




Writing Curriculum FHC




“There is something delicious about writing the first words of a story. You never quite know where they’ll take you.” by Beatrix Potter

Curriculum Intent	
<p>The Curriculum at FHC is designed to ensure that children become confident writers. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading, as the text that we use in writing lessons, where possible, is the same text as the one that we use within our reading lessons.</p> <p>Careful links are made across the curriculum to ensure that children’s English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.</p>	
Purpose of Study	
Understanding the world we live in 	<p>At FHC our children often have little contact with high quality and varied text types. We commit to a curriculum that exposes children to a wide and rich selection of texts and writing created for different purposes. To want to write, children have to enjoy writing, in all its forms and purposes. At FHC our curriculum reflects the context of our school and coincides with our school vision. We start with relentlessly high expectations to ensure pupils are closing the gap, improving and becoming confident, resilient writers. In a setting where children have limited exposure to experiences outside school life, our curriculum provides assurance the children need for new experiences and for the next phase of their life when they leave primary school. We believe that in order for children to buy in to and value their writing process, they must be writing for purpose. We ensure that children are writing for a purpose, for an audience and where possible this audience will see their work once completed.</p>
Linked to my life 	<p>The study of Literacy is key to our personal growth and, through the development of effective written and spoken communication, it is the foundation to be able to articulate our own identity with confidence. The ability to communicate effectively, confidently and with clarity is crucial for our children, but also in becoming an effective participant in our wider society with skills of communication being key to accessing the world of work and in navigating a positive and purposeful adult life. In a fast paced, global world the importance of fluent written and spoken English is crucial and it is essential that we develop these skills through an effective English curriculum.</p>
Practical Skills 	<p>We aim to give children a range of texts from different genres in both non-fiction and fiction. Our writing follows to T4W scheme so that children can act out the text learning the text through actions. We also give pupils opportunities for speaking in a range of situations and for different purposes; justifying and reasoning for debates and discussions through roles in drama.</p> <ul style="list-style-type: none"> Vocabulary practise Shared writing (modelled expectations) Discrete Spelling, Punctuation and Grammar lessons Independent writing

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	Planning, drafting, editing, up-levelling and presenting Performing						
Knowledge 	At Fieldhead Carr, we want all children to be able to confidently communicate their knowledge, ideas and emotions through their writing and reach their full potential. Our aim is to plan a progressive curriculum that builds upon previous teaching so that children's writing skills are enhanced and that they reach their full potential. We aim to provide exciting writing opportunities and experiences that engage all pupils, whilst acquiring a wide vocabulary and gaining and applying new spelling rules and patterns. Additionally, we want every child to have a good knowledge of phonics to springboard them to becoming fluent writers: this is achieved through our 'Little Wandle' phonics scheme. For handwriting, we follow a systematic a progressive approach which supports children's fine and gross motor skills. Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school.						
Assessment and recording for long term knowledge retention: Writing assessment is ongoing throughout every lesson to support and enable appropriate challenge to all children. Pupils are provided with live marking and given detailed feedback and next steps to respond to in order to personalise learning and provide the children with opportunities to edit and improve their own writing. A tracker based on National Curriculum objectives is used to inform teachers and leaders of the skills and knowledge the pupils have achieved or need to improve. The Literacy Team closely monitor all pupil's books and Literacy data. In addition, the School Assessment Lead holds individual termly meetings with all teachers to assess every individual child's learning needs and progress.							
Summary of Progression (Skills) - Chronological knowledge and understanding							
FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Writing Skills		Writing & Grammar narrative					
<ul style="list-style-type: none">• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.• Enjoy drawing freely.• Add some marks to their drawings, which they give meaning to. For	<ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.• Write some or all of their name.	Text features <ul style="list-style-type: none">• Simple narratives and retellings are told/ written in first or third person.• Simple narratives are told/ written in past tense.• Events are sequenced to create texts that make sense.	Text features <ul style="list-style-type: none">• Narratives and retellings are told/ written in first or third person• Narratives and retellings are told/ written in past tense• Events are sequenced to create texts that make sense.• The main participants are human or animal. They are simply developed as either good or	Text features <ul style="list-style-type: none">• Narratives and retellings are written in first or third person.• Narratives and retellings are written in past tense, occasionally these are told in the present tense.• Events are sequenced to create chronological plots through the use of adverbials and prepositions.• Descriptions, including those of	Text features <ul style="list-style-type: none">• Narratives and retellings are written in the first or third person.• Narratives and retellings are written in the past tense, occasionally these are told in the present tense.• Events are sequenced to create chronology through the use of adverbials and prepositions	Text features <ul style="list-style-type: none">• Narratives and retellings are written in first or third person.• Narratives and retellings are written in past tense, occasionally these are told in the present tense.• Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use	Text features <ul style="list-style-type: none">• Narratives and retellings are written in first or third person.• Narratives and retellings are written in past tense, occasionally these are told in the present tense.• Narratives are told sequentially and non-

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<ul style="list-style-type: none"> • example: "That says mummy." • Make marks on their picture to stand for their name • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Write some letters accurately. • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing 	<ul style="list-style-type: none"> • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. 	<ul style="list-style-type: none"> • bad characters. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. 	<ul style="list-style-type: none"> • settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) 	<ul style="list-style-type: none"> • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. 	<ul style="list-style-type: none"> • adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language • Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> • sequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward.
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	<p>the sounds with a letter or letters.</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 						
		<ul style="list-style-type: none"> Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. Sentences are demarcated using full-stops, capital letters and finger spaces. 	<ul style="list-style-type: none"> Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her... The future tense can be used to show something that has yet to happen. Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house 	<ul style="list-style-type: none"> Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative. The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. 	<ul style="list-style-type: none"> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma. The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. 	<ul style="list-style-type: none"> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. 	<ul style="list-style-type: none"> By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added

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		<ul style="list-style-type: none"> • Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! • Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. • Use of the personal pronoun 'I' to retell personal narratives, e.g. I went to the park yesterday • Capital letter can be used for proper nouns, eg) Mr Smith, Fieldhead Carr 	<p>on Saturday; We went to the park after school.</p> <ul style="list-style-type: none"> • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form exclamative sentences, e.g. How amazing was that!, What an incredible sight! • Question marks can be used to form questions, including rhetorical questions used to engage the reader. • Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Commas can be used to separate lists of 	<ul style="list-style-type: none"> • Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me... • Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc. • Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy 	<ul style="list-style-type: none"> • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Paragraphs are useful for organising the narrative into logical sections. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly 	<p>These adverbials can take the form of time (later), place (nearby), and numbers (secondly).</p> <ul style="list-style-type: none"> • Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to... • Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime... • Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript. • Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How 	<p>to the potion etc.</p> <ul style="list-style-type: none"> • Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc. • Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life... • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features,
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Love to Learn

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			<p>characters, ideas and adjectives in expanded noun phrases.</p> <ul style="list-style-type: none"> Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc. 	and John... they... the boys...	<p>hair (noun modified with preposition).</p> <ul style="list-style-type: none"> The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship. Possessive pronouns can be used to replace names eg) mine, yours, his, hers, ours. 	<p>it all began..., The story comes to a close...</p> <ul style="list-style-type: none"> Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required. Synonyms and antonyms can be chosen. 	<p>pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</p> <ul style="list-style-type: none"> Colons, semi-colons and dashes can be used to separate and link ideas. Commas can be used to clarify meaning eg) Let's eat mum and let's eat, comma mum. Determiners can be used to introduce an noun. Articles - the, a, an (Y3) Numbers – one, two Quantifiers – many, few, some, every, much Demonstratives – this, that, these, those
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Writing & Grammar instructional/procedural texts

Text features

- Begin by defining the goal or desired outcome. E.g. How to make a board game.
- List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.
- Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)
- A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.

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N/A	N/A	<ul style="list-style-type: none"> •Bullets points can we used for a list. • Sentences are demarcated using full-stops, capital letters and finger spaces. •Use of bossy verbs (imperative verbs) 	<ul style="list-style-type: none"> •Use of command sentences •Commas in a list 	<ul style="list-style-type: none"> •Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions •Heading and subheadings used to aid presentation 	<ul style="list-style-type: none"> •Create cohesion through the use of nouns and pronouns •Use fronted adverbials 	<ul style="list-style-type: none"> •Parenthesis can be used to add additional advice -Relative clauses can be used to add further information •Modals can be used to suggest degrees of possibility •Use layout devices to provide additional information and guide the reader 	<ul style="list-style-type: none"> •Adapt degrees of formality and informality to suit the form of the instructions •Create cohesion across the text using a wide of cohesive devices including layout features
Writing & Grammar persuasion texts Text features <ul style="list-style-type: none"> • An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) • Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) 							
N/A	N/A	N/A	<ul style="list-style-type: none"> •Written in present tense •Rhetorical questions •Effective use of noun phrases 	<ul style="list-style-type: none"> •Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions •Use present perfect form of verbs 	<ul style="list-style-type: none"> •Create cohesion through the use of nouns and pronouns •Use adverbials e.g. therefore, however... •Use paragraphs to organise ideas •Effective use of expanded noun phrases 	<ul style="list-style-type: none"> •Modals can be used to suggest degrees of possibility •Create cohesion within paragraphs using adverbials 	<ul style="list-style-type: none"> •Make formal and informal vocabulary choices •Adapt degrees of formality and informality to suit the form of the text •The passive voice can be used in some formal persuasive texts •Use conditional forms such as the subjunctive form to hypothesise

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							<ul style="list-style-type: none"> • Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials
Writing & Grammar report texts Text features In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: <ul style="list-style-type: none"> • an opening statement, often a general classification (Sparrows are birds); • sometimes followed by a more detailed or technical classification (Their Latin name is...); • a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. 							
N/A	N/A	<ul style="list-style-type: none"> • Sentences are demarcated using full-stops, capital letters and finger spaces. • Capital letter can be used for proper nouns, eg) Mr Smith, Fieldhead Carr • Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. • Question marks are used to denote questions (Y1) 	<ul style="list-style-type: none"> • Use present and past tense throughout writing • Questions can be used to form titles • Question marks are used to denote questions (Y1) • Use conjunctions e.g. because to aid explanation • Use adjectives including comparative adjectives to create description 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Headings and subheadings used to aid presentation 	<ul style="list-style-type: none"> • Create cohesion through the use of nouns and pronouns • Use of paragraphs to organise ideas 	<ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials • Parenthesis can be used to add additional information • Use layout devices to provide additional information and guide the reader 	<ul style="list-style-type: none"> • Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms • The passive voice can be used • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions.

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Writing & Grammar recount texts

Text features

Structure often includes:

- orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
- an account of the events that took place, often in chronological order (The first person to arrive was ...)
- some additional detail about each event (He was surprised to see me.)
- reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)

Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts

N/A	N/A	<ul style="list-style-type: none"> • Sentences are demarcated using full-stops, capital letters and finger spaces. • Capital letter can be used for proper nouns, eg) Mr Smith, Fieldhead Carr • Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. 	<ul style="list-style-type: none"> • Use past and present tense throughout writing • Use progressive forms of verbs • Use conjunctions for coordination and subordination • Use of noun phrases 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct speech 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas • Effective use of expanded noun phrases • Fronted adverbials (e.g. Later that day) 	<ul style="list-style-type: none"> • Use of the past perfect • Modals can be used to indicate degrees of possibility • Create cohesion within paragraphs using adverbials 	<ul style="list-style-type: none"> • Use of the past perfect progressive form of verbs • Adapt degrees of formality and informality to suit the form of the text • Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials
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Writing & Grammar discussion texts

Text features

The most common structure includes:

- a statement of the issues involved and a preview of the main arguments;
- arguments for, with supporting evidence/examples;
- arguments against or alternative views, with supporting evidence/examples.

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Another common structure presents the arguments 'for' and 'against' alternatively.

Discussion texts usually end with a summary and a statement of recommendation or conclusion.

N/A	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> •Consistent use of present tense •Use present perfect form of verbs •Effective use of noun phrases •Use of paragraphs to organise ideas •Use adverbials e.g. therefore, however... •Heading and subheadings used to aid presentation •Create cohesion within paragraphs using adverbials •Use layout devices to provide additional information and guide the reader 	<ul style="list-style-type: none"> •Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials •Make formal and informal vocabulary choices •Use the passive voice to present points of view without •Adapt degrees of formality and informality to suit the form of the discussion •Use conditional forms such as the subjunctive form to hypothesise •Make formal and informal vocabulary choices •Use semi-colons, colons and dashes to make
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							boundaries between clauses
Writing & Grammar explanation texts Text features <ul style="list-style-type: none"> • A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. • The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. 							
N/A	N/A	N/A	<ul style="list-style-type: none"> •Consistent use of present tense •Questions can be used to form titles •Question marks are used to denote questions •Use conjunctions e.g. so...because 	<ul style="list-style-type: none"> •Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions •Heading and subheadings used to aid presentation 	<ul style="list-style-type: none"> •Use fronted adverbials •Use of paragraphs to organise ideas •Create cohesion through the use of nouns and pronouns 	<ul style="list-style-type: none"> •Indicate degrees of possibility using adverbs and modal verbs •Use layout devices to provide additional information and guide the reader •Create cohesion within paragraphs using adverbials •Relative clauses can be used to add further information •Parenthesis can be used to add clarification of technical words 	<ul style="list-style-type: none"> •Adapt degrees of formality and informality to suit the form of the explanation •Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials •The passive voice can be used

Content Overview for Writing				
Purpose of writing	To entertain	To inform	To persuade	To discuss
FS1	Refer to Talk for Writing document (T4W)		N/A	N/A
FS2	Narrative Description Recounts Letters Poems Instructions		N/A	N/A

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	Information text Poetry (rhyme) Traditional tales			
1	- Poetry (list, riddle, rhyme) - Narrative (retelling, familiar setting, traditional tale) - Description	- Instructions - NCR - Recount (trip out/lesson)	N/A	N/A
2	- Poetry (acrostic, shape) - Narrative (fairy tale, adventure, alternative ending) - Description	- Instructions - NCR - Recount (diary)	- Book review	N/A
3	- Poetry (haikus, question and answer) - Narrative (morals/fables, mystery, dilemma) - Description	- Instructions - NCR - Recount (diary)	- Poster	N/A
4	- Poetry (limericks, performance) - Narrative (historical setting, dilemma, play script) - Description	- Explanation (science write up) - Instructions - NCR - Recount (letter)	- Letter	N/A
5	- Poetry (simile and metaphor, personification) - Narrative (myths/legends, adventure, sci-fi) - Description	- Explanation (scientific/topic concept) - Instructions - NCR	- Adverts	- Newspaper article - Balanced argument (as an article)
6	- Poetry (narrative, performance) - Narrative (historical setting, flashback, alternative perspective) - Description	- Instructions - NCR - Recount (biography/ autobiography)	- Speech - Letter	- Newspaper article - Balanced argument (as a letter) - Essay

Content Overview for Handwriting						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	FS1 to follow curriculum content and when appropriate learn individual letter formation from FS2 content for letters in the child's first name.					
	Letter Join content to be revisited regularly through each term in the year: <ul style="list-style-type: none"> • To introduce vocabulary to describe pre-writing patterns. • To form and Lines and Diagonals pre-writing patterns correctly. • To demonstrate confidence in gross and fine 					

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	<p>motor skills.</p> <ul style="list-style-type: none">• To use appropriate vocabulary to describe pre-writing patterns.• To form Jellies and Zig-zags patterns correctly.• To form Loopies and Waves patterns correctly.• To sit correctly for handwriting and hold a pencil using the tripod grip.				
	Range of fine motor activities available, finger gym to strengthen finger muscles and finger isolation, squiggle while you Wiggle		Range of fine motor activities available, finger gym to strengthen finger muscles and finger isolation, Squiggle While you Wiggle with an additional focus on early stages of pencil control, i.e. lines top to bottom and left to right.		Range of fine motor activities available, finger gym, pencil control, use of tools, deconstruction area, letter formation & name writing
	FS2 Letter Join				

Writing Curriculum FHC



FS2	<ul style="list-style-type: none"> • To introduce vocabulary to describe pre-writing patterns. • To use appropriate vocabulary to describe pre-writing patterns. • To form and Lines and Diagonals pre-writing patterns correctly. • To form Jellies and Zig-zags patterns correctly. • To form Loopies and Waves patterns correctly. • To sit correctly for handwriting and hold a pencil using the tripod grip. • To demonstrate confidence in gross and fine motor skills. 	<ul style="list-style-type: none"> • To form the lowercase letters i, l and t correctly. • To write words containing i, l and t. • To know that each letter is referred to as a sound. • To form the lowercase letters u, w and e correctly. • To write words containing u, w and e. 	<ul style="list-style-type: none"> • To form the lowercase letters c and o correctly. • To write words containing c and o • To form the lowercase letters a and d correctly. • To write words containing u, w and e. • To form the lowercase letters c and o correctly. 	<ul style="list-style-type: none"> • To write words containing n, m and h - To form the lowercase letters j and y correctly. • To write words containing c and o • To form the lowercase letters a and d correctly • To write words containing a and d 	<ul style="list-style-type: none"> • To form the lowercase letters n, m and h correctly. • To write words containing j and y. • To form the lowercase letters g and q correctly. • To write words containing g and q. • To form the lowercase letters b, p and k correctly. 	<ul style="list-style-type: none"> • To write words containing b, p and k. • To form the lowercase letters v, s and r correctly. • To write words containing v, s and r. • To form the lowercase letters f, x and z correctly. • To write words containing f, x and z.
	<p>Develop small motor skills so that they can use a range of tools competently and safely:</p> <ul style="list-style-type: none"> • Pencils for drawing and writing • Paintbrushes • Knives, folks and spoons • scissors <p>- Confidently and safely use a range of small and</p>	<p>Develop their small motor skills so that they can use a range of tools competently and safely:</p> <ul style="list-style-type: none"> • Pencils for drawing and writing • Paintbrushes • Knives, folks and spoons • scissors <p>- Confidently and safely use a range of small and</p>	<p>Develop their small motor skills so that they can safely:</p> <ul style="list-style-type: none"> • Use a pencil with tripod grip for writing and drawing 	<p>Develop their small motor skills so that they can safely:</p> <ul style="list-style-type: none"> • Use a pencil with tripod grip for writing and drawing 	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently:</p> <ul style="list-style-type: none"> • Pencils for drawing and writing with tripod grip • Paintbrushes • Scissors • Knives, folks and spoons 	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient with tripod grip.</p>

Writing Curriculum FHC



	large apparatus indoors, alone and in a group.	large apparatus indoors, alone and in a group.				
1	<ul style="list-style-type: none"> • To demonstrate confidence in gross and fine motor skills. • To sit correctly for handwriting. • To hold a pencil using a tripod grip. • To be able to copy visual cues on a large scale. • To understand which letters belong to which handwriting 'families'. • To be able to write the letters correctly 	<ul style="list-style-type: none"> • To be able to distinguish between the letters in each letter family. • To be able to write the letters correctly • To know that each letter is referred to by its name. • To sit correctly for handwriting and hold a pencil using the tripod grip correctly. • To form the capital letters A, B, C, D and E correctly using a pencil and paper. • To write the numbers 0-9 and their names correctly. 	<ul style="list-style-type: none"> • To know the uses of numbers in written work. • To form punctuation marks and maths symbols correctly. • To recognise the initial capital letters of their names. • To identify capital letters in a sentence. • To form the capital letters F, G, H, I and J correctly using a pencil and paper. 	<ul style="list-style-type: none"> • To form the capital letters F, G, H, I and J correctly using a pencil and paper. • To form the capital letters P, Q, R, S and T correctly using a pencil and paper. • To form the capital letters U, V, W, X, Y and Z correctly using a pencil and paper. • To form the printed letters a to t correctly. • To explore some of the uses of printed letters. • To form the printed letters u to z correctly. 	<ul style="list-style-type: none"> • To explore some of the uses of printed letter. • To know the uses of punctuation marks and maths symbols in written work. • To form other symbols correctly. • To know the uses of symbols in written work. • To use actions to demonstrate punctuation marks. 	<ul style="list-style-type: none"> • To introduce vocabulary to describe pre-cursive Patterns. • To form pre-cursive patterns correctly. • To know that each letter is referred to as a sound. • To form cursive letters on a large scale. • To write cursive letters correctly using a pencil and Paper. • To be able to demonstrate good sitting and listening
2	<ul style="list-style-type: none"> • To know that each letter is referred to as a sound. • To sit correctly for handwriting and hold a pencil using the tripod grip. • To form cursive letters correctly. • To write words and sentences using the correct joins between each letter. 	<ul style="list-style-type: none"> • To listen to the 'double digit numbers' dictation exercise and write the numbers correctly • To be able to write One Armed Robot letters correctly. • To listen to the 'easy poem' dictation exercise and write the words correctly. • To be able to write Zig-zag letters correctly. 	<ul style="list-style-type: none"> • To listen to the 'number sentences' dictation exercise and write the words correctly. • To be able to join letters horizontally. • To listen to the 'three verse poem' dictation exercise and write the words correctly. • To be able to join letters and words to and from the letter 'f' 	<ul style="list-style-type: none"> • To write numbers and symbols correctly. • To identify and join words containing the long 'a' sound correctly. • To identify and write words which are nouns. • To identify and write words which are verbs • To be able read, order and write a simple sequence of sentences. 	<ul style="list-style-type: none"> • To identify and join words containing the long 'e' sound correctly. • To be able to write capital letters correctly. • To know when to use capital letters. • To identify and write words which are adjectives. • To be able to join letters and words to and from the letter 'z'. 	<ul style="list-style-type: none"> • To identify and join words containing the long 'i' sound correctly. • To be able to write commas correctly. • To identify and write words which are adverbs. • To identify and join words containing the long 'o' sound correctly. • To be able to write apostrophes correctly.

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	<ul style="list-style-type: none"> • To be able to write Long Ladder letters correctly. • To be able to write High Frequency words • To listen to the 'CVC' dictation exercise and write the words correctly • To be able to write Curly Caterpillar letters correctly. 	<ul style="list-style-type: none"> • To listen to the 'short phrases' dictation exercise and write the words correctly • To be able to join letters diagonally. 	<ul style="list-style-type: none"> • To be able read, order and write a simple sequence of sentences. • To be able to join letters and words to and from the letter 'k'. 	<ul style="list-style-type: none"> • To be able to join letters and words to and from the letters 'b' and 'd'. • To be able to join letters and words to and from the letter 'w'. • To be able to join letters and words to and from the letter 's'. 	<ul style="list-style-type: none"> • To listen to and write a set of simple sentences • To listen to and write a short paragraph correctly. • To listen to and write simple sentences correctly. • To write a selection of high frequency words. 	<ul style="list-style-type: none"> • To identify and join words containing the long 'u' sound correctly. • To be able to write apostrophes correctly.
3	<ul style="list-style-type: none"> -explore creative styles of handwriting -contribute to a whole class display -use the different forms of regular verbs in a sentence -listen to and write different forms of regular verbs correctly -write and join 'bb' correctly in words and sentences - write and join 'cc' correctly in words and sentences -use the different verb forms ending in 'e' - listen to and write different forms of regular verbs ending in 'e' correctly -write and join 'dd' correctly in words and sentences 	<ul style="list-style-type: none"> -write and join 'ff' correctly in words and sentences -name the four maths operations -use different vocabulary to describe each operation -write and spell the vocabulary correctly -write and join 'gg' correctly in words and sentences -write numbers, their names and Roman numerals correctly -use Roman numerals in number sentences -write and join 'll' correctly in words and sentences -distinguish between odd and even numbers -write odd and even numbers -learn and recite a simple poem 	<ul style="list-style-type: none"> --write and join 'nn' correctly in words and sentences -demonstrate awareness of handwriting size -read and say tongue twisters correctly -write and join 'oo' correctly in words and sentences -write cursive words that sit on the baseline -use Roman numerals in simple number sentences - write and join 'pp' correctly in words and sentences -to copy and match English with French or Spanish phrases -to say the phrase to match each picture in the chosen language - write and join 'rr' correctly in words and sentences 	<ul style="list-style-type: none"> -write and join 'tt' correctly in words and sentences - write and join 'zz' correctly in words and sentences -trace and copy the weather phrases in English and French or Spanish -to say the weather phrase which matches each picture in the chosen language -to be able to identify and write onomatopoeic words correctly -to be able to label parts of the body in English and French or Spanish -to be able to say the names for each part of the way body in the chosen language 	<ul style="list-style-type: none"> - to use a dictionary or thesaurus to find information -to use an unfamiliar word correctly in a sentence --use different forms of regular and comparative adjectives in a sentence -to be able to listen to and write the different forms of regular comparative adjectives correctly 	<ul style="list-style-type: none"> -to be able to listen to and write the different forms of regular comparative adjectives correctly -to accurately copy a small, near point passage -to choose an appropriate style of handwriting for different tasks -to become familiar with collective nouns -to be able to write a selection of collective nouns neatly -to write synonyms for 'said' correctly -to use words appropriately in sentences

Writing Curriculum FHC



	<ul style="list-style-type: none"> -write and join 'ee' correctly in words and sentences - use different forms of irregular verbs correctly -listen to and write different forms of irregular verbs correctly -understand the correct height of ascenders 	<ul style="list-style-type: none"> -write and join 'mm' correctly in words and sentences -understand the concept of palindromes -find examples of palindromes -contribute to class discussion 	<ul style="list-style-type: none"> - write and join 'ss' correctly in words and sentences - 	<ul style="list-style-type: none"> -to be able to identify and use similes correctly -to demonstrate awareness of handwriting size -use different forms of regular and comparative adjectives in a sentence -to be able to listen to and write the different forms of regular comparative adjectives correctly 		
4	<ul style="list-style-type: none"> -to create a simple word drawing using cursive handwriting -to be able to use powerful vocabulary to describe a word drawing -to understand what tongue twisters are -to be able to read, copy and learn well-known tongue twisters -to write each of the spelling words correctly -to use words appropriately in sentences -to be able to demonstrate understanding of the spelling words in context 	<ul style="list-style-type: none"> -to write each of the spelling words correctly -to use words appropriately in sentences -to be able to demonstrate understanding of the spelling words in context 	<ul style="list-style-type: none"> -to write each of the spelling words correctly -to use words appropriately in sentences -to be able to demonstrate understanding of the spelling words in context -to listen to and write a short poem correctly -to be able to check and edit written work -to copy and write the 6x table in the correct order -to use different methods to learn the 6x table -to copy and write the 7x table in the correct order 	<ul style="list-style-type: none"> -to copy and write the 8x table in the correct order -to use different methods to learn the 8x table -to copy and write the 9x table in the correct order -to use different methods to learn the 9x table -to listen to and write a short story correctly -to be able to check and edit written work -to copy and write the 11x table in the correct order -to use different methods to learn the 11x table 	<ul style="list-style-type: none"> - to use printed letters to label the parts of a garden in both English and French/Spanish - to be able to name the parts of a garden in the chosen language -to be able to name different quadrilaterals and triangles -to be able to write names of the different quadrilaterals and triangles correctly -to neatly trace and copy simple sentence in both English and French/Spanish -to be able to name kitchen items in the chosen language 	<ul style="list-style-type: none"> - to use a dictionary or thesaurus to find information - to be able to use new vocabulary correctly in a sentence -to copy pangram neatly -to write all letters of the alphabet correctly -to neatly copy palindrome words and sentences -to sue research to find examples of palindromes -to use an unfamiliar word correctly in a sentence -to be able to give examples of alliteration -to be able to write alliteration sentences neatly

Writing Curriculum FHC



			<p>-to use different methods to learn the 7x table</p>	<p>-to copy and write the 12x table in the correct order</p> <p>-to use different methods to learn the 12x table</p> <p>-to copy a simple and numbers 0-9 neatly</p> <p>-to demonstrate an understanding of rounding numbers</p> <p>- to use printed letters to label the parts of a house in both English and French/Spanish</p> <p>- to be able to name the parts of a house in the chosen language</p> <p>- to copy a simple rhyme and trace sentences neatly</p> <p>-to demonstrate an understanding of how to find the perimeter of simple 2D shapes.</p>	<p>-to be able to name 2D shapes with more than four sides</p> <p>-to be able to name 2D shapes with curved sides</p> <p>-to be able to write the names of the different shapes correctly</p> <p>-to neatly trace and copy simple sentences in both English and French/Spanish</p> <p>-to be able to name bathroom items in the chosen language</p> <p>-to be able to name 3D shapes with more than four sides</p> <p>-to be able to name 3D shapes with curved sides</p> <p>-to match the French and Spanish words ot pictures</p> <p>- To copy simple sentences in both English and French/Spanish</p> <p>- To name living room items in the chosen language</p> <p>-to recognise 3D shapes with more than four sides</p> <p>-to neatly complete a table with the properties of 3D shapes</p>	<p>-to sue an atlas, map or globe to locate continents, countries and cities.</p> <p>-to be able to label a map of the world correctly. –to be able to correctly label a diagram of a life cycle</p> <p>-to be able to use reference books to research other life cycles</p> <p>-to write all letters of the alphabet correctly</p> <p>-to improve handwriting speed and stamina</p> <p>- to improve handwriting fluency and legibility</p>
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Writing Curriculum FHC



5	<ul style="list-style-type: none"> -write each of the spelling words accurately -use words appropriately in a sentence -able to demonstrate understanding of the spelling words in context. -write numbers and symbols neatly. -able to decode and encode words correctly. -able to use a thesaurus or dictionary to find information -further explore selected spelling words 	<ul style="list-style-type: none"> -write a list of proverbs neatly. -able to use proverbs correctly in the right context -further explore selected spelling words -write a list of idioms and their meanings neatly. -able to use idioms correctly in the right context. -match jokes to the correct answers -write joke sentences neatly. 	<ul style="list-style-type: none"> -listen and write a story extract correctly. -able to check and edit written work. -copy a shape poem neatly. -able to write a shape poem -listen to and write a story extract correctly. -able to check and edit written work -copy some haiku poems neatly. -able to write haiku poem -copy some kennings poems neatly. -able to write a kennings poem. 	<ul style="list-style-type: none"> -copy some riddles neatly. -able to make and write up riddle poem - copy some limericks neatly. -able to make up and write a limerick. -able to write sentences about farm animals in French or Spanish. -able to say sentences in the chosen language. -able to write sentences about zoo animals in French or Spanish. -able to write sentences about clothes in French or Spanish. 	<ul style="list-style-type: none"> -write sentences about the beach in French or Spanish -able to write sentences about the café in French or Spanish. -able to write sentences containing prepositions in French or Spanish. - able to contribute to a class discussion. -able to write legibly, fluently and with increasing speed. -copy the names of famous volcanoes correctly. 	<ul style="list-style-type: none"> -able to record their findings neatly and legibly -able to choose the style of handwriting appropriate to the task. -able to copy and write in another language accurately - improve handwriting speed and stamina.
6	<ul style="list-style-type: none"> -create a design to illustrate the meaning of a word using cursive handwriting -listen and write a shopping list correctly -able to check and edit written work -able to write words in a chosen language -listen and write a list of numbers and digits correctly. -able to write sentences in a chosen language -write each of the spelling words correctly. 	<ul style="list-style-type: none"> -able to write using powerful verbs -use a dictionary or thesaurus to find information -use correct punctuation for each sentence -able to write powerful adjectives -able to write sentences demonstrating the correct use of commas. -able to write using powerful adverbs -able to write sentences demonstrating the correct use of a colon. -able to use pronouns correctly. 	<ul style="list-style-type: none"> -able to write sentences demonstrating the correct use of semi-colons -able to use prepositions correctly. -able to write sentences demonstrating the correct use of apostrophes for contractions. -able to use conjunctions correctly. 	<ul style="list-style-type: none"> --able to write sentences demonstrating the correct use of apostrophes for possession. -able to use articles correctly. --able to write sentences demonstrating the correct use of hyphens. -able to use suffixes correctly. -able to write sentences demonstrating the correct use of speech marks -able to use common prefixes correctly. 	<ul style="list-style-type: none"> --able to write sentences demonstrating the correct use of correct use of parenthesis. -able to use synonyms to enhance written work. --able to write sentences demonstrating the correct use of ellipsis. -able to use antonyms to enhance work. -able to use homographs in the correct context -able to use homophones in the correct context. 	<ul style="list-style-type: none"> -able to write names of the months correctly -able to record key information in note form -able to record notes legibly -write units of measure vocabulary correctly. -write capital letter correctly. -write metaphor sentence neatly. -able to choose the appropriate style of handwriting to label a diagram and copy a paragraph. -write personification sentences and a poem

Writing Curriculum FHC



					-able to form all punctuation marks clearly -apply the correct punctuation in sentences -secure in the use of punctuation and capital letters	neatly -able to write legibly, fluently and with increasing speed -improve handwriting speed and stamina
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Content Overview for spelling						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	Direct teaching of spelling rules begin in Yr2 Until this point the developmental approach for spelling is through the Little Wandle Synthetic Phonics program					
FS2						
1						
2	1. Words where 'dge' makes a /j/ sound 2. Words where 'ge' makes a /j/ sound 3. Words where 'g' makes a /j/ sound 4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' 5. Words where 'kn' and 'gn' make a /n/ sound at the beginning of words 6. Challenge Words	7. Words where 'wr' makes a /r/ sound at the beginning of words 8. Words ending in 'le' 9. Words ending in 'el' 10. Words ending in 'al' 11. Words ending in 'il' 12. Challenge Words	13. Words where 'y' makes an /igh/ sound 14. Words where '-es' is added to words ending in 'y' 15. Words where '-ed' is added to words ending in 'y' 16. Words where '-er' and '-est' are added to words ending in 'y' 17. Words where '-ing' is added to words ending in 'e' 18. Challenge Words	19. Words where '-er', '-est' and '-ed' is added to words ending in 'e' 20. Words where '-ing' is added to single syllable words 21. Words where '-ed' is added to single syllable words 22. Words where 'a' makes an /or/ sound 23. Words where 'o' makes an /u/ sound 24. Challenge Words	25. Words where 'ey' makes an /ee/ sound 26. Words where 'a' makes an /o/ sound 27. Words where 'or' and 'ar' make an /er/ or /or/ sound 28. Words where 's' makes an /z/ sound 29. Words ending in '-ment' and '-ness' 30. Words ending in '-ful' and '-less'	31. Words that are homophones or near homophones 32. Words that are homophones or near homophones 33. Words ending in '-tion' 34. Words containing an apostrophe for contraction 35. Words containing an apostrophe for possession 36. Challenge Words

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3	<p>1.Words where 'ou' makes an /ow/ sound</p> <p>2.Words where 'ou' makes a /u/ sound</p> <p>3.Words where 'y' makes an /i/ sound</p> <p>4.Words ending in '-sure'</p> <p>5.Words ending in '-ture'</p> <p>6.Challenge words</p>	<p>7.Words with the prefix 're-'</p> <p>8.Words with the prefix 'dis-'</p> <p>9.Words with the prefix 'mis-'</p> <p>10.Words where '-ing' and '-ed' are added to multisyllabic words</p> <p>11.Words where '-ing', '-en' and '-ed' are added to multisyllabic words</p> <p>12.Challenge words</p>	<p>13.Words with the 'ai' digraph</p> <p>14.Words with the 'ei' digraph</p> <p>15.Words where 'ey' makes an /ai/ sound</p> <p>16.Adding the suffix '-ly'</p> <p>17.Words that are homophones</p> <p>18.Challenge Words</p>	<p>19.Words ending in 'al'</p> <p>20.Words ending in 'le'</p> <p>21.Adding '-ly' when the root word ends in '-le'</p> <p>22.Adding '-ally' when the root word ends in '-ic'</p> <p>23.Adding '-ly' when the words do not follow the spelling patterns</p> <p>24.Challenge Words</p>	<p>25.Words ending in '-er' when the root word ends in 'ch'</p> <p>26.Words where 'ch' makes a /k/ sound</p> <p>27.Words where 'que' makes a /k/ sound</p> <p>28.Words where 'sc' makes a /s/ sound</p> <p>29.Words that are homophones</p> <p>30.Challenge Words</p>	<p>31.Words that end in 'sion'</p> <p>32.Revision of spelling patterns learned in Stage</p> <p>33.Revision of spelling patterns learned in Stage</p> <p>34.Revision of spelling patterns learned in Stage</p> <p>35.Revision of spelling patterns learned in Stage</p> <p>36.Revision of spelling patterns learned in Stage</p>
4	<p>1.Words that are homophones</p> <p>2.Words with the prefix 'in-'</p> <p>3.Words with the prefixes 'il-', 'im-' and 'ir-'</p> <p>4.Words with the prefix 'sub-'</p> <p>5.Words with the prefix 'inter-'</p> <p>6.Challenge Words.</p>	<p>7.Words ending in '-ation'</p> <p>8.Words ending in '-ation'</p> <p>9.Words ending '-ly'</p> <p>10.Words ending '-lly'</p> <p>11.Words where 'ch' makes a /sh/ sound</p> <p>12.Challenge Words</p>	<p>13.Words ending in '-sion'</p> <p>14.Words ending in '-ous'</p> <p>15.Words ending in '-ous' where the ge from the root word remains</p> <p>16.Words where 'i' makes an /ee/ sound</p> <p>17.Words ending in '-ious' and 'eous'</p> <p>18.Challenge Words</p>	<p>19.Words where 'au' makes an /or/ sound</p> <p>20.Words ending in '-tion'</p> <p>21.Words ending in '-sion'</p> <p>22.Words ending in '-cian'</p> <p>23.Words that are adverbs of manner</p> <p>24.Challenge Words</p>	<p>25.Words that are homophones</p> <p>26.Words spelled with 'c' before 'i' and 'e'</p> <p>27.Words containing 'sol' and 'real'</p> <p>28.Words containing 'phon' and 'sign'</p> <p>29.Words with the prefixes 'super-', 'anti-' and 'auto'</p> <p>30.Words with the prefix 'bi-'</p>	<p>31.Challenge Words</p> <p>32.Words containing an apostrophe for possession</p> <p>33.Revision of spelling patterns learned in Stage</p> <p>34.Revision of spelling patterns learned in Stage</p> <p>35.Revision of spelling patterns learned in Stage</p> <p>36.Revision of spelling patterns learned in Stage</p>

Writing Curriculum FHC



5	<p>1.Words ending in ‘-tious’ and ‘-ious’</p> <p>2.Words ending in ‘-cious’</p> <p>3.Words ending in /shul/ spelled. ‘-cial’</p> <p>4.Words ending in /shul/ spelled ‘-tial’</p> <p>5.Words ending in /shul/ spelled ‘-cial’ and ‘-tial’</p> <p>6.Challenge words</p>	<p>7.Words ending in ‘-ant’</p> <p>8.Words ending in ‘-ance’ and ‘-ancy’</p> <p>9.Words ending in ‘-ent’ and ‘-ence’</p> <p>10.Words ending in ‘-able’ and ‘-ible’</p> <p>11.Words ending in ‘-ably’ and ‘-ibly’</p> <p>12.Challenge Words</p>	<p>13.Words ending in ‘-able’, where the ‘e’ from the root word remains</p> <p>14.Words that are adverbs of time</p> <p>15.Words ending in ‘-fer’</p> <p>16.Words with ‘silent’ first letters</p> <p>17.Words with ‘silent’ letters</p> <p>18.Challenge Words</p>	<p>19.Words spelled with ‘ie’ after c</p> <p>20.Words where ‘ei’ makes an /ee/ sound</p> <p>21.Words where ‘ough’ makes an /or/ sound</p> <p>22.Words containing ‘ough’</p> <p>23.Adverbs of possibility and frequency</p> <p>24.Challenge Words</p>	<p>25.Words that are homophones or near homophones</p> <p>26.Words that are homophones</p> <p>27.Words that are homophones</p> <p>28.Words that are homophones or near homophones</p> <p>29.Words that are homophones or near homophones</p> <p>30.Challenge Words</p>	<p>31.Words with hyphens</p> <p>32.Challenge Words</p> <p>33.Revision: Year 5 words</p> <p>34.Revision: Year 5 words</p> <p>35.Revision: Year 5 words</p> <p>36.Revision: Year 5 words</p>
6	<p>1.Challenge Words</p> <p>2.Challenge Words</p> <p>3.Challenge Words</p> <p>4.Challenge Words</p> <p>5.Challenge Words</p> <p>6.Challenge Words</p>	<p>7.Challenge Words</p> <p>8.Challenge Words</p> <p>9.Challenge Words</p> <p>10.Challenge Words</p> <p>11.Words with the short vowel sound /i/ spelled ‘y’</p> <p>12.Words with the long vowel sound /igh/ spelled ‘y’</p>	<p>13.Adding the prefix ‘-over’</p> <p>14.Words with the suffix ‘-ful’</p> <p>15.Words that can be nouns and verbs</p> <p>16.Words with an /oa/ sound spelled ‘ou’ or ‘ow’</p> <p>17.Words with a ‘soft c’ spelled ‘ce’</p> <p>18.Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’</p>	<p>19.Words with a /f/ sound spelled ‘ph’</p> <p>20.Words with origins in other countries and languages</p> <p>21.Words with unstressed vowel sounds</p> <p>22.Words ending with /shuhl/ spelled ‘cial’</p> <p>23.Words ending with /shuhl/ spelled ‘tial’</p> <p>24.Words beginning with ‘acc’</p>	<p>25.Words with the suffix ‘-ably’</p> <p>26.Words with the suffix ‘-ible’</p> <p>27.Adding the suffix ‘-ibly’ to create an adverb</p> <p>28.Words ending in ‘-ent’ and ‘-ence’</p> <p>29.Words ending in ‘-er’, ‘-or’ and ‘-ar’</p> <p>30.Adverbs synonymous with determination</p>	<p>31.Adjectives to describe settings</p> <p>32.Adjectives to describe feelings</p> <p>33.Adjectives to describe characters</p> <p>34.Grammar Vocabulary 1</p> <p>35.Grammar Vocabulary 2</p> <p>36.Mathematical Vocabulary</p>