

Year A

	EYFS/Reception	Year 1/2 Milestone 1	Year 3/4 Milestone 2	Year 5/6 Milestone 3
<b>Autumn 1</b>	Marvellous Me! Or 'U for Unique!		Our Wonderful Planet Earth	Climb Every Mountain!
	<p><b>Writing activities include:</b> Mark making and writing indoors and outdoors. • Writing and mark-making lists, instructions, notes, invitations as part of their play in areas of continuous provision.</p> <p><b>Children will:</b> Learn to recognise initial sounds Practice forming recognisable letters CVC word writing Children will make marks on their picture to stand for their name Begin to express their ideas and feelings by making marks, sometimes explaining what their marks mean</p>	<p><b>Writing activities include:</b> Character descriptions Recounts Acrostic poetry</p> <p><b>Milestone objectives:</b> Basic sentence formation Leave spaces between words Use the word 'and' to join words and sentences Capital letters- sentences/pronoun 'I' Finger spaces Punctuation to end sentences (full stops) Past tense -ed suffix Time adverbials Recognition of verbs, nouns and adjectives Using adjectives/ Expanded noun phrases Begin to form lower case letters correctly Form capital letters Form digits 0-9 Understand that letters are formed in similar ways</p>	<p><b>Writing activities include:</b> Writing recounts Writing information texts Writing poetry, including cinquains Writing play scripts based on the novel</p> <p><b>Milestone objectives:</b> Use the main features of a type of writing identified in reading. Use techniques used by authors to create characters and settings Use organisational devices such as headings and sub headings Use the perfect form of verbs to mark relationships of time and cause Join letters, deciding which letters are best left unjoined Use prefixes and suffixes and understand how to add them Spell homophones correctly</p>	<p><b>Writing activities include:</b> Information writing Recounts Writing poetry Writing narratives based on the novel where dialogue is used to tell the story and inform about the characters</p> <p><b>Milestone objectives:</b> Identify the audience for writing Choose the appropriate form of writing using the main features identified in reading Using the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Write paragraphs that give the reader a sense of clarity Use a thesaurus</p>

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

		<p><u>Spelling:</u>        Aut 1 Review of Y2 Little Wandle phonics</p>	<p><u>Spelling: (Rising Stars)</u>  <b>Yr 3:</b>        review of Year 2 suffixes (-ed, -ing, -er and -est)        review of Year 2 suffixes (-ness, -ment, -ful, -less)        Words from the year 3, 4 word list        the /i/ sound spelled with a 'y'        the /u/ sound spelled 'ou'        words from children's own writing  <b>Yr 4:</b>        Review of the year 3 suffixes        Review of the year 4 prefixes        Words from the year 3 and 4 word list        Missing letters and possessive apostrophes        Suffixes (vowel letters)        Improving spelling in children's own writing  <u>Spelling: (Rising Stars) Autumn 2</u>  <b>Yr 3:</b>        the /ai/ sound spelled 'ei', 'eigh' or 'ey'        the un-, dis and mis- prefixes        adding suffixes        spelling split digraphs        words from the year 3 and 4 word list        words from the children's own writing  <b>Yr 4:</b>        -sion and -tion endings        -ssion endings        -ation suffix</p>	<p><u>Spelling: (Rising Stars)</u>  <b>Yr 5:</b>        Review of yr 4 prefixes &amp; suffixes        Words from the yr 3 &amp; 4 list        Words containing the letter string -ough        Words from the yr 5 &amp; 6 spelling list        Homophones and near homophones  <b>Yr 6:</b>        Review of yr 5 work on spelling        Words from the yr 5 &amp; 6 spelling list        'ei' followed by the letter 'c'        Adding suffixes to words ending in -fer        Words from the children's own writing</p>
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<p><b>Autumn 2</b></p>	<p>Colour my world</p>		<p>-cian endings Accurately spelling words from the yr 3 and 4 list Improving spelling in children's own writing</p>	<p>Shine a Light!</p>
	<p><b>Writing activities will include:</b></p> <ul style="list-style-type: none"> <li>• Writing signs and labels for classroom use.</li> <li>• Writing cards and notes for family members and friends.</li> <li>• Writing recipes in the mud kitchen.</li> <li>• Adding labels to models and creations.</li> </ul> <p><b>Children will:</b> Practice initial sounds Forming recognisable letters Simple word writing (including Set 1 digraphs)</p>	<p><b>Writing activities include:</b> Writing stories: retelling known stories in their own words Writing letters Writing lists</p> <p><b>Milestone objectives:</b> Capital letters for proper nouns Punctuation to end sentences (!/?)- recognising statement, question and command Using conjunctions and connectives to join sentences (and/but/or) Sequence sentences to form narratives Using adverbs Using commas in a list Form lowercase letters of consistent sizes Begin to join some letters Write capital letters and digits of consistent size Sit correctly and hold a pencil correctly</p> <p><u>Spelling</u> Aut 2 Yr 2: Little Wandle Bridge to Spelling</p>		<p><b>Writing activities include:</b> Writing poetry, including haikus and free verse Writing non-chronological reports Narrative writing based on the novel</p> <p><b>Milestone objectives:</b> Note, develop and research ideas Plan, draft, write, edit and improve Use the techniques that authors use to create characters, settings and plots Create vivid images by using alliteration, similes, metaphors and personification Using modal verbs to adverbs to indicate degrees of possibility Write paragraphs that make sense if read alone</p> <p><u>Spelling: (Rising Stars)</u> <b>Yr 5:</b> Words from children's own writing Words ending in -ious Endings that sound like /shl/ and are spelled -cial and -tial Words from the yr 5 and 6 list <b>Yr 6:</b> Use of the hyphen Words from the yr 5 &amp; 6 list Words ending in -gue and -que 'ch' makes 'k' sound 'ch' makes 'sh' sound Words from children's own writing</p>

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				Technical vocabulary
<b>Spring 1</b>	Space Invaders! <b>Or</b> To infinity ...		Roman Britain	Electric Energy
	<p><b>Writing activities will include:</b> Using a wide range of mark making implements which are developmentally appropriate.</p> <ul style="list-style-type: none"> <li>• Choosing to write as a way of communicating their thoughts and ideas and also when reflecting on past events.</li> <li>• Excitedly writing as a response to a provocation or event.</li> <li>• Sharing with adults what their early marks mean.</li> <li>• Experimenting with a wide range of mark making</li> </ul> <p><b>Children will:</b> Begin simple phrase writing</p>	<p><b>Writing activities will include:</b> Writing leaflets Writing recounts Writing acrostic poetry</p> <p><b>Milestone objectives:</b> Using apostrophes for contractions Using apostrophes for possession Joining sentences using subordination (when/if/that/because) and co-ordination (or/and/but) Using the simple and progressive past/present Using paragraphs Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</p> <p><u>Spelling:</u> Little Wandle Y2 Spelling Programme</p>	<p><b>Writing activities will include:</b> Writing letters Writing non-chronological reports Writing adventure narratives Writing biographies</p> <p><b>Milestone objectives:</b> Compose and rehearse sentences orally Plan, write, edit and improve Create characters, settings and plots Use alliteration effectively Use similes effectively Use connectives that signal time, shift attention, inject suspense and shift the setting Organise paragraphs around a theme Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced Spell correctly often misspelled words</p>	<p><b>Writing activities will include:</b> Writing persuasively- writing persuasive letters Writing explanatory texts using formal language Write diary entries as a character from the novel</p> <p><b>Milestone objectives:</b> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Using brackets, dashes or commas to indicate parenthesis Ensure correct use of tenses throughout a piece of writing Write cohesively at length Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically</p> <p><u>Spelling: (Rising Stars)</u> <b>Yr 5:</b> Review of autumn term spellings</p>

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	<p>Alphabet letter names</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters accurately.</p>		<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Spelling : ( Rising Stars)</p> <p><b>Yr 3:</b></p> <p>Review of autumn term spellings</p> <p>Words from the yr 3 and 4 spelling list</p> <p>The prefix <i>-re</i></p> <p>Prefix <i>super-</i></p> <p>Words from the children's own writing</p> <p><b>Yr 4:</b></p> <p>Review of autumn term's spellings</p> <p>Words from yr 3 and 4 word list</p> <p><i>-ous</i> endings</p> <p>Improving spelling in children's own writing</p> <p><u>Spelling (Rising Stars) Spring 2</u></p>	<p>Words ending in <i>-able</i> and <i>-ible</i>, <i>-ably</i> and <i>-ibly</i></p> <p>Homophones and near homophones</p> <p>Words from the year 5 &amp; 6 list</p> <p>Words from the children's own writing</p> <p><b>Yr 6:</b></p> <p>Words from the yr 5 &amp; 6 list</p> <p>Revision of words ending in <i>-sure</i> and <i>-ture</i></p> <p>Revision of 'ou' spells 'u' as in 'trouble'</p> <p>Words from their own writing and yr 3 &amp; 4 list</p>
<b>Spring 2</b>	<b>Every picture tells a story!</b>		<b>Down the River to the Sea</b>	
	<p><b>Writing activities will include:</b></p> <p>Showing interest when adults around them are writing.</p> <p>• Developing their fine motor skills through activities such as dough, construction, threading, sewing and using tools such as scissors etc.</p> <p><b>Children will:</b></p> <p>Learn simple sentence formation- capital</p>	<p><b>Writing activities include:</b></p> <p>Writing stories- retelling their own version of known stories</p> <p>Writing instructions</p> <p>Writing simple poetry</p> <p><b>Milestone objectives:</b></p> <p>Write, review and improve</p> <p>Use well-chosen adjectives to add detail</p> <p>Use nouns and pronouns for variety</p> <p>Re-read writing to check it makes sense</p> <p>Use and understand grammatical terminology in discussing writing</p> <p>Read aloud writing clearly enough to be heard by peers and the teacher</p>	<p><b>Writing activities will include:</b></p> <p>Writing newspaper reports</p> <p>Writing balanced arguments</p> <p>Descriptive writing</p> <p>Narrative writing</p> <p><b>Milestone objectives:</b></p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue</p> <p>Write fluently and legibly with a personal style</p> <p>Use prefixes appropriately</p> <p>Spell some words with silent letters</p>	

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	letters to begin a sentence/ full stop to end	Read aloud writing with some intonation <u>Spelling:</u> Little Wandle Y2 Spelling Programme	<u>Yr 3:</u> Prefixes: <i>auto</i> and <i>inter</i> Homophones and near homophones Words from the year 3 and 4 list Words from children's own writing <u>Yr 4:</u> /k/sound spelled 'ch' /s/ sound spelled 'c' -ture endings -sure endings Unstressed vowels Words from the year 3 and 4 list	Distinguish between homophones and other words that are often confused <u>Spelling: (Rising Stars)</u> <u>Yr 5:</u> Silent letters Words ending with <i>-ant</i> and <i>-ent</i> , <i>-ancy</i> and <i>-ency</i> Homophones and near homophones Words from the yr5 & 6 list Words from the children's own writing <u>Yr 6:</u> Review the role and use of suffixes Revision of the <i>-shun</i> endings, <i>/shal/</i> and <i>/shus</i> endings Review of the <i>-able</i> , <i>-ible</i> , <i>-ably</i> and <i>-ibly</i> endings Words from the children's own writing and words from the yr 3 and 4 list
<b>Summer 1</b>	<b>Mr McGregor's Garden</b>		<b>Marvellous Machines</b>	<b>The Great U.S. of A.</b>
	<b>Writing activities will include:</b> • Being active and developing their gross motor skills by large scale construction, running, climbing, gardening, PE equipment, balancing.  <b>Children will:</b>	<b>Writing activities will include:</b> Writing character descriptions Writing letters Writing stories, retelling their versions of known stories <b>Milestone objectives:</b> Plan by talking about ideas and writing notes Use some of the characteristic features of the type of writing used Use the correct tenses	<b>Writing activities will include:</b> Writing recounts Writing formally, including information texts Persuasive writing, including persuasive letters Writing newspaper reports Writing instructions Writing poetry in different forms <b>Milestone objectives:</b>	<b>Writing activities will include:</b> Writing poetry to perform aloud Writing their own short play scripts using themes from reading as stimulus Writing diary entries as characters from reading <b>Milestone objectives:</b> Perform compositions, using appropriate intonation and volume

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	<p>Continue to work on Sentence formation</p> <p>Write some or all of their name.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Re-read what they have written</p>	<p>Organise writing in line with its purpose</p> <p>Write about more than one idea</p> <p>Write so that people can understand the meaning of sentences</p> <p>Use coordination (when, if, that or because)</p> <p>Use extended noun phrases to describe and specify</p> <p><u>Spelling:</u> Little Wandle Y2 Spelling Programme</p>	<p>Use a range of descriptive phrases including some collective nouns</p> <p>Sequence paragraphs</p> <p>Use a mixture of simple, compound and complex sentences</p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> <li>● Conjunctions</li> <li>● Adverbs</li> <li>● Direct speech, punctuated correctly</li> <li>● Clauses</li> <li>● Adverbial phrases</li> </ul> <p>Write from memory simple sentences, dictated by the teacher that include words and punctuation covered so far</p> <p>Use the first two or three letters from a word to check its spelling in a dictionary</p> <p>Place the possessive apostrophe accurately in words with regular plurals</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p>	<p>Yr 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p> <p>Yr 6: Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</p> <p>Using commas to clarify meaning and avoid ambiguity</p> <p>Use dictionaries to check spelling and meaning of words</p> <p>Use the first 3 or 4 letters of words to look up the meaning or check the spelling in a dictionary</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p><u>Spelling: Rising Stars</u></p> <p><b>Yr 5:</b></p> <p>Review of spring term spellings</p> <p>Revision of prefixes</p> <p>Converting nouns and adjectives into verbs</p> <p>Homophones and near homophones</p> <p>Words from the yr 5 &amp; 6 list</p> <p><b>Yr 6:</b></p> <p>Revise the use of the -ough letter string</p> <p>Review of homophones</p> <p>Review of apostrophes</p> <p>A spelling bee, based on the yr 5/6 spellings</p>
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			Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech <u>Spelling: (Rising Stars)</u> <u>Yr 3:</u> Review of the spring term spellings Words from the yr 3 and 4 list The -ly suffix Words from the children's own writing <u>Yr 4:</u> Reviewing spring term spellings Words from the yr 3 and 4 list /sh/ sound spelled 'ch' -gue spellings Improving children's spelling in their own writing <u>Spelling: (Rising Stars) Summer</u> <u>2</u> <u>Yr 3:</u> Suffixes ( vowel letters) -sion and -tion endings im- and ir- in- and il- prefixes	etymology
<b>Summer 2</b>	<b>Knights of Penruddock</b>			<b>Forces</b>
	<p><b>Writing activities will include:</b> Painting outdoors with water or chalking. • Making marks in mud, sand outdoors. • Making marks with their fingers in trays of goop, rice etc. • Engaging in activities which involve crossing their midline. • Taking part in shared writing with an adult.</p> <p>Making their own books individually or collaboratively. • Writing their own versions of well-known stories. • Writing as part of daily phonic sessions</p> <p><b>Children will:</b></p>	<p><b>Writing activities will include:</b> Writing non-chronological reports Writing recounts Writing letters Writing instructions <b>Milestone Objectives:</b> Sequence sentences to form clear narratives Join sentences with conjunctions and connectives Use some features of standard written English Distinguish between homophones and near-homophones Use the possessive apostrophe ( singular) Spell words containing 40+ learned phonemes Spell common exception words Use adverbs for extra detail <b>Spelling</b> Little Wandle Y2 Spelling Programme</p>	<p><b>Writing activities will include:</b> Character and setting descriptions Informal letters, as characters from reading Instructions and procedures- based on science Writing poetry- free verse <b>Milestone Objectives:</b> Punctuate bullet points consistently Guide the reader by using a range of organisational devices, including a range of connectives Choose effective grammar and punctuation Write sentences that include:</p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Modal verbs</li> <li>• Relative pronouns</li> <li>• Brackets</li> <li>• Parenthesis</li> <li>• A mixture of active and passive voice</li> <li>• A clear subject and object</li> </ul>	

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	<p>Write simple phrases and sentences that can be read by others</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>		<p>Review of the year 3 words from the year 3 and 4 list</p> <p><b>Yr 4:</b></p> <p>-que spellings</p> <p>/s/ sound spelled 'sc'</p> <p>Homophones and near homophones</p> <p>Words with the prefixes <i>un-</i>, <i>dis-</i>, <i>mis-</i>, and <i>re-</i></p> <p>Reviewing words from the year 3 and 4 list</p>	<ul style="list-style-type: none"> <li>● Hyphens, colons and semi-colons</li> <li>● Bullet points</li> </ul> <p>Spell the vast majority of words correctly</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p><u>Spelling: (Rising Stars)</u></p> <p><b>Yr 5:</b></p> <p>Words from children's own writing</p> <p>The possessive apostrophe- plurals</p> <p>Turning adjectives into adverbs</p> <p>Words from the yr 5/6 spelling list</p> <p><b>Yr 6:</b></p> <p>'ei', 'eigh' and 'ey'; 'ea'; 'aigh'</p> <p>Etymology - words with the /s/ sound spelled 'sc'</p> <p>Etymology- American and British spelling</p> <p><i>Txtng</i> and <i>spng</i>: what are the rules?</p> <p>Review of English technical vocabulary</p> <p>Personal end-of-year spelling review</p>
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Year B

	EYFS/Reception	Year 1/2 Milestone 1	Year 3/4 Milestone 2	Year 5/6 Milestone 3
<b>Autumn 1</b>		Home Sweet Home	Our Local Area	The Vikings are Coming!
	<p><b>Writing activities include:</b> Mark making and writing indoors and outdoors. • Writing and mark-making lists, instructions, notes, invitations as part of their play in areas of continuous provision. <b>Children will:</b> Learn to recognise initial sounds Practice forming recognisable letters CVC word writing Children will make marks on their picture to stand for their name Begin to express their ideas and feelings by making</p>	<p><b>Writing activities include:</b> Character descriptions Recounts Acrostic poetry <b>Milestone objectives:</b> Basic sentence formation Capital letters- sentences/pronoun 'I' Finger spaces Leave spaces between words Use the word 'and' to join words and sentences Punctuation to end sentences (full stops) Past tense -ed suffix Time adverbials Recognition of verbs, nouns and adjectives Using adjectives/ Expanded noun phrases Begin to form lowercase letters correctly Form capital letters Form digits 0-9</p>	<p><b>Writing activities include:</b> Writing recounts Writing information texts Writing poetry, including cinquains Writing play scripts based on the novel <b>Milestone objectives:</b> Use the main features of a type of writing identified in reading. Use techniques used by authors to create characters and settings Use organisational devices such as headings and subheadings Use the perfect form of verbs to mark relationships of time and cause Join letters, deciding which letters are best left unjoined Use prefixes and suffixes and understand how to add them Spell homophones correctly Read aloud writing to a group or whole class, using appropriate intonation Use and understand grammatical terminology when discussing reading and writing:</p>	<p><b>Writing activities include:</b> Information writing Recounts Writing poetry Writing narratives based on the novel where dialogue is used to tell the story and inform about the characters <b>Milestone objectives:</b> Identify the audience for writing Choose the appropriate form of writing using the main features identified in reading Using the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Write paragraphs that give the reader a sense of clarity Use a thesaurus <u>Spelling: (Rising Stars)</u> <b>Yr 5:</b> Review of yr 4 prefixes &amp; suffixes Words from the yr 3 &amp; 4 list</p>

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	marks, sometimes explaining what their marks mean	Understand that letters are formed in similar ways <u>Spelling</u> Aut 1 Review of Y2 Little Wandle phonics	<p><b>Yr 3:</b></p> <ul style="list-style-type: none"> <li>Word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks') prefix, consonant, vowel, clause, subordinate clause</li> </ul> <p><b>Yr 4:</b></p> <ul style="list-style-type: none"> <li>Pronoun, possessive pronoun, adverbial</li> </ul>	Words containing the letter string -ough Words from the yr 5 & 6 spelling list Homophones and near homophones <b>Yr 6:</b> Review of yr 5 work on spelling Words from the yr 5 & 6 spelling list 'ei' followed by the letter 'c' Adding suffixes to words ending in -fer Words from the children's own writing
<b>Autumn 2</b>	Time Travellers!		Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <b>Spelling: (Rising Stars)</b> <b>Yr 3:</b> review of Year 2 suffixes (-ed, -ing, -er and -est) review of Year 2 suffixes (-ness, -ment, -ful, -less) Words from the year 3, 4 word list the /i/ sound spelled with a 'y' the /u/ sound spelled 'ou' words from children's own writing <u>Spelling: (Rising Stars) Autumn 2</u> <b>Yr 3:</b> the /ai/ sound spelled 'ei', 'eigh' or 'ey' the un-, dis and mis- prefixes adding suffixes	Refugees
	<p><b>Writing activities will include:</b></p> <ul style="list-style-type: none"> <li>Writing signs and labels for classroom use.</li> <li>Writing cards and notes for family members and friends.</li> <li>Writing recipes in the mud kitchen.</li> <li>Adding labels to models and creations.</li> </ul> <p><b>Children will:</b> Practice initial sounds</p>	<p><b>Writing activities include:</b></p> <p>Writing stories: retelling known stories in their own words Writing letters Writing lists</p> <p><b>Milestone objectives:</b> Capital letters for proper nouns Punctuation to end sentences (!/?)-recognising statement, question and command Using conjunctions and connectives to join sentences (and/but/or) Sequence sentences to form narratives Using adverbs Using commas in a list Form lowercase letters of consistent sizes</p>		<p><b>Writing activities include:</b></p> <p>Writing poetry, including haikus and free verse Writing non-chronological reports Narrative writing based on the novel</p> <p><b>Milestone objectives:</b> Note, develop and research ideas Plan, draft, write, edit and improve Use the techniques that authors use to create characters, settings and plots Create vivid images by using alliteration, similes, metaphors and personification Using modal verbs to adverbs to indicate degrees of possibility Write paragraphs that make sense if read alone</p>

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	Forming recognisable letters Simple word writing (including Set 1 digraphs)	Begin to join some letters Write capital letters and digits of consistent size Sit correctly and hold a pencil correctly <u>Spelling</u> Aut 2 Yr 2: Little Wandle Bridge to Spelling	spelling split digraphs words from the year 3 and 4 word list words from the children's own writing <b>Yr 4:</b> -sion and -tion endings -ssion endings -ation suffix -cian endings Accurately spelling words from the yr 3 and 4 list Improving spelling in children's own writing	<u>Spelling: (Rising Stars)</u> <b>Yr 5:</b> Words from children's own writing Words ending in -ious Endings that sound like /shl/ and are spelled -cial and -tial Words from the yr 5 and 6 list <b>Yr 6:</b> Use of the hyphen Words from the yr 5 & 6 list Words ending in -gue and -que 'ch' makes 'k' sound 'ch' makes 'sh' sound Words from children's own writing Technical vocabulary
<b>Spring 1</b>		Frozen Planet!	The Theory of Everything	Food, Glorious Food!
	<b>Writing activities will include:</b> Using a wide range of mark making implements which are developmentally appropriate. • Choosing to write as a way of communicating their thoughts and ideas and also when reflecting on past events.	<b>Writing activities will include:</b> Writing leaflets Writing recounts Writing acrostic poetry <b>Milestone objectives:</b> Using apostrophes for contractions Using apostrophes for possession Joining sentences using subordination (when/if/that/because) and co-ordination (or/and/but) Using the simple and progressive past/present Using paragraphs	<b>Writing activities will include:</b> Writing letters Writing non-chronological reports Writing adventure narratives Writing biographies <b>Milestone objectives:</b> Compose and rehearse sentences orally Plan, write, edit and improve Create characters, settings and plots Use alliteration effectively	<b>Writing activities will include:</b> Writing persuasively- writing persuasive letters Writing explanatory texts using formal language Write diary entries as a character from the novel <b>Milestone objectives:</b> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Using brackets, dashes or commas to indicate parenthesis

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	<ul style="list-style-type: none"> <li>Excitedly writing as a response to a provocation or event.</li> <li>Sharing with adults what their early marks mean.</li> <li>Experimenting with a wide range of mark making</li> </ul> <p><b>Children will:</b> Begin simple phrase writing Alphabet letter names Use some of their print and letter knowledge in their early writing. Write some letters accurately.</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</p> <p><u>Spelling:</u> Little Wandle Y2 Spelling Programme</p>	<p>Use similes effectively Use connectives that signal time, shift attention, inject suspense and shift the setting</p> <p>Organise paragraphs around a theme Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced Spell correctly often misspelled words Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use the present perfect form of verbs in contrast to the past tense Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p><u>Spelling : ( Rising Stars)</u> <b>Yr 3:</b> Review of autumn term spellings Words from the yr 3 and 4 spelling list The prefix <i>-re</i> Prefix <i>super-</i></p> <p>Words from the children's own writing <b>Yr 4:</b></p>	<p>Ensure correct use of tenses throughout a piece of writing Write cohesively at length Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically</p> <p><u>Spelling: (Rising Stars)</u> <b>Yr 5:</b> Review of autumn term spellings Words ending in <i>-able</i> and <i>-ible</i>, <i>-ably</i> and <i>-ibly</i> Homophones and near homophones Words from the year 5 &amp; 6 list Words from the children's own writing</p> <p><b>Yr 6:</b> Words from the yr 5 &amp; 6 list Revision of words ending in <i>-sure</i> and <i>-ture</i> Revision of 'ou' spells 'u' as in 'trouble' Words from their own writing and yr 3 &amp; 4 list</p>
<p><b>Spring 2</b></p>	<p>Bright Lights, Big City!</p>		<p>Words from the children's own writing <b>Yr 4:</b></p>	<p>Ancient Greece</p> <p><b>Writing activities will include:</b> Writing newspaper reports Writing balanced arguments Descriptive writing Narrative writing</p> <p><b>Milestone objectives:</b></p>
<p><b>Writing activities will include:</b> Showing interest when adults around them are writing.</p>	<p>Write, review and improve Use well-chosen adjectives to add detail Use nouns and pronouns for variety Re-read writing to check it makes sense</p>			

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<p>• Developing their fine motor skills through activities such as dough, construction, threading, sewing and using tools such as scissors etc. <b>Children will:</b> Learn simple sentence formation- capital letters to begin a sentence/ full stop to end</p>	<p>Use and understand grammatical terminology in discussing writing Read aloud writing clearly enough to be heard by peers and the teacher Read aloud writing with some intonation <u>Spelling:</u> Little Wandle Y2 Spelling Programme</p>	<p>Review of autumn term's spellings Words from yr 3 and 4 word list -ous endings Improving spelling in children's own writing</p> <p><u>Spelling (Rising Stars) Spring 2</u> <b>Yr 3:</b> Prefixes: <i>auto</i> and <i>inter</i> Homophones and near homophones Words from the year 3 and 4 list</p> <p>Words from children's own writing <b>Yr 4:</b> /k/sound spelled 'ch' /s/ sound spelled 'c' -ture endings -sure endings Unstressed vowels</p> <p>Words from the year 3 and 4 list</p>	<p>Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Interweave descriptions of characters, settings and atmosphere with dialogue Write fluently and legibly with a personal style Use prefixes appropriately Spell some words with silent letters Distinguish between homophones and other words that are often confused <u>Spelling: (Rising Stars)</u> <b>Yr 5:</b> Silent letters Words ending with <i>-ant</i> and <i>-ent</i>, <i>-ancy</i> and <i>-ency</i> Homophones and near homophones Words from the yr5 &amp; 6 list Words from the children's own writing <b>Yr 6:</b> Review the role and use of suffixes Revision of the <i>-shun</i> endings, /<i>shal</i>/ and /<i>shus</i> endings Review of the <i>-able</i>, <i>-ible</i>, <i>-ably</i> and <i>-ibly</i> endings Words from the children's own writing and words from the yr 3 and 4 list</p>	
<p><b>Summer 1</b></p>	<p>Rumble in the jungle!</p>	<p>Early Civilization</p>	<p>Our Precious Planet</p>	

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<p><b>Writing activities will include:</b></p> <ul style="list-style-type: none"> <li>• Being active and developing their gross motor skills by large scale construction, running, climbing, gardening, PE equipment, balancing.</li> </ul> <p><b>Children will:</b></p> <p>Continue to work on Sentence formation</p> <p>Write some or all of their name.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Re-read what they have written</p>	<p><b>Writing activities will include:</b></p> <p>Writing character descriptions</p> <p>Writing letters</p> <p>Writing stories, retelling their versions of known stories</p> <p><b>Milestone objectives:</b></p> <p>Plan by talking about ideas and writing notes</p> <p>Use some of the characteristic features of the type of writing used</p> <p>Use the correct tenses</p> <p>Organise writing in line with its purpose</p> <p>Write about more than one idea</p> <p>Write so that people can understand the meaning of sentences</p> <p>Use coordination (when, if, that or because)</p> <p>Use extended noun phrases to describe and specify</p> <p><u>Spelling:</u> Little Wandle Y2 Spelling Programme</p>	<p><b>Writing activities will include:</b></p> <p>Writing recounts</p> <p>Writing formally, including information texts</p> <p>Persuasive writing, including persuasive letters</p> <p>Writing newspaper reports</p> <p>Writing instructions</p> <p>Writing poetry in different forms</p> <p><b>Milestone objectives:</b></p> <p>Sequence paragraphs</p> <p>Use a mixture of simple, compound and complex sentences</p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Adverbs</li> <li>• Direct speech, punctuated correctly</li> <li>• Clauses</li> </ul> <p>Adverbial phrases</p> <p>Write from memory simple sentences, dictated by the teacher that include words and punctuation covered so far</p> <p>Use the first two or three letters from a word to check its spelling in a dictionary</p>	<p><b>Writing activities will include:</b></p> <p>Writing poetry to perform aloud</p> <p>Writing their own short play scripts using themes from reading as stimulus</p> <p>Writing diary entries as characters from reading</p> <p><b>Milestone objectives:</b></p> <p>Perform compositions, using appropriate intonation and volume</p> <p>Yr 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p> <p>Yr 6: Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</p> <p>Using commas to clarify meaning and avoid ambiguity</p> <p>Use dictionaries to check spelling and meaning of words</p> <p>Use the first 3 or 4 letters of words to look up the meaning or check the spelling in a dictionary</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p><u>Spelling: Rising Stars</u></p> <p><b>Yr 5:</b></p> <p>Review of spring term spellings</p> <p>Revision of prefixes</p> <p>Converting nouns and adjectives into verbs</p>
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			<p>Place the possessive apostrophe accurately in words with regular plurals Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials</p> <p>Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Homophones and near homophones Words from the yr 5 &amp; 6 list <b>Yr 6:</b> Revise the use of the -ough letter string Review of homophones Review of apostrophes A spelling bee, based on the yr 5/6 spellings etymology</p>
<b>Summer 2</b>	<b>Beside the seaside</b>		<p>Using and punctuating direct speech <u>Spelling: (Rising Stars)</u> <u>Yr 3:</u> Review of the spring term spellings Words from the yr 3 and 4 list The -ly suffix</p> <p>Words from the children's own writing <b>Yr 4:</b> Reviewing spring term spellings Words from the yr 3 and 4 list /sh/ sound spelled 'ch' -gue spellings Improving children's spelling in their own writing</p>	<b>Earth and Space</b>
	<p><b>Writing activities will include:</b> Painting outdoors with water or chalking. • Making marks in mud, sand outdoors. • Making marks with their fingers in trays of goop, rice etc. • Engaging in activities which involve crossing their midline. • Taking part in shared writing with an adult.</p>	<p><b>Writing activities will include:</b> Writing non-chronological reports Writing recounts Writing letters Writing instructions <b>Milestone Objectives:</b> Sequence sentences to form clear narratives Join sentences with conjunctions and connectives Use some features of standard written English Distinguish between homophones and near-homophones Use the possessive apostrophe (singular) Spell words containing 40+ learned phonemes</p>		<p><b>Writing activities will include:</b> Character and setting descriptions Informal letters, as characters from reading Instructions and procedures- based on science Writing poetry- free verse <b>Milestone Objectives:</b> Punctuate bullet points consistently Guide the reader by using a range of organisational devices, including a range of connectives Choose effective grammar and punctuation Write sentences that include:</p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Modal verbs</li> </ul>

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	<p>Making their own books individually or collaboratively.</p> <ul style="list-style-type: none"> <li>• Writing their own versions of well-known stories.</li> <li>• Writing as part of daily phonic sessions</li> </ul> <p><b>Children will:</b>          Write simple phrases and sentences that can be read by others          Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Spell common exception words          Use adverbs for extra detail</p> <p><b>Spelling:</b>          Little Wandle Y2 Spelling Programme</p>	<p><u>Spelling: (Rising Stars) Summer</u>  <u>2</u>  <b>Yr 3:</b>          Suffixes ( vowel letters)          -sion and -tion endings          Im- and ir- in- and il- prefixes          Review of the year 3 words from the year 3 and 4 list  <b>Yr 4:</b>          -que spellings          /s/ sound spelled 'sc'          Homophones and near homophones          Words with the prefixes un-, dis-, mis-, and re-          Reviewing words from the year 3 and 4 list</p>	<ul style="list-style-type: none"> <li>• Relative pronouns</li> <li>• Brackets</li> <li>• Parenthesis</li> <li>• A mixture of active and passive voice</li> <li>• A clear subject and object</li> <li>• Hyphens, colons and semi-colons</li> <li>• Bullet points</li> </ul> <p>Spell the vast majority of words correctly          Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p><u>Spelling: (Rising Stars)</u>  <b>Yr 5:</b>          Words from children's own writing          The possessive apostrophe- plurals          Turning adjectives into adverbs          Words from the yr 5/6 spelling list  <b>Yr 6:</b>          'ei', 'eigh' and 'ey'; 'ea'; 'aigh'          Etymology - words with the /s/ sound spelled 'sc'          Etymology- American and British spelling</p>
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				<i>Txtng and splng: what are the rules?</i> Review of English technical vocabulary Personal end-of-year spelling review
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