

English Long Term Plan

Writing Spine

Archbishop Runcie CE First School



Vision

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world. Everyone associated with our school will experience life in all its fullness, as promised by Jesus. We do so with **Love and Determination**.

Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

Mission Statement:

At ARFS, we promote educational excellence, for everyone. Our purpose in education is to enable the children, families, staff, Governors and the wider community we serve to flourish. The Christian values of **Love and Determination** are at the core of teaching and culture within the school. We believe this makes us distinctive in the learning experience on offer. This is firmly rooted in the following epistle:

Be courageous; be strong.

Do everything in love.

1 Corinthians 16:13-14

Rationale from English Policy:

Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.

Professor Becky Francis, *Improving Literacy in Key Stage 1 Guidance Report*, EEF

In the schools visited, teaching children to be literate was the cornerstone of an effective curriculum.

Bold Beginnings, Ofsted

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Primary National Curriculum, Department for Education

A high-quality education in English is essential, not just for educational success but for access to wider society and for the sheer pleasure of reading and writing both as a child and as an adult. Ensuring children leave school prepared for wider life, exposed to a wide range of texts to give a bedrock of cultural capital, able to communicate well both written and orally, and with a love of English itself, all form part of the civic duty of all educators. It is a responsibility that we, as a school, take very seriously.

English education is not simply limited to a daily lesson per day but is part of everything we do in school. From high quality modelled language by staff, to texts read during snack time, to skills taught in every single subject, English is embedded throughout school life.

It is difficult to overstate its importance: a broad and balanced curriculum is increasingly difficult to access without a core foundation of strong literacy skills. Similarly, the school recognises its role in giving children a good literacy education as part of its religious duty: children can better experience the richness and diversity of God's creation through strong English skills.

For ever since the world was created, people have seen the earth and sky. Through everything God made, they can clearly see his invisible qualities—his eternal power and divine nature. So they have no excuse for not knowing God.

Romans 1:20

At Archbishop Runcie CE First School, we aim for children, through an excellent English education, to be able to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often for both pleasure and information
- acquire a wide vocabulary and an explicit understanding of grammar and knowledge of conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn, elaborating and explaining their ideas

The teaching of our writing spine is supported by a variety of materials; this includes: Read Write Inc. Phonics as our scheme to teach systematic synthetic phonics, Ed Shed (Spelling Shed) to ensure coverage of the spelling patterns in Key Stage 1 and 2 in addition to the Common Exception Words from the National Curriculum appendix 1, Pen Pals to teach handwriting in Key Stage 1 and 2. Children in Year 2, 3 and 4 complete regular NFER Assessments to aid teachers' assessment information within the English curriculum. Some of the Key Stage 1 writing units are adapted from The Write Stuff to provide scaffolded writing lessons.

Nursery Writing Curriculum Plan



Autumn Term	
Phonological awareness	Environmental sounds General sound discrimination Instrumental sounds Body percussion
Handwriting	Mark marking Find my name

Spring Term	
Phonics	Voice sounds
Handwriting	Mark marking Copy my name

Summer Term	
Phonics	First 16 sounds of RWI
Handwriting	Mark making for a purpose Write my name

Reception Writing Curriculum Plan



	Autumn Term	
Phonics	End of Autumn 1: Read single-letter Set 1 sounds	End of Autumn term: Read all Set 1 sounds and blend sounds into words orally
Handwriting	Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Form letters from their name correctly. Recognise that after a word there is a space.
Composition	Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	Orally compose a sentence and hold it in memory before attempting to write it.

	Spring Term	
Phonics	End of Spring 1: Blend sounds to read words; read short Ditty stories	End of Spring term: Read Red Storybooks
Handwriting	Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters	Form letters from their name correctly. Recognise that after a word there is a space.
Composition	Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.	Use talk to organise describe events and experiences. Begin to write a simple sentence with support
Vocabulary, grammar and punctuation	Begin to introduce capital letters and full stops in a sentence.	Begin to introduce capital letters and full stops in a sentence.

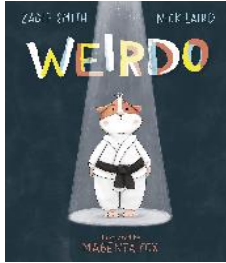

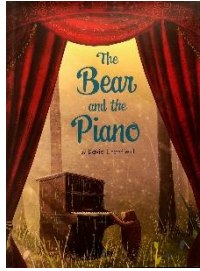
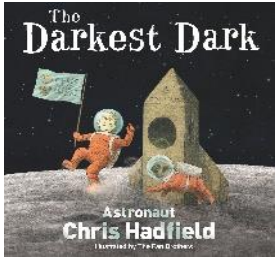
	Summer Term	
Phonics	End of Summer 1: Read Green Storybooks; read some Set 2 sounds	End of Summer term: Read Green or Purple Storybooks
Handwriting	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Composition	Write a simple sentence with a full stop.	Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.
Vocabulary, grammar and punctuation	Use of capital letters to begin a sentence and a full stop to end a sentence.	Use of capital letters to begin a sentence and a full stop to end a sentence.


Handwriting N.B. The letters children can form correctly will relate to their name and order of RWI sequence, which children have been taught to form

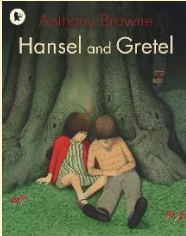



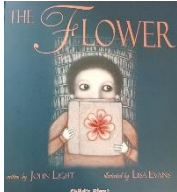
Year 1 Writing Curriculum Plan



Writing non-negotiables: Finger spaces, full stops

Year 1	Autumn Term (2023-24)	
Stimulus for writing	<p>Weirdo by Zadie Smith – <i>retelling modelled</i> 3 weeks</p> 	<p>Firework Poetry (Write Stuff) – <i>perform poetry & senses sentences modelled</i> 2 weeks</p> 
Spelling	Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' Words with the 'k' sounds spelled 'k'	Compound words Words with 'ai' and 'oi' diagraphs
Handwriting	Form 'one armed robot letters' correctly	Handwriting letter names
Composition	1 simple sentence (subject-verb-object)	2 simple sentences with s/es suffix used
Vocabulary, grammar and punctuation	Identify capital letters, full stops, and finger spaces	Identify -s/es suffix
Stimulus for writing	<p>The Bear and the Piano by David Litchfield (Write Stuff) – <i>plot continued modelled</i> 3 weeks</p> 	<p>The Darkest Dark by Chris Hadfield – <i>letter modelled</i> 2 weeks</p> 
Spelling	Words with the 'tch' trigraph Adding '-s' and '-es' to make plurals	Words with 'ay' and 'oy' diagraphs Words with split diagraph 'a-e'
Handwriting	Form 'curly caterpillar letters' correctly	Handwriting days of the week
Composition	1 simple sentence, including verbs, using an exclamation mark	2 simple sentences in a letter, with -ing suffix used

Vocabulary, grammar and punctuation	Recognise sentence structure, including exclamation marks Using verbs to add detail	Recognise and use -ing suffix (present tense)
Stimulus for writing	<p>By Myself by Eloise Greenfield <i>– writing poetry modelled</i> 2 weeks</p> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> <p>By Myself When I'm by myself And I close my eyes I'm a twin I'm a dimple in a chin I'm a room full of toys I'm a squeaky noise I'm a gospel song I'm a gong I'm a leaf turning red I'm a loaf of brown bread I'm a whatever I want to be An anything I care to be And when I open my eyes What I care to be Is me.</p> <p style="text-align: right; font-size: small;"><i>Eloise Greenfield</i></p> </div>	<p>Fact file on Neil Armstrong (History link) (Write stuff) <i>– non-chronological report modelled</i> Non-Fiction 2 weeks</p> 
Spelling	Adding suffixes '-ing' and '-ed' Adding prefix 'un-' and suffix '-er' and '-est'	Words with split diagraph 'e-e' Words with split diagraph 'i-e'
Handwriting	Handwriting letter names	Handwriting days of the week (inc. spelling)
Composition	1 sentence with 'and' putting two adjectives together	3 sentences which include 'and' and an exclamation mark within given subheadings (children do not need to know the term subheading).
Vocabulary, grammar and punctuation	Using adjectives to add detail	Use 'and' to join clauses and exclamation marks

Year 1	Spring Term (2023-24)	
Stimulus for writing	<p>Hansel and Gretel by Anthony Browne – <i>setting description</i> Cultural capital texts 2 weeks</p> 	<p>The Owl Who Was Afraid of the Dark by Jill Tomlinson (Write Stuff) – <i>retelling</i> 2 weeks</p> 
Spelling	Words with split diagraph 'o-e' Words with split diagraph 'u-e'	Words where 'er' is stressed Words where 'er' is unstressed
Handwriting	Handwriting capital letter formation	Handwriting diagonals join to anti-clockwise
Composition	3 descriptive sentences with -un prefix used	3-6 narrative sentences with a range of sentence types including words with –ed suffix
Vocabulary, grammar and punctuation	Identify fairy tale conventions ('once upon a time'; 'happily ever after') Recognise and use un- prefix	Use question marks Use –ed suffix
Stimulus for writing	<p>Coming to England by Floella Benjamin – <i>diary entry</i> Biography (non-fiction in content) 3 weeks</p> 	<p>Poet Study on Jane Newberry – <i>fact file</i> 2 weeks</p> 
Spelling	Words with diagraph 'ar' Words with diagraph 'ee'	Words with 'ir' and 'ur' Words with 'oo' diagraph making 'oo' sound
Handwriting	Handwriting diagonals join to ascenders	Handwriting diagonals join to anti-clockwise
Composition	3 sentences in diary entry, one with full stop, one with exclamation and one question	3-6 sentences in fact file form (structure given)
Vocabulary, grammar and punctuation	Identify questions marks (with recap of exclamation marks)	Non-negotiable recap
Stimulus for writing	<p>The Flower by John Light – <i>narrative</i> 2 weeks</p> 	

Spelling	Words with 'ea' diagraph making 'ee' sound Words with 'ea' diagraph making 'e' sound	Words with 'oo' diagraph making 'u' sound Words with 'oa' and 'oe' diagraph making 'oa' sound
Handwriting	Handwriting diagonals join to ascenders	
Composition	3-6 narrative sentences, including verbs, punctuated correctly	
Vocabulary, grammar and punctuation	Using verbs to add detail	

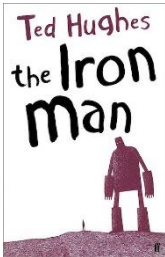

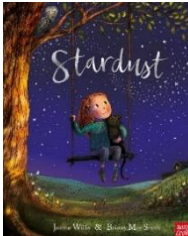
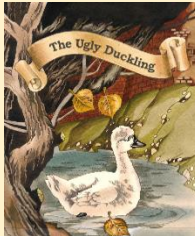
Year 1	Summer Term (2023-24)	
Stimulus for writing	<p>Little Red Riding Hood (Write Stuff) – <i>diary entry</i> 2 weeks</p> 	<p>The Hodgeheg by Dick King-Smith – <i>retelling</i> Cultural capital 2 weeks</p> 
Spelling	Words with 'ou' making 'ow' sound Words with 'ow' making 'ow' or 'oa' sound	Words with 'igh' trigraph Words with 'or' and 'ore'
Handwriting	Handwriting diagonals join to no ascender	Recap handwriting to join ascending letters
Composition	Increasingly complex sentences in diary entry using suffixes (plural and progressive) as well as prefixes un-	Completely independent – All Year 1 objectives within an increasingly complex writing task
Vocabulary, grammar and punctuation	Identify and use suffixes -er, -est and prefixes un-	Recognise and use higher-level adjectives
Stimulus for writing	<p>Non-fiction – Plants (Write Stuff) – <i>instructions to grow a plant</i> 2 weeks</p> 	<p>Jim and the Beanstalk – <i>letter</i> 2 weeks</p> 
Spelling	Words ending in 'y' making 'ee' sound Words with 'ue' and 'ew' diagraphs	Words with 'aw' and 'au' making 'or' sound Words with 'air' and 'ear' trigraphs
Handwriting	Handwriting diagonals join to anti-clockwise	All handwriting taught implemented
Composition	Instructions written using imperative forms as starter	Completely independent – writing a letter using varied sentence types
Vocabulary, grammar and punctuation	Use imperative verbs	Use different sentence types (exclamation, question, using 'and' for compound)] Ensuring 'I' is with a capital letter
Stimulus for writing	<p>Look Up! by Nathan Bryon – <i>fact file</i> Biography (non-fiction in content) 2 weeks</p> 	<p>The Storm Whale by Benji Davies (Write Stuff) – <i>new plot point</i> 2 weeks</p> 

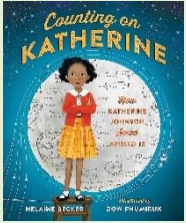
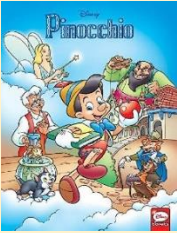
Spelling	Words with 'ie' making 'igh' sound Words with 'ie' making 'ee' sound	Words with 'ear' and 'are' trigraph making 'air' sound Words with 'ph' and 'wh' digraphs
Handwriting	Ascending and descending letter position	All handwriting taught implemented
Composition	Fact file sentences using varied sentence types (sentence starters given)	All Year 1 objectives within an increasingly complex writing task
Vocabulary, grammar and punctuation	Use different sentence types (exclamation, question, using 'and' for compound)	All grammar objectives taught

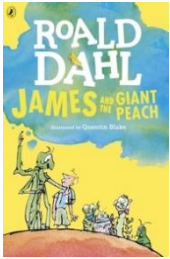
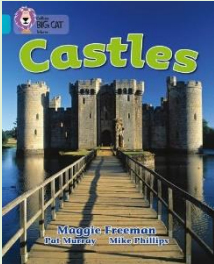


Year 2 Writing Curriculum Plan

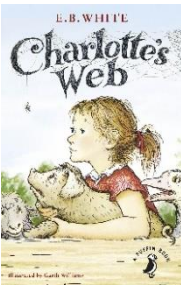
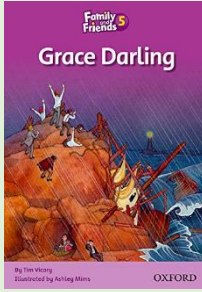
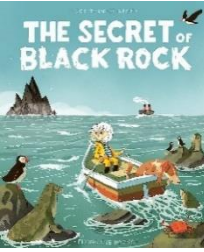
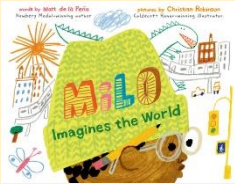



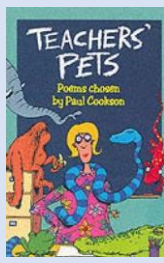
Writing non-negotiables: Capital letter, varied accurate punctuation, finger spaces

Year 2	Autumn Term (2023-24)	
Stimulus for writing	<p>Iron Man by Ted Hughes (Write Stuff) – <i>next plot point</i> 3 weeks</p> 	<p>The Selfish Giant by Alexis Deacon – <i>news article</i> 2 weeks</p> 
Spelling	Words where 'dge' makes 'j' sound Words where 'ge' makes 'j' sound	Words where 'wr' make 'r' sound Words ending in 'le'
Handwriting	Handwriting break letters	Handwriting joining no ascenders
Composition	Narrative sentences of simple, coherent narrative using suffixes correctly punctuated (capital letter and full stop – ongoing)	Sentences in 'news article' using the progressive form of verbs
Vocabulary, grammar and punctuation	Use suffixes (-ed, -ing, -er, -est changing root word) in adjectives (comparative and superlative)	Identify progressive form of verbs
Stimulus for writing	<p>Stardust by Jeanne Willis (Write Stuff) – <i>change of context</i> 3 weeks</p> 	<p>The Ugly Duckling by Hans Christian Andersen – <i>diary entry</i> Cultural capital texts 2 weeks</p> 
Spelling	Words where 'g' makes 'j' sound Words where 'c' makes 's' sound before e, i, y	Words ending in 'el' Words ending in 'al'
Handwriting	Handwriting joining ascenders	Handwriting joining to 'r'
Composition	Narrative sentences using coordinating conjunctions	Complex sentences in diary entry using subordinating conjunctions, self-differentiated
Vocabulary, grammar and punctuation	Use coordinating conjunctions (or, and, but)	Identify subordinating conjunctions

Stimulus for writing	<p>Counting on Katherine by Helaine Becker (Black History Month) <i>– fact file</i> 2 weeks</p> 	<p>Pinocchio by Carlo Collodi (Write Stuff) <i>– big idea replicating new plot</i> Cultural capital texts 2 weeks</p> 
Spelling	Words where 'kn' and 'gn' make 'n' sound CEW word list	Words ending in 'il' CEW word list
Handwriting	Handwriting joining no ascenders	Handwriting joining to 's' (teach making nouns plural with –s and –es here)
Composition	Fact file with informative sentences, differentiated by structure	Descriptive sentences (using ENPs), self-differentiated
Vocabulary, grammar and punctuation	Use headings and sub-headings	Use expanded noun phrases (ENPs)

Year 2	Spring Term (2023-24)	
Stimulus for writing	<p>James and the Giant Peach by Roald Dahl <i>– setting description</i> 3 weeks</p> 	<p>Texts on castles (History link) <i>– non-chronological report (recount)</i> Non-Fiction 2 weeks</p> 
Spelling	Words where 'y' makes 'igh' sound Words ending in y where -es is added Words ending in y where -ed is added	Words ending in e where -er and -est are added Words where -ing is added to single syllable words
Handwriting	Handwriting joining from 's'	Handwriting 'qu'
Composition	Descriptive sentences using commas in a list, self-differentiated	Recount of visit to Newcastle Castle – <i>completely independent work</i>
Vocabulary, grammar and punctuation	Use commas for lists and expanded noun phrases	Recognise use of tense (past and present tense) Use of sub-headings
Stimulus for writing	<p>Fact file on penguins (Geography link) <i>– non-chronological report</i> Non-fiction 2 weeks</p> 	<p>Poet Study on Marilyn Singer <i>– fact file</i> 2 weeks</p> 
Spelling	Words ending in y where -er and -est are added Words ending in e where -ing is added	Words where -ed is added to single syllable words Words where 'a' makes an 'or' sound Words where 'o' makes an 'u' sound
Handwriting	Handwriting horizontal joins to/from 'f'	Handwriting 'rr' and 'ss'
Composition	Non-chron report with sentences correctly punctuated, differentiated by structure	Fact file with simple/complex sentences, differentiated by structure
Vocabulary, grammar and punctuation	Use possessive apostrophe Correctly punctuating questions	Use coordinating and subordinating conjunctions
Additional texts	Lost and Found by Oliver Jeffers Traditional tales throughout year: The Fox and the Lion (Aesop)	Traditional tales throughout year: The Little Matchstick Girl (HCA)

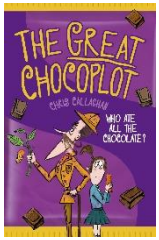
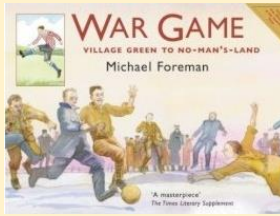

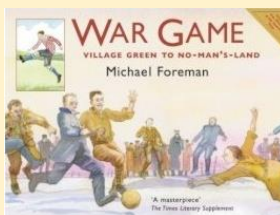
Year 2	Summer Term (2023-24)	
Stimulus for writing	<p>Charlotte's Web by EB White – <i>diary entry</i> 2 weeks</p> 	<p>Grace Darling texts (History link) (Write Stuff) – <i>news article</i> Non-Fiction 2 weeks</p> 
Spelling	Words where 'ey' diagraph makes 'ee' sound Words where 'a' makes an 'o' sound	Words that are homophones Words that are near homophones
Handwriting	Handwriting 'ff'	Handwriting capital letters
Composition	Sentences in diary entry using suffixes appropriately	News article using past progressive tense
Vocabulary, grammar and punctuation	All suffixes (-ment, -ness, -ful, -ly) Use adverbs and adverbial phrases	Recognise past progressive Recognise and use capital letters for place names
Stimulus for writing	<p>The Secret of Black Rock by Joe Todd-Stanton (Write Stuff) – <i>new plot point</i> 2 weeks</p> 	<p>Milo Imagines the World by Matt de la Peña – <i>diary entry</i> 2 weeks</p> 
Spelling	Words where 'or' and 'ar' make 'er' or 'or' sound Words where 'si' makes an 'zh' sound	Words ending in -tion Words with an apostrophe for contraction
Handwriting	Handwriting ascending letter height	Handwriting months of the year
Composition	Descriptive writing using time related adverbs, correctly punctuated sentences	Diary entry using simple/complex sentences for effect

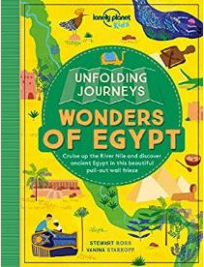
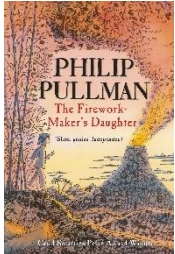
Vocabulary, grammar and punctuation	Identify time related adverbs Use apostrophes for possession and contraction Use ENPs	Conjunction consolidation
Stimulus for writing	<p>The Owl and the Pussycat by Edward Lear (Classic Poetry) – <i>performance poetry</i> 2 weeks</p> 	<p>Where Teachers Keep Their Pets by Paul Cookson Please Mrs Butler by Allan Ahlberg – <i>write own poetry</i> 2 weeks</p> 
Spelling	Words ending in suffix -ment or -ness Words ending in suffix -ful or -less	Words with an apostrophe for possession CEW word list
Handwriting	Handwriting descender letter drop	All handwriting taught implemented
Composition		Poetry written using poet's conventions / style – <i>independent</i>
Vocabulary, grammar and punctuation	Consolidate known punctuation use	Apostrophe consolidation
Additional texts	Poetry (contemporary) What I love about school by Roger McGough The Jumblies by Edward Lear The Lighthouse Keeper's Lunch by David Armitage Traditional tales throughout year: The Man and the Wood	Traditional tales throughout year: The Mouse, The Bird and the Sausage (BG)

Year 3 Writing Curriculum Plan

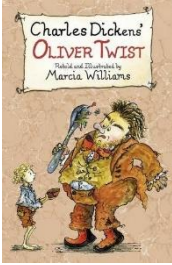
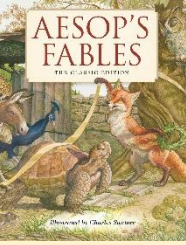
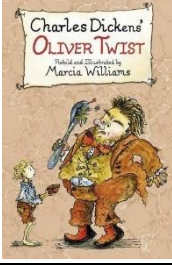
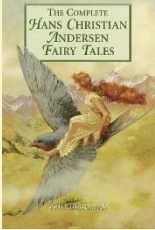



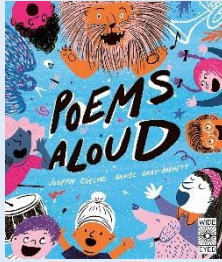
Writing non-negotiables: Capital letter for proper nouns, all taught punctuation, joined handwriting

Year 3	Autumn Term (2023-24)	
Stimulus for writing	1: The Great Chocoplot by Chris Callaghan – <i>diary entry</i> 2 weeks 	1: War Game by Michael Foreman – <i>narrative of next plot point</i> 2 weeks 
Spelling	Words where 'ou' diagraph makes 'ow' sound Words where 'ou' diagraph makes 'u' sound	Words with prefix re- Words with prefix dis-
Handwriting	Handwriting joins with long vowel phonemes	Handwriting joining high frequency words
Composition	Diary entry using coordinating conjunctions/ prepositions including writing using ENPs	Use direct speech within varied narrative sentences including use of capital letter to begin
Vocabulary, grammar and punctuation	Use coordinating conjunctions and prepositions (before, after, during, in, because of)	Recognise inverted commas to demarcate speech
Stimulus for writing	2: The Great Chocoplot by Chris Callaghan – <i>narrative</i> 2 weeks 	2: War Game by Michael Foreman – <i>news article</i> 2 weeks 
Spelling	Words where 'y' makes 'i' sound Words ending in -sure	Words with prefix mis- Words where -ing and -er and -ed are added
Handwriting	Handwriting joining 'le'	Handwriting joining new vocabulary
Composition	Writing to be organised into paragraphs (around a theme) and use adverbs to add detail	Correct use of present perfect tense within news article
Vocabulary, grammar and punctuation	Recognise paragraphing and use adverbs	Identify present perfect tense Use apostrophes to show contraction e.g. can + not = can't

Stimulus for writing	<p>Egypt report (Geography link) – <i>geographical report</i> 2 weeks</p> 	<p>The Firework Maker's Daughter by Philip Pullman – <i>narrative of next plot point</i> 2 weeks</p> 
Spelling	Words ending in -ture CEW word list	Words where -ing and -er and -ed are added CEW word list
Handwriting	Handwriting joining 'ing'	Handwriting joining 'un/de'
Composition	Write an organised geographical report including the use of capital letters for proper nouns	In a narrative, use subordinating conjunctions to form a subordinate clause within varied sentences
Vocabulary, grammar and punctuation	Headings, sub-headings and other organisational devices	Recognise subordinating conjunctions (introduction to subordinate clauses)



NFER Assessments: Spelling test A and Reading Comprehension

Year 3	Spring Term (2023-24)	
Whole class novel	Oliver Twist (Marcia Williams adaptation – original supplemented throughout)	Aesop's Fables The Great Iron Horse by Margaret Nash
Stimulus for writing	1: Oliver Twist by Marcia Williams – <i>retelling</i> 2 weeks 	Aesop's Fables (The Hare & the Tortoise; The Lion and the Mouse and The Miser and his Gold) – <i>diary entry</i> Cultural capital texts 2 weeks 
Spelling	Words with 'ai' and 'aigh' Words with 'ei' and 'eigh'	Words ending in 'ai' Words ending in 'le'
Handwriting	Handwriting joining dis (to and from an s)	Handwriting join 'qu'
Composition	Narrative using varied sentence starters, including use of correctly punctuated fronted adverbials (comma after the fronted adverbial)	Diary entry using varied pronoun use for fluency of reader
Vocabulary, grammar and punctuation	Identify a range of sentence types (including fronted adverbials)	Identify noun and pronoun use
Stimulus for writing	2: Oliver Twist by Marcia Williams – <i>narrative of next plot point</i> 2 weeks 	Fairy tales by Hans Christian Andersen (The Emperor's New Clothes and The Nightingale) – <i>write own fairy tale</i> Cultural capital texts 2 weeks 
Spelling	Words where 'ey' diagraph make 'ai' sound Words with suffix -ly	Words ending in -ly when base word ends in 'le' Words ending in -ly where base word ends in 'ic'
Handwriting	Handwriting re/pre (to and from r)	Handwriting joining b and p e.g. bi and pu
Composition	Narrative using correctly punctuated direct speech (capital letter at beginning, inverted commas around spoken words)	Descriptive narrative including use of fronted adverbials, ENPs and correctly punctuated direct speech (capital letter at beginning, inverted commas around spoken words, new speaker new line)

Vocabulary, grammar and punctuation	Use inverted commas to demarcate speech	Use fronted adverbials
Stimulus for writing	<p>Flint / Have you seen the Wind? by Christina Rossetti The Lambton Worm (local stories) – <i>narrative with own ending</i> Local stories 2 weeks</p> 	<p>Poet Study on Joseph Coelho – <i>fact file</i> 2 weeks</p> 
Spelling	Words that are homophones CEW word list	Exceptions – words ending in -ly CEW word list
Handwriting	Handwriting joining ff (to and from f)	Handwriting joining b and p e.g. ba and po
Composition	Use of singular possessive apostrophes and use adverbs to add detail within descriptive narrative	Fact file with varied sentence structure e.g. simple/complex sentences, differentiated with structure given
Vocabulary, grammar and punctuation	Recognise and use adverbs Use singular possessive apostrophe	Organisational devices (adverbials) and sentence structure

NFER Assessments: Spelling Test B, Reading Comprehension and Grammar

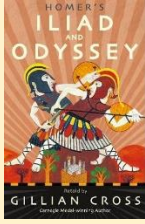
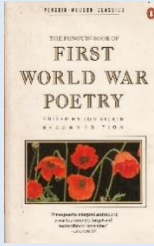
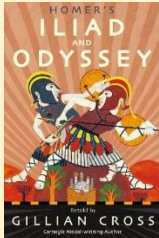
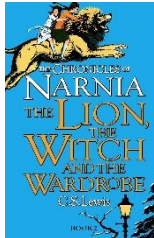
Year 3	Summer Term (2023-24)	
Stimulus for writing	1: Storlax by B Morthens and R Jackson – <i>retelling up to point X</i> 2 weeks	Little People, Big Dreams – Pele – <i>fact file</i> 2 weeks
Spelling	Words with suffix -er Words where 'ch' diagraph make 'k' sound	Words ending in -sion CEW word list
Handwriting	Handwriting of ascending letters	Handwriting consistency 'er/est'
Composition	Narrative using varied sentence strcture using correctly punctuated direct speech (capital letter at beginning, inverted commas around spoken words, new speaker new line)	Fact file with correct use of present perfect tense – <i>independent</i>
Vocabulary, grammar and punctuation	Use inverted commas to demarcate speech	Use of present perfect tense
Stimulus for writing	2: Storlax by B Morthens and R Jackson – <i>diary entry</i> 2 weeks	Plastic pollution – <i>non-chronological report</i> Non-Fiction 2 weeks
Spelling	Words ending in -que and -que Words where 'sc' diagraph makes 's' sound	Revision of common errors in NFER spelling patterns
Handwriting	Handwriting of descending letters	Handwriting speed and fluency of opposites
Composition	Diary entry with correct use of present perfect tense	Non-chronological report using all taught grammar objectives – <i>independent</i>
Vocabulary, grammar and punctuation	Varied sentence structure and use of present perfect tense	All non-fiction grammar objectives taught

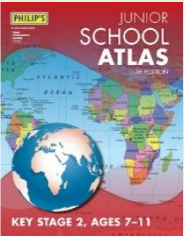
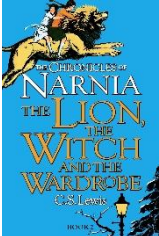
<p>Stimulus for writing</p>	<p>The Tyne's Journey (Geography link) – non-chronological report Non-Fiction 2 weeks</p> 	<p>Charge of the Light Brigade by Tennyson The Raven by Poe – performance poetry 2 weeks</p> 
<p>Spelling</p>	<p>Words that are homophones CEW word list</p>	<p>Revision of common errors in NFER spelling patterns</p>
<p>Handwriting</p>	<p>Handwriting adding 'y' to words</p>	<p>Handwriting consistency and spacing e.g. mis, anti and ex</p>
<p>Composition</p>	<p>Non-chronological report using varied sentence structure, including use of adverbs/prepositions for cohesion and fluency for reader</p>	<p>Write own poetry using poet's copied poetic devices</p>
<p>Vocabulary, grammar and punctuation</p>	<p>Adverbials to organise and provide cohesion and use of prepositions</p>	<p>Use of poetic devices and repetition</p>

Year 4 Writing Curriculum Plan

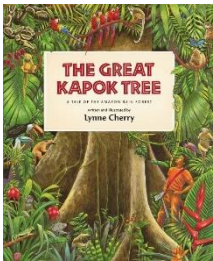

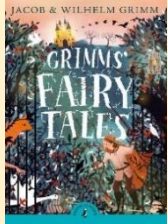
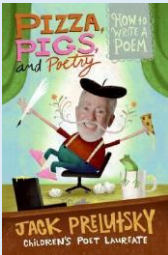


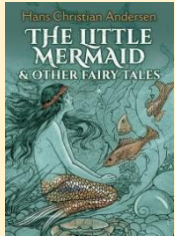
Writing non-negotiables: All year 3 non-negotiables, varied vocabulary

Year 4	Autumn Term (2023-24)	
Whole class novel	Homer's Iliad and Odyssey (Gillian Cross retelling – supplemented with the original throughout)	The Lion, the Witch and the Wardrobe by C. S Lewis
Stimulus for writing	<p>1: Greek Myths (Pandora, Midas, Icarus, Theseus and Arachne) – <i>narrative retelling of Pandora's Box</i> 2 weeks</p> 	<p>World War poetry (Remembrance Day)</p> <ul style="list-style-type: none"> In Flanders Fields by John McCrae The Soldier by Rupert Brooke Anthem for Doomed Youth by Wilfred Owen Dulce et Decorum Est by Wilfred Owen <p>– <i>Write own poetry for Collective Worship</i> 2 weeks</p> 
Spelling	Words that are homophones Words with the prefix in-	Words ending in -ation Words ending in -ation
Handwriting	Handwriting joins within a word 'ness' and 'ship'	Handwriting joining ascending letters e.g. 'tt', 'll' and 'bb'
Composition	Write using paragraphs to organise ideas around a theme	Write own poetry using fronted adverbials as sentence starter
Vocabulary, grammar and punctuation	Use paragraphing	Poetic devices e.g. acrostic poetry
Stimulus for writing	<p>2: Greek Myths (Labours of Heracles) – <i>letter to Zeus</i> 2 weeks</p> 	<p>1: The Lion, the Witch and the Wardrobe – <i>narrative</i> 2 weeks</p> 
Spelling	Words with prefix il- or im- or ir- Words with prefix sub-	Words ending in -ly Words ending in -lly
Handwriting	Handwriting joining 'ing', 'ed' and 's'	Handwriting joining ascenders and descenders e.g. 'pp' and 'ff'
Composition	Letter using complex sentences, correctly punctuating subordinate clauses	Write narrative using varied pronouns, adding detail using expanded noun phrases
Vocabulary, grammar and punctuation	Identify and use coordinating and subordinating conjunctions	Add description through expanded noun phrases

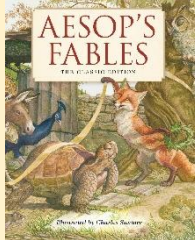
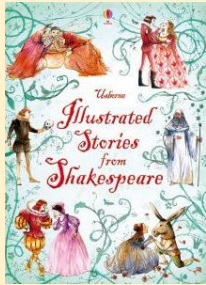
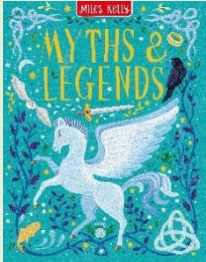
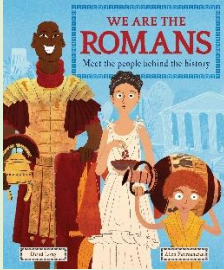
Stimulus for writing	<p>Greece report (Geography link) – <i>geographical report</i> Non-Fiction 2 weeks</p>  <p>Published version can be placed into geography books.</p>	<p>2: The Lion, the Witch and the Wardrobe – <i>narrative</i> 2 weeks</p> 
Spelling	Word with prefix inter- CEW word list	Words where 'ch' diagraph makes 'sh' sound CEW word list
Handwriting	Handwriting joins within a word 'nn', 'mm' and 'ss'	Handwriting joining anti-clockwise letters
Composition	Write an organised geographical report including pictures and diagrams to support reader	Use correctly punctuated direct speech within varied sentence structure, focussing on describing the movement of the character (e.g. their looks and behaviour)
Vocabulary, grammar and punctuation	Headings, sub-headings and other organisational devices e.g. paragraphing	Recognise inverted commas to demarcate speech

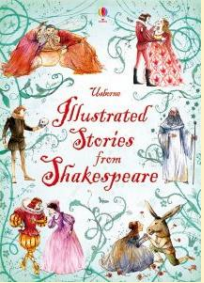

NER Assessments: Spelling test A and Reading Comprehension

Year 4	Spring Term (2023-24)	
Stimulus for writing	<p>The Great Kapok Tree (Geography link) – <i>narrative</i> 2 weeks</p> 	<p>Goodnight Mr Tom by Michelle Magorian – <i>letter</i> 3 weeks</p> 
Spelling	Words ending in -sion Words ending in -ous	Words where 'au' diagraph makes 'or' sound Words ending in -tion
Handwriting	Handwriting joining parallel ascenders e.g. 'al', 'ad' and 'af'	Handwriting speed and fluency (abbreviations and note taking)
Composition	Use correctly punctuated direct speech	Write using varied sentence starters including fronted adverbials and punctuating correctly (comma after the fronted adverbial) For some children, evidence of non-standard English as replicated from text
Vocabulary, grammar and punctuation	Use inverted commas to demarcate speech including internal punctuation (capital letter at the beginning, punctuation at the end)	Use fronted adverbials Explore the viewpoint of the characters closely
Stimulus for writing	<p>1: Fairy tales by Brothers Grimm (Cinderella, Little Red Cap, The Wolf and the Seven Kids and Rumpelstiltskin) – <i>narrative</i> 2 weeks</p> 	<p>Poet Study on Jack Prelutsky – <i>fact file</i> 2 weeks</p> 
Spelling	Words ending in -ous Words ending in 'y' where a suffix is added	Words ending in -sion Words ending in -cian
Handwriting	Handwriting joining descenders e.g. 'ight' and 'ough'	Handwriting of size, proportion and spacing e.g. 'v' and 'k'
Composition	Narrative with carefully considered vocabulary, choices replicating those of Brothers Grimm e.g. similes	Fact file with varied sentence structure e.g. simple/complex sentences, no structure given

Vocabulary, grammar and punctuation	Consider the deliberate vocabulary choices of the author	Recognising use of Standard English and experimentation Use inverted commas to demarcate speech
Stimulus for writing	<p>2: Fairy tales by Hans Christian Andersen (The Little Mermaid) – <i>narrative</i> 2 weeks</p> 	
Spelling	Words ending in -ious and -eous CEW word list	Words that are adverbs of manner
Handwriting	Handwriting focus on size, proportion and spacing e.g. 'ious', 'able' and 'ful'	
Composition	Write using varied sentence structure (ensuring complex sentences are correctly punctuated)	
Vocabulary, grammar and punctuation	Use of complex sentences (fronted adverbials and subordinate clauses)	

NFER Assessments: Spelling test B and Reading Comprehension

Year 4	Summer Term (2023-24)	
Stimulus for writing	Aesop's Fables (The Hawk and the Nightingale, The Thief and his Mother and The Donkey and his Purchaser) – <i>write own fable</i> 2 weeks 	2: Shakespeare's Macbeth – <i>dialogue</i> 2 weeks 
Spelling	Words that are homophones Words spelled with 'c' before i and e	CEW word list Words that are plurals with possessive apostrophes
Handwriting	Handwriting of size, proportion and spacing e.g. 'ic' and 'ist'	Handwriting printing alphabet
Composition	Use correctly punctuated direct speech with varied sentence structure, mimicking the writing style of fables	Write fluently using all taught grammar objectives – <i>independent</i>
Vocabulary, grammar and punctuation	Use inverted commas to demarcate speech	Recap all grammar objectives
Stimulus for writing	Legends (Romulus and Remus, Beed Gelert and George and the Dragon) – <i>a written guide</i> Non-fiction write up 2 weeks 	Roman History (History link) – <i>non-chronological report</i> 2 weeks 
Spelling	Words containing 'sol' and 'real' Words containing 'phon' and 'sign'	Revision of common errors in NFER spelling patterns
Handwriting	Handwriting of size, proportion and spacing e.g. 'ion'	Handwriting printing capitals
Composition	Write fluently using all taught objectives	Write a detailed, organised non-chronological report, no structure given
Vocabulary, grammar and punctuation	Consider the full range of punctuation taught	Non-fiction devices e.g. headings, subheadings and other non-specific organisational devices e.g. paragraphing

Stimulus for writing	1: Shakespeare's Macbeth – letter 2 weeks 	Be the change by multiple authors – poetry 2 weeks 
Spelling	Words with prefix super- and anti- and auto- Words with the prefix bi-	Revision of common errors in NFER spelling patterns
Handwriting	Handwriting speed and fluency	Handwriting presentation of font styles
Composition	Write in an organised manner using adverbs and prepositions	Write own poetry to read aloud during leavers' video – <i>independent</i>
Vocabulary, grammar and punctuation	Adverbs/prepositions to provide cohesion	Poetic styles of writing

NFER Assessments: Spelling test C and Reading Comprehension