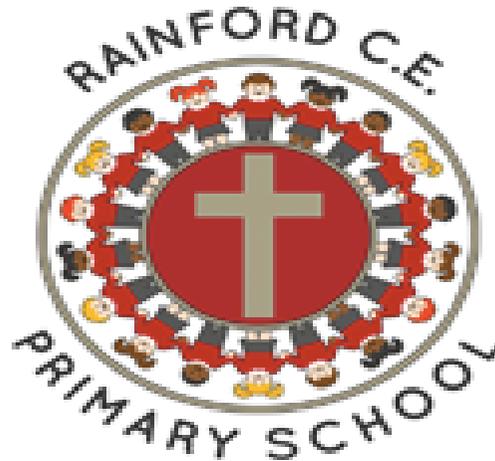


Rainford CE Primary
Writing Overview Year 1 - 6
(Key Objectives)
2021-2022



	Autumn		Spring		Summer	
Year 1	Lost and Found by Oliver Jeffers Outcome - Fiction: adventure story based on the structure of the text	Nibbles by Emma Yarlett Outcome - Recount: diary entry	Lion Inside by Rachel Bright Outcome - Fiction: story based on the structure of the text	The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: story based on the structure of the text	Toys in Space by Mini Grey Outcome - Fiction: story based on the structure of the text	Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: story based on the structure of the text
Year 2	Troll Swap by Leigh Hodgkinson Outcome - Fiction: focus on characters	The Owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report	Dragon Machine by Helen Ward Outcome - Fiction: adventure focus	Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry	The Last Wolf by Mini Grey Outcome - Letter: letter in role	Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus
Year 3/4	Seal Surfer by Michael Foreman Outcome - Recount: letter in role	Winter's Child by Graham Baker-Smith Outcome - Fiction: fantasy	Stone Age Boy by Satoshi Kitamura Outcome - Fiction: historical narrative	Big blue whale by Nicola Davies Outcome - Information text	Journey by Aaron Becker Outcome - Fiction: adventure story	Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: leaflet
Year 5/6	Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diary entries	The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: traditional tale	Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth	The Darkest Dark by Chris Hadfield Outcome - Recount: biography	The Paperbag Prince by Colin Thompson Outcome - Persuasion/information: hybrid leaflet	The Hunter by Paul Geraghty Outcome - Fiction: journey story

Year 1	Autumn				Spring				Summer			
Text	Lost and Found by Oliver Jeffers		Nibbles by Emma Yarlett Poetry: There Are No Such Things as Monsters!! by Roger Stevens		The Lion Inside by Rachel Bright		The Curious Case of the Missing Mammoth by Ellie Hattie Poetry: At the Zoo by W M Thackeray		Toys in Space by Mini Grey		Goldilocks and just the one bear by Leigh Hodgkinson Poetry: Poetry Fruit Salad Plum by Tony Mitton Apples by John Siddique If I Were An Apple Anon	
Sentence	Combine words to make sentences Write sentences		Join words using and		Join words and clauses using and Sequence sentences to form short narratives		Join words and clauses using and Sequence sentences to form short narratives		Join words and clauses using and		Join words and clauses using and	
Text	Compose a sentence orally before writing it		Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)		Add suffixes to verbs where no change is needed to the root		Add suffixes to verbs where no change is needed to the root		Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-		Use simple description Sequence sentences to form short narratives (link ideas or events by pronoun)	
Punctuation	Leave spaces between words Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and the personal pronoun 'I'		Punctuate sentences using a capital letter and a full stop		Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark		Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark		Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark		Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark	
Spelling	Revision of letter sounds, names and alphabet Revision of digraphs and segmenting skills /f/, /l/, /s/, /z/ and k as in off, well, miss. buzz, back Vowel digraphs 'ar/or' Vowel digraphs 'ow' and 'ou'		Vowel digraphs 'oa/ow' Vowel digraphs 'er' and 'ur' Vowel digraphs 'ai/ay' and oi/oy' Vowel digraphs 'ee/oo' and 'ea' (long), 'ea' (short) Vowel trigraphs 'air', 'igh', 'ear' Vowel digraphs 'ew' and 'ue'		Revision of digraphs and trigraphs from Autumn term Vowel digraph 'oo' Compound words Vowel digraph 'au' and 'aw' Vowel digraph 'ir' and 'oe'		The /v/ sound and the /n/ sound spelled 'n' before 'k' Vowel digraph 'ie' as in lie and chief Split digraphs 'a-e', 'e-e', 'i-e', 'o-e', 'u-e' Graphemes 'ph' and 'wh' Words ending in 'y' Letter strings 'ore', 'are', 'ear'		Revision of sounds from Spring term Letter string 'tch' Adding s and es to words		Adding -ing Adding -ed Adding -er and -est to adjectives Adding -er to a verb Adding the prefix un- Using 'k' as in sketch, kit, skin	
Rainbow Spellings	the	I	she	said	my	do	his	they	once	school	Revision of all Year 1 spellings	
	a	we	me	are	by	has	you	here	love	push		
	to	be	was	were	go	of	your	there	come	pull		
	is	he	today	no	so	says	our	where	some	full		
					put	ask	house	one	friend			

Year 2	Autumn				Spring				Summer			
Text	Troll Swap by Leigh Hodgkinson		The Owl who was Afraid of the Dark by Jill Tomlinson Poetry: The Owl and the Pussy Cat by Edward Lear		Dragon Machine by Helen Ward		Major Glad, Major Dizzy by Jan Oke Poetry: Night Sounds by Berlie Doherty		The Last Wolf by Mini Grey		Grandad's Secret Giant by David Litchfield Poetry: Fox by Kathy Henderson	
Sentence	Use subordination (because) and co-ordination (and) Write expanded noun phrases to describe and specify		Use co-ordination (but, or) Add -ly to turn adjectives into adverbs		Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>) Use present and past tenses correctly and consistently (some progressive)		Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply <i>because, when</i> ; introduce <i>that</i>)		Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones		Use present and past tenses correctly and consistently including the progressive form Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) Write expanded noun phrases to describe and specify Add suffixes to spell longer words e.g -ment, -ful	
Text	Plan or say out loud what is going to be written about		Write for different purposes		Read aloud with intonation		Write down ideas, key words, new vocabulary		Write down ideas, key words, new vocabulary		Make simple additions, revisions and corrections	
Punctuation	Use punctuation correctly - full stops, capital letters		Use commas to separate items in a list		Use punctuation correctly - exclamation marks, question marks		Use punctuation correctly - apostrophes for the possessive (singular)		Use punctuation correctly – apostrophes for contracted forms		Proof-read to check for errors in spelling, grammar and punctuation	
Spelling	Revision of Year 1 words /dʒ/ sound spelled as -ge at the end of words /s/ sound spelled 'c' before 'e', 'l' and 'y'		/n/ sound spelled kn and gn Homophones /r/ sound spelled 'wr' at the beginning of words /ʌ/ sound spelled 'o' as in other, brother, mother Contractions Words ending in -il as in pencil, fossil, nostril		The /l/ or /əl/ sound spelled -le at the end of words The /l/ or /əl/ sound spelled -el at the end of words The /l/ or /əl/ sound spelled -al at the end of words		Homophones The /ai/ sound spelled -y at the end of words Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word Adding the endings -ed, -ing, -er and -est and -y Adding -ed, -ing, -er and -est and -y to one syllable words		The /ɔ:/ sound spelled 'a' before 'l' and 'll' The /i:/ sound spelled -ey as in key, donkey, valley The /ə/ sound spelled 'a' after 'w' and 'qu'		The /ɜ:/ sound spelled 'or' after 'w' The /ɔ:/ sound spelled 'ar' after 'w' /ʒ/ sound spelled 's' as in television Suffixes -memt, -ness, -ful, -less and -ly Possessive apostrophe (singular nouns) Words ending in -tion as in station, fiction, motion	
Rainbow Spellings	door floor poor old cold	gold hold told Mr Mrs	great kind find mind behind water	last past fast Christmas people	most grass pass plant bath path	class would could should even eye	beautiful because child children steak break only many	father after again money wild half hour any	prove improve move both climb busy sure sugar	parents clothes every everybody pretty whole who	Revision of all Year 2 spellings	

Year 3	Autumn				Spring				Summer			
Text	Seal Surfer by Michael Foreman		Winter's Child by Angela McAllister		Stone Age Boy by Satoshi Kitamura		Big Blue Whale by Nicola Davies		Journey by Aaron Becker		Zeraffa Giraffa by Dianne Hofmeyr	
			Poetry: Dance with Me, Autumn by The Literacy Company				Poetry: The Magnificent Bull From the Dinka tribe (Published in The Works KS2)				Poetry: Apes to Zebras Concrete Poetry	
Sentence	Use prepositions to express time, place and cause.		Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant		Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form		Build an increasing range of sentence structures Use adverbs to express time, place and cause		Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form		Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	
Text	Group related ideas into paragraphs Build a varied and rich vocabulary		Create characters, settings and plot in narrative		Build a varied and rich vocabulary		Assess the effectiveness of own and others' writing (non-fiction) Use headings and sub-headings to aid presentation		In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation		Group related ideas into paragraphs	
Punctuation	Use inverted commas to punctuate direct speech (introduction)		Use inverted commas to punctuate direct speech		Use inverted commas to punctuate direct speech (and to show relationship between two characters)							
Spelling	Revision of Year 2 suffixes (-ed, -ing, -er and -est) Revision of Year 2 suffixes (-ness, -ment, -ful, -less) The /i/ sound spelled with a 'y' The /u/ sound spelled 'ou'		The /ai/ sound spelled 'ei, 'eigh' or 'ey' Un-, dis- and mis- prefixes Spelling split digraphs		Adding suffixes The prefix re- The prefix super-		The prefixes anti- and sub- The prefix auto- The prefix inter- Homophones and near homophones		The -ly suffix The suffixes -ally and -ation		Suffixes (vowel letters) -sion and -tion endings In- and -il prefixes Im- and ir- prefixes	
Rainbow Spellings	busy	fruit	build	remember	answer	length	caught	guide	address	favourite	Revision of all Year 3 spellings	
	circle	group	early	special	centre	minute	complete	height	appear	naughty		
	earth	learn	earth	strange	decide	notice	describe	quarter	certain	possible		
	eight	often	heard	(al)though	difficult	perhaps	different	sentence	continue	straight		
	February	woman	heart	women	enough	question	eighth	weight	exercise	surprise		

Year 4	Autumn				Spring				Summer			
Text	Seal Surfer by Michael Foreman		Winter's Child by Angela McAllister Poetry: Dance with Me, Autumn by The Literacy Company		Stone Age Boy by Satoshi Kitamura		Big Blue Whale by Nicola Davies Poetry: The Magnificent Bull From the Dinka tribe (Published in The Works KS2)		Journey by Aaron Becker		Zeraffa Giraffa by Dianne Hofmeyr Poetry: Apes to Zebras Concrete Poetry	
Sentence	Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases		Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English for verb inflections		Use present and past tenses correctly and consistently including the progressive form and the present perfect form Use Standard English for verb inflections		Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Build an increasing range of sentence structures		Use present and past tenses correctly and consistently including the progressive and the present perfect forms			
Text	Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)		Build a varied and rich vocabulary		Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)		Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		Build a rich and varied vocabulary Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently Use paragraphs to organise information and ideas around a theme	
Punctuation	Use commas after fronted adverbials Use inverted commas for direct speech (Recap)		Use and punctuate direct speech		Use and punctuate direct speech (using dialogue to show relationship between two characters)		Indicate possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive 's'		Indicate possession by using the possessive apostrophe with plural nouns		The grammatical difference between plural and possessive 's'	
Spelling	Revision of Year 3 prefixes and suffixes Apostrophes for missing letters Possessive apostrophes Suffixes (vowel letters)		-sion and -tion endings -ssion endings -ation suffix -cian endings		-ous endings /k/ sound spelled 'ch' /s/ sound spelled 'c'		-ture endings -sure endings Unstressed vowels		/sh/ sound spelled 'ch' -gue endings -que endings		/s/ sound spelled 'sc' Homophones and near homophones Words with the prefixes un-, dis-, mis- and re-	
Rainbow Spellings	actual(ly) consider extreme famous forward	history popular potatoes pressure therefore	breath breathe disappear grammar guard	interest mention opposite promise thought	accident(ally) bicycle century important island	material natural ordinary position probably through	believe experiment imagine increase occasion(ally)	possess purpose recent regular strength suppose	business calendar experience knowledge library	medicine particular possession reign separate various	Revision of all Year 4 spellings	

Year 5	Autumn				Spring				Summer			
Text	Queen of the falls by Chris Van Allsburg		The Lost Happy Endings by Carol Ann Duffy Poetry: Jinnie Ghost by Berlie Doherty		Arthur and the Golden Rope by Joe Todd-Stanton		The Darkest Dark by Chris Hadfield Poetry: Finding Magic by Eric Finney		The Paperbag Prince by Colin Thompson		The Hunter by Paul Geraghty Poetry: Animals of Africa Puns and wordplay	
Sentence	Use fronted adverbials		Use expanded noun phrases to convey complicated information concisely		Use expanded noun phrases to convey complicated information concisely Relative clauses to add detail and description		Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)		Use modal verbs to indicate degrees of possibility Select appropriate grammar and vocabulary		Relative clauses to add detail and description Use adverbs to indicate degrees of possibility	
Text	Plan writing by identifying audience and purpose Organise paragraphs around a theme		Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action		Link ideas across paragraphs using adverbials		Link ideas across paragraphs using adverbials Link ideas using tense choices		Use devices to build cohesion within a paragraph Choose the appropriate register		Use a wide range of devices to build cohesion across paragraphs Link ideas using tense choices	
Punctuation	Commas after fronted adverbials (Y4) Commas to clarify meaning and avoid ambiguity		Use of inverted commas and other punctuation to punctuate direct speech (Y4)		Commas to clarify meaning and avoid ambiguity		Use brackets, dashes or commas to indicate parenthesis		Use brackets, dashes or commas to indicate parenthesis			
Spelling	Revision of Year 4 prefixes and suffixes Words containing the letter string -ough Homophones and near homophones		Words ending in -ious Endings that sound like /shl/ and are spelled -cial or -tial		Words ending in -ible and -able Words ending in -ibly and -ably Homophones and near homophones		Words with silent letters Words ending in -ant and -ent Words ending in -ance/-ancy or -ence/-ency Homophones and near homophones		Revision of prefixes Converting nouns and adjectives into verbs Homophones and near homophones		The possessive apostrophe (plurals) Turning adjectives into adverbs	
Rainbow Spellings	average bruise develop excellent forty	muscle occur rhyme suggest vehicle	ancient dictionary equipment equipped especially	lightning neighbour stomach system vegetable	achieve familiar identity leisure occupy	physical queue shoulder symbol twelfth	definite explanation language persuade recognise	rhythm soldier temperature thorough variety	available awkward desperate environment immediate	individual opportunity recommend restaurant yacht	Revision of all Year 5 spellings	

Year 6	Autumn				Spring				Summer			
Text	Queen of the falls by Chris Van Allsburg		The Lost Happy Endings by Carol Ann Duffy Poetry: Jinnie Ghost by Berlie Doherty		Arthur and the Golden Rope by Joe Todd-Stanton		The Darkest Dark by Chris Hadfield Poetry: Finding Magic by Eric Finney		The Paperbag Prince by Colin Thompson		The Hunter by Paul Geraghty Poetry: Animals of Africa Puns and wordplay	
Sentence	Use passive verbs		Use expanded noun phrases to convey complicated information concisely (Y5 recap)		Use passive verbs Enhance meaning through selecting appropriate grammar and vocabulary		Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Variety of verb forms used correctly and consistently including the present perfect form		Recognise vocabulary and structures for formal speech and writing, including subjunctive forms			
Text	Identify the audience for and purpose of writing Link ideas across paragraphs using a wider range of cohesive devices (Y5 recap)		Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action		Use a wider range of devices to build cohesion (adverbials and conjunctions)		Use a wider range of devices to build cohesion (synonyms)		Use a wider range of devices to build cohesion		Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Choose the appropriate register	
Punctuation	Use commas to clarify meaning or avoid ambiguity in writing (Y5 recap) Use hyphens to avoid ambiguity		Use brackets, dashes or commas to indicate parenthesis		Use semi-colons to mark boundaries between independent clauses		Use colons or dashes to mark boundaries between independent clauses		Punctuate bullet points consistently Use a colon to introduce a list and use of semi-colons within lists		Use semi-colons, colons or dashes to mark boundaries between independent clauses	
Spelling	Revision of Year 5 spellings 'ei' following the letter c Adding suffixes to words ending in -fer		Use of the hyphen Words ending in -gue and -que Ch making a 'k' and 'sh' sound		Revision of words ending in -sure and -ture Revision of 'ou' spelled 'u' as in trouble Revision of suffixes		Revision of /shun/ endings Revision of /shal/ and /shus/ endings Revision of able/ably and ible/ibly		Revision of the -ough letter string Homophones and near homophones			
Rainbow Spellings	attached	foreign	according	correspond	aggressive	mischievous	accompany	government	accommodate	parliament	Revision of all Year 6 spellings	
	bargain	interfere	apparent	disastrous	category	profession	appreciate	necessary	amateur	pronunciation		
	community	marvellous	committee	embarrass	communicate	relevant	cemetery	nuisance	controversy	secretary		
	criticise	privilege	competition	frequently	exaggerate	sacrifice	conscience	prejudice	convenience	signature		
	determined	programme	conscious	harass	immediately	sincere	curiosity	sincerely	guarantee	sufficient		
					interrupt		existence		hindrance			