

## Marwood Primary School Writing Curriculum Statement

At Marwood Primary School, we endeavour to create a love for literacy. We want every child to leave Marwood with the skills of an excellent writer.

At Marwood we are determined that:

- Children have the ability to write with fluency and each has an author's voice.
- Children are writing for a purpose and their writing is engaging; they think about the impact they want their writing to have on the reader and know how they will achieve this
- Children develop writing from high quality text models
- Children develop proficiency in writing in a range of genres and have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Opportunities for writing purposefully are developed through other areas of the curriculum
- Children develop writing stamina.
- Children are provided with the skills to embark on independent writing journeys both in and out of school
- Children are motivated to re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.
- Children display excellent transcription skills that ensure their writing is well presented, punctuated and spelt correctly.

Throughout their time at Marwood, children develop their skills by exploring a wide-range of genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that, we not only develop a real enjoyment of writing in English lessons, but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject

### **Marwood Primary School Implementation of Writing**

- Teachers ensure that short and long writing opportunities are regularly provided in a range of curriculum subjects
- Modelled, shared, guided and independent writing contexts frequently feature in the English curriculum.
- Children are provided with clear expectations, success criteria and outcomes when writing.
- Spelling, Punctuation, Grammar and Phonics are taught explicitly and applied to their text.
- High-quality texts are used as models for children's own writing
- Teachers use a four-stage model when teaching writing and the whole writing process is recorded in the children's English books  
1.Familiarisation 2.Practicing writing 3.Writing 4.Proof-reading/ editing

## WRITING PROGRESSION

EYFS												
	Autumn Year A		Autumn Year B		Spring Year A		Spring Year B		Summer Year A		Summer Year B	
<p><b>Progression of Core Texts</b>  <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	<p>The family book – Todd Parr (Fiction)</p> <p>Monkey puzzle – Julia Donaldson (Fiction)</p> <p>You Choose – Nick Sharratt (Non-fiction)</p>	<p><b>Rhymes</b>            The Wheels on the bus            Hickory Dickory            Twinkle Twinkle Little Star            One potato, two potato ...            Row, row, row your boat            Alice the camel            Ten green bottles  <u>Action rhymes/finger gym</u>            Tommy Thumb</p>	<p>The feelings book – Todd Parr (Fiction)</p> <p>How do you feel? – Anthony Browne (non-fiction)</p> <p>The bad tempered ladybird – Eric Carle (fiction)</p>	<p><b>Rhymes</b>            If you're happy &amp; you know it            Miss Molly had a dolly</p>	<p>Healthy eating / Caring for our bodies – Deborah Chancellor (non-fiction)</p> <p>Oliver's vegetables – Vivian French (fiction)</p> <p>I don't want to wash my hands – Tony Ross (fiction)</p>	<p><b>Rhymes</b>            Heads, shoulders, knees &amp; toes            Humpty Dumpty            Jack &amp; Jill            Ten in a bed 1, 2, 3, 4, 5, once I caught a fish alive</p>	<p>Polar animals – Wade Cooper (non-fiction)</p> <p>Arctic life – Collins big cat – Sean Callery (non-fiction)</p> <p>The little Polar bear – Hans de beer (fiction)</p> <p>Lost and found – Mick Inkpen (fiction)</p>	<p><b>Rhymes</b>            Five little Polar bears (Twinkl)            Twinkl: Polar Regions songs &amp; rhymes resource pack</p>	<p>The tiny seed – Eric Carle (non-fiction)            Jasper's beanstalk – Nick Butterworth and Mick Inkpen (non-fiction)            Mog the forgetful cat – Judith Kerr (fiction)            Watch me grow, farm animals – Dorling Kindersley (non-fiction)</p>	<p><b>Rhymes</b>            Five green &amp; speckled frogs            Incy, Wincy Spider            Baa Baa Black Sheep            Hey Diddle Diddle            Old McDonald</p>	<p>In the castle – Anna Milbourne (non-fiction)</p> <p>Fairytales: Cinderella, Beauty and the beast, The princess and the pea, Snow White, The twelve dancing princesses, The frog prince</p>	<p><b>Rhymes</b>            The Grand old Duke of York            The Queen of Hearts            Sing a song of sixpence</p>
Links to Wider Curriculum	Communication and language		PSED Communication and language		Physical development Communication and language		Understanding the World Communication and language		Understanding the world Communication and language		Expressive arts and design Communication and language	
Independent purposeful writing outcomes	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>		<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>		<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>		<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>		<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>		<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	
Grammar and punctuation	Write short sentences with words with known letter sound correspondences using a capital letter and full stop.		Write short sentences with words with known letter sound correspondences using a capital letter and full stop.		Write short sentences with words with known letter sound correspondences using a capital letter and full stop.		Write short sentences with words with known letter sound correspondences using a capital letter and full stop.		Write short sentences with words with known letter sound correspondences using a capital letter and full stop.		Write short sentences with words with known letter sound correspondences using a capital letter and full stop.	
Spelling	Marwood Primary Systematic, Synthetic Phonics Programme (See Marwood Phonics Curriculum Statement and progression)											
Handwriting	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.				Develop their small motor skills so that they can use a range of tools competently, safely and confidently.				Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.			

	<p>Use a range of tools for</p> <ul style="list-style-type: none"> <li>drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Form lower case and capital letters correctly.</li> </ul>	<p>Use a range of tools for</p> <ul style="list-style-type: none"> <li>drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Form lower case and capital letters correctly.</li> </ul>	<p>Write recognisable letters, most of which are correctly formed.</p>
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Y1/Y2	Dinosaurs		Transport		Food Around the World		Seaside		Homes		Arlington Court	
	Autumn A		Autumn B		Spring A		Spring B		Summer A		Summer B	
<p><b>Progression of Core Texts</b> Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</p>	<p><b>Tell me a Dragon</b> – Jackie Morris (Poetry)</p> <p><b>Creature Features: Dinosaurs</b> – Natasha Dursely (Non-Fiction)</p>	<p><b>Reptiles</b> – Angela Royston (Non-Fiction)</p> <p><b>Snow in the Garden</b> – Shirley Hughes (Stories/poems/recipes)</p>	<p><b>The Naughty Bus</b> – Jan &amp; Jerry Oke (Fiction)</p> <p><b>On the Road</b> – Susan Stegall (Poetry)</p> <p><b>The Train Ride</b> – June Crebbin (Poetry)</p>	<p><b>Amelia Earhart (Little People, Big Dreams)</b> – Izabel Sanchez Vegara (Non-Fiction)</p> <p><b>Transport</b> – Ruth Thompson (Non-Fiction)</p>	<p><b>Bonkers About Beetroot</b> – Cath Jones (Fiction)</p> <p><b>What I Like</b> – Gervaise Phinn (Poetry)</p>	<p><b>Weather</b> – Steffi Cavell-Clarke (Non-Fiction)</p> <p><b>This Is How We Do It</b> – Matt Lamothe (Non-Fiction)</p>	<p><b>Hidden World: Ocean</b> – Libby Walden (Non-Fiction)</p> <p><b>A First Book of the Sea</b> – Nicola Davies (Poetry)</p>	<p><b>Mrs Armitage &amp; the Big Wave</b> – Quentin Blake (Fiction)</p> <p><b>What Happens When..?</b> – Delphine Chedru (Fiction)</p>	<p><b>The Three Little Pigs</b> – Mara Alperin &amp; Ag Jatkowska (Fiction)</p> <p><b>The Slime Book: All You Need To Know To Make The Perfect Slime</b> (Non-Fiction)</p>	<p><b>Oi Frog!</b> – Kes Grey (Fiction)</p> <p><b>I Love Bugs</b> – Emma Dodd (Poetry)</p>	<p><b>Grow Your Own Lettuce</b> – Helen Lanz (Non-Fiction)</p> <p>Writing recounts</p>	<p><b>Story Path</b> – Kate Baker &amp; Madalena Matoso (Fiction)</p> <p><b>Ellsworth's Extraordinary Electric Ears</b> – Valerie Fisher (Poetry)</p>
Links to Wider Curriculum	History		History		Geography Science		Geography Science		Geography		History Science	
Independent purposeful writing outcomes	<p>To write a poem about a dinosaur.</p> <p>To write a fact card about dinosaurs.</p> <p>To write a poem about Christmas/Winter.</p>		<p>To write a poem transport.</p> <p>To write a fact file about Amelia Earhart.</p> <p>To write a Short narrative (story).</p>		<p>To write a short narrative (story).</p> <p>To write a poem.</p> <p>To write a non-chronological report about weather.</p>		<p>To write a short narrative (story).</p> <p>To learn and perform a poem.</p> <p>To write a poem.</p> <p>To write a non-chronological about the seaside.</p> <p>To write a recount of our visit to Ilfracombe.</p>		<p>To write a story based on a traditional tale.</p> <p>To write a To use write a short story using rhyme.</p> <p>To write a poem.</p> <p>To write a non-chronological report.</p>		<p>To write instructions using verbs.</p> <p>To write a story based on a traditional tale.</p> <p>To write a recount of our visit to Arlington Court.</p> <p>To write a poem.</p> <p>To write a non-chronological report about Rosalie Chichester.</p> <p>To write a narrative (story).</p>	

Grammar and punctuation	<p>Noun phrases</p> <p>Questions &amp; commands</p> <p>Adjectives</p> <p>Noun phrases</p> <p>Vocabulary</p>	<p>Conjunctions</p> <p>Verbs</p> <p>Noun phrases</p> <p>Sentence types: commands</p> <p>Imperative verbs</p> <p>Verb choices</p> <p>Sentence punctuation</p>	<p>Verbs, present tense</p> <p>Font, colour</p> <p>Range of sentence types – questions, statements and commands</p> <p>Punctuation</p> <p>Positional language</p> <p>Questions</p>	<p>Subordination</p> <p>Verb tenses incl the progressive form</p> <p>Punctuating sentences</p> <p>Presentation &amp; layout</p> <p>Subordination</p>	<p>Questions</p> <p>Exclamation marks (exclamatory sentences – Y2)</p> <p>Capital letters for proper nouns</p> <p>Apostrophe for contractions</p> <p>Verb choice (onomatopoeia)</p> <p>Verbs</p>	<p>Single-clause sentences</p> <p>Multi-clause sentences (and, but, when, if, that)</p> <p>Simple cohesion in a series of sentences</p> <p>Capital letters and full stops</p> <p>Question marks</p> <p>Present tense</p> <p>Apostrophe for contraction</p> <p>Single-clause sentences</p> <p>Punctuation</p> <p>Noun phrases</p>	<p>Expanded noun phrases</p> <p>Using 'and' to link single-clause sentences</p> <p>Subordination using 'so'</p> <p>Simple adverbials of 'where'</p> <p>Adjectives</p> <p>Noun phrases</p> <p>Exclamation marks</p> <p>Alliteration</p> <p>Rhyme &amp; rhythm</p> <p>Refrains &amp; repeated pattern</p> <p>Similes</p>	<p>Humour with noun phrases</p> <p>Link events with subordinating and coordinating conjunctions</p> <p>Past progressive verb form</p> <p>Questions and question marks</p> <p>Series of sentences</p>	<p>Precise verb choices</p> <p>Past simple tense &amp; present simple tense</p> <p>Expanded noun phrases</p> <p>Onomatopoeic words</p> <p>Verbs for commands</p> <p>Coordination &amp; subordination</p> <p>Expanded nouns</p>	<p>Secure an understanding of sentence</p> <p>Questions</p> <p>Rhyme</p> <p>Joining words &amp; phrases using 'and'</p> <p>Noun phrases</p>	<p>Imperative verbs</p> <p>Sentences with more than one clause</p>	<p>Story pattern</p> <p>Questions</p> <p>Statements</p> <p>Exclamations</p> <p>Nouns &amp; noun phrases</p> <p>Adverbs</p> <p>Possessive apostrophe</p> <p>Punctuation: full stop, exclamation mark, capital letters for proper nouns</p>
Spelling	Synthetic phonics – Year 1 (See Phonics Curriculum Statement of progression)											
	<p><b>Decision Spelling:</b></p> <p>Metalinguage</p> <p>Common exception words</p> <p>Personal spelling list</p> <p>Long A / Long E</p> <p>Homophones</p> <p>Long I</p> <p>Long O</p> <p>Long U</p> <p>Initial /n/ and /r/</p> <p>Silent k and w</p> <p>Suffixes</p>				<p><b>Decision Spelling:</b></p> <p>Meta language</p> <p>Word quizzes</p> <p>Common exception words</p> <p>/j/</p> <p>/or/</p> <p>Suffixes</p> <p>/shun/ as tion</p> <p>Homophones</p> <p>Review personal spelling lists</p>				<p><b>Decision Spelling:</b></p> <p>Meta language</p> <p>Word quizzes</p> <p>Common exception words</p> <p>/ul/</p> <p>Apostrophes for contraction and possession</p> <p>Homophones</p> <p>Hard and soft c and g</p> <p>Review personal spelling lists</p>			
Handwriting	<p><b>Twinkl handwriting progression:</b></p> <p><b>Yr1- forming letters Yr 2-positioning and pre-cursive</b></p> <p>Ladder family (l,i,u,t,y and j)</p> <p>One-armed robot family (n,m,h)</p> <p>Themed practice</p>				<p><b>Twinkl handwriting progression:</b></p> <p><b>Yr1- forming letters Yr 2-positioning and pre-cursive</b></p> <p>One-armed robot family (k,b,p and r)</p> <p>Curly caterpillar family (c,a,d,e,s and g)</p>				<p><b>Twinkl handwriting progression:</b></p> <p><b>Yr1- forming letters Yr 2-positioning and pre-cursive</b></p> <p>Curly Caterpillar family (f,q and o)</p> <p>Zigzag monster family (z, v, w and x)</p> <p>Themed writing practice</p>			

Year 3/4													
Autumn Year A		Autumn Year B		Spring year A		Spring Year B		Summer Year A		Summer Year B			
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>		Recounts of visit to Lundy Island  Beatrice's Dream Fiction - Kensuke's Kingdom	Poetry: respond to art through poetry Paint me a Poem  Persuasive Writing - Lundy Island conservation	Fiction: Traditional Tales Fractured Fairy Tales Cinderella of the Nile Little Red/Rapunzel/The Pea and the Princess (RT)  Information text: How to look after a dragon Dare to care: Pet Dragon How to Train Your Dragon	Poetry: Dragons, Truth, Myth and Legend  Chronologica I report writing of an historic event The Great Fire of London	Instructions and explanations Until I met Dudley (writing sequence)  Poetry: The Works Non-Fiction: Create a class book of mythical creatures Book of Bones Fiction writing: Myths and Legends	Non-Fiction: Create a class book of mythical creatures  Book of Bones Fiction writing: Myths and Legends The Usborne book of Ancient Greek myths	Non-Fiction: Create a portfolio How to invent  Biography: Fantastically Great Women Who Changed the World	Fiction The Iron Man  Performing and writing poetry Poetry Pie	Fiction: Stories set in imaginary worlds The Lost Magician  Newspapers and report writing The Wizard of Oz	Poetry: Seasons and the Weather The Wind Weeds RT  Persuasive Writing (Climate change)	Non-Fiction Rainforest Rough Guide Tropical Rainforests (RT)  Persuasive Writing Where the Forest Meets the Sea	Poetry: Write about a journey A River  Fiction – Play scripts
Links to Wider Curriculum		Lundy Island Visit: Geography and History		Dig it Up: Stone Age / Iron Age History		Ancient Greece: History		Inventors: D&T / History		Weather around the world: Geography		Brazil & Rainforests: geography	
Independent purposeful writing outcomes		Recount  Narrative		Fractured fairy tale  Info text		Instruction writing  Fact files  Myth		Portfolio  Biography  Poem writing and performance		Narrative - fantasy  Newspaper reports  Persuasive writing		Information text  Persuasive writing  Play script	
Grammar and punctuation		Nouns and Pronouns Consonants and Vowels Suffixes: -ly Past Tense Subordinate Clauses	Adjectives 'A' or 'An'? Prefixes: super-, anti-, auto- Present Tense Apostrophes	Singular and Plural Nouns Pronouns Standard English Compound Words Adverbs To Express Time and Cause	Possessive Pronouns Fronted Adverbials Prepositions To Express Time and Cause Plural and Possessive '-s' Commas	Verbs Compound Nouns Prefixes: dis-, mis-, un Subordinating Conjunctions Inverted Commas	Adverbs - Time, Place & Cause Prefixes: in- Suffixes: -ation Coordinating Conjunctions Organisational Devices	Adjectives Homophones Commas after Fronted Adverbials Expanded Noun Phrases Editing and Evaluating	Determiners Word Families Prepositional Phrases Verb Tenses: Present Inverted Commas	Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with Vowels Time Conjunctions Paragraphs	Homophones Suffixes: ous Word Families Place and Cause Conjunctions Editing and Evaluating	Verb Inflections Conjunctions to Express Time and Cause Suffixes Possessive Apostrophes Paragraphs	Verb Tenses: Past Prefixes Plural Possessive Apostrophes Subordinate Clauses Organisational Devices

Spelling	Decision Spelling: Meta language and statutory word list Personal spelling lists and coaching Review of long vowel sounds A, E and I /shun/ Developing personal spelling lists, and coaching skills /shur/ and /chur/ Homophones Review of personal spelling list	Decision Spelling: Meta language and statutory word list Personal spelling lists and coaching Review of long vowel sounds A, E and I /shun/ Developing personal spelling lists, and coaching skills /shur/ and /chur/ Homophones Review of personal spelling list	Decision Spelling: Meta language and statutory word list Review of long vowel sounds O and U Apostrophes Prefixes Homophones Review of personal spelling list with spelling coach	Decision Spelling: Meta language and statutory word list Review of long vowel sounds O and U Apostrophes Prefixes Homophones Review of personal spelling list with spelling coach	Decision Spelling: Meta language and statutory word list Review of long vowel sounds OR and EAR (one week on each) Etymology The suffix OUS Homophones Review of personal spelling list	Decision Spelling: Meta language and statutory word list Review of long vowel sounds OR and EAR (one week on each) Etymology The suffix OUS Homophones Review of personal spelling list
Handwriting	<b>Twinkl handwriting programme</b> Ladder family (l, l, u, t, y and j) One-armed robot family (n, m, h)		<b>Twinkl handwriting programme</b> One-armed Robot family (k, b, p and r) Curly Caterpillar Family (c, a, d, e, s and g)		<b>Twinkl handwriting programme</b> Curly caterpillar (f, q and o) Zigzag monster (z, v, w and x)	

## Writing Progression

Year 5/6	Vikings & Anglo Saxons		Humans and their Enterprising ways		Comparing People and Places in Modern Europe and Beyond		Egypt		Space		Brazil	
	Autumn Year A		Autumn Year B		Spring Year A		Spring Year B		Summer Year A		Summer Year B	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Beowulf – Michael Morpurgo (narrative & play scripts)  Viking experience recount (non-fiction)	Vikings & Anglo Saxons - Heineman (non-fiction)  Christmas Tales (Fiction)  Author visit: (poetry)	Shackleton's Journey (Fiction)  Author visit: Chitra Soundar (fiction / poetry)  Whole class read: Holes – Louis Sacchar	Cracking Contraptions(NonFiction)  The Snow Queen (Fiction)	Journey to River Sea – Eva Ibbotson (fiction)  A thief in the village (fiction)  What a wonderful world (Non-fiction)	The Tear Thief (fiction)  Animalium (Non-Fiction)  Whole class  Clockwork – Phillip Pullman (Fiction)	Secrets of Stonehenge (fiction)  Lost Words (Poetry)  Whole class Read Leila Cat Goddess (fiction-ebook)	A journey through a history of magic (non-fiction)  Harry Potter and Philosopher's Stone (Fiction)	War of the Worlds (fictions)  Jazz-Harper – Space Explorer (Sci-Fi stories)  Jungle survival Handbook (non-fiction)	Flood (Fiction)  The Sea is a hungry Dog (Poetry)	Weslandia (fiction)  Extreme animals (non-fiction)  Drove of bullocks (poetry)	Are humans ruining the environment? (non-fiction)  Shakespeare – (playscripts)
Links to Wider Curriculum	Topic: Vikings and Anglo Saxons		Topic: 'Humans and their enterprising ways' Geography D&T Scientists and Inventors		Topic: Comparing People and Places in Modern Europe and beyond		Topic: Egyptians  Botanicum (non-fiction) Life cycle (non-fiction)		Topic: Space		Topic: Brazil South America / Eden/ Land use	
Independent purposeful writing outcomes	Narrative Information text Play script Recount		Instructional Writing		Narrative		Information texts – Life cycles		Narrative  Newspaper report  Sci-Fi story		Persuasive text	
Grammar and punctuation	Adverbs and modal verbs for possibility Consistent use of tenses Time place and number adverbials Cohesion through sentences and paragraphs Relative pronouns and clauses Bracket, commas and dashes for parenthesis Commas to avoid ambiguity				Revision of all aspects of Grammar and Punctuation taught through KS2  Recognise and use terminology:  noun, nounphrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.		Fluent use of correct tenses incl subj and verb agreement in singular and plurals Subjunctive Perfect form in formal writing Passive voice Question tags Punctuation: semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.					

	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.		determiner, pronoun, possessive pronoun and adverbial. Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.		To recognise and use the grammar terms previously taught and employ them in own writing	
Spelling	<b>Decision Spelling:</b> Meta Language and Stat word list /ough/ Silent consonants Personal spelling lists Homophones /shun/	<b>Decision Spelling:</b> Meta Language and Stat word list /ough/ Silent consonants Personal spelling lists Homophones /shun/	<b>Decision Spelling:</b> /shus/ /ible/ /able/ Homophones /shul/ Review of personal spelling lists	<b>Decision Spelling:</b> /shus/ /ible/ /able/ Homophones /shul/ Review of personal spelling lists	<b>Decision Spelling:</b> Endings – ent / ant/ ence / ance Endings –fer Homophones Use of hyphens Review of personal spelling lists	<b>Decision Spelling:</b> Endings – ent / ant/ ence / ance Endings –fer Homophones Use of hyphens Review of personal spelling lists
Handwriting	<b>Twinkl handwriting programme:</b> <i>Fluency, style and speed</i> Ladder (l,i,u,t,y and j) One-armed robot family (n,m,h)		<b>Twinkl handwriting programme:</b> <i>Fluency, style and speed</i> One-armed robot family (k,b,p and r) Curly caterpillar family (c, a, d, e, s, g)		<b>Twinkl handwriting programme:</b> <i>Fluency, style and speed</i> Curly Caterpillar family (f,q and o) ZigZag monster family (z,v,w and x)	

### Marwood Primary School Impact of Writing

As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy skills across all areas of the curriculum. They are proud of their stamina in the longer pieces of writing they produce and the language choices they make as a result of reading and familiarising themselves with the high quality texts we choose and the wider experience and knowledge they get from the topic and curriculum. They are confident to take risks in their writing, they have flow, flair and control, and love to discuss and share their ideas. They understand the importance of generating ideas, planning, drafting and reviewing and are able to proof-read and edit their own work and the work of others.