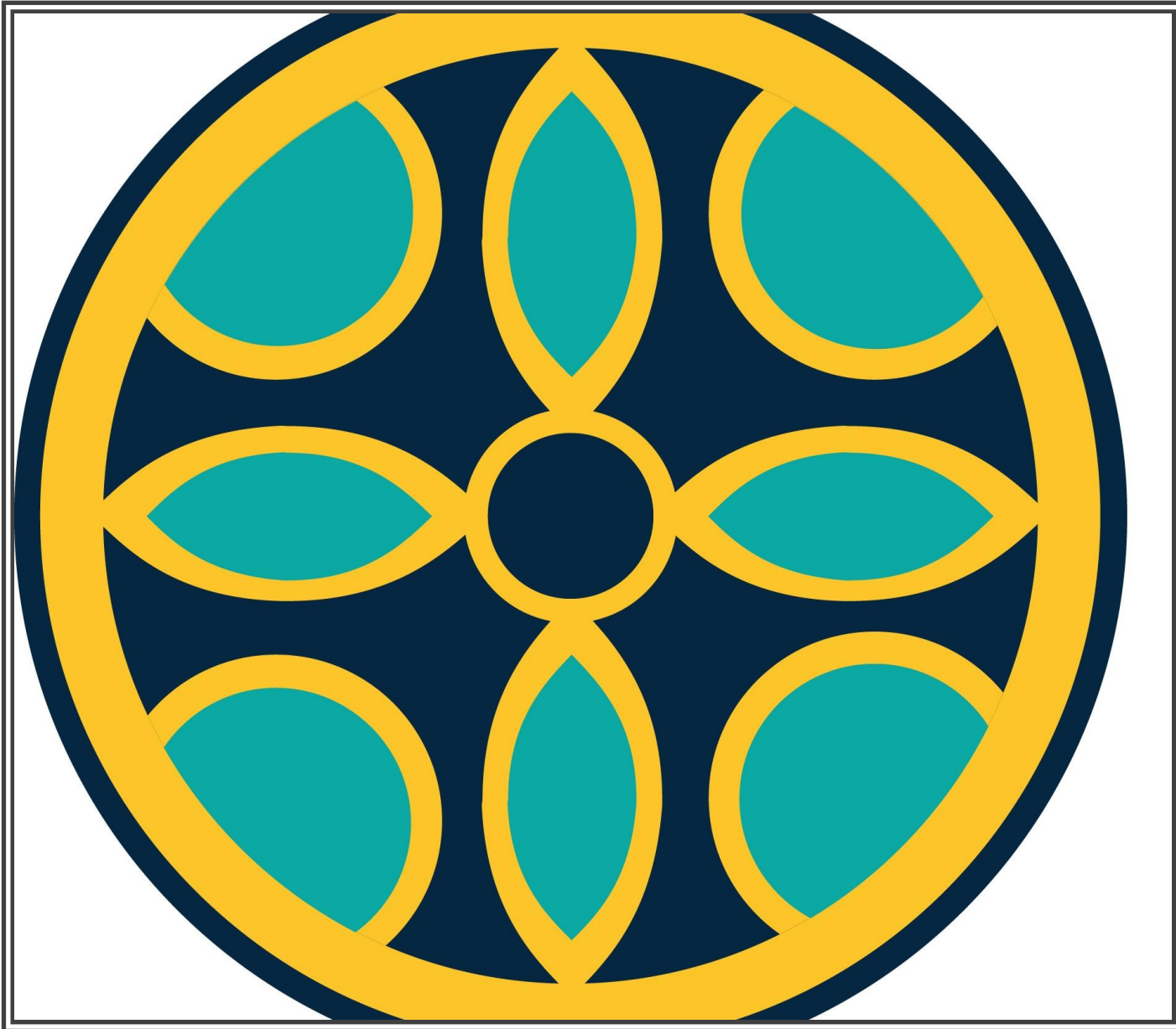


At St Kenelm's, writing skills are developed through a text-based approach. From 'hooking' the pupils in at the start of a unit and exploring the text in order to build an understanding of the writer's craft. Pupils develop a deep understanding of the components of writing – planning, drafting, sharing, evaluating, revising, editing and then finally publishing within their own Writing Journey.

Our writing curriculum plans for diverse stimuli for writing, which encourages high levels of engagement. This allows pupils the time to explore the text, for new writing skills to be introduced before applying the skills with greater levels of independence.

Texts are carefully chosen to deepen pupils' knowledge, while ensuring pupils are immersed in a rich and varied literary heritage.





Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. We use formative assessment grids (statements taken from progression map).

Constructive marking with 'next steps' and 'modelling' where appropriate. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing, when possible marking should happen with the child.

Children will polish one piece of work in Key Stage 1 and two pieces of work in Key Stage 2 per term, which will be added into their Writing Journey. This will then follow them through their schooling life at St Kenelm's.

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence, children are becoming more confident writers and have the ability to plan, draft and edit their own work.

By the end of Key Stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, skills taught in the English lesson's are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.



Topic Overview



Early Years English Curriculum Overview

Current	Autumn	Spring	Summer
Theme	ALL ABOUT ME OWLS SHAPES ALL AROUND CELEBRATIONS	LOOK OUT, LOOK OUT, JACK FROST ABOUT CHINESE NEW YEAR PEOPLE WHO HELP US	TRADITIONAL TALES WHAT A WONDERFUL WORLD
Topic Links	Diwali Christmas Nocturnal Animals PSED Keeping Healthy	Science- Changing Materials Traditional Tales from Other Cultures Role Play	Creative/ Construction Habitats Life Cycles
Fiction	You Choose Monkey Puzzle Super Duper You Focus Author	Jack Frost Snowflake Mistake Snowflakes Focus Author	Fairy Stories Dear Zoo The Very Hungry Caterpillar Rosie's Walk Focus Author
Non-Fiction	Adult Scribing Labels Owls Celebrations	Information writing Texts based on people who help us	Instructions Information Writing
Poetry	Songs and Rhymes 'Zim Zam Zoom!'	Rhyming Poetry	Our Favourite Poems

Year 1 English Curriculum Overview

Current	Autumn	Spring	Summer
Theme	MEMORY LANE	BEYOND MY VILLAGE	DINOSAURS
Topic Links	The Magic Paintbrush- Sequencing The Cloud Spotter- Friendship The Very Hungry Caterpillar- Art Meg and Mod- Halloween Dogger- Kindness Cops and Robbers- London Adventure	The Bad-Tempered Ladybird- Telling the Time Peace At Last- Funny Mister Magnolia- Fun/Rhyming The Tiger Who Came To Tea- Modern Classic A Bear Called Paddington- Classic Tale Peru	Stone Girl, Bone Girl- The Story of Mary Anning Funnybones- Silly jokes/Fun How to Wash a Woolly Mammoth- Instructions Dinosaurs in the Supermarket- Funny Not Now, Bernard!- Discussion
Fiction	Stories with repeating patterns Traditional Tales/classics Recounts	Traditional Tales Stories with repeating patterns	Fairy Stories & Traditional Tales Fantasy
Non-Fiction	Labels, lists and signs Information Texts Commands	Instructions Information Texts Letters and Description Postcard	Letters Information Texts
Poetry	Songs and repetitive poems Poems with pattern and rhyme Funny poems	Poems about senses Humorous Poems Memorising Poems	Poems about nature Traditional Poems

Year 2 English Curriculum Overview

Current	Autumn	Spring	Summer
Theme	PLANES, TRAINS AND AUTOMOBILES	LONDON'S BURNING	AROUND THE WORLD
Topic Links	Information texts Montgolfier brothers Wright brothers / Amy Johnson Steam trains Morris Motors (local interest) Space travel	The Great Fire of London Diary of a Wombat – Jackie French Baba Yaga – Tony Bradman Hansel and Gretel – Anthony Browne The Tin Forest – Helen Ward	A River – Marc Martin Cinnamon – Neil Gaiman Lost and Found – Oliver Jeffers The Whales' Song – D Sheldon
Fiction	Stories in familiar settings Traditional Tales / Fables Character description	Traditional tales from different cultures Stories about the wild – storyboard Diary entry	Stories by the same author – Anthony Browne Quest and adventure stories Dialogue
Non-Fiction	Instructions Trip recount Character description Letter writing	Writing about real events Diary entry (Samuel Pepys) Trip recount Non-chronological report	Book review Trip recount End of year writing
Poetry	Performance poetry – Harvest Songs and repetitive poems	The senses Humorous poetry	Favourite Poems Learning poems by heart

Year 3 English Curriculum Overview

2023-2024	Autumn	Spring	Summer
Theme	AMAZON ADVENTURES	EARTH MATTERS	YABBA,DABBA,DOO!
Topic Links	The Explorer - Katherine Rundell. The Great Kapok Tree and The Shaman's Apprentice - Lynne Cherry	The Secret of Black Rock - Joe Todd-Stanton The Wilderness War – Julia Green Wangari's Trees of Peace: A story from Africa - Jeanette Winter	Romulus & Remus - Roman myth The Stone Age Boy- Satoshi Kitamura
Fiction	The Great Chocoplot- Chris Callaghan The Great Kapok Tree and The Shaman's Apprentice - Lynne Cherry Descriptive setting Story boards Modern fable	Wangari's Trees of Peace: A story from Africa - Jeanette Winter The Nothing to See Here Hotel – Steven A. Butler The Secret of Black Rock - Joe Todd-Stanton Adventure story	The Stone Age Boy- Satoshi Kitamura Romulus & Remus - Roman myth How to Train your Dragon – Cressida Cowell Romans Rampage – Jeremy Strong Story boards Story writing Playscript
Non-Fiction	The Maya Chichen Itza - Ben Hubbard Rainforest texts Information posters Travel guide	Way Things Work -David Macaulay and Neil Ardley The Majestic Plastic Bag - Mockumentary Explanation text/ voice over about Plastic Pollution. Instructions Posters Persuasive Letter	How to Wash a Woolly Mammoth - Michelle Robinson The Secrets of Stonehenge - Mick Manning Instructions Information writing Visitor guide
Poetry	The Sound Collector – Roger McGough Poetry based on the rainforest	Shape poems Visual poetry	Repeated pattern poetry

Year 4/5 English Curriculum Overview

2023-2024	Autumn	Spring	Summer
Theme	WHO LET THE GODS OUT?	NATURES POWER	Roman's rule
Topic Links	Who Let the Gods Out? – Maz Evans Myths, Monsters and Mayhem in Ancient Greece - James Davies Athena: The Story of a Goddess – Imogen Greenberg	River Stories – Timothy Knapman Race to the Frozen North – Catherine Johnson Survivors – David Long Earth Shattering Events – Robin Jacobs	Spilling the Beans on Julius Ceasar – Mick Gowar Escape from Pompeii – Christina Balit A Roman Story - Leila Rasheed You Wouldn't want to be a Roman Gladiator – John Malam
Fiction	Who Let the Gods Out? – Maz Evans The Night Bus Hero – Onjali Q. Rauf Character description Write a Myth	Race to the Frozen North – Catherine Johnson The Last Bear – Hannah Gold Setting description Adventure Story Diary	A Roman Story - Leila Rasheed The Land of Roar – Jenny McLachlan Adventure story
Non-Fiction	Visitor's Guide to Ancient Greece – Leslie Sims Explanation text – famous historical site and its use Travel guide Create a profile of a modern day Greek God	The River Book Survivors – David Long Earth Shattering Events – Robin Jacobs Explanation text Documentary/playscript	You Wouldn't want to be a Roman Gladiator – John Malam Ancient Rome – Simon James Biography on Julius Ceasar Persuasion leaflet Information poster Letter writing
Poetry	Great Greeks: Fun poems for kids about Ancient Greece – Paul Perro Write and perform poetry	To a Skylark - Shelley Odes	Choral and Performance Poems

Year 5/6 English Curriculum Overview

2023-2024	Autumn	Spring	Summer
Theme	ANCIENT WORLDS	WATER WATER EVERYWHERE	ARABIAN NIGHTS
Topic Links	Ancient Greeks Myths – Marcia Williams Percy Jackson and the Lightning Thief – Rick Riordan	Journey to the River Sea – Eva Ibbotson The Dam – David Almond The Rhythm of the Rain - Grahame Baker-Smith	1001 Tales (Arabian Nights) Early Islamic Civilisation – Izzi Howell Four Feet, Two Sandals - Karen Lynn Williams & Khadra Mohammed
Fiction	Ancient Greeks Myths – Marcia Williams A Christmas Carol – Charles Dickens Character description Write a Myth	Journey to the River Sea – Eva Ibbotson The Lion, the Witch and the Wardrobe – C S Lewis Setting description Adventure Story Diary	Holes – Louis Sachar The Boy at the Back of the Class - Onjali Q. Rauf Playscript
Non-Fiction	Visitor's Guide to Ancient Greece – Leslie Sims Hidden Figures - Margot Lee Shetterly Explanation – famous historical site and its use Travel guide Create a profile about women in Science	The River Book Explanation of The Thames Barrier Documentary	Charles Darwin's On the Origin of Species Trip Recount Letter writing (persuasive) Information poster Information text
Poetry	The Highwayman – Alfred Noyes Narrative Poetry - Epic	Classic Poetry	Choral and Performance Poems

Spelling



We believe that children should have a solid understanding of the sound and spelling system and use this to read and spell accurately. This enables them to access texts that are inspiring and communicate their skills in a literary context. We build children's speaking and listening skills in as well as preparing them for learning to read by developing their phonic/spelling knowledge and skills.

In KS1, key words/spelling patterns are sent home for children to consolidate their learning with parents/carers. These are tested on a regular basis and are taken from the scheme Jolly Grammar.

In KS2, spelling is taught using Spelling Shed. This is accomplished through a discreet spelling lesson. New spellings are reinforced throughout the week, through daily spelling and grammar sessions. Weekly spellings are given to the children and tested at the end of the week.



Spelling Overview



ST KENELM'S CE PRIMARY SCHOOL

Year 1 Spelling Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Words with the 'sh' digraph	Days of the week	Colours	Words with the 'ay' digraph	Words with the 'ou' digraph	Words with the 'nk' digraph
WEEK 2	Words with the 'ch' digraph	Words with the 'ff' digraph	Words with the 'a_e' split digraph	Words with the 'ea' digraph	Words with the 'ow' digraph	Words with the 'er' digraph
WEEK 3	Words with the 'th' digraph	Words with the 'll' digraph	Words with the 'i_e' split digraph	Words with the 'igh' trigraph	Words with the 'oi' digraph	Words with the 'ir' digraph
WEEK 4	Words with the 'ng' digraph	Words with the 'ss' and 'zz' digraph	Words with the 'o_e' split digraph	Words with the 'y' sound	Words with the 'oy' digraph	Words with the 'ur' digraph
WEEK 5	Words with the 'qu' digraph	Words with the 'ck' digraph	Words with the 'u_e' split digraph	Words with the 'ow' digraph	Words with the 'or' digraph	Words with the 'au' digraph
WEEK 6	Words with the 'ar' digraph	Words with y at the end	Words with the 'wh' spelling	Words with the 'ew' digraph	Words with the 'al' digraph	Words with the 'aw' digraph

ST KENELM'S CE PRIMARY SCHOOL

Year 2 Spelling Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Words with silent b	Words with the soft c	Words with the 'ai' digraph	Words with the 'er' digraph	Words with silent h	Words with the 'oi' digraph
WEEK 2	Words with silent w	Words with the soft g	Words with the 'ee' digraph	Words with the 'oi' digraph	Words with silent c	Words spelt with an o
WEEK 3	Words with silent k	Words with 'wa' in	Words with the 'ie' digraph	Words with the 'ou' digraph	Words with the trigraph 'are'	Words with the 'ture' spelling
WEEK 4	Words that start with 'wh'	Words with the 'ou' digraph	Words with the 'oa' digraph	Words with the 'or' digraph	Words with the trigraph 'ear'	Words with the 'ie' digraph
WEEK 5	Words with the 'ph' spelling	Words with the trigraph 'air'	Words with the 'ue' digraph	Words with the 'ey' digraph	Words with 'ti'	Words with the 'ore' spelling
WEEK 6	Words with the 'ea' digraph	Words with the 'ch' spelling	Words with the /k/ spelling	Words with the trigraph 'ear'	Words with 'si'	Words ending in 'le'

ST KENELM'S CE PRIMARY SCHOOL

Year 3 Spelling Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Words where 'ou' makes an /ow/ sound	Words with the prefix 're-'	Words with the 'ai' digraph	Words ending in 'al'	Words ending in '-er' when the root word ends in 'ch'	Words that end in 'sion'
WEEK 2	Words where 'ou' makes a /u/ sound	Words with the prefix 'dis-'	Words with the 'ei' digraph	Words ending in 'le'	Words where 'ch' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
WEEK 3	Words where 'y' makes an /i/ sound	Words with the prefix 'mis-'	Words where 'ey' makes an /ai/ sound	Adding '-ly' when the root word ends in '-le'	Words ending in 'gue' and 'que'	Revision of spelling patterns learned in Stage 3
WEEK 4	Words ending in '-sure'	Words where '-ing' and '-ed' are added to multisyllabic words	Adding the suffix '-ly'	Adding '-ally' when the root word ends in '-ic'	Words where 'sc' makes a /s/ sound	Revision of spelling patterns learned in Stage 3
WEEK 5	Words ending in '-ture'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words that are homophones	Adding '-ly' when the words do not follow the spelling patterns	Words that are homophones	Revision of spelling patterns learned in Stage 3
WEEK 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 3

ST KENELM'S CE PRIMARY SCHOOL

Year 4 Spelling Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Words that are homophones	Words ending in '-ation'	Words ending in '-sion'	Words where 'au' makes an /or/ sound	Words that are homophones	Challenge Words
WEEK 2	Words with the prefix 'in-'	Words ending in '-ation'	Words ending in '-ous'	Words ending in '-tion'	Words spelled with 'c' before 'i' and 'e'	Words containing an apostrophe for possession
WEEK 3	Words with the prefixes 'il-', 'im-' and 'ir-'	Words ending '-ly'	Words ending in '-ous' where the ge from the root word remains	Words ending in '-sion'	Words containing 'sol' and 'real'	Revision of spelling patterns learned in Stage 4
WEEK 4	Words with the prefix 'sub-'	Words ending '-lly'	Words where 'i' makes an /ee/ sound	Words ending in '-cian'	Words containing 'phon' and 'sign'	Revision of spelling patterns learned in Stage 4
WEEK 5	Words with the prefix 'inter-'	Words where 'ch' makes a /sh/ sound	Words ending in '-ious' and 'eous'	Words that are adverbs of manner	Words with the prefixes 'super-', 'anti-' and 'auto'	Revision of spelling patterns learned in Stage 4
WEEK 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the prefix 'bi-'	Revision of spelling patterns learned in Stage 4

ST KENELM'S CE PRIMARY SCHOOL

Year 5 Spelling Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Words ending in '-tious' and '-ious'	Words ending in '-ant'	Words ending in '-able', where the 'e' from the root word remains	Words spelled with 'ie' after c	Words that are homophones or near homophones	Words with hyphens
WEEK 2	Words ending in '-cious'	Words ending in '-ance' and '-ancy'	Words that are adverbs of time	Words where 'ei' makes an /ee/ sound	Words that are homophones	Challenge Words
WEEK 3	Words ending in /shul/ spelled '-cial'	Words ending in '-ent' and '-ence'	Words ending in '-fer'	Words where 'ough' makes an /or/ sound	Words that are homophones	Revision of spelling patterns learned in Stage 5
WEEK 4	Words ending in /shul/ spelled '-tial'	Words ending in '-able' and '-ible'	Words with 'silent' first letters	Words containing 'ough'	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
WEEK 5	Words ending in /shul/ spelled '-cial' and '-tial'	Words ending in '-ably' and '-ibly'	Words with 'silent' letters	Adverbs of possibility and frequency	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
WEEK 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 5

ST KENELM'S CE PRIMARY SCHOOL

Year 6 Spelling Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Challenge Words	Challenge Words	Adding the prefix '-over'	Words with a /f/ sound spelled 'ph'	Words with the suffix '-ably'	Adjectives to describe settings
WEEK 2	Challenge Words	Challenge Words	Words with the suffix '-ful'	Words with origins in other countries and languages	Words that are homophones	Adjectives to describe feelings
WEEK 3	Challenge Words	Challenge Words	Words that can be nouns and verbs	Words with unstressed vowel sounds	Words that are homophones	Adjectives to describe characters
WEEK 4	Challenge Words	Challenge Words	Words with an /oa/ sound spelled 'ou' or 'ow'	Words ending with /shuhl/ spelled '-cial'	Words that are homophones or near homophones	Grammar Vocabulary 1
WEEK 5	Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with a 'soft c' spelled 'ce'	Words ending with /shuhl/ spelled '-tial'	Words that are homophones or near homophones	Grammar Vocabulary 2
WEEK 6	Challenge Words	Words with the long vowel sound /igh/ spelled 'y'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words beginning with 'acc'	Adverbs synonymous with determination	Mathematical Vocabulary

Grammar



Spelling and punctuation is taught from Reception onwards and grammar sessions are introduced in Year 1. Jolly Grammar 1 and Jolly Grammar 2 are used as key resources in KS1. 'Tricky' words are taught and children have weekly spelling tests based on appropriate spelling patterns and lists.

Pupils have discrete Grammar lessons once a week based on National Curriculum objectives and expectations for each year group, with lower and higher objectives used to support and/or challenge pupils at a level appropriate to their ability/need.



Grammar Overview



ST KENELM'S CE PRIMARY SCHOOL

Year 1 Grammar Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Rainbow Capitals	Alphabetic Order	Alphabetic Order	Alphabetic Order	Alphabetic Order	Alphabetic Order
WEEK 2	Sentence Sticking	'A' or 'An'	Verbs	Nouns	Verbs	Speech Marks
WEEK 3	Sentences	Plurals	Conjugating Verbs	Adjectives	Adverbs	Word Web
WEEK 4	Capital Letters	Pronouns	Past Tense	Adjectives	Adverbs	Questions
WEEK 5	Proper Nouns	Initial Blends Wheel	Doubling Rule	Final Blends	<es> Plurals	Questions
WEEK 6	Common Nouns	Initial Blends	The Future	Compound Words	Antonyms	Revision

ST KENELM'S CE PRIMARY SCHOOL

Year 2 Grammar Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Alphabetic Order (1)	Alphabetic Order (2)	Alphabetic Order (3)	Using a dictionary	Word Webs	Finding the Meaning
WEEK 2	Sentence Writing	Proper Nouns	Sentences and Verbs	Proofreading Sentences	Proofreading Story	Suffix <ing>
WEEK 3	Speech Marks	Adjectives	Adverbs	Verb 'to be' past	Prefixes	Suffixes <er> and <est>
WEEK 4	Questions	Plurals <-s> and <-es>	Verb 'to be' present	Expanding a Sentence	Apostrophe <s>	Interesting Words
WEEK 5	Commas in Lists	Possessive Adjectives	Regular Past Tense	Conjunctions	Contractions	Commas in Speech
WEEK 6	Exclamation Marks	Homophones Mix-ups	Irregular Past Tense	Plurals <s> and <ies>	Prepositions	Parasing

ST KENELM'S CE PRIMARY SCHOOL

Year 3 Grammar Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Using a Dictionary	Present Participle	Paragraphs (1)	Contractions	The Subject of a Sentence	Questions and Exclamations in Speech
WEEK 2	Parts of Speech and Parsing	Present Continuous	Paragraphs (2)	Comparatives and Superlatives	The Object of a Sentence	Prefixes
WEEK 3	Simple Tense	Past Continuous	Speech Marks (1)	Adverbs: Made by Adding <-ly> to Adjectives	Subject and Object Pronouns	Collective Nouns
WEEK 4	3 rd Person Singular: Verbs ending in <-y>	Proper Nouns: Places	Speech Marks (2)	Nouns Acting As Adjectives	Possessive Pronouns	Sentence and Phrases
WEEK 5	Verb 'To Be': Past, Present and Future	Proper Adjectives	Future Continuous	Adjectives: Made Adding <-y> to Nouns	Homophones: Our and Are	The Subject and Object of a Sentence
WEEK 6	Syllables (1)	Syllables (2)	Suffixes <-less> and <-ful>	Irregular Plurals	Homophones: There, Their and They're	Verb Tenses

ST KENELM'S CE PRIMARY SCHOOL

Year 4 Grammar Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Verb Tenses	Synonyms	Changing Verb Tenses (1)	Suffix <-al>: Making Nouns into Adjectives	Questions and Statements	Infinitives
WEEK 2	Identifying Verb Tenses	Concrete Nouns	Homophones: Its and It's	Possessive Nouns: Plural	Changing a Statement into a Question	Onomatopoeia
WEEK 3	The Subject and Object of a Sentence	Abstract Nouns	Grammatical Agreement 2: Subject and Verb	Root Words, Prefixes and Suffixes	Simple and Compound Sentences	Hyphens
WEEK 4	Homophones: Your and You're	Possessive Nouns: Singular	Comparatives and Superlatives: Good, Bad	Grammatical Person	More Homophones Mix-Ups (1)	Antonyms and Synonyms
WEEK 5	Antonyms	Present Participles as Adjectives	Homophones: To, Two, Too	Changing Grammatical Person	Noun Phrases	More Homophone Mix-Ups (2)
WEEK 6	Grammatical Agreement (1): Plural Nouns	Comparative and Superlatives: 'More', 'Less'	Homophones: Where, Wear and Were	Parsing Verbs	Phrases, Clauses and Sentences	Changing Verb Tenses (2)

ST KENELM'S CE PRIMARY SCHOOL

Year 5 Grammar Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Parts of Speech and Parsing	Perfect Tenses: Past, Present, Future	Prepositions	Phrasal Verbs	Adverbs of Manner	Using a Colon and Bullet Points in a List
WEEK 2	One Word: Different Parts of Speech	Contractions and the Verb 'To Have'	Prepositional Phrases	More Phrasal Verbs	Adverbs of Degree and Place	Parentheses (Round Brackets)
WEEK 3	Sentence Walls	Past Participles (2): Irregular	Noun Phrases as Subjects and Objects	Making Verbs from Nouns and Adjectives	Adverbs of Time and Frequency	Homophones Mix-Ups
WEEK 4	Simple and Continuous Tense	Identifying Verb Tenses	Compound Subjects and Objects	Nouns and Verbs: <-ce>, <-se>, <-cy>, <-sy>	Adverbs Describing Other Adverbs	Homographs and Homonyms
WEEK 5	Verb 'To Have': Past, Present, Future	Adverb Placement	Transitive and Intransitive Verbs	Adjective Order	Adverbs Describing Adjectives	Homographs and Heteronyms
WEEK 6	Past Participles (1): Regular	Proofreading	Prepositional Phrases as Adverbs	Writing Adjectives in the Correct Order	Irregular Plurals: <-i>	Antonyms and Synonyms

ST KENELM'S CE PRIMARY SCHOOL

Year 6 Grammar Overview


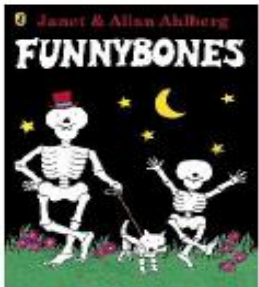
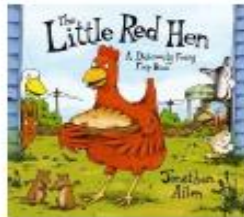

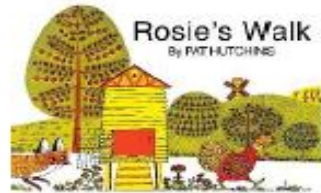


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEK 1	Homophone Mix-Ups	Indirect Object and Sentence Walls	Coordinating Conjunctions	Adverbials	Verb 'To Do': Past, Present, Future	Using Paragraphs and Cohesion
WEEK 2	Simple, Continuous and Perfect Tenses	Linking Verbs: 'To Be'	Semicolons and Compound Sentences	Past Participles as Adjectives	Statements and the Verb 'To Do'	Formal and Informal Writing
WEEK 3	Definite and Indefinite Articles	Prepositional Phrases as Adverbs	Colons in Sentences	The Active and Passive Voice	Questions and the Verb 'To Do'	Alliteration
WEEK 4	Countable and Uncountable Nouns	Prepositional Phrases as Adjectives	Subordinating Conjunctions	The Passive Voice	Modal Verbs	Homophone Mix-Up
WEEK 5	Parts of Speech	Relative Clauses	Complex Sentences	Gerunds	Modal Adverbs	Antonyms and Synonyms
WEEK 6	Direct and Indirect Objects	Relative Clauses in Sentences	Simple, Compound and Complex Sentences	Idioms	Imperatives	'Grammar Consequences' Game

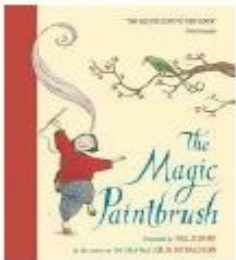




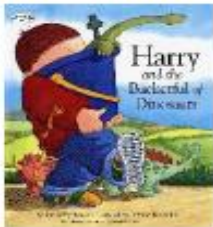
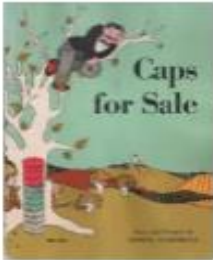
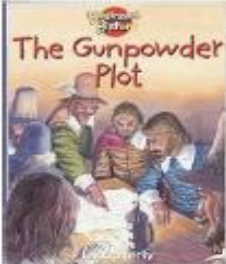


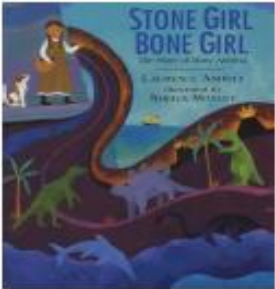
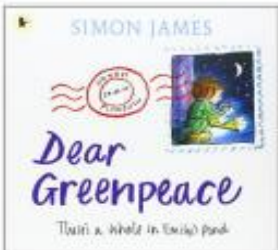
Text Overview



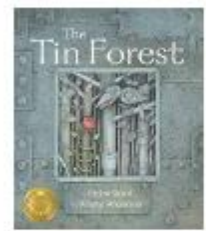
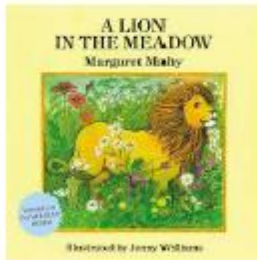
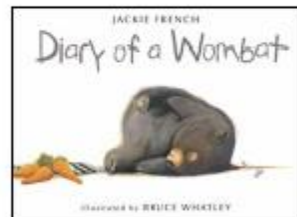
EYFS Long Term Overview

	Autumn 1 All about me	Autumn 2 Nocturnal Animals	Spring 1 Look out, Jack frost is about!	Spring 2 People who help us	Summer 1 Traditional tales	Summer 2 Animals
	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
CURRICULUM	<p>Text: Rainbow Fish, You Choose etc...</p>    <p>Outcome: Focus on individual sounds, building CVC words, story telling.</p>	<p>Text: Owl Babies, Nick Butterworth focus author etc...</p>    <p>Outcome: List of nocturnal animals and learn facts.</p>	<p>Text: Jack Frost Poem, Snowflakes etc...</p>    <p>Outcome: Simple word/sentence writing. Writing labels and lists. Story telling.</p>	<p>Text: A range of texts based on roles of people who help us.</p>    <p>Outcome: Role play, writing notes, class information book, writing labels and simple sentences.</p>	<p>Text: Little Red Hen, The Gingerbread etc...</p>    <p>Outcome: write simple sentences to retell the story, speech bubbles, key phrases from the stories, writing questions to interview characters.</p>	<p>Text: Dear Zoo, The Very Hungry Caterpillar, Rosie's walk</p>    <p>Outcome: creating own 'Dear Zoo' book, writing diaries of how our caterpillars have grown, writing about a favourite animal (follow on from zoo/farm visit)</p>

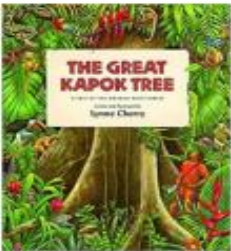


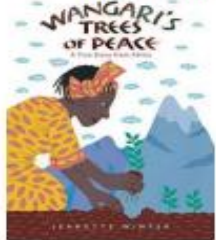

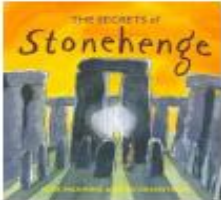
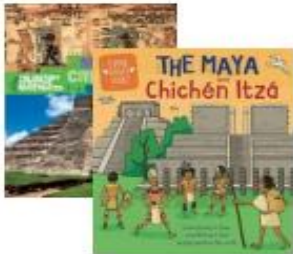

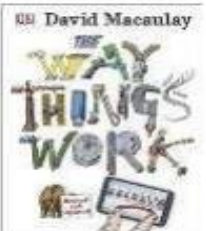
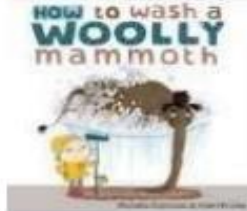

Year 1 Long Term Overview

	Autumn 1 Memory Lane	Autumn 2 Memory Lane	Spring 1 Beyond My Village	Spring 2 Beyond My Village	Summer 1 Dinosaurs	Summer 2 Dinosaurs
	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
WRITING	<p>Text: <i>The Magic Paintbrush</i></p>  <p>Outcome: Recount</p> <p>Recount – diary entry - Story map</p>	<p>Text: <i>The Cloudspotter</i></p>  <p>Outcome: Storyboard</p> <p>Create a storyboard to retell a story</p>	<p>Text: <i>The Awongalema Tree</i></p>  <p>Outcome: Traditional Tales and Fables</p> <p>Description recycled story.</p>	<p>Text: <i>Owls</i></p>  <p>Outcome: Non-fiction</p> <p>Comparing non-fiction and fiction books. Create their own information text.</p>	<p>Text: <i>Jack and The Beanstalk</i></p>  <p>Outcome: Explanation Text</p> <p>How do beans grow?</p>	<p>Text: <i>Harry and a Bucket Full of Dinosaurs</i></p>  <p>Outcome: Adventure Story</p> <p>Create an adventure story.</p>
	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	<p>Text: <i>Caps for Sale</i></p>  <p>Outcome: Instructions</p> <p>How to make a paper crown.</p>	<p>Text: <i>The Gunpowder Plot</i></p>  <p>Outcome: Safety Poster</p> <p>Creating a safety poster for bonfire night.</p>	<p>Text: <i>The Three Little Pigs</i></p>  <p>Outcome: Repeating Patterns</p> <p>Create own version of The Three Little Pigs.</p>	<p>Text: <i>We're going on a Bear Hunt</i></p>  <p>Outcome: Poetry</p> <p>Create we're going on a _____ hunt.</p>	<p>Text: <i>Stone Girl Bone Girl</i></p>  <p>Outcome: Information</p> <p>Create an information text about Mary Anning.</p>	<p>Text: <i>Dear Greenpeace</i></p>  <p>Outcome: Persuasive Letter Writing</p> <p>Create a letter to make a difference.</p>

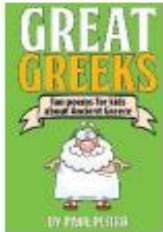
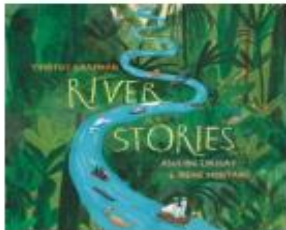
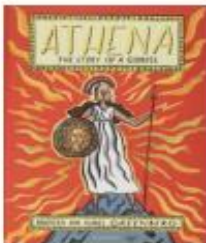
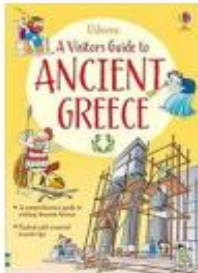

Year 2 Long Term Overview

	Autumn 1 Planes, Trains and Automobiles	Autumn 2 Planes, Trains and Automobiles	Spring 1 London's Burning	Spring 2 London's Burning	Summer 1 Around the World	Summer 2 Around the World
	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
WRITING	<p>Text: <i>Not Now, Bernard</i> <i>The Tiger who came to Tea</i></p>  <p>Outcome: Settings</p> <p>Compose and role-play a scene. Learn new vocabulary. Phonic and whole word spelling.</p>	<p>Text: <i>Aesop's Fables</i></p>  <p>Outcome: Short story</p> <p>Planning and writing own version of a well-known fable. New and familiar punctuation.</p>	<p>Text: <i>The Great Fire of London</i></p>  <p>Outcome: Non-fiction</p> <p>Writing about real events. Grammar and punctuation.</p>	<p>Text: <i>The Tin Forest</i></p>  <p>Outcome: Storyboard</p> <p>Write own version as a storyboard. Expanded noun phrases.</p>	<p>Text: <i>A River</i></p>  <p>Outcome: Adventure story</p> <p>Write a different ending.</p>	<p>Text: <i>Lost and Found</i></p>  <p>Outcome: Adventure story</p> <p>Character profile. Write a story about the main character.</p>
	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	<p>Text: <i>A Lion in the Meadow</i></p>  <p>Outcome: Narration</p> <p>Create your own version of this story.</p>	<p>Text: <i>Non-fiction texts: recipes/ letter writing</i></p>  <p>Outcome: Instructions</p> <p>Features of instruction writing.</p>	<p>Text: <i>Diary of a Wombat</i></p>  <p>Outcome: Recount</p> <p>Write a recount (diary entry).</p>	<p>Text: <i>George and the Dragon</i></p>  <p>Outcome: Narration</p> <p>Character profile.</p>	<p>Text: <i>Cinnamon</i></p>  <p>Outcome: Tale from another culture.</p> <p>Dialogue.</p>	<p>Text: <i>The Whales' Song</i></p>  <p>Outcome: Fantasy</p> <p>Book review.</p>

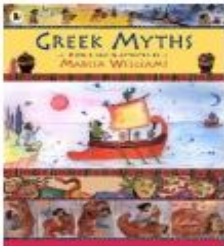

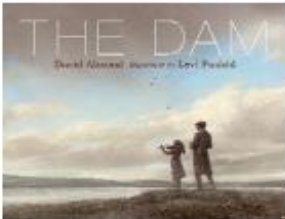
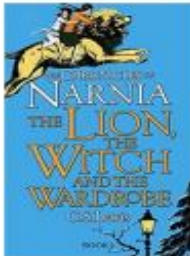

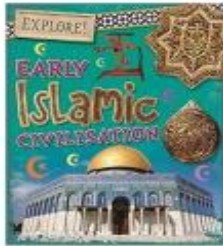
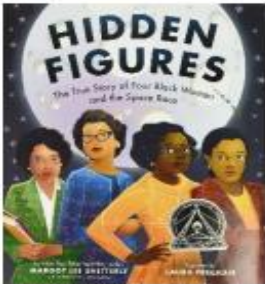
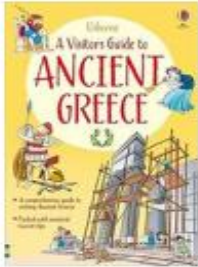

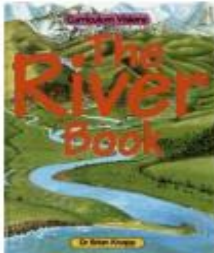


Year 3 Long Term Overview 2023-2024

WRITING CURRICULUM	Autumn 1 Amazon Adventure	Autumn 2 Amazon Adventure	Spring 1 Earth Matters	Spring 2 Earth Matters	Summer 1 Yabba, Dabba, Doo!	Summer 2 Yabba, Dabba, Doo!
	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
	<p>Text: <i>The Great Kapok Tree</i></p>  <p>Outcome: Modern Fable Create your own version of the story of The Great Kapok Tree</p>	<p>Text: <i>A range of texts about The Rainforest</i></p>  <p>Outcome: Information Poster Create an information poster about the rainforest.</p>	<p>Text: <i>The Secret of Black Rock</i></p>  <p>Outcome: Adventure Write an alternative ending</p>	<p>Text: <i>Wangari's Trees of Peace: A True Story from Africa</i></p>  <p>Outcome: Letter writing Create a letter to a local MP describing your Tree Planting Project and how it will benefit our world.</p>	<p>Text: <i>Stone Age Boy</i></p>  <p>Outcome: Adventure story Write a story about the main character and how he came to end up in the Stone Age.</p>	<p>Text: <i>The Secrets of Stonehenge</i></p>  <p>Outcome: Visitors Guide Create a visitors' guide to visit stonehenge. Writing to inform</p>
	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	<p>Text: <i>Mayan Books</i></p>  <p>Outcome: Explanation Write a travel guide to Ancient Mexico</p>	<p>Text: <i>The Sound Collector Poem</i></p>  <p>Outcome: Repeated pattern poetry Create a sound collector poem based on the rainforest.</p>	<p>Text: <i>The Majestic Plastic Bad (animation)</i></p>  <p>Outcome: Narration Write a voice over in a similar style.</p>	<p>Text: <i>The Way things work</i></p>  <p>Outcome: Explanations Create your own 'how it works' entry for the text – linked to forces.</p>	<p>Text: <i>How To Wash A Woolly Mammoth</i></p>  <p>Outcome: Instructions Set of instructions using a different Stone Age creature.</p>	<p>Text: <i>Romulus and Remus</i></p>  <p>Outcome: Playscript Create a play script based on the story of Romulus and Remus.</p>

Year 4/5 Long Term Overview 2023-2024

	Autumn 1 Who Let the Gods out?	Autumn 2 Who Let the Gods out?	Spring 1 Natures Power	Spring 2 Natures Power	Summer 1 Roman's Rule!	Summer 2 Roman's Rule!
	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
WRITING	<p>Text: <i>Myths, monsters and mayhem in Ancient Greece</i></p>  <p>Outcome: Myths</p> <p>Create own Greek Myth</p>	<p>Text: <i>Great Greeks</i></p>  <p>Outcome: Poetry</p> <p>Write and perform a poem about the god of their choosing</p>	<p>Text: <i>River Stories</i></p>  <p>Outcome: Diary</p> <p>Write a diary entry</p>	<p>Text: <i>Survivors</i></p>  <p>Outcome: Adventure</p> <p>Create their own adventure story based on one of the stories.</p>	<p>Text: <i>spilling the beans on Julius Caesar</i></p>  <p>Outcome: Biography</p> <p>Create a biography on ruler, Julius Caesar.</p>	<p>Text: <i>Escape from Pompeii</i></p>  <p>Outcome: Adventure</p> <p>Create an adventure story.</p>
	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	<p>Text: <i>Athena: The Story of a Goddess</i></p>  <p>Outcome: Profile</p> <p>Create a profile of a modern-day Greek God</p>	<p>Text: <i>A Visitors Guide to Ancient Greece.</i></p>  <p>Outcome: Explanation</p> <p>Write a travel guide to Ancient Greece</p>	<p>Text: <i>The River Book & River Stories</i></p>  <p>Outcome: Description</p> <p>Write a setting description</p>	<p>Text: <i>Mountain & Volcano books</i></p>  <p>Outcome: Play script</p> <p>Create a documentary about mountains and volcanoes.</p>	<p>Text: <i>You wouldn't want to be a Roman Gladiator</i></p>  <p>Outcome: Persuasive Leaflet</p> <p>Leaflet to persuade people to become a Roman soldier.</p>	<p>Text: <i>Ancient Rome</i></p>  <p>Outcome: Information Poster</p> <p>Create an information poster about the Romans.</p>

Year 5/6 Long Term Overview 2023-2024

	Autumn 1 Ancient Worlds	Autumn 2 Ancient Worlds	Spring 1 Water, Water, Everywhere	Spring 2 Water, Water, Everywhere	Summer 1 Arabian Nights	Summer 2 Arabian Nights
	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
WRITING CURRICULUM	<p>Text: <i>Greek Myths</i></p>  <p>Outcome: Myths Create own Greek Myths</p>	<p>Text: <i>The Highway Man</i></p>  <p>Outcome: Narrative Poetry Write an epic poem</p>	<p>Text: <i>The Dam</i></p>  <p>Outcome: Diary Write a diary entry</p>	<p>Text: <i>The Lion, The Witch & The Wardrobe</i></p>  <p>Outcome: Adventure Create their own adventure story based on travelling through a portal</p>	<p>Text: <i>1001 Tales</i></p>  <p>Outcome: Play script Create a play script based on one of the stories</p>	<p>Text: <i>Early Islamic Civilisation</i></p>  <p>Outcome: Information Poster Create an information poster about Baghdad.</p>
	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	<p>Text: <i>Hidden Figures</i></p>  <p>Outcome: Profile Create a profile about women in science.</p>	<p>Text: <i>A Visitors Guide to Ancient Greece</i></p>  <p>Outcome: Explanation Write a travel guide to Ancient Greece</p>	<p>Text: <i>The Rhythm of Rain & River Stories</i></p>  <p>Outcome: Description Write a setting description</p>	<p>Text: <i>The River Book</i></p>  <p>Outcome: Play script Create a documentary about rivers</p>	<p>Text: <i>Four feet, two sandals</i></p>  <p>Outcome: Letter Create a persuasive letter</p>	<p>Text: <i>Charles Darwin's On The Origin Of Species</i></p>  <p>Outcome: Information text Information text about evolution</p>

Progression of skills



Writing: Composition							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning writing	Write simple sentences which can be read by themselves and others	Say out loud what they are going to write about	<u>Context for writing</u> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes <u>Plan writing</u> Plan or say out loud what they are going to write about. Write ideas and/or key words including new vocabulary	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.		Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
Drafting writing		Composing a sentence orally before writing it Sequencing sentences to form short narratives	Encapsulating what they want to say, sentence by sentence	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (headings & subheadings)		Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using a wide range of devices to build cohesion within and across paragraphs Précis longer passages In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using further organisational and presentational devices to structure text and to guide the reader (bullet points, headings, underlining)	
Editing writing		Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Make additions, revisions and corrections to their own writing by: <ul style="list-style-type: none">Evaluating their writing with the teacher and other pupilsRe-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof read to check for errors in spelling, grammar and punctuation (with support)	<u>Evaluate and edit:</u> <ul style="list-style-type: none">Assess the effectiveness of their own and others' writing and suggesting improvementsPropose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read for spelling and punctuation errors		<u>Evaluate and edit:</u> <ul style="list-style-type: none">Assess the effectiveness of their own and others' writingPropose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningEnsure the consistent and correct use of tense throughout a piece of writingEnsure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof read for spelling and punctuation errors	
Performing		Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Writing: Punctuation and Grammar

Word level	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Write simple sentences which can be read by themselves and others.	Regular plural noun suffixes (-s, -es) Verb suffixes where root word is unchanged (-ing, -ed, -er) 'un' prefix to change meaning of verbs and adjectives	Formation of nouns using suffixes such as -ness, -er and by creating compound words Formation of adjectives using suffixes such as -ful and -less Use of the suffixes -er, -est in adjectives Use of the suffix -ly to turn adjectives into adverbs	Formation of nouns using a range of prefixes (-super, -anti) Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning. E.g. solve, solution	The difference between plural and possessive -s Standard English forms of verbs inflections (we were/we was)	Converting nouns or adjectives into verbs using suffixes e.g. ate, ise Verb prefixes dis-, de-, mis-, over-, re-	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Sentence structure		Combine words to make sentences, Joining words and sentences using 'and'	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases to describe and specify e.g. the blue butterfly How the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command	Express the time, place and cause using conjunctions (e.g. so, when, before, after, while because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, between)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard bad news)	Relative clauses beginning with who, which, where, why, whose, that Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)	Use the passive voice to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come' in some very formal writing and speech)

Writing: Punctuation and Grammar

Word level	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text structures		Sequencing sentences to form short narratives	Correct choice and consistent use of the present tense and past tense throughout writing. Use of progressive form of verbs in the present and past tense to mark actions in progress.	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the present perfect form of verbs instead of simple past (e.g. He has gone out to play contrasted to He went out to play)	Use paragraphs to organise ideas around a theme Appropriate choice of pronoun and noun within and across sentences to aid cohesion and to avoid repetition	Devices to build cohesion within a paragraph (e.g. then, after that, this, first) Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby), numbers (e.g. secondly) and tense choice (e.g. he had seen her before)	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word of phrase grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis Layout devices such as headings, sub-headings, columns, bullet points, tables to structure text
Punctuation		Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letter for names and the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession Use of commas after fronted adverbials.	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Use of semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of the semi-colon within lists. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity
Terminology (vocabulary)							
	<ul style="list-style-type: none"> grapheme phoneme digraph trigraph letter word sentence 	<ul style="list-style-type: none"> capital letter singular plural sentence punctuation mark full stop question mark exclamation mark 	<ul style="list-style-type: none"> noun noun phrase conjunction statement question exclamation command compound suffix adjective, adverb, verb tense (past and present) apostrophe comma 	<ul style="list-style-type: none"> preposition subordinate conjunction coordinating conjunction word family prefix clause subordinate clause direct speech inverted commas consonant vowel 	<ul style="list-style-type: none"> determiner pronoun possessive pronoun adverbial 	<ul style="list-style-type: none"> modal verb relative pronoun relative clause parenthesis, bracket, dash cohesion ambiguity 	<ul style="list-style-type: none"> subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points

Writing: Handwriting

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children handle equipment and tools effectively, including pencils for writing. Children write in print. Write recognisable letters, most of which are correctly formed	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Understand which letters belong to which handwriting 'families' and to practise these	Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left <u>unjoined</u> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left <u>unjoined</u> . Increase the legibility, consistency and quality of their handwriting		Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task	

Punctuation Progression



EYFS – Beginning to form sentences, sometimes using punctuation-full stops and capital letters.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
. ? !	. ? !	. ? !	. ? !	. ? !	. ? ! ' ,
	Inverted commas	Inverted commas	Inverted commas (Start a new paragraph whenever the speaker changes and include a punctuation mark inside closing commas.)	Inverted commas (Start a new paragraph whenever the speaker changes and include a punctuation mark inside closing commas.)	Inverted commas (Start a new paragraph whenever the speaker changes and include a punctuation mark inside closing commas.)
	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list
	Apostrophe for omission and possession	Apostrophe for omission and possession	Apostrophe for omission and possession	Apostrophe for omission and possession	Apostrophe for omission and possession
		Commas for fronted adverbials	Commas for fronted adverbials	Commas for fronted adverbials	Commas for fronted adverbials
			Commas to mark subordinate clauses	Commas to mark subordinate clauses	Commas to mark subordinate clauses
				Commas for clarity and to avoid ambiguity	Commas for clarity and to avoid ambiguity
				Parenthesis (dashes, brackets, commas)	Parenthesis (dashes, brackets, commas)
				Hyphens to avoid ambiguity (e.g. man eating shark = man-eating shark)	Hyphens to avoid ambiguity (e.g. man eating shark = man-eating shark)
				Colon to introduce a list	Colon to introduce a list
				Semi-colon to separate items in a detailed list	Semi-colon to separate items in a detailed list Semi-colon, colon, dash to mark the boundary between clauses



Back in the 5th century, there was a prince called Beowulf, but Beowulf was no ordinary prince, he was a warrior and a confident leader.

Childhood

When he was a child, Beowulf enjoyed a life rich with the pleasures of being a prince because of this, he learned many things that others would not have such as; archery, horse riding, sword fighting and hunting. As he was the nephew of King Hrothgar, he met many important figures such as King Hrothgar & the Danes.

Young Man

As a young man - his life was far from normal - he was strong and muscular, with broad shoulders and standing over two meters tall he was an intimidating sight. When Corvus heard of the plight in Denmark he chartered a ship, he had made up his mind, he was going to Denmark. He would slay this hideous ogre Grendel, or die trying.

When he got to Denmark, he was welcomed warmly by the astounded Danish coast guard. Learning that he had come to help, the coast guard took them to Høved (the great mead hall that was constantly attacked by Grendel) to see king Hrothgar. When he got there he was

Before being led to his room, Hal had been hailed joyously by Russ and
who was thrilled to see him, together
they discussed the night's events.
Grendel. It was agreed that Beowulf
his warriors would stay in the hall,
Grendel seemed to be full moon material
length and the full moon material
in the night sky, the Danes gazed in
saw a great hall, they wondered if
would ever see the great hall here again.
Especially after his promise to fight
beast with his bare hands.

As the sun plummeted from sky and the light dimmed, the green warriors prayed. They prayed that would make it through this gauntlet. A few hours later, all but Beowulf as his armor and weapons shined just then, heavy footsteps shook the ground, the watch, a poor unfortunate s snatched up by Grendel. Claws slashed bones crunched, veins burst and skin oozed in chunks. He was dead before he even screamed. The deadly death, dead monster lunged toward another striking snake towards his next victim strong grip held him back. He writhed twisted but he could not break free in this instant that he realized he in his match, he should of have ca

