


Writing Curriculum Plan

Overall intent - end of primary expectation

A writer from Bickleigh Down C of E Primary School will:

- **Be able to write legibly and across many genres, using correct grammatical structures and appropriate language features.**
- **At the end of KS2, writers will be confident in their writing ability and will therefore find that they can meet the expectations of KS3. They will be able to write in a clear and articulate manner in all curriculum areas.**
- **Writers will be able to spell most words correctly or will be able to use a dictionary efficiently to check spellings.**
- **Writers will develop a broad and varied vocabulary.**

Year 6											
	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2
<p>Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	The Book of Hopes Katherine Rundell	The Lost book of Adventure – The Unknown Adventurer	The Lost book of Adventure – The Unknown Adventurer	Kensuke's Kingdom – Michael Morpurgo	The Nameless Holiday – Shaun Tan <i>Group for this text only due to teacher feedback</i>	Archipelago: An Atlas of Imagined Islands – Huw Lewis-Jones	Women in Science – Rachel Ignatofsky	A Word in Your Ear – Tony Ross	Carrie's War (Visual Text) Flood - Alvaro F Villa	Animalium Jenny Broom and Katie Scott	The Lost Words (poetry) Short text – instructions
				Eats, Shoots and Leaves Lyn Truss							
Independent purposeful writing outcomes	Narrative – develop character, setting, plot	Variety of writing based on residential visit to Beam House to create own Book of Adventure.	Writing to continue across half term to include a wider range of texts.	To write an extended story	To write a non-chronological report/ information text about Christmas and Chinese New Year	To invent their own island and write about its discovery as part of a class Atlas of Imagined Islands	Write a biography about an inspiring person	Write a story that has expanded detail and which changes in pace	To write the story of Flood	Mixed genre writing: letters, prediction, diary. To write a non-fiction report about an animal	To write a poem about something from the natural world to accompany a watercolour picture.
				To produce a double page spread to add to the book							
Grammar and punctuation	Consolidation of Y5 objectives: Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking of ideas across paragraphs using adverbials and other cohesive devices Assess security of	Recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing. Using expanded noun phrases to convey complicated information concisely. Using hyphens to avoid ambiguity punctuating bullet points consistently to list information layout devices using brackets, dashes and commas for	Expanded noun phrases Verb choices – 'show not tell' Power of three and colons to introduce a list Sentence length for impact Using modal verbs for degrees of possibility Brackets and dashes for parenthesis	Recognising vocabulary and structures that are appropriate for formal speech and writing Using passive verbs to affect the presentation of information in a sentence. Using expanded noun phrases to convey complicated information	Use of passive voice. Multi-clausal sentences. Using brackets, dashes and commas for parenthesis. Layout devices for non-fiction writing.	Using passive verbs to affect the presentation of information in a sentence. Using expanded noun phrases to convey complicated information concisely. Using hyphens to avoid	Use devices to build cohesion within a paragraph. Link ideas across paragraphs using a wider range of cohesive devices. Repetition of a word or phrase, grammatical connections (Y6). Brackets, dashes or commas to indicate	Use passive form of verbs to affect the presentation of information in a sentence. Use expanded noun phrases to convey complicated information concisely. Use brackets, dashes or commas to indicate parenthesis. Use a range of layout devices	using passive verbs to affect the presentation of information in a sentence. Using relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that', or with an implied (i.e. omitted) relative pronoun. Using commas to clarify	using expanded noun phrases to convey complicated information concisely. Using commas to clarify meaning or avoid ambiguity in writing complex lists Using hyphens to avoid ambiguity. Using a colon to introduce a list. Understanding conventions of poetry and poetic form in writing.	

	all basic punctuation	parenthesis (HA only) linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis	Commas for clarity	concisely Using colons to mark boundaries between independent clauses Using a colon to introduce a list		ambiguity.	parenthesis (Y5). Use semi-colons and dashes to mark the boundary between independent clauses Using direct speech effectively		meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity	
Key grammatical vocabulary Year 6 terminology	Determiner; noun; verb; adjective; adverbs; adverbial; simile; metaphor; personification; noun phrase; cohesive devices; ambiguity; pre/post modification; formality; modal verbs; coordinating conjunctions; subordinating conjunctions; subject; object; simple sentence; compound sentence; complex sentence; clause; phrase; synonym; antonym		Prepositional phrase; relative clause; relative pronoun; non-finite verb/clause; parenthesis; perfect verb forms; progressive verb forms; active voice; passive voice; brackets; dashes; commas; suffix; prefix; ellipsis; colon; semi-colon; subjunctive			Headings; sub-headings; columns; bullet points; layout devices; hyphen				
Spelling	 No Nonsense Spelling programme followed. See Supplementary pages below for overview of spelling rules taught.									
Handwriting	All children write in pen. Handwriting is a focus of ALL writing tasks and is expected to be neat and joined in all subjects. Legible, joined handwriting should be established by year 6. Individual children are given extra support as required using the Letter-join handwriting recovery programme.									

No Nonsense Spelling – Overview

Block 1 – autumn first half term

Week 1	Lesson 1 Revise/Learn Words from statutory word lists	Lesson 2 Revise/Learn Words from statutory word lists	Lesson 3 Revise Strategies at the point of writing: Have a go
Week 2	Lesson 4 Practise Strategies at the point of writing: Have a go	Lesson 5 Revise Words ending '-able'/'-ably', and '-ible'/'-ibly'	
Week 3	Lesson 6 Practise Strategies for learning words: words ending '-able' and '-ible'	Lesson 7 Assess Words ending '-able' and '-ible'	Lesson 8 Teach Adding suffixes beginning with vowels to words ending in '-fer'
Week 4	Lesson 9 Practise Adding suffixes beginning with vowels to words ending in '-fer'	Lesson 10 Assess Adding suffixes beginning with vowels to words ending in '-fer'	
Week 5	Lesson 11 Practise SATS practice	Lesson 12 Practise SATS practice	Lesson 13 Practise SATS practice
Week 6	Lesson 14 Teach Proofreading in smaller chunks (sentences, paragraphs)	Lesson 15 Practise Proofreading in smaller chunks (sentences, paragraphs)	

Block 2 – autumn second half term

Week 1	Lesson 1 Revise/Assess Words from statutory word lists	Lesson 2 Revise/Assess Words from statutory word lists	Lesson 3 Learn Strategies for learning words: words from statutory word list
Week 2	Lesson 4 Learn Homophones ('ce'/'se')	Lesson 5 Practise Homophones ('ce'/'se')	
Week 3	Lesson 6 Assess Homophones ('ce'/'se'): dictation	Lesson 7 Learn Strategies for learning words: words from personal spelling lists	Lesson 8 Assess Words from personal spelling lists
Week 4	Lesson 9 Teach Endings that sound like /ʃəs/ spelt '-cious' or '-tious'	Lesson 10 Practise Endings that sound like /ʃəs/ spelt '-cious' or '-tious'	
Week 5	Lesson 11 Assess Endings that sound like /ʃəs/ spelt '-cious' or '-tious': dictation	Lesson 12 Learn Strategies for learning words: words from statutory word list	Lesson 13 Learn Strategies for learning words: words from statutory word list
Week 6	Lesson 14 Assess Words from statutory word lists	Lesson 15 Revise Spelling learning from this term	

Block 3 – spring first half term

Week 1	Lesson 1 Revise Words with 'ough' letter string	Lesson 2 Practise Words with 'ough' letter string	Lesson 3 Assess Words with 'ough' letter string: pair testing
Week 2	Lesson 4 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 5 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 3	Lesson 6 Assess Words from statutory and personal spelling lists: pair testing	Lesson 7 Teach Words ending '-cial' and '-tial'	Lesson 8 Practise Words ending '-cial' and '-tial'
Week 4	Lesson 9 Apply Words ending '-cial' and '-tial'	Lesson 10 Teach Proofreading someone else's writing	
Week 5	Lesson 11 Learn Strategies for learning words: words from personal spelling lists	Lesson 12 Assess Words from personal spelling lists: pair testing	Lesson 13 Revise Generating words from prefixes
Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Assess All statutory words learnt so far this term	

Block 4 – spring second half term

Week 1	Lesson 1 Revise Spelling learning from the previous half term	Lesson 2 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 2	Lesson 4 Assess Words from statutory and personal spelling lists	Lesson 5 Teach Homophones (<i>dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit</i>)	
Week 3	Lesson 6 Revise Homophones covered in KS2	Lesson 7 Assess Homophones covered in KS2: dictation	Lesson 8 Revise Proofreading
Week 4	Lesson 9 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 10 Assess Words from statutory and personal spelling lists	
Week 5	Lesson 11 Revise Generating words from prefixes and roots	Lesson 12 Practise/Apply Generating words from prefixes and roots	
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Assess Words from statutory spelling lists	

Block 5 – summer first half term

Week 1	Lesson 1 Teach Strategies for learning words: rare GPCs from statutory word list	Lesson 2 Practise Strategies for learning words: rare GPCs from statutory word list	Lesson 3 Apply/Assess Rare GPCs from statutory word list
Week 2	Lesson 4 Revise Strategies at the point of writing: Have a go	Lesson 5 Practise/Apply Strategies at the point of writing: Have a go	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Assess Words from statutory and personal spelling lists	
Week 4	Lesson 8 Teach Words ending in 'ant', '-ance' and '-ancy'	Lesson 9 Practise Words ending in 'ant', '-ance' and '-ancy'	
Week 5	Lesson 10 Practise Words ending in 'ant', '-ance' and '-ancy'	Lesson 11 Teach Proofreading own writing independently	Lesson 12 Practise/Apply Proofreading own writing independently
Week 6	Lesson 13 Revise Root words and meaning	Lesson 14 Practise Root words and meaning	

Block 6 – summer second half term

Week 1	Lesson 1 Revise Spellings taught last half term	Lesson 2 Revise Spellings taught last half term	Lesson 3 Assess Spellings taught last half term
Week 2	Lesson 4 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 5 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 6 Assess Words from statutory and personal spelling lists: pair testing
Week 3	Lesson 7 Teach Words ending '-ent', '-ence' and '-ency'	Lesson 8 Practise Words ending '-ent', '-ence' and '-ency'	Lesson 9 Practise Words ending '-ent', '-ence' and '-ency'
Week 4	Lesson 10 Assess Words ending '-ent', '-ence' and '-ency'	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 5	Lesson 13 Assess Words from statutory and personal spelling lists	Lesson 14 Teach Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)	Lesson 15 Practise Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)
Week 6	Lesson 16 Assess Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>): dictation	Lesson 17 Learn Strategies for learning words: commonly misspelt homophones	Lesson 18 Apply Strategies for learning words: commonly misspelt homophones