

# Writing and GPS Long Term Plan

## Intent

We set high expectations in everything that we do and recognise the importance of challenges to support learning. At Nether Green our English curriculum is designed to develop pupils who are articulate, imaginative and effective communicators, both of spoken and written language. We aim to ensure all of our children develop a genuine love of language and the written word.

The overarching aim for English in the national curriculum and at NGJS is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. We aim to ensure that all pupils:

- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing and spoken language.*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

Across the school, careful links are made across the curriculum, between the project learning and writing, in order that the children are able to draw on a wealth of knowledge and understanding. This allows them to put their writing in context and makes it purposeful.

## Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing Genres</b>	Traditional Tales Poetry Adventure Story	Non Chronological report Persuasive Free write	Book review Play script	Instructions Newspaper Report Free write	Fantasy Letter Writing formal Free write	Letter writing Y2s Explanation text Adventure story

<p><b>New grammar and punctuation to be covered this year:</b></p> <p><b>Terminology</b> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant,</p> <p><b>Punctuation</b> Inverted commas to punctuate direct speech</p> <p><b>Grammar (Sentence and Text)</b> Expressing time, place and cause using conjunctions adverbs, or prepositions</p> <p><b>Word</b> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p>	<p><b>Recap and revisit all KS 1 terminology:</b> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p><b>Recap from KS1 this punctuation:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes for contraction and singular nouns</p> <p><b>Recap from KS1 this grammar</b> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification</p>	<p>Clause, subordinate clause</p> <p>Vowels and consonants</p> <p>Clause</p> <p>prefixes</p>	<p>Direct speech</p> <p>Inverted commas for speech</p> <p>Word family</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p>	<p>Adverb, verb tense</p> <p>Preposition</p> <p>Expressing time, place and cause using conjunctions adverbs, or prepositions</p>	
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Word families based on common words, showing how words are related in form and meaning						
<b>Spelling rules:</b>	Long /a/ spelt ei and ai /ur/ Sound Spelt as 'ear' and ur Homophones and Near Homophones	'ly' Adverbs 'k' Sound Spelt with ch Statutory Spelling Words	/i/ spelt using 'y' Adding Suffixes Beginning with a Vowel (er/ed/ing) to Words with More Than One Syllable Creating Negative Meanings Using Prefix mis- / dis-	k/ Sound Spelt with ch and sh/ Sound Spelt With 'ch' Homophones & Near Homophones  'gue' Words and 'que' Words	Words with the Short /u/ Sound Spelt with o Words Ending with a /chuh/ Sound Spelt with ture Words Ending in 'ary'	Words Ending in the Suffix -al Words Ending with -sure - /zhuh/ Silent Letter Revision
<b>Year 4</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Writing Genres</b>	Myths Argument  Poetry	Explanation Non-chronological Poetry	Letters (formal & informal) Narrative (adventure)	Playscripts Poetry Recount	Letters (formal) Recount Persuasion (holiday brochure)	Non-chronological Reports Narrative Review of Y4
<b>New grammar and punctuation to be covered this year:</b> Terminology	Recap and revisit KS1 and Y3 terminology  KS1 : noun, noun phrase statement, question, exclamation, command		Use of inverted commas and other punctuation to indicate direct Speech	Use of paragraphs to organise ideas around a theme	Standard English forms for verb inflections instead of local spoken	Noun phrases expanded by the addition of modifying adjectives, nouns

<p>determiner pronoun, possessive pronoun adverbial synonym, antonym</p> <p><b>Punctuation</b></p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession</p> <p>Punctuation of bullet points to list information</p> <p>Use of commas after fronted adverbials</p> <p><b>Grammar (Sentence and Text)</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Use of paragraphs to organise ideas around a theme</p>	<p>compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p><b>Y3:</b> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant,</p> <p><b>Recap from KS1 /Y3 this punctuation:</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes for contraction and singular possession Inverted commas to punctuate direct speech</p> <p><b>Recap from KS1 / Y3 this grammar</b></p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>	<p>Pronoun, possessive pronoun, adverbial</p> <p>Use of commas after fronted adverbials</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation of bullet points to list information</p> <p>How words are related by meaning as synonyms and antonyms</p>	<p>Forms</p> <p>Apostrophes to mark plural possession The grammatical difference between plural and possessive –s</p>	<p>and preposition phrases</p> <p>determiner</p>
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<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><b>Word</b> The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken Forms</p> <p>How words are related by meaning as synonyms and antonyms</p>	<p>Expanded noun phrases for description and specification</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p>					
<p><b>Spelling rules</b></p>	<p>'au' and 'augh' Words</p> <p>in- / im- Prefixes il- and ir- Prefixes</p>	<p>Homophones and Near Homophones</p> <p>sion Endings (se/de/d root words) / -ssion Endings</p> <p>-tion Word Endings (root words ending in 't' or 'te' or</p>	<p>Homophones and Near Homophones</p> <p>Nouns Ending in -ation Suffix</p> <p>Adding the Prefixes sub- and super-</p>	<p>Plural Possessive Apostrophes with Plural Words</p> <p>Statutory Spelling Challenge Words</p>	<p>Prefixes 'anti-' and 'inter-' Prefixes 'auto-' and 'ex-'</p> <p>Words Ending in '-ar' and '-er'</p>	<p>Adding the Suffix –ous</p> <p>Adverbials</p>

		no definite root word) / 'cian' Word Endings				
		s' sound spelt with sc				
<b>Year 5</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Writing genre</b>	Instructions Saga	Letters formal Non chronological report Poetry	Explanation Retell	Persuasion (Holiday Brochure) Narrative Poetry Report Writing	Newspaper report Explanation Text	Non-chron Diary Writing
<b>New grammar and punctuation to be covered this year:</b> <b>Terminology</b> modal verb, cohesion, ambiguity  <b>Punctuation</b>  Use of commas to clarify meaning or avoid ambiguity  ellipsis	<b>Recap all KS1 and LKS2 terminology:</b>  <b>KS1:</b> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma  <b>LKS2</b> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, determiner		Use of commas to clarify meaning or avoid ambiguity	Devices to build cohesion within a paragraph  ellipsis	Indicating degrees of possibility using adverbs or modal verbs	Revisit as appropriate

<p><b>Grammar (Sentence and Text)</b></p> <p>Devices to build cohesion within a paragraph</p> <p>Indicating degrees of possibility using adverbs or modal verbs</p> <p><b>Word</b> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes</p> <p>modal verb</p>	<p>pronoun, possessive pronoun adverbial</p> <p><b>Recap all KS1 and LKS2 punctuation</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes for contraction and singular possession Inverted commas to punctuate direct speech</p> <p><b>Recap from KS1 and LKS2 this grammar:</b> Subordination and co-ordination</p> <p>Expanded noun phrases Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Appropriate choice of pronoun or noun within and across sentences to</p>				
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	aid cohesion and avoid repetition					
	Use of paragraphs to organise ideas around a theme					
<b>Spelling rules</b>	<p>Revise plurals eg adding -s, -es and -ies ves</p> <p>Words with the /i:/ sound spelt ei after c.</p> <p>Homophones</p>	<p>Words ending in -able and -ably</p> <p>Words containing the letter-string -ough.</p> <p>Root words:</p>	<p>Hyphen</p> <p>Words ending in -ible and -ibly.</p> <p>Homophones</p>	<p>Rarer GPCs</p> <p>Adding the Suffix -ous</p> <p>Root words</p> <p>Word endings: the suffixes -ate and ise</p>	<p>Homophones</p> <p>Rarer GPCs: Words with 'silent' letters</p> <p>Root words plus suffixes</p>	<p>Words containing ough</p> <p>Revise apostrophe for contraction</p> <p>Revise all prefixes</p>

## Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing genres</b>	<p>Newspaper article</p> <p>Diary</p> <p>Formal letter</p>	<p>Biography</p> <p>Setting description</p> <p>Free Write</p>	<p>Non chron</p> <p>Balanced</p> <p>Argument</p> <p>Narrative</p>	<p>Newspaper article</p> <p>Diary</p> <p>Narrative</p>	<p>Narrative – Alma</p> <p>Explanation</p>	<p>Narrative - The arrival</p>
<b>New grammar and punctuation to be covered this year:</b>	<p>Recap all KS2 terminology and punctuation – children should be secure.</p> <p><b>Terminology:</b> KS1 noun, noun phrase statement, question, exclamation, command compound, suffix adjective,</p>		<p>subject, object active, passive</p> <p>The difference between vocabulary typical of informal speech and</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or</p>	<p>Use of the passive to affect the presentation of information in a sentence</p>	<p>Revise and revisit as appropriate</p>



<p><b>Punctuation</b></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>How hyphens can be used to avoid ambiguity</p> <p><b>Grammar (Sentence and Text)</b></p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections for example, the use of adverbials,</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Use of the passive to affect the presentation of information in a sentence</p>	<p>adverb, verb tense (past, present) apostrophe, comma</p> <p><b>KS2</b> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, determiner</p> <p>pronoun, possessive pronoun adverbial</p> <p>modal verb, relative pronoun relative clause</p> <p>parenthesis, bracket, dash cohesion, ambiguity</p> <p><b>Punctuation</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes for contraction and singular possession</p> <p>Inverted commas to punctuate direct speech</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>vocabulary appropriate for formal speech and writing</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>phrase, grammatical connections for example, the use of adverbials, ellipsis</p>		
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<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p><b>Word</b></p> <p>relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, passive</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p> <p><b>Grammar:</b> Subordination and co-ordination</p> <p>Expanded noun phrases Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Devices to build cohesion within a paragraph</p> <p>Indicating degrees of possibility using adverbs or modal verbs</p>				
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<p><b>Spelling rules</b></p>	<p>Rarer GPCs: Revise words with the /i:/ sound spelt ei after c.</p> <p>Revise use of hyphen</p> <p>Suffixes: Adding suffixes beginning with vowel letters to words ending in -fer. - repeated r</p>	<p>Word endings: Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Revisit and Review suffixes -able, -ible</p> <p>Homophones</p>	<p>Revisit and Review: Words containing the letter-string -ough.</p> <p>Rarer GPCs: Revise words with 'silent' letters</p> <p>Homophones</p>	<p>Word endings: Endings which sound like /ʃəl eg</p> <p>Word endings: Words ending in -ant, -ance/-ancy,</p> <p>Rarer GPCs: Revise words from Y5/6 word list</p>	<p>Prefixes and Suffixes: Word endings: Words ending in-ent, -ence/-ency</p> <p>Homophones</p> <p>Revise apostrophe for contraction and possession</p>	<p>Year 5/6 spelling list As appropriate</p>
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