



Writing Curriculum

Subject: Writing

Leader: Lynnette Baily

2022 - 2023

Our Intent

At Bathford Church School our vision of '**Grow, Care, Serve, Share**' frames our English curriculum.

Bathford Church School offers an exciting, relevant, vibrant, broad and balanced English curriculum that fosters and promotes a love of reading and writing. Through our overarching, global themes and our class topics, the pupils are inspired to read for pleasure and to gather information, and to write for a purpose and for an audience.

We aim to ensure that all children **grow**:

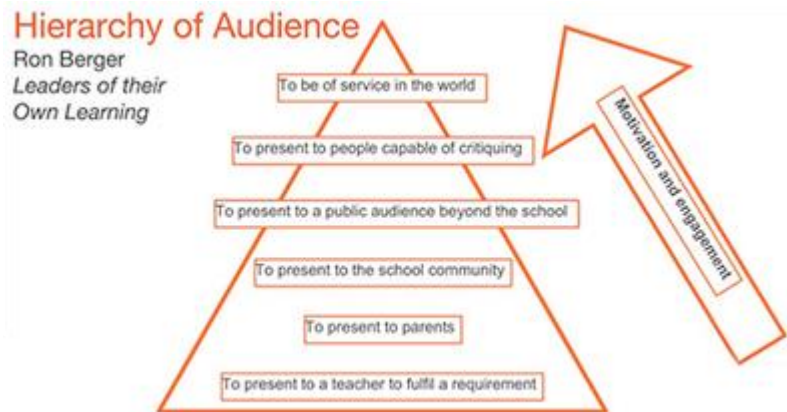
- to read easily, fluently and with good understanding
- to develop the habit of reading widely and often, for both pleasure and information
- to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- to appreciate our rich and varied literary heritage
- to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

We prioritise reading and writing across the curriculum so that every child can learn to the full. We aim to promote a love of the spoken word, reading and storytelling in order to inspire curiosity, wonder and imagination. Through writing, children can find and express their unique voice, as well as enhance and develop their critical thinking skills. Our English curriculum enables the children to have the opportunity to grow culturally, emotionally, intellectually, socially and spiritually.

Through reading, children develop empathy and **care** for one another. Reading allows us to see and understand the world through the eyes of others. Writing enables us to present our inner thoughts and feelings to the wider community and the world beyond. In doing so, children become active, collaborative and responsible citizens, who will be better equipped to be of **service** to other people and the wider world. Throughout our lessons, children are given the opportunity to talk and listen, developing a **shared** connection to one another, the local community and the beyond. By promoting a sense of enjoyment and curiosity about reading and writing, the children will acquire the skills needed to succeed in the next stage of their life and beyond.

Consistencies in Writing

1. Writing is linked to our class topics and our overarching global themes of Identity and Diversity, Social Justice and Equity, and Sustainable Development.
2. Writing tasks have a known purpose, for example, writing to entertain, writing to inform, writing to persuade and writing to discuss.
3. Writing tasks have a known audience. This may be taken from Berger's Hierarchy of Audience, which helps to provide context and meaning for the learner, and increases motivation and engagement. Individual tasks may have a more personal audience, such as a character from a story.



4. The Learning Objective is shared with the children and referred to throughout the lesson.
5. Each class uses high quality reading texts to inform the teaching and learning of writing.
6. The class teacher regularly models the writing process.
7. There are regular opportunities for the oral rehearsal of writing.

8. New vocabulary is introduced, taught explicitly and used within the writing process.

9. There are regular reviews and opportunities to recap the learning. This may be daily, weekly or monthly. This aids memory and long-term retention of skills and understanding.

10. The classroom environment is used to enhance and reflect the learning, through displays, word banks, learning walls etc. Children's work is celebrated on display throughout the school.

11. Work is scaffolded and adapted to meet the needs of all individual learners. This might be through checking in, circulating the room, the seating plan, group work, examples given, pictures to supplement, making links explicit, sentence starters, writing frames, scaffolding, positive feedback, manageable chunks, achievable targets, checklist, shorter tasks.

12. Grammar and spelling are both taught in context, where possible. The progression of grammar and spelling skills, including Little Wandle Letters and Sounds and No-Nonsense Spelling, is used to inform planning.

13. Writing is taught in units. The sequence of lessons might include: discover the features of the genre, teach an aspect of the grammar and practise, teach an aspect of the structure and practise, prepare and practise a brief version, draft the text, edit and improve.

14. Assessment, marking and feedback are carried out according to our policies. This involves daily marking (where appropriate) and ongoing feedback. Assessment for Learning is at the heart of our 'in the moment' responses to the children.

15. The guidelines for presentation and handwriting are used to support transcription.

English Key Consistencies in planning for learning:

- The audience and the purpose of the writing are clear
- The use of high-quality texts and examples in lessons, incorporating whole school and topic themes
- Regular modelling and time to rehearse the writing process
- Vocabulary and grammar taught explicitly in context

Writing Progression

Reception

Autumn Term
Identity and Diversity
'We are all special'

Spring Term
Social Justice and Equity
'Our World'

Summer Term
Sustainable Development
'The Spirit of Adventure'



Key text/s: Goldilocks and the three bears, Paddington Bear and We're going on a bear hunt

Key text/s: The Enormous Crocodile

Key text/s: Jack and the Beanstalk, Billy Goats Gruff, Jack and the Flum Flum tree, Grandpa's Island.

Skill Progression-Word Reading & Phonics Little Wandle Letters and Sounds Revised

**Autumn 1 Phonics
Little Wandle Letters
and Sounds Revised**

To begin to learn the alphabetic code – starting with Phase 2 GPC's (s a t p l n m d g o c k ck e u r h b f l)

Reading

To practise first phonemes learnt, to orally segment and blend, to practise

**Autumn 2 Phonics
Little Wandle Letters
and Sounds Revised**

To continue to read words by sound blending. Introduce digraphs (two letters one sound) Phase 2 GPC's (ff, ll, ss, j v w x y z zz qu sh th ch ng nk) Plus words ending with (s/z) plural To recognise taught Phase 2 Tricky Words.

**Spring 1 Phonics
Little Wandle Letters
and Sounds Revised**

Begin to learn more digraphs and introduced to trigraphs (three letters one sound) Phase 3 GPC's (ai ee igh oa oo oo ar or ur ow oi ear air er) Plus learn words with double letters i.e., dd mm tt and longer

**Spring 2 Phonics
Little Wandle Letters
and Sounds Revised**

Review of all Phase 3 phonemes and tricky words. Plus, plural, longer words, double letters and words with two or more digraphs/trigraphs.

Reading

To read sentences containing tricky

**Summer 1 Phonics
Little Wandle Letters
and Sounds Revised**

Begin Phase 4 – learn words with short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer and compound words. Root words ending with ed, ing. Plus learn more tricky words.

To read longer sentences containing

**Summer 2 Phonics
Little Wandle Letters
and Sounds Revised**

Continue Phase 4 – learn words with long vowel spellings CVCC, CCVC, CCVCC, CCCVC, CCCVCC. Phase 4 words with s and es. Root words ending with ed and ing, plus words ending with er/est longer words.

	<p>reading CVC words and tricky words.</p> <p>To recognise their name To take some interest in the written word in their school environment. To recite parts of familiar stories and listening to stories with attention and recall.</p> <p>Home learning - Children to receive the Little Wandle decodable book which they have practised reading in school. Children to also receive share books and library books to explore storyline, character and vocabulary. These are used to promote a love of reading.</p>	<p>Reading To read graphemes by saying the sounds for them. Blend these sounds into words. To read print left to right.</p> <p>To be able to identify digraphs in words To begin reading simple captions with support.</p>	<p>words such ladder and carpet.</p> <p>Reading To read simple phrases and sentences with increased fluency and some expression.</p> <p>To show an increasing ability to recognise words and identify tricky words.</p> <p>To be able to identify digraphs and trigraphs in words.</p>	<p>words, digraphs and some trigraphs. To read non-fiction and story texts.</p> <p>To show greater fluency and some growing expression.</p> <p>To show understanding of what they have read.</p>	<p>Phase 4 words and Tricky Words.</p> <p>Reading To read sentences in books (matching their phonics ability) with greater fluency and expression. To be able to read a greater range of taught tricky words.</p>	<p>To read longer sentences containing Phase 4 words and Tricky Words.</p> <p>Reading To read sentences with fluency. To read CVCC and CCVC words confidently.</p> <p>Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)</p>
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Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none">• words with -s /s/ added at the end (hats sits)• words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none">• words with double letters• longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none">• longer words, including those with double letters• words with -s /z/ in the middle• words with -es /z/ at the end• words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none">• CVCC CCVC CCVCC CCCVC CCCVCC• longer words and compound words• words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none">• CVCC CCVC CCCVC CCV CCVCC• words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est• longer words and compound words	Review all taught so far

Skill Progression-Writing

Attempt name writing and some initial sounds, familiar to them.

To give meanings to the marks they make.

To copy taught letters and attempt to write initial sounds that they can hear in their play.

To begin to hear sounds in CVC words using taught sounds and write with support.

Writing CVC words.

To write their name.

To practise the correct letter formation of taught letters with support.

To attempt to write words and labels using taught sounds.

To begin to write simple captions using taught sounds with adult support.

Caption Writing and Tricky Words.

To form some lower-case letters correctly.

To write captions.

To begin to write simple sentences with support trying to apply fingers spaces.

To spell words using taught sounds.

To spell some taught tricky words correctly.

Simple sentences.

To form some lower-case letters correctly, and begin to practise capital letters.

To write sentences with support, using finger spaces and showing growing awareness of capitals and full stops.

To spell some taught tricky words correctly.

To spell phonetically plausibly, demonstrating phonic knowledge.

To begin to read their work back.

Writing simple sentences with independence.

To form most lower-case letters correctly.

To begin to write longer words which are spelt phonetically.

To begin to use capital letters at the start of a sentence more independently.

To spell some taught tricky words correctly.

To read their work back.

Writing simple sentences and phrases that can be read by others. (ELG)

Using correct letter formation. Write recognisable letters, most of which are correctly formed. (ELG)

Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)

To begin to write longer words and compound words which are spelt phonetically.

To write sentences using a capital letter, finger spaces and full stop.

To spell some taught tricky words correctly.

To read their work back and check it makes sense.

Year 1

Autumn Term
Global theme(s):
 Identity and Diversity

Topic: Our Super selves

What makes us special?

Spring Term
Global theme(s):
 Social Justice and Equity

Topic: Rewind – is it fair?

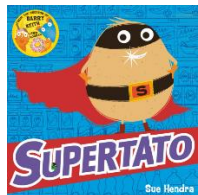
Does everyone have the same?
 Do other children and children in the past
 have the same toys as we do?

Summer Term
Global theme(s):
 Sustainable Development

Topic: From the forest to the sea

Why are forests and woods necessary
 for the world?

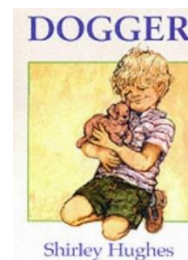
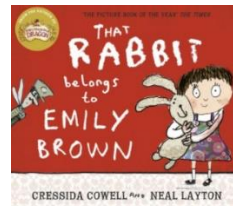
Autumn 1



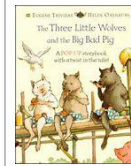
Autumn 2



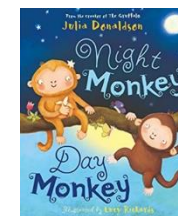
Spring 1



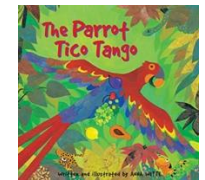
Spring 2



Summer 1



Summer 2



Key text/s: Rainbow Fish, Enormous Crocodile, Supertato, Superworm, Little Red Hen, Jolly Christmas Postman

Key text/s: The Three Little Pigs, The Three Little Wolves and the Big Bad Pig, Dogger, This Rabbit Belongs to Emily Brown

Key text/s: The Three Wishes, Night Monkey Day Monkey, The Owl Who Was Afraid Of the Dark, The Enchanted Wood

<p>Writing Outcomes</p>	<p>Children will make a Wanted Poster for the Evil Pea and give instructions for making an Evil Pea Trap.</p>	<p>Children will retell the story of the Little Red Hen using their own animals and choosing a different ending</p>	<p>Children will use a range of adjectives to write descriptions of characters from the texts. The children will then describe their own toy using extended sentences.</p>	<p>Children will write a letter from the Big Bad Wolf and/or Big Bad Pig apologising for his behaviour.</p>	<p>Children will create a non-fiction booklet about woodland creatures including owls.</p>	<p>Children will create jungle poetry and write a postcard to Youcan.</p>
<p>Purpose and Audience</p>	<p>Genre: Create a poster Purpose: Writing to inform Audience: Whole school</p> <p>Genre: Write a set of instructions Purpose: Writing to inform Audience: Peers</p> <p>Genre: Write a traditional story Purpose: Writing to entertain Audience: Parents</p> <p>Genre: Write a letter to Father Christmas Purpose: Writing to inform Audience: Father Christmas</p> <p>Key Grammar progression:</p> <p>Capital letters Full stops Finger spaces Correct letter formation Sentence structure Applying phonics</p> <p>Capital and lower-case letters Verbs Suffixes -ing Question marks Writing sentences Personal pronouns I Noun suffixes -s Prefixes -un</p>		<p>Genre: Write a letter Purpose: Writing to inform Audience: The Magic Fairy</p> <p>Genre: Write a label Purpose: Writing to inform Audience: Visitors</p> <p>Genre: Write/re-write a story Purpose: Writing to entertain Audience: Reading partners</p> <p>Genre: Write a letter of apology Purpose: Writing to inform Audience: Big Bad Wolf</p> <p>Key Grammar progression:</p> <p>Capital and lower-case letters Verbs Suffixes -ing Question marks Writing sentences Personal pronouns I Noun suffixes -s Prefixes -un Capital letters and full stops Writing sentences Singular nouns Past and present verbs Suffixes -ed Capital letters for days of the week Plural nouns</p>		<p>Genre: Write an information text Purpose: Writing to inform Audience: Class assembly</p> <p>Genre: Write a new chapter for a story Purpose: Writing to entertain Audience: Each other – class peers</p> <p>Genre: Create poetry – making rhymes Purpose: Writing to entertain Audience: Each other and reading partners</p> <p>Key Grammar progression:</p> <p>Capital and lower-case letters Verbs Suffixes -ing Question marks Writing sentences Personal pronouns I Noun suffixes -s Prefixes -un Capital letters and full stops Writing sentences Singular nouns Past and present verbs Suffixes -ed Capital letters for days of the week Plural nouns Noun suffixes -es Compound words Capital letters for names of people and places Sequencing sentences</p>	

	<p>Capital letters and full stops Writing sentences Singular nouns Past and present verbs Suffixes -ed Capital letters for days of the week Plural nouns Noun suffixes -es Compound words Capital letters for names of people and places Sequencing sentences Punctuating sentences Exclamation marks Joining words and clauses using 'and' Writing question sentences Finger spaces Suffixes -er Writing exclamation sentences</p>	<p>Noun suffixes -es Compound words Capital letters for names of people and places Sequencing sentences Punctuating sentences Exclamation marks Joining words and clauses using 'and' Writing question sentences Finger spaces Suffixes -er Writing exclamation sentences</p>	<p>Punctuating sentences Exclamation marks Joining words and clauses using 'and' Writing question sentences Finger spaces Suffixes -er Writing exclamation sentences</p>
<p>Phonics and Spelling</p>	<p>See the Little Wandle Letters and Sounds Scheme for phonics progression</p>		

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 <i>/ai/</i> ay play <i>/ow/</i> ou cloud <i>/oi/</i> oy toy <i>/ea/</i> ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
<i>/ur/</i> ir bird <i>/igh/</i> ie pie <i>/oo/ /yoo/</i> ue blue rescue <i>/yoo/</i> u unicorn <i>/oa/</i> o go <i>/igh/</i> i tiger <i>/ai/</i> a paper <i>/eel/</i> e he <i>/ai/</i> a-e shake <i>/igh/</i> i-e time <i>/oa/</i> o-e home <i>/oo/ /yoo/</i> u-e rude cute <i>/eel/</i> e-e these <i>/oo/ /yoo/</i> ew chew new <i>/eel/</i> ie shield <i>/or/</i> aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
<i>/eel/</i> y funny <i>/e/</i> ea head <i>/w/</i> wh wheel <i>/oa/</i> oe ou toe shoulder <i>/igh/</i> y fly <i>/oa/</i> ow snow <i>/j/</i> g giant <i>/f/</i> ph phone <i>/l/</i> le al apple metal <i>/s/</i> c ice <i>/v/</i> ve give <i>/u/</i> o-e o ou some mother young <i>/z/</i> se cheese <i>/s/</i> se ce mouse fence <i>/eel/</i> ey donkey <i>/oo/</i> ui ou fruit soup	any many again who whole where two school call different thought through friend work

	<p>Consolidate and revise any phonemes and graphemes from EYFS</p> <ul style="list-style-type: none"> • learn to divide words into syllables and read and spell phonically decodable two and three syllable words • name the letters of the alphabet in order • learn to read and spell the Year 1 Common Exception words (listed in Appendix 1) • learn to spell the days of the week • build on spelling learning of compound words • learn about the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • learn about the prefix un– • learn to add –ing, –ed, –er and –est where no change is needed in the spelling of root words <p>Learn the words, patterns and rules outlined in the National Curriculum Appendix 1:</p> <ul style="list-style-type: none"> • learn that the sounds /f/, /l/, /s/, /z/ and /k/ are spelt ff, ll, ss, zz and ck • spell /ŋ/ sound spelt n before k • spell words using -tch • spell words with the /v/ sound at the end of words • learn to add –er and –est to adjectives where no change is needed to the root word • learn to read and spell new di/ trigraphs: ea ('i' sound), ea ('e' sound), oe, ou, ue and ew ('oo' sound), ore, aw, au, are • spell words ending –y (/i:/ or /ɪ/) • use new consonant spellings ph and wh • use k for the /k/ sound
Grammar	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • combine words to make sentences, including using 'and' • sequence sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun ('I')
Grammar Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Vocabulary	<ul style="list-style-type: none"> • leave spaces between words • join words and joining clauses using 'and'
Punctuation	<ul style="list-style-type: none"> • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Sentence/Text Structure	<ul style="list-style-type: none"> • sequence sentences to form short narratives • join words and clauses using and, or and but • use personal pronoun 'I' • learn how words can combine to make sentences • use the grammatical terminology in English Appendix 2 in discussing their writing

Handwriting and Presentation	<ul style="list-style-type: none">• 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• form digits 0-9• understand which letters belong to which handwriting 'families' and to practise these
Transcription	<ul style="list-style-type: none">• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Planning	<ul style="list-style-type: none">• say out loud what they are going to write about• compose a sentence orally before writing it
Drafting	<ul style="list-style-type: none">• sequence sentences to form short narratives• re-read what they have written to check that it makes sense
Editing	<ul style="list-style-type: none">• discuss what they have written with the teacher or other pupils
Performing writing	<ul style="list-style-type: none">• read their writing aloud clearly enough to be heard by their peers and the teacher

Year 2

Autumn Term
Global theme(s):
 Identity and Diversity

Focus:
 Does everyone fit in somewhere?
 How has communication changed over time?

Spring Term
Global theme(s):
 Social Justice and Equity

Focus:
 Who was the greatest explorer?

Summer Term
Global theme(s):
 Sustainable Development

Focus:
 Is it always better to rebuild than to start again?

Autumn 1

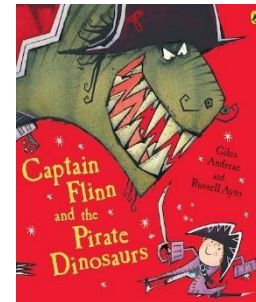
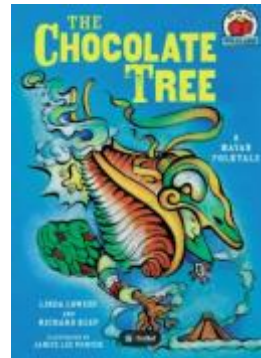
Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2



Key Texts

Key text/s: Meerkat Mail by Emily Gravett and The Day the Crayons Quit by Oliver Jeffers. Firework Night Poem by Enid Blyton, Remember Remember the 5th of November Rhyme, Non-fiction books on the Gunpowder Plot and Remembrance Day

Key text/s: The Chocolate Tree by Linda Lowery, Instructions for making Whipple Scrumptious Marshmallow Delight. Captain Flinn and the Pirate Dinosaurs by Giles Andreae

Key text/s: Paddington's Post, A Bear called Paddington and Love From Paddington by Michael Bond. The Great Fire of London by Emma Adams. Katie in London by James Mayhew. Non-fiction books about London landmarks, the Great Fire of London and Bears. London's Burning Poem.

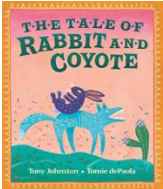
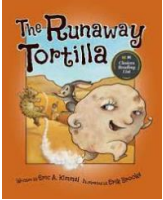
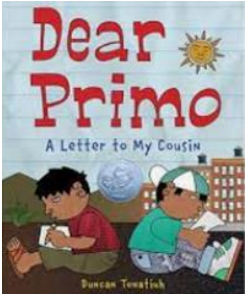
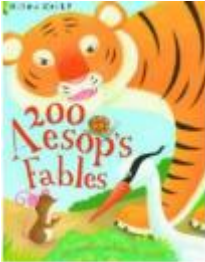
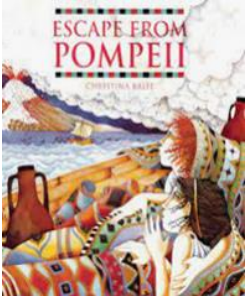
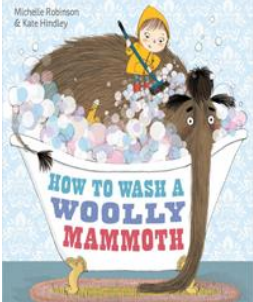
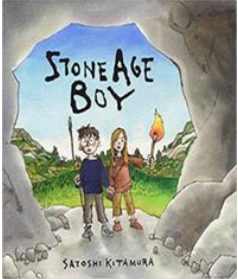
Writing Outcomes	Character description Journey stories	Recount of the story Writing own version of story with new characters.	Letter writing Writing instructions Story writing	Diary entries Fact files Writing about real events	Narrative Persuasive writing – adverts.	Narrative writing Diary entries Fact files Writing about events
Writing Tasks	<p>Genre: Write a character description Purpose: Writing to entertain Audience: Display</p> <p>Genre: Write a story about a journey Purpose: Writing to entertain Audience: Display</p> <p>Genre: Write a recount of the story Purpose: Writing to entertain Audience: Teacher</p> <p>Genre: Write own version of the story with new characters Purpose: Writing to entertain Audience: Peers</p> <p>Key Grammar progression:</p> <p>Nouns Vowels and consonants Demarcating sentences Forming nouns using ‘-ness’ Punctuating sentences Adjectives Compound words Adjectives with -er and -est Subordination Statements and exclamations Noun phrases Homophones Forming adjectives using -ful and -less Questions and commands</p>		<p>Genre: Write a letter Purpose: Writing to inform/persuade Audience: Local residents</p> <p>Genre: Write a set of instructions Purpose: Writing to inform Audience: Parents/family members</p> <p>Genre: Write a story Purpose: Writing to entertain Audience: Class/teacher</p> <p>Genre: Write a diary entry Purpose: Writing to entertain Audience: Display</p> <p>Genre: Create a fact file Purpose: Writing to inform Audience:</p> <p>Genre: Write about real events Purpose: Writing to inform Audience:</p> <p>Key Grammar progression:</p> <p>Nouns Vowels and consonants Demarcating sentences Forming nouns using ‘-ness’ Punctuating sentences Adjectives Compound words</p>		<p>Genre: Write an advert Purpose: Writing to persuade Audience: Display</p> <p>Genre: Write a diary entry Purpose: Writing to inform Audience: Teacher/display</p> <p>Genre: Write a fact file Purpose: Writing to inform Audience: Display</p> <p>Genre: Write a recount Purpose: Writing to inform Audience: Teacher</p> <p>Key Grammar progression:</p> <p>Nouns Vowels and consonants Demarcating sentences Forming nouns using ‘-ness’ Punctuating sentences Adjectives Compound words Adjectives with -er and -est Subordination Statements and exclamations Noun phrases Homophones Forming adjectives using -ful and -less Questions and commands Sentence writing</p>	

	<p>Sentence writing Verbs Singular and plural Adverbs with -ly Commas in lists Changing adjectives into adverbs Adverbs Word classes Coordination Apostrophes for possession Past and present tense Recapping pronouns Forming nouns using -er Progressive tense Apostrophes for contractions Uplevelling sentences</p>	<p>Adjectives with -er and -est Subordination Statements and exclamations Noun phrases Homophones Forming adjectives using -ful and -less Questions and commands Sentence writing Verbs Singular and plural Adverbs with -ly Commas in lists Changing adjectives into adverbs Adverbs Word classes Coordination Apostrophes for possession Past and present tense Recapping pronouns Forming nouns using -er Progressive tense Apostrophes for contractions Uplevelling sentences</p>	<p>Verbs Singular and plural Adverbs with -ly Commas in lists Changing adjectives into adverbs Adverbs Word classes Coordination Apostrophes for possession Past and present tense Recapping pronouns Forming nouns using -er Progressive tense Apostrophes for contractions Uplevelling sentences</p>
<p>Phonics and Spelling</p>	<p>Consolidate and revise any phonemes and graphemes from Year 1</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learn to use the possessive apostrophe (singular) • learn to spell more words with contracted forms, using an apostrophe for the omitted letter or letters • learn to add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • learn to read and spell the Year 2 Common Exception words • learn to read, spell and distinguish between homophones and near homophones • learn to spell two-syllable words containing double consonants, e.g. bubble, kettle, common <p>Learn the words, patterns and rules outlined in the National Curriculum Appendix 1:</p> <ul style="list-style-type: none"> • The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words 		

	<ul style="list-style-type: none"> • The /l/ or /əl/ sound spelt –le at the end of words • The /l/ or /əl/ sound spelt –el at the end of words • The /l/ or /əl/ sound spelt –al at the end of words • Words ending –il • The /aɪ/ sound spelt –y at the end of words • Add –es to nouns and verbs ending in –y • Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it • Add the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it • Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter • The /ɔ:/ sound spelt a before l and ll • The /ʌ/ sound spelt o • The /i:/ sound spelt –ey • The /b/ sound spelt a after w and qu • The /ɜ:/ sound spelt or after w • The /ɔ:/ sound spelt ar after w • The /ʒ/ sound spelt s • Words ending in –tion
Grammar	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession
Grammar Terminology	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma
Vocabulary	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify
Punctuation	<ul style="list-style-type: none"> • learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Sentence/Text Structure	<ul style="list-style-type: none"> • learn about sentences with different forms: statement, question, exclamation, command • learn about expanded noun phrases to describe and specify (for example, the blue butterfly) • learn to use the present and past tenses correctly and consistently including the progressive form • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • learn about some features of written Standard English and use and understand grammatical terminology in discussing their writing
Handwriting and Presentation	<ul style="list-style-type: none"> • 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 unjoined

	<ul style="list-style-type: none"> • 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
Transcription	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Context	<ul style="list-style-type: none"> • write narratives about personal experiences and those of others (real and fictional) • write about real events • write poetry • write for different purposes
Planning	<ul style="list-style-type: none"> • plan or say out loud what they are going to write about
Drafting	<ul style="list-style-type: none"> • write down ideas and/or key words, including new vocabulary • encapsulate what they want to say, sentence by sentence
Editing	<ul style="list-style-type: none"> • evaluate their writing with the teacher and other pupils • reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofread to check for errors in spelling, grammar and punctuation
Performing writing	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear

Year 3			
	Autumn Term Global theme(s):	Spring Term Global theme(s):	Summer Term Global theme(s):

	Identity and Diversity Focus: Mexico Why do traditions differ between countries?		Social Justice and Equity Focus: The Romans Was life in Bath better after the Romans invaded?		Sustainable Development Focus: The Stone Age to Iron Age How much did life change from the Stone Age to the Iron Age?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 					
Key Texts	Key text/s: The Twits, The Bolds, Mexican non-fiction books, traditional Mexican tale (The Rabbit and the Coyote), traditional tales. Range of remembrance poems.		Key text/s: The Puffin Book of Utterly Brilliant Poetry; The Land of Roar (fiction, adventure story); Roman history non-fiction books.		Key text/s: Stone Age Boy; Stone Age, Bone Age; Oliver and the Seawigs; Journey.	
Writing Outcomes	Write your own traditional tale Write an 'I am...' poem	Write a letter to a penpal about your life in Bathford Write a Remembrance Day acrostic poem	Write your own fable Write a short playscript	A diary entry by Tranio from the story of Escape from Pompeii	A set of instructions for how to wash a woolly mammoth Write an explanation text for a machine	A postcard from the boy in the story to his parents describing some of his adventures
Writing Tasks	Genre: Write a traditional tale Purpose: Writing to entertain Audience:		Genre: Write a fable Purpose: Writing to entertain Audience:		Genre: Write a set of instructions Purpose: Writing to inform Audience:	


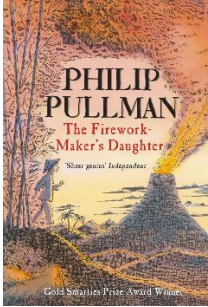
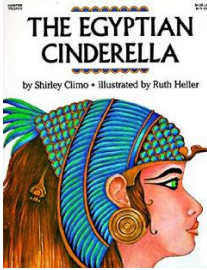

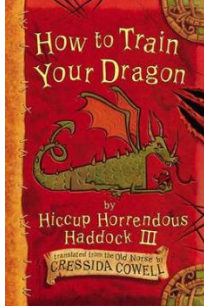
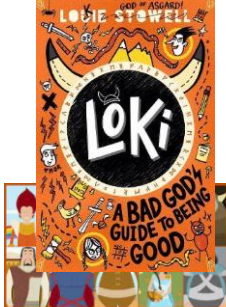
<p>Genre: Write a poem Purpose: Writing to entertain Audience:</p> <p>Genre: Write a letter to a pen pal Purpose: Writing to inform Audience:</p> <p>Genre: Write a Remembrance Day poem Purpose: Writing to inform/entertain Audience:</p> <p>Key Grammar progression:</p> <p>Nouns and pronouns for clarity Consonants and vowels Suffixes: -ly Past tense Subordinate clauses Adjectives 'A' or 'an'?' Prefixes: super-, anti-, auto- Present tense Apostrophes Verbs Compound nouns Prefixes: dis-, mis-, un- Subordinating conjunctions Inverted commas Adverbs – time, place and cause Prefixes: in- Suffixes: -ation Coordinating conjunctions Organisational devices Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with vowels Time conjunctions Paragraphs Homophones Suffixes: -ous Word families</p>	<p>Genre: Write a playscript Purpose: Writing to entertain Audience:</p> <p>Genre: Write a diary entry Purpose: Writing to entertain Audience:</p> <p>Key Grammar progression:</p> <p>Nouns and pronouns for clarity Consonants and vowels Suffixes: -ly Past tense Subordinate clauses Adjectives 'A' or 'an'?' Prefixes: super-, anti-, auto- Present tense Apostrophes Verbs Compound nouns Prefixes: dis-, mis-, un- Subordinating conjunctions Inverted commas Adverbs – time, place and cause Prefixes: in- Suffixes: -ation Coordinating conjunctions Organisational devices Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with vowels Time conjunctions Paragraphs Homophones Suffixes: -ous Word families Place and cause conjunctions Editing and evaluating</p>	<p>Genre: Write an explanation Purpose: Writing to inform Audience:</p> <p>Genre: Write a postcard Purpose: Writing to entertain Audience:</p> <p>Key Grammar progression:</p> <p>Nouns and pronouns for clarity Consonants and vowels Suffixes: -ly Past tense Subordinate clauses Adjectives 'A' or 'an'?' Prefixes: super-, anti-, auto- Present tense Apostrophes Verbs Compound nouns Prefixes: dis-, mis-, un- Subordinating conjunctions Inverted commas Adverbs – time, place and cause Prefixes: in- Suffixes: -ation Coordinating conjunctions Organisational devices Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with vowels Time conjunctions Paragraphs Homophones Suffixes: -ous Word families Place and cause conjunctions Editing and evaluating</p>
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	Place and cause conjunctions Editing and evaluating		
Phonics and Spelling	<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>Rare GPCs The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
Grammar	<ul style="list-style-type: none"> use the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 		
Grammar Terminology	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted commas (or 'speech marks')		
Vocabulary	<ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 		

	<ul style="list-style-type: none"> • use conjunctions, adverbs and prepositions to express time and cause (and place)
Punctuation	<ul style="list-style-type: none"> • use the full range of punctuation from previous year groups • use commas in lists • use and punctuate direct speech (i.e. Inverted commas)
Sentence/Text Structure	<ul style="list-style-type: none"> • maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement • use 'a' or 'an' correctly throughout a piece of writing • express time, place and cause using conjunctions (for example, then, next, soon, therefore or prepositions (for example, before, after, during, in, because, of)
Handwriting and Presentation	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting
Transcription	<ul style="list-style-type: none"> • write from memory sentences, dictated by the teacher, that include words and punctuation taught so far
Context	<ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning	<ul style="list-style-type: none"> • discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting	<ul style="list-style-type: none"> • organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices (headings & subheadings)
Editing	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing and suggest improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Performing writing	<ul style="list-style-type: none"> • 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

Year 4

	<p>Autumn Term Global theme(s): Identity and Diversity</p> <p>Focus: Picture This! (How has creativity been expressed in different ways over time?) Extreme Earth (How do earth events impact us today?)</p>	<p>Spring Term Global theme(s): Social Justice and Equity</p> <p>Focus: The Ancient Egyptians (Were the leadership and practices of Ancient Egypt effective?)</p>	<p>Summer Term Global theme(s): Sustainable Development</p> <p>Focus: The Anglo-Saxons and Vikings (What enticed the Anglo-Saxons and Vikings to invade Britain?)</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						

Key Texts	<p>Key text/s: The 'Katie' series by James Mayhew (main focus – Katie and the Sunflowers & Katie and the British Artists) The Firework Maker's Daughter by Phillip Pullman Reference books on artists/volcanoes and earthquakes.</p>		<p>Key text/s: The Egyptian Cinderella by Shirley Climo Cinderella stories from around the world. Marcy and the Riddle of the Sphinx by Joe Todd-Stanton. Extracts from Howard Carter's diary. Reference books on Egyptians and rivers.</p>		<p>Key text/s: How to train your Dragon series by Cressida Cowell. Reference books on the Anglo Saxons and Vikings. Loki: A Bad God's Guide to being Good by Louie Stowell. Viking Sagas (BBC)</p>	
Writing Outcomes	<p>Retell Katie story in own words.</p> <p>Write own Katie story.</p>	<p>Create non-chronological report on an Extreme Earth topic</p>	<p>Retell Egyptian Cinderella in own words.</p>	<p>Create own comic strip including own Egyptian god/goddess, temple and plot.</p>	<p>Write Dragon poems</p> <p>Write a diary entry about Sutton Hoo and the discoveries of the</p>	<p>Write own Viking Saga</p>

		Letter writing in the quest to find the secret of firework making.	Write a newspaper report based on Howard Carter discovering the tomb of Tutankhamun.	Write instructions on how to mummify someone.	Anglo-Saxon burial site.	
Writing Tasks	<p>Genre: Re-tell a Katie story in your own words Purpose: Writing to entertain Audience: The teacher</p> <p>Genre: Write your own Katie story Purpose: Writing to entertain Audience: The school community – share as a class</p> <p>Genre: Write a colour poem Purpose: Writing to entertain Audience: Display in a communal area</p> <p>Genre: Write a Remembrance Day poem Purpose: Writing to entertain Audience: Share with the class</p> <p>Genre: Create a non-chronological report on an extreme earth topic Purpose: Writing to inform Audience: Teacher</p> <p>Key Grammar progression:</p> <p>Singular and plural nouns Pronouns Standard English Compound words Adverbs to express time and cause Possessive pronouns Fronted adverbials Prepositions to express time and cause Plural and possessive '-s' Commas Adjectives Homophones</p>	<p>Genre: Re-tell the story of the Egyptian Cinderella Purpose: Writing to entertain Audience: Shared in class</p> <p>Genre: Write a newspaper report about Howard Carter's discovery Purpose: Writing to inform Audience: Teacher</p> <p>Genre: Create own Cinderella story. Purpose: Writing to entertain Audience: Shared in class</p> <p>Genre: Write instructions for making a smoothie Purpose: Writing to inform Audience: Shared with peers</p> <p>Genre: Write instructions for mummification Purpose: Writing to inform Audience: Teacher</p> <p>Genre: Create own Egyptian myth. Purpose: Writing to entertain Audience: Shared in class</p> <p>Key Grammar progression:</p> <p>Singular and plural nouns Pronouns Standard English Compound words Adverbs to express time and cause Possessive pronouns Fronted adverbials</p>	<p>Genre: Write a poem about a dragon Purpose: Writing to entertain Audience: Parents and display</p> <p>Genre: Re-tell a Viking saga. Purpose: Writing to entertain Audience: Peers</p> <p>Genre: Write a diary entry about the Sutton Hoo discovery. Purpose: Writing to entertain Audience: Teacher</p> <p>Key Grammar progression:</p> <p>Singular and plural nouns Pronouns Standard English Compound words Adverbs to express time and cause Possessive pronouns Fronted adverbials Prepositions to express time and cause Plural and possessive '-s' Commas Adjectives Homophones Commas after fronted adverbials Expanded noun phrases Editing and evaluating Determiners Word families Prepositional phrases Verb tenses – present Inverted commas</p>			

	<p>Commas after fronted adverbials Expanded noun phrases Editing and evaluating Determiners Word families Prepositional phrases Verb tenses – present Inverted commas Verb inflections Conjunctions to express time and cause Suffixes Possessive apostrophes Paragraphs Verb tenses – past Prefixes Plural possessive apostrophes Subordinate clauses Organisational devices</p>	<p>Prepositions to express time and cause Plural and possessive ‘-s’ Commas Adjectives Homophones Commas after fronted adverbials Expanded noun phrases Editing and evaluating Determiners Word families Prepositional phrases Verb tenses – present Inverted commas Verb inflections Conjunctions to express time and cause Suffixes Possessive apostrophes Paragraphs Verb tenses – past Prefixes Plural possessive apostrophes Subordinate clauses Organisational devices</p>	<p>Verb inflections Conjunctions to express time and cause Suffixes Possessive apostrophes Paragraphs Verb tenses – past Prefixes Plural possessive apostrophes Subordinate clauses Organisational devices</p>
Phonics and Spelling	<p>Revisit Strategies at the point of writing: Have a go Rare GPCs Revise: <ul style="list-style-type: none"> • The /ei/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ • The /f/ sound spelt ‘ch’ • The /ʌ/ sound spelt ‘ou’ (all from Year 3) Word endings: Words ending /ure/ (<i>treasure, measure</i>) Prefixes and Suffixes <ul style="list-style-type: none"> • Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ • Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-en’, ‘-er’, ‘ed’) Homophones <i>peace/piece, main/mane, fair/fare</i> Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus’s population</i>)</p>	<p>Revisit Year 3 rare GPCs Rare GPCs The /g/ sound spelt ‘gu’ Word endings Words ending /tʃə/ spelt ‘ture’ (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ (<i>invention, comprehension, expression, magician</i>) Prefixes and Suffixes Prefixes ‘anti-’ and ‘inter-’ Suffix ‘-ation’ Homophones <i>scene/seen, male/mail, bawl/ball</i> Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals Proofreading Model how to use various strategies in proof-reading, including using a dictionary Learning and Practising spellings Pupils:</p>	<p>Revisit Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Focus where needed. Rare GPCs Words with the /s/ sound spelt ‘sc’ (Latin in origin) Word endings Endings that sound like /ʒən/ spelt ‘-sion’ (<i>division, confusion</i>) Prefixes and Suffixes Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’ Suffix ‘-ous’ (<i>poisonous, outrageous</i>) Homophones <i>whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem</i> Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules Proofreading</p>

	<p>Proofreading Teach proofreading strategies Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Check writing for misspelt words that are on the Years 3 and 4 word list. Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
Grammar	<ul style="list-style-type: none"> use fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 		
Grammar Terminology	determiner, pronoun, possessive pronoun, adverbial		
Vocabulary	<ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 		
Punctuation	<ul style="list-style-type: none"> use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas) 		
Sentence/Text Structure	<ul style="list-style-type: none"> maintain an accurate tense throughout a piece of writing use present perfect form of verbs in contrast to the past tense use Standard English verb inflections accurately e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done' use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences express time, place and cause using conjunctions (e.g. when, before, after, while, so, because, although) consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases 		
Handwriting and Presentation	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 		
Transcription	<ul style="list-style-type: none"> write from memory sentences, dictated by the teacher, that include words and punctuation taught so far 		
Context	<ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 		

Planning	<ul style="list-style-type: none">• discuss and record ideas• compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting	<ul style="list-style-type: none">• organise paragraphs around a theme• in narratives, create settings, characters and plot• in non-narrative material, use simple organisational devices
Editing	<ul style="list-style-type: none">• assess the effectiveness of their own and others' writing and suggest improvements• propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• proofread for spelling and punctuation errors
Performing writing	<ul style="list-style-type: none">• 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

Year 5

Autumn Term
Global theme(s):
 Identity and Diversity

Focus:
The Victorians

Who was Queen Victoria?
 What was a Victorian childhood like?

Spring Term
Global theme(s):
 Social Justice and Equity

Focus:
The Ancient Greeks

How democratic were the Ancient Greeks?
 What is the legacy of the Ancient Greeks?

Summer Term
Global theme(s):
 Sustainable Development

Focus:
Grow and Make it!

What can we learn from our local environment?
 What hastens or delays climate change?

Autumn 1

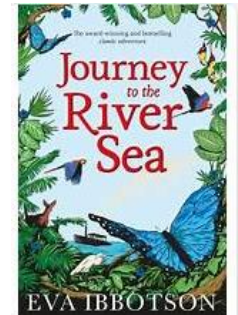
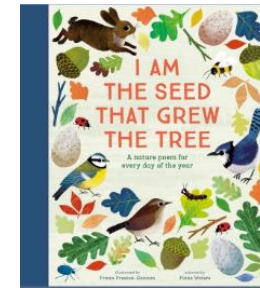
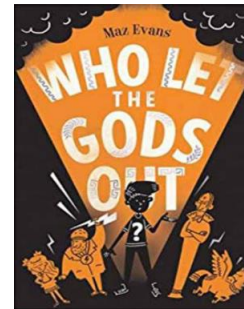
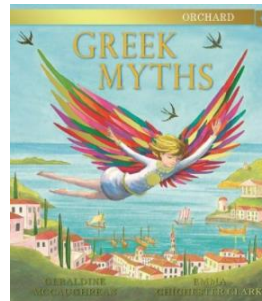
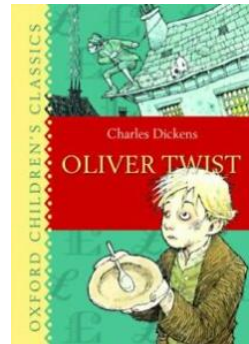
Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2



Key Texts

Key text/s: Street Child by Berlie Doherty
 Oliver Twist (simplified edition) by Charles Dickens

Key text/s: The Orchard book of Greek Myths by Geraldine McCaughrean (including Perseus, Theseus, Odysseus, Persephone and the Pomegranate, King Midas and the Golden Touch.)
 Who Let The Gods Out by Max Evans

Key text/s: The National Trust poetry anthology:
 I am the seed that grew the tree
 Journey to the River Sea by Eva Ibbotson
 The Magic Box poem
 The Highwayman poem
 The poetry of Joseph Coelho

<p>Writing Outcomes</p>	<p>Write a diary entry from the point of view of the main character, Jim. Write a letter from Jim to his sister.</p>	<p>Write a story based on life in Victorian times. Write a biography about a famous Victorian.</p>	<p>Write a diary entry (Theseus and the minotaur). Write a myth.</p>	<p>Write a non-chronological report about an aspect of Ancient Greece. Write a set of instructions to show how to make a Greek pot. Write a persuasive letter to the British Museum in the context of The Parthenon Marbles.</p>	<p>Create a newspaper report about bees. Write own version of the starfish story to show that we can all make a difference.</p>	<p>Write a diary entry from the point of view of a character on their journey to the river sea, Write and perform poetry in a range of styles. Write pledges.</p>
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<p>Writing Tasks</p>	<p>Genre: Write a diary entry Purpose: Writing to entertain Audience: Classroom display</p> <p>Genre: Write a letter Purpose: Writing to inform Audience: Peers</p> <p>Genre: Write a story based in Victorian times Purpose: Writing to entertain Audience: Classroom display</p> <p>Genre: Write a biography about a famous Victorian. Purpose: Writing to inform Audience: Class book</p> <p>Key Grammar progression:</p> <p>Proper nouns Adverbs of possibility Convert nouns and adjectives into verbs Possessive plural apostrophes Expanded noun phrases Adverbs Degrees of possibility – modal verbs Verb prefixes Verb inflections and standard English Using inverted commas Prepositions Coordinating conjunctions Inverted commas – the reporting clause Parenthesis – brackets Commas for meaning and clarity Determiners Suffixes Subordinating conjunctions Linking paragraphs with adverbials Direct and indirect (reported) speech Pronouns and possessive pronouns Word families Subordinate clauses</p>	<p>Genre: Write a diary entry Purpose: Writing to entertain Audience: Classroom display</p> <p>Genre: Write a Greek myth Purpose: Writing to entertain Audience: Parents</p> <p>Genre: Write a non-chronological report about an aspect of the Ancient Greeks Purpose: Writing to inform Audience: Classroom display</p> <p>Genre: Write a letter to the British Museum Purpose: Writing to persuade Audience: The British Museum</p> <p>Key Grammar progression:</p> <p>Proper nouns Adverbs of possibility Convert nouns and adjectives into verbs Possessive plural apostrophes Expanded noun phrases Adverbs Degrees of possibility – modal verbs Verb prefixes Verb inflections and standard English Using inverted commas Prepositions Coordinating conjunctions Inverted commas – the reporting clause Parenthesis – brackets Commas for meaning and clarity Determiners Suffixes Subordinating conjunctions Linking paragraphs with adverbials Direct and indirect (reported) speech Pronouns and possessive pronouns Word families Subordinate clauses</p>	<p>Genre: Create a newspaper report about bees. Purpose: Writing to inform and persuade Audience: The wider community</p> <p>Genre: Write own version of the Starfish story. Purpose: Writing to entertain and persuade Audience: Classroom display</p> <p>Genre: Write a diary entry Purpose: Writing to entertain Audience: Teacher and display board</p> <p>Genre: Write poetry in different styles Purpose: Writing to entertain Audience: Class book/parents</p> <p>Key Grammar progression:</p> <p>Proper nouns Adverbs of possibility Convert nouns and adjectives into verbs Possessive plural apostrophes Expanded noun phrases Adverbs Degrees of possibility – modal verbs Verb prefixes Verb inflections and standard English Using inverted commas Prepositions Coordinating conjunctions Inverted commas – the reporting clause Parenthesis – brackets Commas for meaning and clarity Determiners Suffixes Subordinating conjunctions Linking paragraphs with adverbials Direct and indirect (reported) speech Pronouns and possessive pronouns Word families Subordinate clauses Writing cohesive paragraphs</p>
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Writing cohesive paragraphs
Parenthesis – commas
Homophones
Adverbials/fronted adverbials
Dictionary work
Relative clauses
Editing and evaluating
Parenthesis - dashes

Writing cohesive paragraphs
Parenthesis – commas
Homophones
Adverbials/fronted adverbials
Dictionary work
Relative clauses
Editing and evaluating
Parenthesis - dashes

Parenthesis – commas
Homophones
Adverbials/fronted adverbials
Dictionary work
Relative clauses
Editing and evaluating
Parenthesis - dashes

<p>Phonics and Spelling</p>	<p>Revisit Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession Rare GPCs Words with ‘silent’ letters Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words Word endings Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’ Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i> Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>) Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs Proofreading Focus on checking words from personal lists. Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt ‘ei’ after ‘c’ (<i>receive, ceiling</i>) Morphology/ Etymology Teach extension of base words using word matrices. Word endings Words ending in ‘-ably’ and ‘-ibly’ Revise words ending in ‘-able’ and ‘-ible’ Homophones <i>altar/alter, led/lead, steal/steel</i> Dictionary Use a dictionary to create collections of words with common roots Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners) Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Strategies at the point of writing: Have a go A range of strategies for learning words Homophones <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose)</i> Suffixes Problem suffixes Dictionary Teach use of dictionary to check words, referring to the first three or four letters Proofreading Check writing for misspelt words that are on the Years 5- and 6-word list Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
<p>Grammar</p>	<ul style="list-style-type: none"> use the perfect form of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs use verb prefixes use devices to build cohesion, including adverbials of time, place and number 		

Grammar Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Vocabulary	<ul style="list-style-type: none"> • use a thesaurus • use expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
Punctuation	<ul style="list-style-type: none"> • use commas to clarify meaning or avoid ambiguity in writing • use brackets, dashes or commas to indicate parenthesis
Sentence/Text Structure	<ul style="list-style-type: none"> • use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • ensure the consistent and correct use of tense throughout all pieces of writing. • use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials e.g. nearby) and number (e.g. secondly). • use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns)
Handwriting and Presentation	<ul style="list-style-type: none"> • choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • join strokes throughout their independent writing to write legibly, fluently and with increasing speed • choose the writing implement that is best suited for a task
Transcription	<ul style="list-style-type: none"> • write from memory sentences, dictated by the teacher, that include words and punctuation taught so far
Context	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning	<ul style="list-style-type: none"> • note and develop initial ideas, drawing on reading and research where necessary
Drafting	<ul style="list-style-type: none"> • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précis longer passages • use a wide range of devices to build cohesion within and across paragraphs, for example adverbials of time and place, and tense choices • use further organisational and presentational devices to structure text and to guide the reader, for example headings and sub-headings
Editing	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing writing	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Year 6

	<p>Autumn Term</p> <p>Global theme(s): Identity and diversity</p> <p>Focus: Accepting differences Q: What does beauty mean to you? Explain - 'You can't blend in when you were born to stand out'</p>	<p>Spring Term</p> <p>Global theme(s): Peace and conflict – social injustice</p> <p>Focus: Wider causes and effects of conflict at all levels Q: What does justice mean to you? How can we create a fair/ inclusive society?</p>	<p>Summer Term</p> <p>Global theme: Sustainable development</p> <p>Focus: Stewardship Q: How is climate change affecting our farms and food?</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						

Key Texts	<p>Key text/s: Wonder by R.J. Palacio – Modern fiction Private Peaceful by Michael Morpurgo Historical texts, including poetry from World War 1</p>		<p>Key text/s: I am Malala by Yousafzai (extracts) Martin Luther King 'I have a dream' speech Holes by Louis Sachar</p>		<p>Key text/s: Rain Player by David Wisniewski Macbeth by William Shakespeare</p>	
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Writing Outcomes	<ul style="list-style-type: none"> * Instructional writing * formal / informal – letters/emails/texts correspondence * diary entry different POV * Reflect on key themes within book compared to film 	<ul style="list-style-type: none"> * Analysing Flanders Fields – writing war poetry * Comradeship in wartime – solidarity from soldiers * Letters from soldiers in the trenches home to loved ones 	<ul style="list-style-type: none"> * Biography writing on Malala through own research conducted in ICT * Persuasive speech on kindness linking to MLK I have a dream... linking to Wonder also 	<ul style="list-style-type: none"> * Persuasive brochure to parents about camp green lake * Letter to mum from Stanley / contrast letter from Stanley to a friend back home * Reflect and compare book to film review 	<ul style="list-style-type: none"> * Balanced argument * poetry 	<ul style="list-style-type: none"> * balanced argument for sailing around the world * Newspaper report * diary entry different POV
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<p>Writing Tasks</p>	<p>Genre: Write a set of instructions Purpose: Writing to inform Audience: Younger children/display</p> <p>Genre: Write formal / informal – letters/emails/texts correspondence Purpose: Writing to inform Audience: Peers</p> <p>Genre: Write a diary entry Purpose: Writing to entertain Audience: Peers</p> <p>Genre: Write a comparison Purpose: Writing to discuss Audience: Peers</p> <p>Genre: Write an analysis Purpose: Writing to discuss Audience: Parents</p> <p>Genre: Write a poem Purpose: Writing to entertain Audience: Class display</p> <p>Genre: Write a letter Purpose: Writing to inform Audience: Peers</p> <p>Key Grammar progression:</p> <p>Noun phrases Modal verbs and subjunctive mood Suffixes – nouns and adjectives to verbs Relative clauses Commas Pronouns and possessive pronouns Adverbs to show frequency Prefixes Colons in lists</p>	<p>Genre: Write a biography Purpose: Writing to inform Audience: Teacher</p> <p>Genre: Write a speech Purpose: Writing to persuade Audience: School assembly</p> <p>Genre: Write a brochure Purpose: Writing to persuade Audience: Parents and display</p> <p>Genre: Write a letter Purpose: Writing to inform Audience: Parent/friend</p> <p>Genre: Write a reflection and comparison Purpose: Writing to discuss Audience: Headteacher</p> <p>Key Grammar progression:</p> <p>Noun phrases Modal verbs and subjunctive mood Suffixes – nouns and adjectives to verbs Relative clauses Commas Pronouns and possessive pronouns Adverbs to show frequency Prefixes Colons in lists Subordinating conjunctions and clauses Synonyms and antonyms Adverbs to show possibility Root words Hyphens Coordinating conjunctions Subject and object Ambiguity Hyphenated compound words Bullet points</p>	<p>Genre: Write a balanced argument Purpose: Writing to discuss Audience: Peers</p> <p>Genre: Write a poem Purpose: Writing to entertain Audience: Perform to a different year group</p> <p>Genre: Write a balanced argument for sailing around the world Purpose: Writing to discuss/persuade Audience: Parents</p> <p>Genre: Write a newspaper report Purpose: Writing to inform Audience: Class book</p> <p>Genre: Write a diary entry showing different points of view Purpose: Writing to inform Audience: Peers</p> <p>Key Grammar progression:</p> <p>Noun phrases Modal verbs and subjunctive mood Suffixes – nouns and adjectives to verbs Relative clauses Commas Pronouns and possessive pronouns Adverbs to show frequency Prefixes Colons in lists Subordinating conjunctions and clauses Synonyms and antonyms Adverbs to show possibility Root words Hyphens Coordinating conjunctions Subject and object Ambiguity</p>
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	<p>Subordinating conjunctions and clauses Synonyms and antonyms Adverbs to show possibility Root words Hyphens Coordinating conjunctions Subject and object Ambiguity Hyphenated compound words Bullet points Perfect form of verbs to mark relationships of time and cause Direct and reported speech Active and passive voice Semi-colons, colons and dashes to mark clauses Formal and informal speech and vocabulary Layout devices Verb tenses Editing and evaluating Parenthesis – brackets, dashes and commas</p>	<p>Perfect form of verbs to mark relationships of time and cause Direct and reported speech Active and passive voice Semi-colons, colons and dashes to mark clauses Formal and informal speech and vocabulary Layout devices Verb tenses Editing and evaluating Parenthesis – brackets, dashes and commas</p>	<p>Hyphenated compound words Bullet points Perfect form of verbs to mark relationships of time and cause Direct and reported speech Active and passive voice Semi-colons, colons and dashes to mark clauses Formal and informal speech and vocabulary Layout devices Verb tenses Editing and evaluating Parenthesis – brackets, dashes and commas</p>
<p>Phonics and Spelling</p>	<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’ Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’ Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’. Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>) Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i> Proofreading Proofreading in smaller chunks – sentences and paragraphs. Learning and Practising spellings</p>	<p>Revisit Words containing the letter string ‘-ough’ Prefixes and Suffixes Generating words from prefixes and suffixes Word endings The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>) Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2 Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each </p>	<p>Revisit Spelling strategies at the point of writing Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’ Homophones and near homophones <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i> Proofreading Embedding proofreading strategies when reviewing own writing independently. Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each </p>

	<p>Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 list.</p>	<p>term.)</p> <ul style="list-style-type: none"> Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>term.)</p> <ul style="list-style-type: none"> Learn words from personal lists Root words and meanings <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
Grammar	<ul style="list-style-type: none"> recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis 		
Grammar Terminology	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points		
Vocabulary	<ul style="list-style-type: none"> use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility 		
Punctuation	<ul style="list-style-type: none"> use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuate bullet points consistently 		
Sentence/Text Structure	<ul style="list-style-type: none"> ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural use the subjunctive form in formal writing use the passive voice 		
Handwriting and Presentation	<ul style="list-style-type: none"> choose which shape of a letter to use when given choices and deciding whether or not to join specific letters maintain a legible and joined style whilst writing at speed choose the writing implement that is best suited for a task 		
Transcription	<ul style="list-style-type: none"> write from memory sentences, dictated by the teacher, that include words and punctuation taught so far 		
Context	<ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 		

Planning	<ul style="list-style-type: none"> • note and develop initial ideas, drawing on reading and research where necessary
Drafting	<ul style="list-style-type: none"> • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précis longer passages • use a wide range of devices to build cohesion within and across paragraphs, for example conjunctions and adverbials of time and place • use further organisational and presentational devices to structure text and to guide the reader, for example colons and bullet points
Editing	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing writing	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear