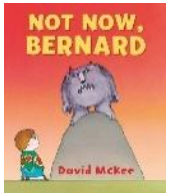
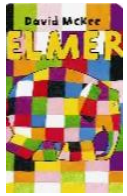
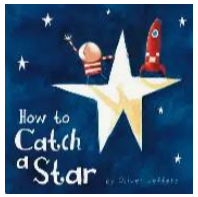
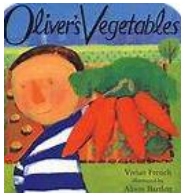
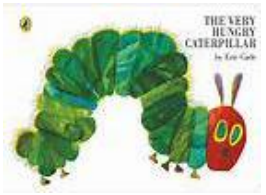
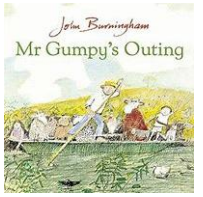
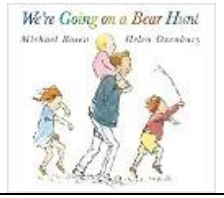
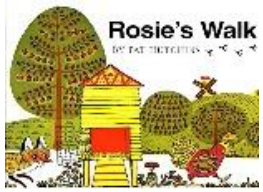
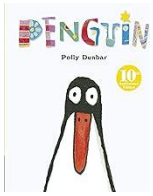
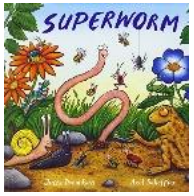
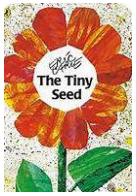
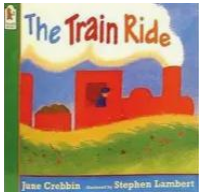
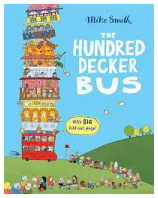
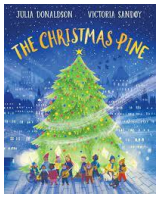
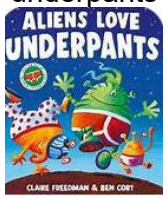
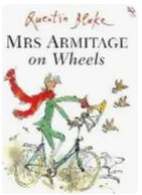
ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

EYFS (30-50 months to ELGS) WRITING JOURNEY

30 – 50 months 40 – 60 months Early Learning Goals

Drawing Club	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Story	**Not Now, Bernard** 	**Elmer** 	**How to Catch a Star** 	**Oliver's Vegetables** 	**The Very Hungry Caterpillar** 	**Mr Gumpy's Outing** 
Tale	Little Red Riding Hood	Goldilocks and Three Bears	The Gingerbread Man	The 3 Little Pigs	The 3 Billy Goats Gruff	Jack and the Beanstalk
Animation	Bananaman https://www.youtube.com/watch?v=NN-xmyjbMSU	The Land before Time Baby Chomper | The Land Before Time II: The Great Valley Adventure - YouTube	Mr Benn, Zookeeper https://www.youtube.com/watch?v=NN-xmyjbMSU	Bagpuss Bagpuss remastered - YouTube	Roadrunner https://youtu.be/GdKkI1vGsmE	Captain Pugwash https://www.youtube.com/watch?v=sJUzdPRxbEk
Story	Going on a Bear Hunt 	Rosie's Walk 	Penguin 	Superworm 	The Tiny Seed 	Train Ride 
Tale	Rapunzel	Hansel and Gretel	The Magic Porridge Pot	White Hen and the Fox	Rama and Sita	Chicken Licken

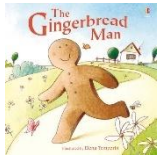
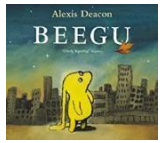
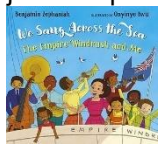
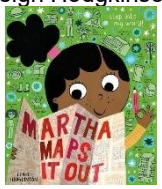
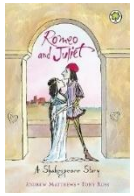
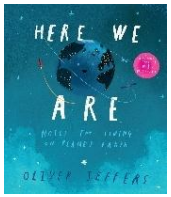
Animation	Wacky Races https://www.youtube.com/watch?v=em2jMFhp9mM	The Snowman The Snowman (1982) HD (youtube.com)	The Magic Roundabout https://www.youtube.com/watch?v=GO2p1StTaTc	The Clangers This Eggbot Needs Help! | Clangers | Videos For Kids (youtube.com)	Pink Panther https://www.youtube.com/watch?v=59lKdaXX6Eo&t=164s	Popeye https://www.youtube.com/watch?v=nffXvVVKcLs
Story	100 Decker Bus 	The Christmas Pine 	Aliens love underpants 		Little Acorn 	Mrs Armitage on Wheels 
Curriculum Area	Geography - Journeys Science - Autumn	History - Timelines: Baby, toddler, last Christmas, now Science - seasons and weather	Geography - Polar Regions Science - 5 senses	History - Science - Nature & Species	Geography - Local area/environment	History - transport from the past Science - planting
	○ Goodnight Moon ○ Shhh! ○ The Rainbow Fish ○ We're going on a bear hunt ○ Elmer ○ Peepo All our welcome	○ Rhymes and poems ○ Monkey and Me ○ Non-Fiction – information reports on elephants ○ Owl babies ○ Six Dinner Sid	○ Aliens loveUnderpants ○ Non-Fiction: instructions ○ Winter (non-fiction) ○ Emperors Egg ○ Gruffalo ○ Whatever Next	○ The Walker Book of First Rhymes ○ Non-Fiction report on wolves. ○ The Gruffalo ○ Farmer Duck ○ On the Way Home ○ Monkey Puzzle ○ Oi Frog ○ Jasper's Beanstalk	○ Rhymes and poems: ○ The Booktime Book of Fantastic First Poems ○ Non-Fiction - Information text: letters ○ Life-cycles ○ Butterflies & Chicks ○ Hungry Caterpillar	○ Rhymes and poems: ○ A First Poetry Book: ○ Non-Fiction – recount about a trip ○ Rosie's Walk ○ Handa's Surprise ○ Naughty Bus Train Ride
Theme	Ourselves	Amazing Animals	What a Wonderful World	In the Garden	New Life	On The Move
CST Links	Solidarity	Rights and Responsibilities	Care for Creation	Common Good	Life and Dignity	Option for the Poor
Writing in RE	All about our class Saint		All about St Augustine		Modern Saint - St. Teresa of Calcutta	
Enrichment		Black History Month - Performance poetry		Classical Texts: Shakespeare - 'A Midsummer Night's Dream' Wanted Poster		Film Unit

Composition	- Write an instruction - Write a simple caption e.g. to go with a picture or photograph - Write a sentence about an experience - Write a sentence to go with an event - Write a sentence to describe a character - Sometimes join a few ideas together e.g. Two or three phrases/ sentences - Write a label to name something					
	- Model simple oral sentences as examples of clear units of meaning.	- Encourage children to speak in meaningful sentences - Expand responses with some detail.	- Use the word *and* to join ideas together - Model oral use of *because* as a useful joining word.	- Read and write sentences together in shared reading and shared writing. - Count the words in a sentence.	- Build sentences together, child after child, each making a contribution. - Read early conjunctions on word cards – *and, but, because*	- Compose sentences which explain/ describe an experience or class activity. - Shared writing of simple sentences. - Read and write lower case and upper case letters for proper nouns.
Punctuation	- Highlight capital letters and full stops when reading together. - Encourage children to stop at a full stop when reading.		- Model capital letters and full stops. - Model spacing between words during shared sentence writing. - Emphasise use of capital letters for names, personal pronoun 'I' and sentence and beginnings. - Model full stops. - Use big books or shared texts which include an exclamation mark to show surprise.		- Continue to ask children to help you write sentences together: *What do we need to put at the end?* *What have I left out?* - Begin to use full stops and capital letters in sentences.	- Encourage and praise children for remembering to use a capital letters and full stops.
Word Classes	- Know the names of members of the class. - Read and write lower case and upper case letters for proper nouns. - Label objects in the learning environment	- Use describing words for objects in the environment; shells, stones, plants, mini- beasts; - Use describing words for characters in stories.	- Know that the personal pronoun 'I' has a capital letter.	- Talk about actions; know some 'doing' words which describe actions e.g. I am *jumping*; begin to read and write simple sentences which include 'being' words e.g. He *is* in the car.	- Reinforce oral use of describing words during outings and in the environment. - Expand range of known verbs during P.E. and other play activities e.g. *hopping, skipping, curling, weaving.*	- Orally use adverbs such as carefully, quickly, gently; learn to identify wider groups of common nouns e.g. *types of tree, leaf, flower, shell, mini-beast, stationery item, cooking utensil, clothing.*
Verb Tenses	- Orally respond to	- Read stories to	- Also model verbs in	- When writing a	- Continue to respond	- Make corrections of

	child's error with correct verb form.	model past tense verb form. - Talk together about pictures to model present tense verb form.	progressive form e.g. *Jack is running; Samir was singing.*	shared sentence, ask child to check verb tense e.g. *Should we say Kitty drinked her milk?* - Make deliberate errors, edit together.	to child's error with correct verb form. - Respond to incorrect subject/verb agreement, e.g. 'We was' - 'Were you?'	pupil's oral and written errors, with a focus on oral correction e.g. We *come* out to play; You *came* out to play did you?
Early Learning Goals						
Comprehension	Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate, where appropriate, key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play.					
Word Reading	Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs. • 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.					
Writing	Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.					
Fine Motor Skills	Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.					
Communication and Language Listening, Attention and Understanding	Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.					
Speaking	Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					

ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

YEAR 1 WRITING JOURNEY

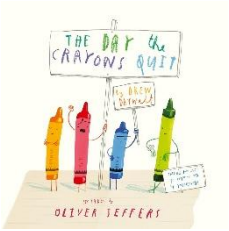
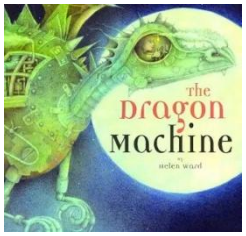
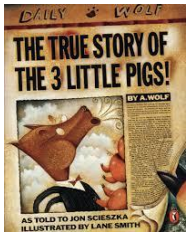
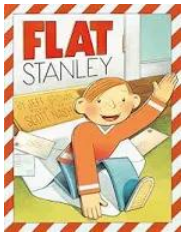
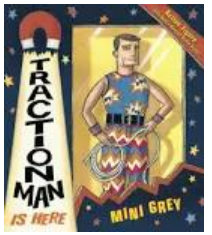
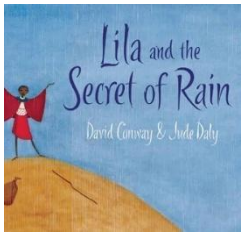
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Texts	The Gingerbread Man  Out and About Poems	Beegu Alexis Deacon  We Sang Across the Sea Benjamin Zephaniah 	Lost and Found Oliver Jeffers  Martha Maps It Out Leigh Hodgkinson  	The Tiger Who Came To Tea Judith Kerr  Romeo and Juliet  	Jack and The Beanstalk Joseph Jacobs  Here We Are Oliver Jeffers  	Where The Wild Things Are Maurice Sendak  Emma Jane's Aeroplane Daniel Rieley 
Focus	*Fiction* Narrative *Non Fiction* Instructions / Captions and Labels	*Fiction* Letter *Non Fiction* Personal descriptions	*Fiction* Recount *Non Fiction* Non-Chronological	*Fiction* Diary Entry *Non Fiction* Invitation and Lists	*Fiction* Narrative *Non Fiction* Explanation	*Fiction* Setting Description *Non Fiction* Information text
Theme	Traditional Tale	Lost and Found Tale	Journey Story	Meeting Tale	Conquer a Monster	Portal Story
CST Links	The Common Good	Solidarity	Responsibility	Human Dignity	Social Justice	Family & Community
Writing in RE	All about our class Saint		All about St Augustine			

Enrichment		Black History Month - Acrostic Poems		Classical Texts: Shakespeare - Romeo and Juliet		Film Unit
Composition	- Sequence ideas to form a short and simple narrative (oral and written) based on a known story, sometimes using a pictorial story map as a guide. - Sequence ideas to recount a real experience. - Write a title. - Write to the simple purpose of the task. - Use the adult's model to write a non-rhyming poem e.g. as a 'list' of ideas inspired by the given context.					
Awareness of Audience, Purpose and Structure	- To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.					
Planning, Writing and Editing	- To say out loud what they are going to write about. - To compose a sentence orally before writing it. - To sequence sentences to form short narratives. - To discuss what they have written with the teacher or other pupils. - To reread their writing to check that it makes sense and to independently begin to make changes. - To read their writing aloud clearly enough to be heard by their peers and the teacher. - To use adjectives to describe.					
Phonics and Spelling Rules	Teach and practise spelling with: - Phase 2: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss - Phase 3: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er - Begin segmenting and writing simple CVC words. - Introduce tricky words: I, no, go, to, the, into, he, she, we, me, be, was, my, you, they, her, all, are.		Phase 4 Consolidation - Blend and segment longer words with adjacent consonants (e.g., frog, clap, swim). - Continue practising Phase 3 digraphs and trigraphs in spelling. - Teach spelling of compound words (e.g., lunchbox, desktop). - Review tricky words and introduce new ones: said, so, have, like, some, come, were, there, little, one, do, when, out, what.	Phase 5 Introduction Teach alternative spellings for known sounds: ai → ay, a-e ee → ea, e-e igh → i-e, y oa → ow, o-e oo → u-e, ew - Introduce new tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could. - Begin simple suffix work: adding -s and -es for plurals.	
Punctuation	- Leave appropriate spaces between words. - Know that sentences begin with capital letters.		- Use capital letters for proper nouns and personal pronoun 'I'. - Model the words *question* and	- Expect children to use capital letters and full stops mainly accurately. - Encourage and praise children for		

	- Recognise and sometimes use *?* and *!* in writing - Sometimes use capital letters to begin a sentence and full stops to end a sentence in writing. - Model the punctuation above during shared writing.		*exclamation.* - Model writing *?* and *!* during shared writing. - Dictate short sentences which include *?* and *!* - Ask children to help you write and punctuate sentences together - Edit sentences together: *What have I left out? What mistake have I made?*		remembering to use a capital letter and full stop when they write their own sentences.	
Word classes	- Know that names of people begin with a capital letters. - Identify things or objects. - Identify places e.g. *forest, garden.*	- Use adjectives for objects in the environment. - Understand the terms *describe, describing words* as adjectives.	- Know that names of places begin with a capital letters. - Know that the personal pronoun 'I' has a capital letter. - Use 'I' in own writing.	- Talk about actions as verbs. - Identify action /doing words in texts. - Include verbs in oral and written sentences.	- Reinforce the 3 word classes: noun, adjective, verb. - Use adjectives to describe nouns.	- Orally use adverbs such as kindly, fast, carefully, crossly, which describe how an action is done. - Listen to stories which include adverbs to describe characters' actions.
Verb tenses	- Orally respond to child's error with correct verb form. - Read and write verbs in progressive form e.g. *I am playing; She was looking.*	- Draw child's attention to the *past* when talking about texts together, or when teaching spelling of words ending in *ed*	- Find verbs ending with *ed* when reading texts together. - Explain '*in the past'* is an event which has already happened.	- Use shared writing to model present, progressive and past tense verb forms.	- Continue to identify past tense verb forms during shared reading and writing. - Build bank of past tense words child can write e.g. *looked, gave, ate, was, came, found, hid, made.*	
Punctuation and Use of Terminology	- To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.					
Letter Formation, Placement and Positioning	- To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. - To sit correctly at a table, holding a pencil comfortably and correctly. - To form digits 0-9. - To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.					

ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

YEAR 2 WRITING JOURNEY

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Texts	**The Day the Crayons Quit** Drew Daywalt 	**The Dragon Machine** Helen Ward 	**The True Story of the 3 Little Pigs** Jon Scieszka 	**Flat Stanley** Jeff Brown 	**Traction** Man Mini Grey 	**Lila and the Secret of Rain** David Conway 
Focus	*Fiction* Advertisements - New Crayons *Non Fiction* Non-Chronological Report 'All About Colours'	*Fiction* Explain - How to look after a dragon *Non Fiction* Book review	*Fiction* Wanted Poster Narrative *Non Fiction* Leaflet on Pigs	*Fiction* Letters *Non Fiction* Recount - news article	*Fiction* Adventure Stories *Non Fiction* Instructions	*Fiction* Traditional Tales - cultures *Non Fiction* Recount - Diary entry
Theme	Fairness	Fantasy	Defeating a monster	Journey Story	Adventure	Hope and Courage
CST Links	Common Good	Human Dignity	Rights and Responsibilities	Solidarity	Rights and Responsibilities	Life and Dignity
Writing in RE	All about our class Saint		All about St Augustine		Modern Saint - St Francis of Assisi	
Enrichment		Black History Month writing - Kennings		Classical Texts: Shakespeare - The Tempest		Film Unit
Composition	- Say out loud what they are going to write about, sentence by sentence					

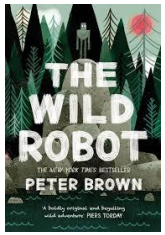
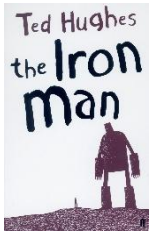
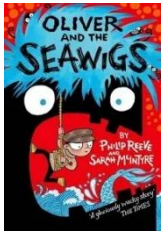
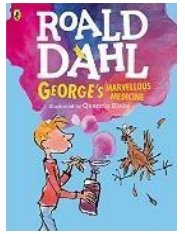
	- Sequence sentences and ideas to form a simple, coherent narrative (oral and written) - In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale - Sequence ideas correctly to record a real experience or event - Sequence instructions in the right order, using some conjunctions for clarity - Write to the purpose of the task, choosing content appropriately - With guidance, write information about a given topic, organising into sections - Write a title and sometimes add subheadings for different sections - Use a scaffold to write poems in different ways, using other poems as models		
Awareness of Audience, Purpose and Structure	- To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. - To use new vocabulary from their reading, their discussions about it (1:1 and as a whole class) and from their wider experiences. - To read aloud what they have written with appropriate intonation to make the meaning clear.		
Planning, Writing and Editing	- To write narratives about personal experiences and those of others (real and fictional). - To write about real events. To write simple poetry. - To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary - To encapsulate what they want to say, sentence by sentence. - To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. - To reread to check that their writing makes sense and that the correct tense is used throughout. - To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).		
Phonics and Spelling Rules	Revise Phase 5 graphemes - /ai/: a e, ai, ay, a(igh), ea, ey - /ee/: y, ea, ee, e, ie, ey, e e - /igh/: igh, i e, i, y, ie - /oa/: ow, o e, o, oa, oe, ou - Other patterns: /oo/, /yoo/, /air/, /ur/, /ow/, /or/, /zh/, /ch/ (incl. tch, ture), /sh/, /j/, /s/, plus the “schwa” spellings: er, ar, or, etc. - Common exception words: people, eye, whole, through, improve, move, prove, shoe, two, who, beautiful, their, parents, thought, sure, once, again, any, many, friend, busy, pretty, because, laugh, friend - Introduction to homophones and near homophones.	- ‘kn’ and ‘gn’ for /n/, and ‘wr’ for /r/ - drop the ‘e’ when adding the suffixes -ed, -ing, -er, -est and -y - words ending ‘ge’ or ‘dge’ - /j/ can be spelled ‘j’ or ‘g’ in different words. - ‘w’ and ‘qu’ change the sounds that ‘a’, ‘ar’ and ‘or’ make in some words - swap the ‘y’ for an ‘i’ when adding the suffix -es - spelling ‘ey’ for the sound /ee/ - words ending -le, -el, -al or -il - Homophones - Little Wandle 'Prickly' spellings	- 'c' making the /s/ sound - spelling the sound /zh/ - adding the suffixes -ment, -ness, -ful, -less, and -ly - words with missing letters - 'ti' for /sh/ - possessive apostrophes - swap, drop or double? -ing, -er, -est, -y, -ed - Homophones - Little Wandle 'Prickly' spellings

	- Doubling final consonants when adding suffixes. - Rules for ending in ‘k’ vs ‘ck’ and ‘ch’ vs ‘tch’ - Adding plural suffixes (-s/-es) and doubling final consonants before adding ing - Dropping or changing final ‘e’ (e.g., from “bite” to “biting”) and swapping ‘y’ to ‘i’ for suffixes		
Punctuation	- Capital Letters and Full stops - Use of ? and ! - Model apostrophe for omission - Understand: statement, command, question, exclamation	Use a comma to separate items in a list Apply contractions in writing Model apostrophe for singular possession	- Use a range of sentence types - Demarcate sentences with capital letters and full stops - Identify and use apostrophes to mark singular possession and contractions - Revise commas in a list
Word Classes	- Reintroduce the four word class: noun, adjective, verb and adverb - Use adjectives to describe nouns - Find adjectives - Write noun phrases - Practice using: statement, command, question, exclamation - Use expanded noun phrases	- Identify the four sentence constructions - Compose different sentence types - Identify statements which are factual and which are not - Identify: statement, command, question, exclamation - Identify adverbs ending in ‘ly’ to describe how verbs are done - Find noun phrases and verbs in stories and rhymes - Include doing and being words, orally and in writing	- Cloze procedure sentences to select a suitable adjective / verb / noun Sentence level – identify the noun / adjective / verb / adverb - Increase complexity by including abstract nouns - Expand range of adverbs to include those with different endings e.g. fast
Verb Tenses	- Use present and past tense in sentences - Find verbs ending with ed when reading texts together - Spell words ending with ed	- Expand range of common irregular past tense verbs which can be spoken, read and written e.g. gave, shook, broke, sang, drove, swam	- Change selected words from present tense to past tense within a given sentence, and vice versa - Locate all verbs in a sentence and change to the new tense - Continue to identify present and past tense verb forms - Build bank of past tense words children can magpie
Punctuation and Use of Terminology	- To use the full range of punctuation taught at key stage1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. - To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.		

Letter Formation, Placement and Positioning	- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - To form lower case letters of the correct size, relative to one another. - To use spacing between words that reflects the size of the letters.
Sentence Construction and Tense	- To use the present tense and the past tense mostly correctly and consistently. - To form sentences with different forms: statement, question, exclamation, command. - To use some features of written Standard English.
Use of Phrases and Clauses	- To using co-ordination (or/and/but). - To use some subordination(when/if/ that/because). - To use expanded noun phrases to describe and specify (e.g. the blue butterfly).

ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

YEAR 3 WRITING JOURNEY

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Texts	**Malala's Magic Pencil** Kerascoet & Malala Yousafzai **A Rock is Lively** Sylvia Long 	Wild Robot Peter Brown 	The Iron Man Ted Hughes 	Oliver and The Seawigs Philip Reeve 	George's Marvellous Medicine Roald Dahl 	I Ate Sunshine for Breakfast Michael Holland 
Focus	*Fiction* Narrative - changing the world *Non Fiction* Fact file rocks Diary entry	*Fiction* Narrative - Diary *Non Fiction* Advert - Robots Fact files (animals)	*Fiction* Newspaper *Non Fiction* Wanted Poster	*Fiction* Narrative - On a quest, with dialogue *Non Fiction* Persuasive writing - tourist attraction	*Fiction* Instructions - medicine Letter *Non Fiction* Explanation text - medicines help	*Fiction* Narrative - from seed to plant *Non Fiction* Recount - planting seeds
Theme	Courage	Nature and curiosity	Belonging	Acceptance and friendship	Family and creativity	Plants and Nature
CST Links	Human Dignity	Care for Creation	Solidarity	Human Dignity	Rights and responsibilities	Common Good
Writing in RE	All about our class Saint		All about St Augustine		Modern Saint - Blessed Carlo Acutis	

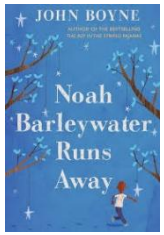
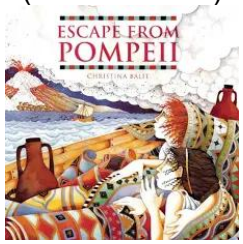
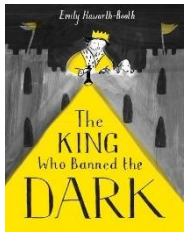
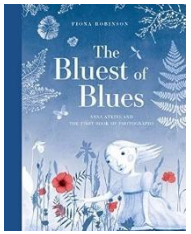
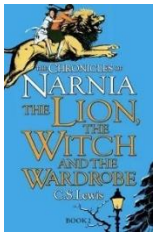
Enrichment		Black History Month - Poetry		Classical Texts: Shakespeare - Hamlet		Film Unit
Composition	- Use adult model to begin to organise paragraphs, as a way to group related material - In story-writing create settings, characters and plot, using a shared text to gather ideas - Include headings and sub-headings in non-narrative writing - Sequence ideas chronologically, using a range of conjunctions to make the sequence clear - Using the adult model, begin to use fronted adverbials to vary sentence openings - Maintain correct tense to achieve cohesion through the piece - Begin to recognise and use some features of the chosen genre - Using a model, write poems in different forms e.g. shape poems / simple structure poems with scaffold					
Awareness of Audience, Purpose and Structure	- To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). - To make deliberate ambitious word choices to add detail. - To begin to create settings, characters and plot in narratives.					
Planning, Writing and Editing	- To begin to use ideas from their own reading and modelled examples to plan their writing. - To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. - To begin to organise their writing into paragraphs around a theme. - To compose and rehearse sentences orally (including dialogue).					
Phonics and Spelling Rules	- Words where the digraph 'ou' makes an /ow/ sound - Words where the digraph 'ou' makes a /u/ sound - Words where 'y' makes an /i/ sound - Words ending in '-sure' or '-ture' - Words with the prefixes 're-', 'dis-', 'mis-' - Words where '-ing', '-er' and '-ed' are added to multisyllabic words - Words where '-ing', '-en' and '-ed' are added to multisyllabic words		- Words with the digraph 'ai' and tetragraph 'aigh' - Words with the digraph 'ei' and tetragraph 'eigh' - Words where the digraph 'ey' makes an /ai/ sound - Words with the suffix '–ly' - Words that are homophones - Words ending in 'al' and 'le' - Words ending in '-ly' where the base word ends in 'le' - Words ending in '-ly' where the base word ends in '-ic' - Words ending in '-ly' with exceptions		- Words with the suffix '-er' - Words where the digraph 'ch' makes a /k/ sound - Words ending in '-gue' and '-que' - Words where the digraph 'sc' makes a /s/ sound - Words that are homophones - Words ending in '-sion' - Revision of National Curriculum words

Punctuation	- Identify and highlight direct speech in written texts; model use of inverted commas to indicate direct speech; play with punctuation fans - Revise use of comma to separate items in a list; revise ? and ! and use reliably; revise use of apostrophe for singular nouns	- Learn to use the apostrophe for regular plural nouns; - Edit deliberate punctuation errors - Add punctuation to simple dictated sentences - Know how to use the comma before closing inverted commas, in direct speech. - Continue to use apostrophes in a range of contexts	- Demarcate sentences with increasing security, including capital letters, ? ! and commas in lists. - Use an apostrophe for omission and possession. - Begin to use a comma to separate main clause from subordinate clause. - Match words in contracted form to their equivalent e.g. could've = could have
Word Classes	- Review nouns, common and proper. - Learn to recognise a vowel and a consonant - Select the determiner 'a' or 'an' appropriately - Revise capital letters or proper nouns of people and places - Introduce term 'pronoun' - Create noun phrases using nouns and adjectives - Identify effective verbs and explain why they work well / collect in journal - Consolidate meaning of vowel and consonant	- Identify and distinguish between different noun types (common, proper, pronoun) - Model choosing pronouns to avoid repetition. - Introduce prepositions and model in sentences. - Find adverbials in texts; discuss their relationship with the verb. - Sometimes change position of the adverbial in a sentence - Identify prepositions in context; pair up noun / adjective cards	- Confidently select words of a given word class in cloze procedure activity. - Identify word class of words in sentences. - Identify word class in 'human sentences' with word cards, including prepositions. - Also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are needed e.g. Do they make the sentence stronger? How?
Verb Tenses	- Revise words in the past tense with regular *ed* suffix - Revise words ending in *ing* – progressive form. - Collect a bank of irregular past tense verb forms - Change these from present to past e.g. catch/caught; match word cards	- Identify the tense of a extract. - Convert sentences from one tense to another. - Continue to build irregular verb bank. - Sometimes use the present /past perfect e.g. He has/had gone out to play, with a focus on spoken accuracy first	- Maintain consistency of tense in narrative / report writing. - Practise further contexts for present and past perfect verb forms. - Increasingly control a variety of verb forms in spoken and written contexts; spot quickly during reading
Standard English and formality	- Identify the subject of a sentence - Make sure verb matches the subject *e.g. We were going; Where were you? They did their homework.*	- Revise correct use of adverbs - To conform to Standard English *e.g. She ran quickly; they did well; role-play the voice of a king / mayor / duchess, using formal language*	- In spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally.

Punctuation and Use of Terminology	- To use the full range of punctuation from previous year groups. - To punctuate direct speech accurately, including the use of inverted commas. - To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
Letter Formation, Placement and Positioning	- To use a neat, joined handwriting style with increasing accuracy and speed. - To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.
Sentence Construction and Tense	- To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. - To use ‘a’ or ‘an’ correctly throughout a piece of writing.
Use of Phrases and Clauses	- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. - To use a range of conjunctions, adverbs and prepositions to showtime, place and cause.

ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

YEAR 4 WRITING JOURNEY

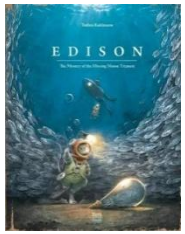
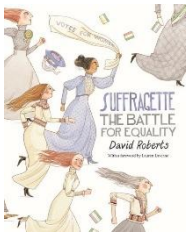
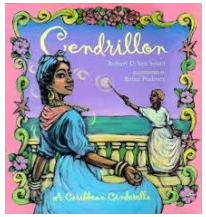
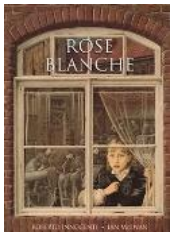
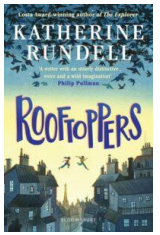
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Texts	**Theseus and The Minotaur** **Arthur and the Golden Rope** (Joe Todd-Stanton) 	**Noah Barleywater Runs Away** (John Boyce) 	**Escape from Pompeii** (Christina Balit) 	**The King Who Banned the Dark** (Emily Haworth-Booth) 	**Bluest of Blues** (Fiona Robinson) 	**The Lion the Witch and the Wardrobe** (C.S.Lewis) 
Focus	*Fiction* Discussion *Non Fiction* Non-Chronological report (Travel guide)	*Fiction* Speech writing *Non Fiction* Letter writing	*Fiction* Historical Narrative *Non Fiction* News Report	*Fiction* Recount *Non Fiction* Information Texts	*Fiction* Persuasive Writing Diary entries *Non Fiction* Biographies	*Fiction* Instructions *Non Fiction* Narrative including setting descriptions
Theme / Genre	Identity	Love and Loss	Historical	Fantasy	Science and Biography	Courage and Hope
CST Links	Life and Dignity	Solidarity	Option for Poor	Rights and Responsibilities	Care for Creation	Common Good
Writing in RE	All about our class Saint		All about St Augustine		Modern Saint - St Joan of Arc	
Enrichment		Black History Month writing - limericks		Classical Texts: Shakespeare - Julius Caesar		Film Unit
Composition	- With some independence, organise paragraphs around a theme - Create settings, characters and plot when writing stories, sometimes innovating with own ideas - Independently include headings and sub-headings in non-narrative writing					

	- Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity - Independently use fronted adverbials to open some sentences - Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition - Maintain correct tense to achieve cohesion, sometimes managing change of tense when required - Know and use some features of the chosen genre - Write poems in different forms e.g. haiku / list / free verse / narrative poetry					
Awareness of Audience, Purpose and Structure	- To write a range of narratives and non-fiction pieces using consistent appropriate structure (including genre-specific layout devices). - To write a range of narratives that are well- structured and well-paced. - To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. - To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.					
Planning, Writing and Editing	- To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. - To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. - To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.					
Phonics and Spelling Rules	- Words that are homophones - Words with the prefix 'in-' meaning 'not' - Words with the prefixes 'il-', 'im-' and 'ir- - Words with the prefix 'sub-' meaning 'below' or 'further divided' - Words with the prefix 'inter-' meaning 'between' or 'among' - Words ending in '-ation' - Words ending '-ly' and 'ily' - Words where 'ch' makes a /sh/ sound		- Words ending in '-sion' - Words ending in '-ous' - Words ending in '-ous' incl. those where 'ge' from the base word remains - Words where a suffix is added to words ending in 'y' - Words ending in '-ious' and 'eous' - Words where 'au' makes an /or/ sound - Words ending in '-tion', '-sion- and '-cian' - Words that are adverbs of manner		- Words that are homophones - Words spelled with 'c' before 'i' and 'e' - Words containing 'sol' and 'real' - Words containing 'phon' and 'sign' - Words with the prefixes 'super-', 'anti-' and 'auto' - Words with the prefix 'bi-' meaning 'two' - Words that are plurals with possessive apostrophes	
Punctuation	- Revise use of inverted commas (and commas) to indicate direct speech - Clarify the difference when writing a playscript; identify direct and indirect speech when reading texts	- Revise use of comma to separate items in a list. - Revise use of apostrophe for singular and egular plural nouns. - Introduce apostrophe for irregular plural nouns e.g. c*hildren's*	- Revise use of apostrophe for omission, and ensure pupils know term 'contracted form'. - Edit deliberate punctuation errors; add punctuation to dictated sentences.	- Model, discuss and use commas to separate clauses effectively. - Vary use of other punctuation e.g. ! ? - Use punctuation fans during class game, to make best choice.	- Demarcate sentences with increasing security, including apostrophe for omission and possession. - Provide dictated sentences which require decisions about punctuation.	- During shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause. - Read sentence aloud to hear its sense.
Word Classes	- Review common and proper nouns.	- Introduce full set of well- known	- Ensure correct use of determiners	- Vary position of the adverbial in a	- Identify word class of words in	- Identify word classes in contexts

	- Revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately. - Check use of capital letters for more obscure contexts e.g. shops, hotels, companies, landmarks, museums	collective nouns; create new one. - Identify and use pronouns to avoid repetition. - Discuss noun phrases in texts. - Compose expanded noun phrases and apply to writing.	'these' and 'those'. - Find determiners which quantifiers e.g. *some, every*; identify prepositions in sentences. - Vary sentence openers, changing the pronoun e.g. *They / The villagers*	sentence, ensuring correct use of comma. - Discuss the effect of making changes - Explore sets of words which can be either of two or three word classes, depending on the context	'human sentences' using word cards, including prepositions and determiners. - Identify possessive determiners e.g. *my, your, her, their*	which are challenging. - In guided writing, discuss whether particular words are effective - *Do they make the sentence stronger?* - Play games to consolidate four key word classes.
Verb Tenses	- Revise the present perfect / past perfect e.g. *He has/had gone to find his puppy,* with a focus on spoken accuracy. - Sort sentence cards between simple / perfect tense	- Revise spelling of regular and irregular past tense verb forms; change these from present to past; - Edit sentences which mix tenses. - Dictate sentences to reinforce tenses learned.	- Identify the tense of a challenging extract. - Convert from one tense to another. - Identify 1st or 3rd person in shared or guided reading.	- Write a diary extract or journal / log in 1st person, consistently using past tense verb forms as appropriate. - Secure spelling of verbs in progressive form.	- Maintain consistency of tense in narrative / report writing, explanation / instructions. - Practise further contexts for present and past perfect verb forms.	- Increasingly control a variety of verb forms in spoken and written contexts. - Identify these confidently during reading. - Practise changing extract from one tense to another.
Use of Phrases and Clauses	- During shared writing, model and identify a range of sentence structures, including some which include subordination; revise role of conjunctions.	- Readily identify the main clause and subordinate clause; sometimes swap their position within the sentence - Collect a bank of further 'time connectives'.	- During shared reading and shared writing, discuss and evaluate how the author uses a range of cohesive devices, and then experiment in own writing e.g. *however, secondly, when, before, after, while, because of, due to, as a result of*, or the use of fronted adverbials. - Play games to select conjunctions in given contexts.		- Discuss and evaluate chosen conjunctions in own and others' work - are they effective? Could other words fulfil the same purpose?	- Make successful choices when composing sentences, according to the genre. - Read own writing to an audience, as part of evaluation process
Standard English and formality	- Revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. *Where were / was you?*		- Identify, discuss and correct sentences which contain a double negative e.g. *Don't nobody get on the bus;* model accurate use of Standard English in dictated sentences		- In spoken and written contexts, apply known rules of Standard English. - Respond to errors by modelling correct verb forms orally; drama which requires formal language	
Letter Formation, Placement and Positioning	- To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. - To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.					

ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

YEAR 5/6 WRITING JOURNEY

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Texts	**Edison** (Torben Kuhlmann) - Picture Book **Stay Where You Are Then Leave** (John Boyne)  		**Suffragettes** (David Roberts) 	**Cendrillon: Caribbean Cinderella** (Robert Sansouci) 	**Rose Blanche** (Ian McEwan) **Digging For Victory** (Cathy Faulkner) **Rooftoppers** (Katherine Rundel)   	
Focus	Class Saint biography Non-fiction report Informal Letter	Black History Poetry Instructions Historical based narrative	Non-Chronological Report (Amelia Scott) Newspaper Article Discussion Text	Extended narrative Shakespeare - debates and letters	Non-fiction Report Diary Entry Advertisements	Poetry Short stories Play scripts and speeches
Theme	Exploration	Historical	Equality and Rights	Identity and Culture	War/ Consequences	x
CST Links	Care for Creation	Life and Dignity	Rights and Responsibilities	Human Dignity	Common Good	Solidarity
Writing in RE	All about our class Saint		All about St Augustine		Modern Saint - St. Maximilian Kolbe	
Enrichment		Black History Month		Classical Texts: Shakespeare - King Lear		Film Unit

Composition	- Independently organise information from beginning to end, using meaningful paragraphs. - Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion e.g. repetition of word or phrase; grammatical connections e.g. use of adverbials such as on the other hand, in contrast, as a consequence; and ellipsis. - Write a summary of longer passages. - Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text. - Ensure consistent and correct use of tense through the piece. - Confidently use the features of a wide range of genres across narrative and non-narrative forms. - Write a wider range of poetry in different forms e.g. rhyming / narrative poem / mood poem / poems which include change of structure / riddle etc				
Awareness of Audience, Purpose and Structure	- To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterization, structure, etc.). - To distinguish between the language of speech and writing and to choose the appropriate level of formality. - To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues, in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).				
Planning, Writing and Editing	- To note down and develop initial ideas, drawing on reading and research where necessary. - To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bulletpoints, underlining). - To use a wide range of devices to build cohesion within and across paragraphs. - To habitually proofread for spelling and punctuation errors. - To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.				
Phonics and spelling rules	- Words with the short vowel sound /i/ spelled ‘y’ - Words with the long vowel sound /igh/ spelled ‘y’ - Words with ‘cial’/shul/ after a vowel - Words with ‘tial’ - Words with /oa/ sound spelled ‘ou’ or 'ow’ - Words with a ‘soft c’ spelled ‘ce’ - Words with the /f/ sound spelled ‘ph’		- Words with the suffix ’-ably’ - Words with the suffix ’-ible’ - Words with the suffix ‘-ibly’ - Words ending in ‘-ent’ and ‘–ence’ - Words ending i‘-er’, ‘-or’ and ‘-ar’ - Words beginning with ‘acc-’ - Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’		- Words with origins in other countries and languages. - Grammar and mathematical vocabulary - Adding the prefix ‘over-’ - Words with the suffix ‘-ful’ - Adjectives used to describe feelings, characters and settings - Words that can be nouns and verbs - Words with unstressed vowel sounds - Adverbs synonymous with determination
Punctuation	- Use a colon to introduce a list. - Discuss and use commas, semi-colons and colons to separate clauses effectively.	- Model and practise punctuating parenthesis, using pairs of commas, dashes or brackets. - Identify ellipsis in	- Identify and model use of hyphen e.g. *man-eating shark.* - Revise use of possessive apostrophe for singular plural	- Use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses	- Use bullet points where appropriate. - Revise use of apostrophe. - Provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon. - Read sentence aloud to hear its sense; discuss, highlight and analyse range of

	- Discuss idea of ambiguity, when meaning is not clear	texts. - Edit deliberate punctuation errors. - Dictate sentences.	nouns e.g. e.g. *Tom's pen, factories' chimneys, children's pet*	for clarity. - Use a single dash. - Use punctuation fans.	punctuation in texts, sometimes improving punctuation choices. - Revise meaning of ambiguity	
Word classes	- During shared writing, identify relative clauses in which the relative pronoun refers back to the noun e.g. *I'm eating pasta, which is my favourite food.*	- Identify parenthesis in texts. - Discuss the extra information provided. - Model variety of punctuation to indicate parenthesis. - Dictate sentences.	- Identify adverbials in texts during shared and guided reading, and discuss how these add cohesion. - Discuss the effect of moving the position of a fronted adverbial. Highlight cohesive devices in non-fiction and fiction texts. Collect and display connectives which provide cohesion across texts, particularly when introducing a paragraph.		- Write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality. - Dictate formal and informal sentences.	- Read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose. Write different types of poems.
Verb tenses	- Identify modal verbs in sentences e.g. *should, may,* (also adverbs e.g. *possibly*); discuss their degree of certainty. - Revise spellings of a wide set of regular and irregular past tense verbs e.g. *bought, brought*	- Edit sentences or short paragraphs which mix tenses erroneously. - Sort sentence cards in the present perfect / past perfect tenses e.g. *He's left the room / She had loved having a pet.*	- Identify the verb forms of a challenging extract which may mix forms. - Identify 1st or 3rd person in shared or guided reading. - Discuss the effect of the tense used. - Dictate sentences which model different verb forms.	- Convert short extract from present to past tense, and vice versa. - Revise modal verbs and verbs in progressive tense, both present and past e.g. *she was considering;* edit and improve given examples	- Compare sentences in simple past with perfect past verb form. - Dictate sentences which include variety of tense forms. -Maintain consistency of tense when writing fiction and non-fiction texts.	- Employ and control a variety of verb forms in spoken and written contexts. - Spell correctly a wide range of verb forms useful and relevant to own writing. - Identify 1st or 3rd person when reading.
Standard English and formality	- Confidently identify the subject and object/s of a sentence. - Revise correct use of subject/verb agreement.		- Identify, discuss and correct sentences which contain a double negative e.g. *You can't have no sweets.*		- Apply Standard English to practise formal language, including the subjunctive form e.g. *Were they to get lost…*	
Common Exception Words and Further Spelling Conventions	- To spell all of the Y5 and Y6 statutory spelling words correctly. - To spell homophones and near homophones that include nouns that end in -ce/ -cy and verbs that end in -se/ -sy as well as words that contain hyphens - To use a knowledge of morphology and etymology and understand that the spelling of some words needs to be learnt specifically. - To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.					

Letter Formation, Placement and Positioning	- To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. To choose the writing implement that is best suited for a task.
Sentence Construction and Tense	- To 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.