
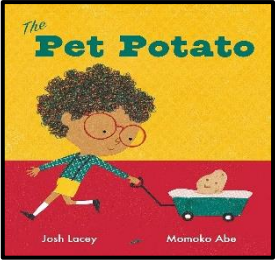

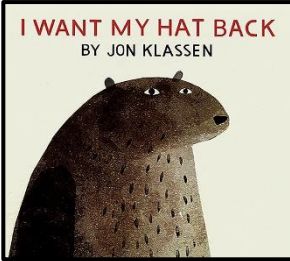
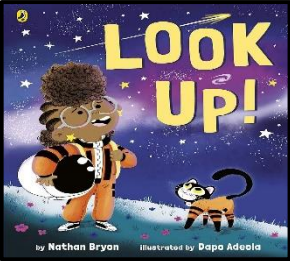

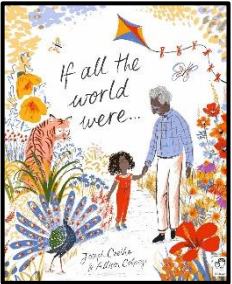

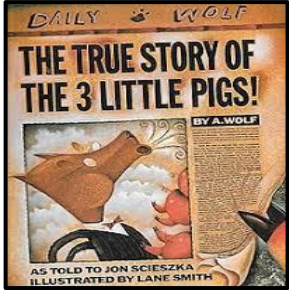
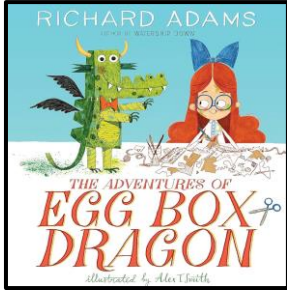
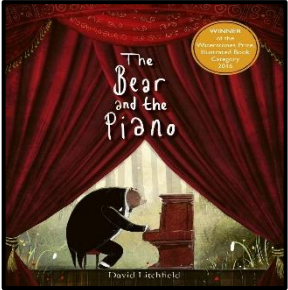
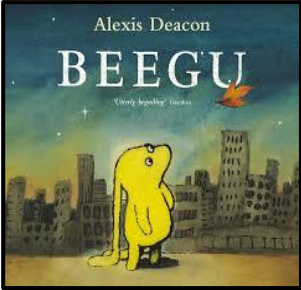
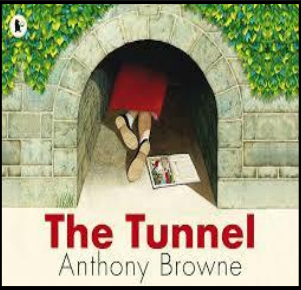
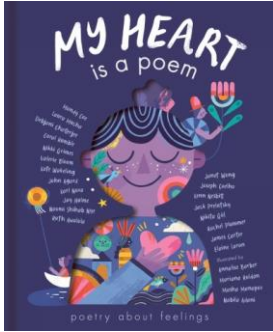

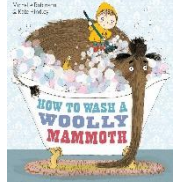
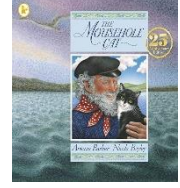
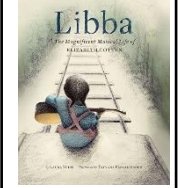
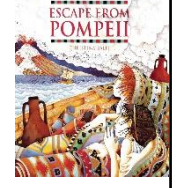
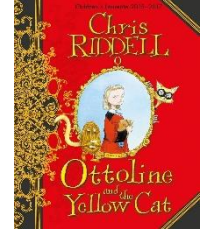
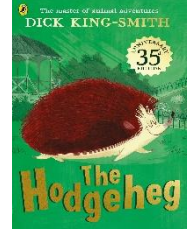
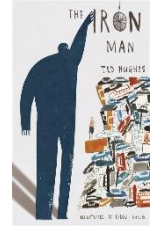
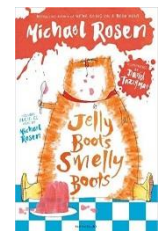


# Year 1

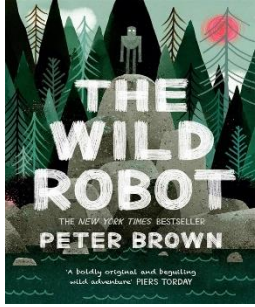
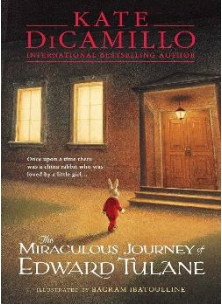
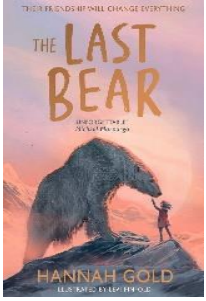
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Writing outcomes	Read Write Inc	Non-chronological Report	Instructions	Character description	Persuasive advert	Narrative
<u>Discrete Spelling lessons</u> <ol style="list-style-type: none"> <li>words ending in 'y' e.g. try, fly, spy</li> <li>compound words e.g. bedroom</li> <li>ph words for 'f' e.g. elephant</li> <li>wh for 'w' e.g. white</li> <li>(ongoing) common exception words</li> </ol>		<u>Super sentences</u> <p>All the W's sentences List sentences</p>		<u>Poetry</u> 		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Writing outcomes	Non-chronological Report	Wanted poster	Instructions	Setting description	Character description	Narrative
<p><u>Discrete Spelling lessons</u></p> <ol style="list-style-type: none"> <li>1. homophones/near homophones e.g. hear/here</li> <li>2. words ending in -tion e.g. action</li> <li>3. 'j' spelt as 'dge' e.g. bridge, judge, fudge</li> <li>4. words ending in '-il' e.g. pencil, soil, tail</li> <li>5. soft 'c' e.g. race, ice, nice</li> <li>6. silent letters (kn, wr) e.g. knight and write</li> <li>7. words ending in 'le' 'el' 'al' 'ey' e.g. while, label, total, key</li> </ol>	<p><u>Super sentences</u></p> <p>2A sentence BOYS sentence What + ! Sentence</p>		<p><u>Poetry</u></p> 			


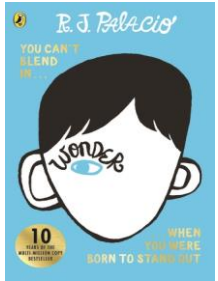
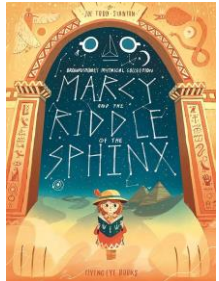

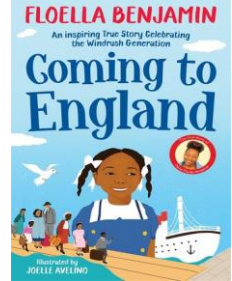
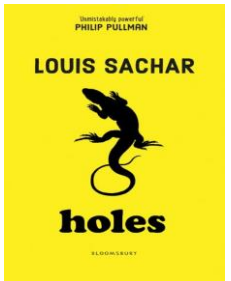
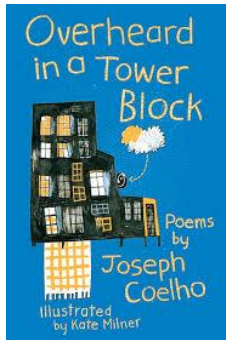
# Year 3

	Autumn 1	Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2
Text								
Writing Outcomes	Non-chronological Report – on a woolly mammoth	Instructions	Setting/ character descriptions	Diary entry	Narrative writing	Postcard	Non-chronological Report	Newspaper Report
	<p><b>Discrete Spelling lessons</b></p> <ol style="list-style-type: none"> <li>homophones/near homophones e.g. hear/here</li> <li>'ou' – e.g. young, touch</li> <li>prefix – dis-, mis-, re-, suffix</li> <li>-ness</li> <li>silent letters (kn, wr) e.g. knight and write</li> <li>double consonant and add suffix e.g. forgotten, forgetting</li> <li>'gue' 'que' e.g. tongue and cheque</li> </ol>	<p><b>Super sentences</b></p> <p>Verb, person sentences If, if, if, then sentences Double adverb ending sentences 2A sentences (revision) Simile sentences Noun, which, when, who sentence</p>		<p><b>Poetry</b></p> 				

# Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Writing Outcomes	Non-chronological Report –	Diary entry Persuasive Letter	Newspaper Report Advert	Setting Description Character Description	Instructions Recount	Informal Letter Non-chronological report
<u>Discrete Spelling lessons</u>	<u>Super sentences</u>  2 adjective pairs sentences 3 ed sentences Emotion word, comma sentences Personification of weather sentences/ This is that sentences First word, last sentences Then & Now sentences Position & Place, Subject & Action sentences		<u>Poetry</u>  			
	1. 'sc' for 's' (science and scene) 2. 'sion', 'tion', 'ssion' and 'cian' spellings 3. 'k' as 'ch' e.g. chemist, echo 4. prefix anti-, auto-, super-, inter-, in/im/il/irsilent 5. letters (kn-. wr-. gn-) 6. words with the /ei/ sound spelt ei, eigh, or ey 7. suffix -ation 8. 'sh' spelt 'ch'					

# Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Writing Outcomes	Non-chronological Report	Balanced argument Character description	Recount Descriptive Writing	Instructions Adventure story	Letter Biography	Persuasive writing Narrative
<u>Discrete Spelling lessons</u> <ol style="list-style-type: none"> <li>i before e except after c</li> <li>homophones</li> <li>silent letters e.g. doubt, lamb</li> <li>'fer' + suffix e.g. referral</li> <li>suffix -ness e.g. happiness</li> <li>revisit prefixes</li> <li>-ant/ancy, -ent, ence/ency</li> <li>words containing ough</li> <li>hyphen (joining prefix to root)</li> </ol>	<u>Super sentences</u> NOUN, who/ which/ where sentences Outside (inside) sentences The more, the more sentences Short sentences ing, ____ed sentences Object/ Person (aka...) sentences Same word end of 2 sentences Getting worse, getting better sentences Sound! Cause sentences With an action, more action sentences	<u>Poetry</u> 				

# Year 6

	Autumn 1	Autumn 2	Spring	Summer
Text				
Writing Outcomes	<p>Non-chronological Report</p> <p>—</p>	<p>Character Description/Setting Description</p> <p>Letter</p> <p>Story ending (narrative)</p>	<p>Newspaper</p> <p>Non chronological report</p>	<p>Instructions</p> <p>Play script</p>
	<p><u>Discrete Spelling lessons</u></p> <ol style="list-style-type: none"> <li>1. i before e except after c</li> <li>2. homophones</li> <li>3. silent letters e.g. island, solemn</li> <li>4. 'fer' + suffix e.g. referral</li> <li>5. 'gue' and 'que' e.g. tongue and cheque</li> <li>6. revisit prefixes</li> <li>7. -ant/ancy, -ent, -ence/ency</li> <li>8. words containing ough)</li> </ol>	<p><u>Super sentences</u></p> <p>De: De sentences</p> <p>Adjectives, same adjective sentences</p> <p>3 bad - hyphen question sentences</p> <p>Some; other sentences</p> <p>Irony sentences</p> <p>Tell: Show3; examples sentences</p> <p>Name – adjective pair – sentences</p> <p>The question is: sentences</p>	<p><u>Poetry</u></p> 	