



Caslon Primary Community School,  
Beecher Bear Daycare and Nursery,  
Beech Tree SEMH Base and Tree Acre  
(Early Years Inclusion Hub)

## **WRITING POLICY**

- To develop in our pupils the ability to communicate effectively in speech and writing.
- To listen with understanding.
- To enable our children to become fluent and skilful writers
- To develop the skills to write for a wide range of purposes and in a wide range of genres.

#### **To develop our pupils as Writers we:**

- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit to improve their own writing.
- Give individual writing targets.
- Show them how to use punctuation to make meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

#### **Curriculum Organisation**

In the Foundation Stage the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning. In Key Stage 1 and 2 writing skills are delivered through the specific area of English and applied and enhanced in cross-curricular activities.

Teachers provide activities which are interesting and motivating and provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language such as phonics (See Early Reading Policy) and grammar so that children learn what they need to know in a systematic way. At least 5 hours of English is delivered each week with spelling and handwriting skills taught in daily short sessions.

Our teaching is planned from the National Curriculum and Development Matters in the Early Years. We plan English sessions flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained. Some more time in the week is set aside for independent reading and writing when this is appropriate.

We make clear to children the qualities and success criteria we are looking for in their work.

Within Beech Tree SEMH Base, pupils will be taught a broad curriculum which will cover age and stage appropriate skills. Staff discretion will be used to determine the approaches used to teach these skills and always aim to build on prior learning. Although it will be the intention to cover as much of the National Curriculum content as possible, meeting the pupils' SEMH needs will take priority.

#### **The Write Stuff**

Following training from Jane Considine, The Write Stuff is an established approach to teaching writing. It is designed to help children improve their written work through 3 main areas:

- Grammaristics (correct use of grammar)
- Fantastics (vocabulary choices)
- Boomtastics (use of language and techniques)

The Write Stuff structure involves units of work taught through detailed planning based on a whole class book/novel. Each unit starts with an 'experience' session (drama, discussion, shared text, real life experiences, etc) and is then followed daily by a specific lesson structure: The lesson is split into learning chunks. We aim to teach 3 learning chunks per session. These can be any combination of Fantastics, Boomtastics and Grammaristics. (It doesn't always have to be one of each.)

The teacher models a learning chunk and the children then write their own. They also have an opportunity to add more detail by 'deepening the moment'. The chunks are used to form a story map.

By the end of the lesson, children will have had 3 chunks modelled and independently written their own 3 sections. For pupils in key stage two, the three chunks will still be taught but the pupils may then be expected to write at increasing length using the features taught at the start of the lesson.

The learning chunks build up to a complete piece of writing which is shared on the working wall by 'sentence stacking.' By the end of the unit, the class will have a complete shared piece of writing on display as well as a story map.

The next step is for the children to use the skills taught throughout the unit to then plan, draft and edit their own version of the same story/non-fiction writing. The editing lessons are a huge part of the independent process, allowing children to make progress and deepen the moment freely.

Pupil are encouraged to 'deepen the moment' in their writing, which is where they apply further skills beyond those being explicitly taught in that lesson. This means that the pupils add in additional features and write in more detail. Teachers may direct pupils to use specific techniques from the 'Fantastics' or 'Grammaristics' to deepen the moment. For those pupils of higher ability, this is expected throughout all their work as a demonstration of their mastery skills.

'Kind calling' is to be used to share children's ideas. This encourages children to be always involved and to share their ideas in a controlled way.

Teachers mark work daily against one learning objective written in the form of a question which will be the focus of the session.

The Write Stuff process is effective for our children because they are being taught HOW to use the necessary skills and are then given the time to apply what they've learnt. Their final pieces, even with their own editing, are excellent examples of independent writing for moderation.

Each year group are given titles of books to teach which have a Write Stuff unit of work to follow. The units of work are organised into year groups and have been planned specifically to fit in with each year group's topics where possible. You will also find blank planning grids for when you plan your own units.

Within the unit plans, you will find the following useful resources:

- A teaching sequence consisting of 'experience' and 'sentence stacking' lessons
- A narrative map – to be completed as a class as the lessons progress
- A teacher model of writing expected form the children
- Guidance for delivering the lessons

The teaching of The Write Stuff and its impact will be monitored by SLT every half term. This will be done by observing parts of the lessons, learning walks, photos of displays, looking at children's books, checking the editing process, monitoring marking and pupil interviews.

Although the Write Stuff approach is embedded at Caslon, we recognise that teachers have a wealth of knowledge and expertise in the teaching of English. Therefore, teachers may use alternative approaches, knowledge and strategies in order to deliver some units of work to their pupils.

See table below for updated genres to be taught in each year group for the academic year 204-2025

ENGLISH TEXTS READ AND TAUGHT 2024 – 2025						
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 <sup>st</sup> write stuff units	On Safari– Travel Journal  Pinocchio– Narrative  When I am–Poem  <b>Key Poem:</b> The Dinosaur Dinner, June Crebbin AND Maggie and the Dinosaur, Dave Ward	Star Dust– Narrative  If I were in charge– poetry  The Day the Crayons Quit–Non- fiction	My Strong Mind– Instructions  The Star in the Jar– Narrative  The True Story of the Three Pigs– Narrative  The Gardener– letter  <b>Key poem –</b> <i>Song of the banana Man</i> by Evan	BFG– narrative  Sicily Holiday Brochure– persuasive writing  Feast– narrative  <b>Key Poem:</b> Covehithe by Blake Morrison	Gorilla–Narrative  Kick–Persuasive letter  Emperor Penguins–Non- Chronological Report  <b>Key poem:</b> Dear Brum by Casey Bailey	Greta–speech  Kensuke's Kingdom– Narrative  The Hope-a- ppotamus– Poetry  <b>Key Poem:</b> Warned – Sylvia Stults

			Jones			
Autumn 2 <sup>nd</sup> Write stuff units	The Queen's Hat— Narrative  Firework Night— poetry  The Way Back Home— Narrative  <b>Key Poem:</b> 'The British' by Benjamin Zephaniah	Binny's Divali— Celebration story  In My Heart— Poetry  Meercat Christmas— Postcards  <b>Key Poem:</b> 'Pure Imagination' by Leslie Bricusse and Anthony Newly (performed by Gene Wilder)	Street beneath my feet— explanation  Autumn is here— poetry  Wolves in the Wall— Narrative  <b>Key poem—</b> Into the Sun or  Lines on Dudley Market, Ben Boucher	Wizards of Once— newspaper report  Plague - playscript  Aladdin and the Enchanted Lamp— traditional tale  <b>Key poem:</b> Fire Burn and Caulron	Egypt - Hatshepshut— Biography  Zoo—Narrative  Screen Use— Balanced argument.  <b>Key poem:</b> 'Egyptian Afterlife' by Roger Stevens and 'Pyramid' by Dave Culder	A Monster Calls— Narrative  The Origin of the Species—Non- Chronological Report  Letter to Mr Scrooge— persuasive letter  <b>Key Poem:</b> Explore a range of famous quotes from Shakespeare plays
Spring 1 <sup>st</sup> Write stuff units	Wombat Goes Walkabout— Narrative  The Storm Whale— Narrative  Seasons— Information  <b>Key Poem:</b> Macavity the Mysterious Cat	Grace Darling— biography  Report on Pirates— non-chronological report  The Crow's Tale— adventure story  <b>Key poem—/</b> <i>Wish I was a Pirate</i> by Tony Bradman	How a Robot Dog works— Explanation  Flood— Narrative  I asked the little boy who couldn't see—Poetry  <b>Key poem:</b> Eureka! By Joyce Sidman	An alternative to plastic straws— persuasive advert  The River— Poetry  The Whale— Narrative  <b>Key poem:</b> Looking Glass River by Robert Louis	The Explorer - Narrative  David Attenbrough— Biography  The Present— Narrative  <b>Key Poem:</b> Earthquake by Bharati Nayak	The Journey— Narrative  The Arrival— Narrative  <b>Key Poem:</b> <i>The Highwayman</i> By Alfred Noyes
Spring 2 <sup>nd</sup> Write stuff units	Bold Women in Black History - Biography  The Comet— Story  The Toys— Report	Strange— Poetry  George and the Dragon— legend  The Lighthouse Keeper's Lunch— Narrative  <b>Key poem:</b>	Stone Age Boy — Narrative  Skara Brae— Persuasion  The Secret of Black Rock— Narrative  <b>Key Poems—</b> The Neolithic	Bike Boy— Narrative  Still I Rise— Poem  The Journey of Iliona— Diary  <b>Key poem:</b> I am a Roman Soldier by	One Small Step - Narrative/Adventure  Cosmic - Narrative  Mars Transmission - Journals  <b>Key Poem:</b> The Light of Stars, Henry Wadsworth	Varmints— Narrative  Postcard from Prison—Postcard  Letters from the Lighthouse— Recount/Interview  10 Things in a Soldier's

	<p><b>Key poem:</b> If all the World Were by Joseph Coelho</p>	<p><i>The Great House</i> by Jalal An Dim Rumi translated by Coleman Barks</p>	<p>Age: Folkton Drums by Michael Rosen</p> <p>Bronze Age – The Knowes of Trotty’ /Iron Age – ‘The Portesham Mirror’</p>	<p>Josiah Wedgewood.</p>	<p>Longfellow</p>	<p>Pocket—Poetry</p> <p><b>Key Poem:</b> The Evacuee, Shirley Tomlinson</p>
<p>Summer 1<sup>st</sup> Write stuff units</p>	<p>Grandad’s Camper—Narrative</p> <p>Our Trip to the Woods—Recount</p> <p>The Last Stop on Market Street—Narrative</p>	<p>Hibernation –Non-chronological report</p> <p>Habitats – Non-Chronological report</p> <p>A Lion in Paris—Adventure Story</p> <p><b>Key poem:</b> <i>Nature Trail</i> by Benjamin Zephaniah</p>	<p>Library Lion—Narrative</p> <p>Earthquakes – Non-Chronological Report</p> <p>Climate Action—Magazine article</p> <p><b>Key poem:</b> ‘Names’ by Brian Moses</p>	<p>The Great Chocoplot—Narrative</p> <p>Inviting an Author to school—Persuasive Letter</p> <p>The Creature—Newspaper Report</p> <p><b>Key Poem:</b> A Prayer for Travellers (May the road Rise to Meet you) by Anon.</p>	<p>Plastic Pollution—Persuasive Pitch</p> <p>The Fantastic Flying Books of Mr Morris Lessmore—Narrative</p> <p>The Most Dangerous Animal in the World—Poetry</p> <p><b>Key Poem:</b> <i>Invictus, Williams Ernest Henley</i></p>	<p>Goldilocks—Newspaper Report</p> <p>Moth—Poetry</p> <p>The Graveyard—Narrative</p> <p><b>Key Poem:</b> Billy McBone/Scissors – Allan Ahlberg and The British – Benjamin Zephaniah</p>
<p>Summer 2<sup>nd</sup> Write stuff units</p>	<p>Song of the Sea—Irish Myth</p> <p>The Train Ride—Narrative</p> <p>Grandma Bird—Letter</p> <p><b>Key poem:</b> ‘My Dad’s a Rock and Roll star!’ By Ian Bland.</p>	<p>How to make a bird feeder—instructions</p> <p>Plants—Information text</p> <p>The Marvellous Fluffy Squishy Itty Bitty—Narrative</p> <p>Desk Diddler—Poem</p>	<p>The Colour Collector—Poetry</p> <p>Light and Dark—Explanation</p> <p>Theseus and the Minotaur—myth</p> <p><b>Key poem:</b> How the Tortoise got its shell, Judith Nicholls</p>	<p>Should we feed animals at National Parks—Balanced Argument</p> <p>The Lost Thing—Narrative</p> <p>Ban on Social Media for Under 13 Yr olds—website article</p> <p><b>Key Poem:</b> History of Vikings, Paul Perro</p>	<p>The Highwayman—Poetry</p> <p>Nowhere Emporium—Narrative</p> <p><b>Key Poem:</b> ‘Jabberwocky’ by Lewis Carroll</p>	<p>Paperman—Narrative</p> <p>Thornhill—Narrative</p> <p>Thinker’s Rap—Poetry</p> <p><b>Key Poem:</b> ‘If’ by Rudyard Kipling</p>

<p><b>CLASS NOVELS</b> (to read to your class over the year)</p> <p><b>Some novels link to your write stuff units so would need to be read during the correct half term.</b></p> <p><b>Other books can be read at any point during the year.</b></p> <p><b>Further books recommended for your year group will also be allocated – these are shorter books and can be shared with your class too – this will allow them to immerse themselves in different genres over the year.</b></p> <p><b>A Shakespeare text will be taught in each year group during a specific focus day.</b></p> <p><b>EYFS and BEECH TREE will have books allocated to them which can be shared throughout the year as well as their write stuff unit books.</b></p>	<p>Pinocchio – Carlo Collodi</p> <p>The guard dog – Dick King Smith</p> <p>The three little witches – Georgie Adams and Emily Bolam</p> <p>Esio trot – Roald Dahl</p> <p>The Enormous crocodile – Roald Dahl</p> <p>Plus the picture books allocated to year 1 for write stuff and reading for pleasure</p>	<p>The magic finger – Roald Dahl</p> <p>The owl who was afraid of the dark – Jill Tomlinson</p> <p>The Twits – Roald Dahl</p> <p>The boy who grew a tree – Polly Ho-Yen</p> <p>The giraffe, the pelly and me – Roald Dahl</p> <p>The worst witch / a bad spell for the worst witch – Jill Murphy</p> <p>Bill’s new frock – Anne Fine</p> <p>Dinosaur trouble – Dick King Smith</p>	<p>The last bear – Michael Morpurgo</p> <p>George’s marvellous medicine – Roald Dahl</p> <p>Stig of the dump – Clive King</p> <p>I was a rat – Philip Pullman</p> <p>The boy who grew dragons – Andy Shepherd</p> <p>Slime - David Walliams</p>	<p>The BFG – Roald Dahl</p> <p>Wizards of Once – Cressida Cowell</p> <p>The Iron Man – Ted Hughes</p> <p>Charlie and the chocolate factory - Roald Dahl</p> <p>The great chocoplot – Chris Callaghan</p> <p>Hamish and the worldstopper s – Danny Wallace</p> <p>Ice monster – David Walliams</p>	<p>I believe in unicorns – Michael Morpurgo</p> <p>The boy in the tower – Polly Ho-yen</p> <p>Kick – Mitch Johnson</p> <p>Cosmic – Frank Cottrell-Boyce</p> <p>The Explorer – Katherine Rundell</p> <p>Nowhere Emporium – Ross MacKenzie</p>	<p>Artemis Fowl – Eoin Coffey</p> <p>A Monster Calls – Patrick Ness</p> <p>Rooftoppers – Katherine Rundell</p> <p>Goodnight, Mr Tom – Michelle Magorian</p> <p>The Graveyard Book – Neil Gaiman</p> <p>Barkbelly – Cat Weatherill</p>
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### Spelling

In Early Years and Key Stage 1, Ruth Miskin's Read, Write Inc. Phonics program is delivered to support the learning of phonics for early reading and writing skills.

Following on from this, as pupils complete the phonic programme, they move onto *Read, Write, Inc. Spelling*. This programme is in line with National Curriculum programmes of study including word reading, transcription and spellings for each year group. Charts displaying how these are matched to the programme can be found in APPENDIX 1.

Pupils have individual workbooks, the content of which is organised into units. One unit will be taught each week in each class. There may be some groups within a class who are working on different spelling programmes depending on their ability level.

A spelling lesson is delivered for 15 minutes each morning in every class from Year 2 to 6.

At the end of every term, an assessment is carried out to assess the progress made and whether further coverage is needed to ensure pupils are secure in their knowledge before moving onto with the next set of units.

In the lead up to SATs, year 6 work through a SATs spelling revision book which focusses on specific patterns required for the grammar paper.

### Grammar

Grammar is taught through English lessons. In the Write Stuff approach, it is made explicit through the teaching of 'Grammaristics'. Where teacher assessment shows that further learning of grammar skills need to take place, they use their own discretion to plan additional grammar lessons and activities.

In the lead up to SATs, year 6 are taught extra lessons to focus on each word class.

All classes are required to have the relevant word classes displayed in their classroom.

On a Tuesday, Wednesday and Thursday KS2 will teach explicit grammar sessions for 15minutes focussing on the NC objectives provided for each year group. Use of extra resources, including active learn online and CGP books will be used to support the delivery of these sessions.

Coverage for each year group is as follows:

YEAR ONE Grammar coverage					
Write a simple sentence starting with a <b>noun/proper noun</b>	To orally use <b>simple coordinating conjunctions:</b> <i>and, but</i>	Use capital letters for <b>proper nouns</b> (people and places)	<b>Regular plurals</b> where you only add an "-s" or "-es"	Orally devise <b>alliteration:</b> <i>a cool cat</i> <i>a sneaky snake</i>	<b>Comparative and superlative adjectives,</b> adding, "-er" and "-est" to regular adjectives: <i>fast – faster – fastest</i>
Write a simple sentence starting with a <b>personal pronoun</b>	Write a compound sentence using the <b>coordinating conjunction "and"</b>	Use a capital letter for <b>"I"</b>	Suffixes of verbs, adding <b>"-ed" or "-ing"</b>	<b>Prepositions:</b> <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>	Choose a specific noun: "Alsatian" rather than "dog"
Finish the sentence with a full stop	Use adverbs of sequence: <i>first, second, then</i>	Start sentences with a capital letter	Use the prefix of "un-" to create antonyms: <i>happy – unhappy</i> <i>kind – unkind</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": <i>I/you/we have</i> <i>he/she has</i> <i>I/you/we do</i> <i>he/she does</i> <i>I am</i> <i>you/we are</i> <i>he/she is</i>	Use capital letters for days of the week	Use determiners: <i>the, a, an, my, your, his, her</i>	Use question marks	Use exclamation marks
First person (I and we), second person (you) and	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in "-ly"		

third person (he, she)				
Spelling		Sentence/grammar lessons		
Singular and plural ( + “-s” or “-es” )		Writing simple sentences in the first, second and third person (subject-verb agreement) – <i>I am happy. You are happy. He is happy.</i>		
Conjunctions ( <i>and, but, then, so</i> )		Write a simple sentence starting with a proper noun		
Adjectives (non-gradable) – colour, size, age		Noun phrases – <u>adjective + noun</u> or <u>adjective + adjective + noun</u> or <u>determiner + noun</u> or <u>determiner + adjective + noun</u>		
Pronouns ( <i>I, he, she, you</i> )		Write a simple sentence but add an adjective – <i>He has a red ball.</i>		
Common nouns		Write a simple sentence and add an adverb of manner (“-ly”) – <i>I play nicely.</i>		
Proper nouns – own names/days of the week		Write a simple sentence with a regular simple past tense verb (adding -ed) – <i>He worked in the classroom.</i>		
Verbs: simple-past-tense regular verbs, adding either “-ed” or “-ing”		Write a sentence in simple present continuous tense (“to be” + “-ing”) – <i>He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.</i>		
Verbs: Present tense for “to be”, “to do” and “to have” ( <i>I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is</i> )		Use capital letters at the beginning of a sentence and full stops		
Connectives of sequence ( <i>first, second, last, next, then</i> )		Subject-verb agreement with “I”, “you”, “we” and “he/she” for the verbs “to do”, “to be” and “to have”. ( <i>I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is</i> )		
Determiners ( <i>the, a, my, your, an, this, that, his, her, some, all</i> )		Write a question with a question mark		
Simple adverbs ending in “-ly” ( <i>nicely, madly</i> )		Write a word/phrase or sentence with an exclamation mark		
Prefix “un-” ( <i>happy – unhappy, kind – unkind, tie – untie</i> )		Capital letters – “I”, proper nouns, days of the week		
Comparative and superlative adjectives where you add “-er” or “-est”		Changing general nouns to specific nouns, eg, “car” to “Ferrari”		
Prepositions		How to use prepositions in a sentence		
Days of the week		Alliteration		
<b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b>		Similes		
		Write a sentence using “and”		

YEAR TWO Grammar coverage			
Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness teach – teacher</i>	Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i>	Ask a question and use a question mark	Form simple past tense by adding “-ed”: <i>He played at school.</i>
Compound nouns: noun + noun ( <i>football</i> ) adjective + noun ( <i>whiteboard</i> )	Coordinating conjunctions to create a compound sentence: <i>or and but</i>	Command, using the imperative form of a verb: <i>give... take...</i>	Use past continuous (progressive) tense <i>He was playing at school.</i>
Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i>	Subordinate conjunctions to create a complex sentence: <i>when if that because</i>	Write a sentence that ends with an exclamation mark	Using commas to separate lists: <i>He had a bag, ball and carpet.</i>
Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i>	Write expanded noun phrases: determiner + adjective + noun ( <i>the red balloon</i> ) determiner + noun + prepositional phrase ( <i>the cat in the basket</i> )	Use simple present tense, showing subject-verb agreement: <b>Infinitive (add “s” to the third person)</b> <i>I like he/she likes</i>	Apostrophes of omission: <i>he didn’t he couldn’t</i>



		<i>we like they like you like</i>	
Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i>	Write a statement that starts with a capital letter and finishes with a full stop	Use present continuous tense: <b>“to be” + “-ing”</b> <i>I am playing he/she is playing they are playing</i>	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.
Spelling		Sentence/ grammar lessons	
<p><b>Suffixes</b> Adding “-less” Adding “-ful” Adding “-ness” and “-er” to make a noun Doubling the final letter for an adjective and adding “-er” and “-est”</p> <p><b>Compound nouns</b> Noun + noun = compound noun Adjective + noun = compound noun</p> <p><b>Adding “-ly”</b> Making an adjective into an adverb</p> <p><b>Conjunctions</b> <i>or, and, but, when, because, if, that</i></p> <p><b>Prepositions</b> <i>behind, above, along, before, between, after</i></p> <p><b>Generalisers/determiners</b> <i>most, much, more, many, some, all</i></p> <p><b>Verbs</b> “-ed” and “-ing” verbs Imperative verbs, such as: <i>take, give, cut</i></p> <p><b>Time conjunction</b> <i>next, last, later</i></p> <p><b>Pronouns</b> <i>I, he, she, we, they, it, you</i></p> <p><b>Questions</b> <i>what, where, when, who, how</i></p> <p><b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b></p>		<p>To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence</p> <p>To identify imperative verbs and use these in a command – <i>Give me that pen.</i></p> <p>Subject-verb agreement of the simple present (<i>I like, she likes</i>), adding a “-s” to the third person</p> <p>To learn how and when to use the present continuous – <i>I am sitting on the carpet.</i></p> <p>To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: – <i>The building was big, but the Houses of Parliament were bigger.</i> – <i>Tom was the tallest boy in his class.</i></p> <p>Write a statement of fact with a capital letter and full stop</p> <p>Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark</p> <p>Write a short sentence with an exclamation mark</p> <p>Poems using alliteration to describe either a picture or a painting.</p> <p>Inverted commas: put the spoken word into inverted commas and start with a capital letter.</p> <p>Expanding noun phrases to include an adjective and a prepositional phrase. – <i>The red ball under the table</i></p> <p>Onomatopoeia: use pictures to create words and add an exclamation mark. – <i>Ouch!</i></p> <p>Prepositional phrases – <i>under the carpet..., above the whiteboard..</i></p> <p>Time conjunctions – <i>next, last, later</i></p> <p>Developing similes using the word “like”</p> <p>Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb</p> <p>Commas to separate lists</p> <p>Alliteration: verb + noun – <i>dancing dolphins</i></p> <p>Apostrophes of omission</p> <p>Write two simple sentences and join them together with “and”, “but” or “or”</p> <p>Write a complex sentence using “because”, “when”, “it” or “that”, placing the conjunction in the middle of the sentence – <i>I bought a new car because my old one broke down.</i></p>	

YEAR THREE Grammar coverage					
Formation of nouns using <b>prefixes:</b> <i>auto- anti- super- under-</i>	Expressing time, place and cause, using <b>prepositions:</b> <i>before, after, during, in, because of</i>	<b>Exaggerated language:</b> <i>unbelievable, glorious, etc.</i>	To make the <b>plural</b> for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”	<b>Pronouns –</b> To know the difference between the subject and object with the personal pronoun	<b>Pronouns –</b> Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i>
<b>Consonants and vowels-</b> Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)	<b>Verbs –</b> Present perfect: <b>“has/have” + past participle</b> <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i>	Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age.</i> <i>The species has many unusual features for a feline.</i>	To make the <b>plural</b> for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i>  Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i>	<b>Quantifiers:</b> <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>	<b>Verbs –</b> Use irregular simple past-tense verbs <i>awake – awoke</i> <i>blow – blew</i>
<b>Word families</b> for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i>	<b>Powerful verbs:</b> Synonyms for verbs such as “said” or “go” to create more powerful verbs	<b>Inverted commas:</b> Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	<b>Compound sentences</b> with co-ordinating conjunctions: <i>and but or so for nor yet</i>	The difference between a phrase and a clause	<b>Verbs –</b> Past perfect: <b>“had” + past participle</b>
Expressing time, place and cause using <b>conjunctions:</b> <i>when, before, after, while, so, because</i>	<b>Prepositions:</b> <i>next to, by the side of, in front of, during, though, throughout, because of</i>	<b>Word families</b> based on common words: <i>fear, feared, fearful, fears, fearfully</i>	<b>Complex sentences</b> using subordinate conjunctions: <i>until although even if</i>	Pattern of three for <b>persuasion:</b> <i>Fun. Exciting. Adventerous!</i>	<b>Homophones</b> and their meanings: <i>bear – bare</i> <i>pear – pair</i>
Expressing time, place and cause using <b>adverbs:</b> <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a <b>comma</b> after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		
Spelling			Sentence/ grammar lessons		
Word families			Inverted commas		
Prefixes – <i>auto-, anti-, super-, under-</i>			Verbs – present perfect and past perfect		
Conjunctions – <i>when, before, after, while, so, because</i>			Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”)		
Adverbs – <i>then, next, soon</i>			Pattern of three and exaggerated language for persuasion		
Synonyms for verbs to create more powerful vocabulary			Complex sentences using: <i>until, although, even if</i> . The conjunction is found in the middle of the sentence.		
Prepositions – <i>next, though, during, throughout</i>			Compound sentences using: <i>and, but, for, yet, nor, so, or</i>		
Homophones			Difference between clause and phrase		
Quantifiers			Difference between fewer and less. Fewer is used for count nouns ( <i>few apples</i> ) and less is used for non-count nouns ( <i>less water</i> )		
Plurals ending in “f” and “-fe”					

Plurals ending in “-sh”, “-ch”, “-x”, “-z”, “-s” Irregular past-tense verbs Possessive adjectives Exaggerated language Adverbs ending in “-ly” <b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b>	Personal pronouns (subject and object) and where to use them in the sentence Specific and technical vocabulary Knowing when to use “a” and “an” Identify all the word classes of a simple sentence Identify the subject of the sentence Inverted commas
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Anything written in red is statutory requirement and must be taught.

YEAR FOUR Grammar coverage				
<b>Possessive apostrophes</b> for regular singular and plural nouns	Using either a <b>pronoun</b> or the noun in sentences for cohesion and to avoid repetition	<b>Prepositions:</b> <i>at, underneath, since, towards, beneath, beyond</i>	<b>Compound nouns</b> using hyphens	<b>Repetition to persuade:</b> <i>Fun for now, fun for life</i>
<b>Informal and formal language</b>	<b>Possessive pronouns:</b> <i>yours, mine, theirs, ours, hers, his, its</i>	<b>Plurals</b> for nouns ending with a “y”: change the “y” to an “i” and add “-es”  <i>baby – babies</i>	<b>Starting a sentence with “-ing”,</b> using a comma to demarcate the subordinate clause:  <i>Flying through the air, Harry crashed into a hidden tree.</i>	<b>Drop-in clause with an “-ing” verb:</b>  <i>Tom, smiling secretly, hid the magic potion book.</i>  Place a comma on either side of the subordinate clause.
<b>Expanded noun phrases:</b> <i>Changing The teacher to The strict English teacher with the grey beard</i>	<b>Specific determiners:</b> <i>their, whose, this, that, these, those, which</i>	<b>Verbs</b> ending in “y”: change the “y” to an “i” and add “-es”  <i>carry – carries</i>	<b>Comparative and superlative adjectives:</b> Change the “y” to an “i” and add either “-er” or “-est”  <i>happy – happier – happiest</i>	A sentence that gives three actions:  <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
<b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in “-ed”	<b>Verbs – Past perfect continuous: “had” + past participle + “-ing”</b>	Know the difference between a preposition and an adverb	Capital letters for <b>proper nouns:</b> names, places, days of the week, months, titles and languages	<b>Prefixes</b> to give the antonym: “im-”, “in-”, “ir-”, “il-”
<b>Plural nouns</b> of words ending in “o”: Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es”	<b>Powerful verbs</b> Find synonyms of words to up-level sentences and give a greater effect	<b>Verbs –</b> Modal verbs: <i>could, should, would</i>	<b>Compound sentences</b> using all the co-ordinating conjunctions	<b>Adjectives</b> ending in “-ed”: <i>frightened, scared, etc.</i>
<b>Using inverted commas</b> where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i>  Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.				
Spelling			Sentence/ grammar lessons	
Plural nouns of words ending in “o” Specific determiners Synonyms for verbs Progressive/continuous verbs Modal verbs			Possessive apostrophe for singular and regular plurals Informal and formal language Expanded noun phrases Fronted adverbials Inverted commas	

<p>Proper nouns – names of people, places, titles, languages, months and days</p> <p>Finding the antonyms of words using the prefixes “im-”, “in-”, “ir-”, “il-”</p> <p>Adjectives ending in “-ed”</p> <p>Verbs ending in “y”: change “y” to “i” and add “-es”</p> <p>Noun plurals ending in “y”: change “y” to “i” and add “-es”</p> <p>Comparative and superlative adjectives ending in “y”: <i>happy – happier – happiest</i></p> <p>Prepositions</p> <p>Compound nouns using hyphens</p> <p>Specific determiners</p> <p>Possessive pronouns</p> <p><b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b></p>	<p>Use of pronouns for cohesion and to avoid repetition</p> <p>How to use specific determiners</p> <p>Past perfect continuous tense</p> <p>Change verbs in a sentence to give greater effect</p> <p>Starting a sentence with an “-ing” verb</p> <p>Write a drop-in clause with an “-ing” verb</p> <p>Modal verbs</p> <p>Know the difference between a preposition and an adverb</p> <p>Compound sentences</p> <p>Start a sentence with a preposition and a comma</p> <p>Repetition to persuade</p> <p>Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction</p> <p>How to use possessive pronouns</p>
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YEAR FIVE Grammar coverage					
<p><b>Suffixes:</b> converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p>	<p><b>Brackets for parenthesis</b></p>	<p>Developing technical language</p>	<p><b>Editing</b> sentences by either expanding or reducing for meaning and effect</p>	<p>Moving parts of sentences around to create different effects</p>	<p><b>Metaphors</b></p>
<p><b>Verb prefixes:</b> “dis-”, “de-”, “mis-”, “over-” and “re-”</p>	<p><b>Dashes for parenthesis</b></p>	<p>Start a <b>complex sentence</b> with a subordinate clause and <b>use a comma</b> to separate the subordinate clause</p>	<p><b>Drop-in “-ed” clauses:</b> <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>	<p><b>Future tense verbs</b></p>	<p><b>Rhetorical questions</b></p>
<p>Indicating degrees of possibility <b>using modal verbs:</b> <i>might, should, will, must</i></p>	<p><b>Commas for parenthesis</b></p>	<p><b>Conjunctions</b> to build cohesions:</p> <ul style="list-style-type: none"> <li>- Exemplification</li> <li>- Results</li> <li>- To summarise</li> <li>- To sequence</li> </ul>	<p><b>Indefinite pronouns:</b> <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>	<p><b>Onomatopoeia</b></p>	<p><b>Personification</b></p>
<p>Indicating degrees of possibility <b>using adverbs:</b> <i>perhaps, surely</i></p>	<p><b>Relative pronouns:</b> <i>who, which, that, whom, whose</i></p>	<p><b>Start a sentence</b> with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i></p>	<p>Linking ideas across paragraphs using <b>adverbials</b> of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p>	<p><b>Colons</b> for play scripts and to start a list</p>	<p>Secure use of <b>compound sentences</b></p>

Embellishing simple sentences	<b>Relative clauses</b> to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun	Developing <b>fronted prepositional phrases</b> for greater effect: <i>Throughout the stormy winter... Far beneath the frozen soil...</i>	Speech in inverted commas		<b>Modal verbs</b>
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Spelling	Sentence/ grammar Lessons
Suffixes "-ate", "-ise", "-ify" Prefixes "dis-", "de-", "mis-", "over-" and "re-" Modal verbs Adverbs showing degrees of possibility Connectives for exemplification, results and summary Adjectives ending with "-ed" Relative pronouns Indefinite pronouns Technical language <b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b>	Modal verbs of possibility and obligation Embellishing simple sentences Brackets for parenthesis Commas for parenthesis Dashes/hyphens for parenthesis Expanding phrases starting with an adjective and ending in "-ed" – <i>Frightened and confused, Tom...</i> Drop-in clauses starting with an "-ed", with a comma to demarcate for meaning Relative clauses to add detail Colons Compound sentences Complex sentences starting with a subordinate clause and separating the subordinate clause Onomatopoeia Metaphors Personification Rhetorical questions Future tenses Moving words, phrases and clauses in a sentence to create different effects Editing sentences to either minimise or expand How to use indefinite pronouns

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YEAR SIX Grammar coverage					
<b>Informal and formal speech:</b> <i>find out / discover</i> <i>ask for / request</i> <i>go in / enter</i> <b>Using question tags for informality:</b> <i>He's in your class, isn't he?</i> Use the subjunctive for formal writing: <i>If I <u>were</u> you...</i>	Use <b>inverted commas</b> accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	<b>Dashes</b> to mark the boundary between clauses: <i>It's raining – I'm fed up</i>	<b>Semicolons</b> to demarcate within a list	<b>Simple sentences and how to embellish them</b>	<b>Modal verbs</b>

<b>Abstract nouns</b>	<b>Repetition for effect:</b> persuasion, suspense, emphasis	<b>Colon and bullet points</b> for a list	<b>Alliteration</b>	Consolidating <b>compound sentences</b> and coordinating conjunctions	<b>Auxiliary verbs</b>
<b>Synonyms:</b> Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".	<b>Conjunctions</b> to signpost and create cohesion within a text: - order of sequence - time - conjunctions - additional ideas - space and place - contrasting - exemplification - results - to summarise	<b>Hyphens for compound words</b> to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i>	<b>Similes</b>	<b>Complex sentences</b> and subordinate conjunctions	<b>Tense (past, present and future)</b>
<b>Antonyms:</b> using prefixes	<b>Layout devices</b> such as headings, sub-headings, columns, bullet points, tables and paragraphs	Identify the <b>subject and object</b> of the sentence	<b>Metaphors</b>	Combining <b>complex and compound clauses</b> to create a sentence	<b>Pronouns: relative and possessive</b>
<b>Collective nouns</b>	<b>Colons</b> to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i>	<b>Ellipses</b> to create suspense and to show missing words in a quote	<b>Personification</b>	<b>Rhetorical questions</b>	<b>Relative clauses</b>
The difference between <b>passive and active</b> sentence and when to use the passive	<b>Semicolons</b> to mark the boundary between clauses: <i>It's raining; I'm fed up</i>	<b>Antonyms</b> to create different effects in sentences	<b>Fronted adverbials</b>	Expanded <b>noun phrases:</b> <i>The witch, who crashed her broom, is over there, feeling dazed.</i>  A whole sentence can be a noun phrase	<b>Determiners and generalisers</b>
<b>Imperative verb</b>					

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Spelling	Sentence/ grammar lessons
Antonyms	Fronted adverbials
Synonyms	Expanded noun phrases
Informal and formal language	Determiners and generalisers
Conjunctions	Imperatives
Connectives	Semicolons
Relative pronouns	Colons
Possessive pronouns	Bullet points
Hyphens for compound nouns	Dashes
Collective nouns	Passive and active sentences
Modal verbs	Informal and formal language
Abstract nouns	Rhetorical questions
Imperative verbs	Personification
	Metaphors
	Alliteration
	Similes
	Compound sentences
	Complex sentences
	Combining complex and compound clauses
	Relative clauses to create complex sentences
	Pronouns – relative and possessive
	Ellipses
	Relative clauses
	Subject and object of the sentence
	Layout devices (could also be used in guided reading)
	Past tense
	Present tense
<b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b>	

	Future tense Auxiliary verbs Modal verbs Embellishing simple sentences Repetition for effect Inverted commas
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### **Independent Whole School writing**

After each completed Write Stuff unit, teachers will set an independent writing task specific to their class and linked to the Write Stuff unit covered. This will then be uploaded onto seesaw for moderation purposes.

### **Cross-Curricular Writing**

Being able to apply writing skills in a range of contexts across all subjects is key to the success of our pupils as writers. Teachers will plan opportunities for our pupils to write in other subjects such as Science, History and PHSE in the same depth and with the same level of skill which we would expect to see in their cold writing. The contexts can be broad from story writing, recounts, diary entries, explanations and therefore covering the range of writing genres. These pieces of work may be used as part of the monitoring process to assess a pupil's writing attainment along with the whole school writing tasks.

### **Caslon's Non-Negotiables of Writing**

#### Teaching:

- Teaching must be done daily for at least 45 minutes.
- Units from The Write Stuff may be used and adapted.
- Teachers must model high quality writing and thinking aloud to demonstrate how they construct their writing.
- Pupils must be allowed to deepen the moment.
- Teachers must allow time for kind calling.
- Daily spelling session.
- Daily handwriting session (See Kinetic letters Policy)

#### Marking:

- Pupils mark and edit with their blue pens. Initial work is to be presented in pencil (KS1) and black biro (KS2).
- Teachers are to mark in green when in books – online marking on seesaw is also acceptable as per the marking policy.
- At the end of a completed piece of writing, teachers must mark for the children to respond and edit.
- Time for children to respond to feedback must be given. Children will respond using a blue editing pen or on seesaw.

#### Displays:

- Sentence stacking must take place after each session and be displayed on the working wall.
- 'Thank you' speech bubbles can be used to acknowledge children's responses.
- Working walls should provide a record of features of writing taught through English lessons.
- Story mapping should be ongoing and displayed where appropriate.
- Fantastics, Boomtastics and Grammaristics icons should be on display and used when appropriate.
- **Grammar word classes are displayed in each classroom and referred to when teaching.**



Curriculum in England matching chart

National Curriculum English programmes of study Year 2	Read Write Inc. Spelling
<b>Reading – word reading</b>	
<b>Pupils should be taught to:</b>	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.	Throughout Year 2 programme.
Read accurately by blending the sounds in words that contain the graphemes taught so far.	Throughout Year 2 programme.
Read accurately words of two or more syllables that contain the same graphemes as above.	Throughout Year 2 programme.
Read words containing common suffixes.	<i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
Read further common exception words.	<i>Practice Book 2A</i> Special focus 1: Red words. <i>Practice Book 2A</i> Special focus 3: Red words. <i>Practice Book 2B</i> Special focus 1: Red words.
<b>Writing – transcription</b>	
<b>Pupils should be taught to:</b>	
Spell by:	
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning to spell common exception words.</li> </ul>	Word banks online. <i>Jumping Red words</i> – every unit.
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms.</li> </ul>	<i>Practice Book 2A</i> Special focus 5: Contractions and apostrophes (p.40). <i>Practice Book 2B</i> Special focus 6: Contractions and apostrophes (p.43).
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular).</li> </ul>	<i>Practice Book 2A</i> Special focus 7: Possessive apostrophes (p.54). <i>Practice Book 2B</i> Special focus 7: Possessive apostrophes (p.43).
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones.</li> </ul>	<i>Practice Book 2A</i> Special focus 2: Homophones (p.19).
Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly .	<i>Practice Book 2B</i> Unit 13: Adding the suffix <b>-ment</b> (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix <b>-ness 1</b> (p.19) and adding the suffix <b>-ness 2</b> (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix <b>-ful</b> (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix <b>-less</b> (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix <b>-ly</b> (p.20).
Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a> .	See <a href="#">Appendix 1</a> grid below.
Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.	Dictation activities in every unit, throughout the programme.

English Appendix 1: Spelling Year 2 content	Read Write Inc. Spelling
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	Year 2A Unit 10 The <b>j</b> sound.
The /s/ sound spelt c before e, i and y.	Year 2A Unit 2 Soft <b>c</b> .
The /n/ sound spelt kn and (less often) gn at the beginning of words.	Year 2A Unit 6 The <b>n</b> sound spelt <b>kn</b> and <b>gn</b> .



The /r/ sound spelt <b>wr</b> at the beginning of words.	Year 2B Unit 1 The <b>r</b> sound spelt <b>wr</b> .
The /l/ or /əl/ sound spelt <b>-le</b> at the end of words.	Year 2B Unit 8 Words ending in <b>-le</b> .
The /l/ or /əl/ sound spelt <b>-el</b> at the end of words.	Year 2B Unit 9 Words ending in <b>-el</b> .
The /l/ or /əl/ sound spelt <b>-al</b> at the end of words.	Year 2B Unit 10 Words ending in <b>-al</b> .
Words ending <b>-il</b> .	Year 2B Special Focus 3 Words ending in <b>-il</b> and words where <b>s</b> makes the <b>zh</b> sound.
The /aɪ/ sound spelt <b>-y</b> at the end of words.	Year 2A Unit 7 The <b>igh</b> sound spelt <b>y</b> .
Adding <b>-es</b> to nouns and verbs ending in <b>-y</b> .	Year 2B Unit 15 Adding the suffix <b>-es</b> (where the root word ends in <b>y</b> ).
Adding <b>-ed</b> , <b>-ing</b> , <b>-er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it.	Year 2A Unit 13 Adding the suffix <b>-ed</b> (2) (swapping <b>y</b> for <b>i</b> ). Year 2B Unit 3 Adding the suffixes <b>-er</b> or <b>-est</b> (2) (swapping <b>y</b> for <b>i</b> ).
Adding the endings <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> and <b>-y</b> to words ending in <b>-e</b> with a consonant before it.	Year 2A Unit 4 Adding the suffix <b>-y</b> (2) (to words ending in <b>e</b> ). Year 2A Unit 9 Adding the suffix <b>-ing</b> (2) (to words ending in <b>e</b> or <b>ie</b> ). Year 2A Unit 14 Adding the suffix <b>-ed</b> (3) (dropping <b>e</b> to add <b>-ed</b> , and revision of doubling final consonant and swapping <b>y</b> for <b>i</b> ). Year 2B Unit 2 Adding the suffixes <b>-er</b> or <b>-est</b> (1) (words where no change is needed; words ending in <b>e</b> ).
Adding <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> and <b>-y</b> to words of one syllable ending in a single consonant letter after a single vowel letter.	Year 2A Unit 3 Adding the suffix <b>-y</b> (1) (to words ending in a short vowel and a consonant). Year 2A Unit 8 Adding the suffix <b>-ing</b> (1) (to words ending in a short vowel and a consonant). Year 2B Unit 4 Adding the suffixes <b>-er</b> or <b>-est</b> (3) (doubling consonant, where the root word ends in short vowel plus consonant).
The /ɔ:/ sound spelt <b>a</b> before <b>l</b> and <b>ll</b> .	Year 2A Unit 1 The <b>or</b> sound spelt <b>a</b> before <b>l</b> and <b>ll</b> .
The /ʌ/ sound spelt <b>o</b> .	Year 2A Special Focus 6 The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> .
The /i:/ sound spelt <b>-ey</b> .	Year 2B Unit 5 The <b>ee</b> sound spelt <b>ey</b> .
The /ɒ/ sound spelt <b>a</b> after <b>w</b> and <b>qu</b> .	Year 2A Unit 11 The <b>o</b> sound spelt <b>a</b> after <b>w</b> and <b>qu</b> .
The /ɜ:/ sound spelt <b>or</b> after <b>w</b> .	Year 2B Special Focus 5 The <b>ir</b> sound spelt <b>or</b> after <b>w</b> .
The /ɔ:/ sound spelt <b>ar</b> after <b>w</b> .	Year 2A Special Focus 6 The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> .
The /z/ sound spelt <b>s</b> .	Year 2B Special Focus 3 Words ending in <b>-il</b> and words where <b>s</b> makes the <b>zh</b> sound.
The suffixes <b>-ment</b> , <b>-ness</b> , <b>-ful</b> , <b>-less</b> and <b>-ly</b> .	Year 2A Unit 5, <b>-ly</b> Adding the suffix <b>-ly</b> (to words to make adverbs). Year 2B Unit 6, <b>-ness</b> (1) Adding the suffix <b>-ness</b> (1) (adding to a root word with no change to the root word). Year 2B Unit 7, <b>-ness</b> (2) Adding the suffix <b>-ness</b> (2) (swapping <b>y</b> to <b>i</b> ). Year 2B Unit 11, <b>-ful</b> Adding the suffix <b>-ful</b> Year 2B Unit 12, <b>-less</b> Adding the suffix <b>-less</b> . Year 2B Unit 13, <b>-ment</b> Adding the suffix <b>-ment</b> .
Contractions.	Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 6 Contractions and apostrophes.
Possessive apostrophe (singular nouns).	Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 7 Possessive apostrophes.
Words ending in <b>-tion</b> .	Year 2B Unit 14 Words ending in <b>-tion</b> .
Homophones and near-homophones.	Year 2A Special Focus 2 Homophones. Year 2A Special Focus 4 Homophones. Year 2B Special Focus 2 Homophones.
Common exception words.	Red words (including all the common exception words for Year 2) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping red words</i> , <i>Dictation</i> and <i>Words to log and Learn</i> .

National Curriculum English programmes of study Year 3/4	Read Write Inc. Spelling
<b>Reading - word reading</b>	
<b>Pupils should be taught to:</b>	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 and Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 and Year 4 programme

English Appendix 1: Spelling Years 3 and 4 content	Read Write Inc. Spelling
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)
The /ɪ / sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short <i>i</i> sound spelt with the letter <b>y</b>
The /ʊ / sound spelt ou	Year 4 Special focus 1 The short <i>u</i> sound spelt <b>ou</b>
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes <b>dis-</b> and <b>in-</b> Year 3 Unit 2 (im-) Adding the prefix <b>im-</b> to root words beginning with <b>m</b> or <b>p</b> Year 3 Unit 11 (re-) Adding the prefix <b>re-</b> Year 3 Unit 12 (anti-) Adding the prefix <b>anti-</b> Year 3 Unit 13 (super-) Adding the prefix <b>super-</b> Year 3 Unit 14 (sub-) Adding the prefix <b>sub-</b> Year 4 Unit 1 (mis-) Adding the prefix <b>mis-</b> Year 4 Unit 3 (auto-) Adding the prefix <b>auto-</b> Year 4 Unit 5 (inter-) Adding the prefix <b>inter-</b> Year 4 Unit 10 (il-, un-, mis-, dis-) Adding <b>il-</b> and revising <b>un-</b> , <b>in-</b> , <b>mis-</b> and <b>dis</b> Year 4 Unit 12 (ir-) Adding <b>ir-</b> to words beginning with <b>r</b>
The suffix -ation	Year 3 Unit 6 Adding <b>-ation</b> to verbs to form nouns
The suffix -ly	Year 3 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs) Year 4 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs)
Words with endings sounding like /ʒə/ or /tʃə/	Year 3 Unit 5 Words ending in <b>-ture</b> Year 4 Unit 2 Words ending in <b>zhuh</b> spelt <b>-sure</b>
Endings which sound like /ʒən/	Year 4 Unit 9 Words ending in <b>zhun</b> spelt <b>-sion</b>
The suffix -ous	Year 3 Unit 3 Adding the suffix <b>-ous</b> Year 4 Unit 7 Words ending in <b>-ous</b>
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	Year 3 Unit 9 Adding the suffix <b>-ion</b> (to root words ending in <b>t</b> or <b>te</b> ) Year 3 Unit 10 Adding the suffix <b>-ian</b> (to root words ending in <b>c</b> or <b>cs</b> ) Year 4 Unit 13 Adding the prefix <b>super-</b>

	Year 4 Unit 14 Adding the prefix <b>sub-</b>
Words with the /k/ sound spelt ch (Greek in origin)	Year 3 Unit 7 Words with the <b>c</b> sound spelt <b>ch</b>
Words with the /ʃ/ sound spelt ch (mostly French in origin)	Year 3 Unit 8 Words with the <b>sh</b> sound spelt <b>ch</b>
Words ending with the /g/ sound spelt <b>-gue</b> and the /k/ sound spelt <b>-que</b> (French in origin)	Year 4 Unit 11 The <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>-gue</b>
Words with the /s/ sound spelt sc (Latin in origin)	Year 4 Unit 8 Words with the <b>s</b> sound spelt <b>sc</b>
Words with the /eɪ/ sound spelt ei, eigh, or ey	Year 4 Unit 6 Words with the <b>ay</b> sound spelt <b>ei, eigh, ey</b>
Possessive apostrophe with plural words	Year 4 Special focus 3 Possessive apostrophes with plural words
Homophones and near-homophones	Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
Years 3 and 4 word list	Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .

*Read Write Inc. Spelling Years 5–6*

Curriculum in England matching chart

National Curriculum English programmes of study Year 5 & 6	Read Write Inc. Spelling
<b>Reading - word reading</b>	
<b>Pupils should be taught to:</b>	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words that they meet.	Throughout Year 5 and Year 6 programmes
<b>Writing - transcription</b>	
Spelling (see English Appendix 1)	
<b>Pupils should be taught to:</b>	
Use further prefixes and suffixes and understand the guidance for adding them.	See detailed coverage of Spelling Appendix 1 below.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	Year 5 Unit 1. Year 5 Unit 4. Year 6 Unit 8.
Continue to distinguish between homophones and other words which are often confused.	Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6. Year 6 Special focus 10. Year 6 Special focus 12.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English Appendix 1</a> .	See detailed coverage of Spelling Appendix 1 below.
Use dictionaries to check the spelling and meaning of words.	Dictionary challenges are included in the Year 5 and Year 6 Practice Books.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	

Use a thesaurus.

Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.

English Appendix 1: Spelling Years 5 and 6 content	Read Write Inc. Spelling
Endings which sound like /ʃəs/ spelt -cious or -tious.	Year 5 Unit 10 Words ending in <i>shus</i> spelt <b>-cious</b> Year 5 Unit 11 Words ending in <i>shus</i> spelt <b>-tious</b>
Endings which sound like /ʃəl/.	Year 5 Unit 12 Words ending in <i>shul</i> spelt <b>-cial</b> or <b>-tial</b>
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.	Year 5 Unit 6 Words ending in <b>-ent</b> Year 5 Unit 7 Words ending in <b>-ence</b> Year 5 Unit 9 Words ending in <b>-ant</b> , <b>-ance</b> and <b>-ancy</b>
Words ending in -able and -ible.	Year 5 Unit 2 Words ending in <b>-ible</b> Year 5 Unit 3 Words ending in <b>-able</b>
Words ending in -ably and -ibly.	Year 5 Unit 5 Words ending in <b>-ibly</b> and <b>-ably</b> Year 6 Unit 10 Words ending in <b>-ible</b> and <b>-able</b>
Adding suffixes beginning with vowel letters to words ending in -fer.	Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)
Use of the hyphen.	Year 6 Special focus 9 Hyphens
Words with the /i:/ sound spelt ei after c.	Year 5 Unit 8 The <i>ee</i> sound spelt <b>ei</b> Year 6 Unit 9 The spellings <b>ei</b> and <b>ie</b>
Words containing the letter-string ough.	Year 5 Special focus 1 Words that contain the letter-string <b>ough</b> Year 6 Special focus 1 Words containing the letter-string <b>ough</b>
Words with 'silent' letters.	Year 5 Unit 1 Words with silent letter <b>b</b> Year 5 Unit 4 Words with silent letter <b>t</b> Year 6 Unit 8 Silent letters ( <i>silent k, g, l, n</i> )
Homophones.	Year 5 Special focus 2 Homophones Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused
Years 5 and 6 word list.	Year 5 Special focus 1 (Orange words) Year 5 Special focus 3 (Orange words) Year 5 Special focus 4 (Orange words) Year 5 Special focus 6 (Orange words) Year 5 Special focus 7 (Orange words) Year 5 Special focus 9 (Orange words) Year 5 Special focus 10 (Orange words) Year 5 Special focus 11 (Orange words) Year 5 Special focus 12 (Orange words) Year 6 Special focus 2 (Orange words) Year 6 Special focus 4 (Orange words) Year 6 Special focus 5 (Orange words) Year 6 Special focus 7 (Orange words) Year 6 Special focus 8 (Orange words) Year 6 Special focus 11 (Orange words)  Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.