

**Nancledra’s Upper Key stage Two’s Writing Curriculum 2024-24**

Contents:

* Nancledra’s writing approach
* National Curriculum English Programme of Study: Upper Key Stage Two
* Nancledra’s Word, Sentence, Text and Punctuation curriculum and coverage
* Upper Key stage Two’s text and objective overview

Nancledra’s Writing Approach 2024-25

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| **LKS2 Spelling** | **UKS2 Spelling** | **Pupil Terminology** |
| * use further preﬁxes and sufﬁxes and understand how to

add them (English Appendix 1)* spell further homophones
* spell words that are often miss-pelt (English Appendix 1)
* place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
* use the ﬁrst two or three letters of a word to check its

spelling in a dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | * use further prefixes and suffixes and understand the guidance for adding them
* spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
* continue to distinguish between homophones and other words which are often confused
* use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
* use dictionaries to check the spelling and meaning of words
* use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
* use a thesaurus.
 | **Year Two**NounNoun phraseStatementQuestionExclamationCommandCompound SuffixAdjectiveAdverbVerb Tense (past, present)ApostropheComma | **Year Three**PrepositionConjunctionWordFamilyPrefixClausesubordinate clausedirect speechconsonantconsonantlettervowelvowelletterinverted commas (or ‘speech marks’) | **Year Four**determiner pronoun, possessive pronoun adverbial | **Year Five**modal verbrelative pronoun relative clause parenthesisbracketdash cohesionambiguity | **Year Six**Subjectobject activepassive synonymantonym ellipsishyphencolonsemi-colonbullet points |
| **LKS2 Composition** | **UKS2 Composition** |
| Plan their writing by:* discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* discussing and recording ideas

Draft & write by:* composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
* organising paragraphs around a theme
* in narratives, creating settings, characters and plot
* in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate & edit by: * assessing the effectiveness of their own and others’ writing and suggesting improvements
* proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
* proof-read for spelling and punctuation errors
* read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
 | *Plan their writing by:** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* noting and developing initial ideas, drawing on reading and research where necessary
* in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

*Draft and write by:** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
* précising longer passages
* using a wide range of devices to build cohesion within and across paragraphs
* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

*Evaluate and edit by:** assessing the effectiveness of their own and others’ writing
* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
* ensuring the consistent and correct use of tense throughout a piece of writing
* ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
* proof-read for spelling and punctuation errors
* perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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| **LKS2 Grammar & Punctuation** | **UKS2 Grammar & Punctuation** |
| Develop their understanding of the concepts set out in English Appendix 2 by:* extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because although
* using the present perfect form of verbs in contrast to the past tense
* choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
* using conjunctions, adverbs and prepositions to express time and cause
* using fronted adverbials
* learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:* using commas after fronted adverbials
* indicating possession by using the possessive apostrophe with plural nouns
* using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | Develop their understanding of the concepts set out in English Appendix 2 by:* recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
* using passive verbs to affect the presentation of information in a sentence
* using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely
* using modal verbs or adverbs to indicate degrees of possibility
* using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
* learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:* using commas to clarify meaning or avoid ambiguity in writing
* using hyphens to avoid ambiguity
* using brackets, dashes or commas to indicate parenthesis
* using semi-colons, colons or dashes to mark boundaries between independent clauses
* using a colon to introduce a list
* punctuating bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. |

**C4 2024-25**

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| **YEAR 5** | **YEAR 6** |
| **Word** | **Word** |
| W5.1 |  | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify | W6.1 |  | Use vocabulary to create informal speech  |
| W5.2 |  | Verb prefixes [for example, dis–, de–, mis–, over– and re–] | W6.2 |  | Use vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] |
|  |  |  | W6.3 |  | How words are related by meaning as synonyms and antonyms [for example, big, large, little]. |
| **Sentence** | **Sentence** |
| S5.1 |  | Using relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun: embedded or at the end of a sentence. | S6.1 |  | Distinguish between active and passive voice; use passive to increase formality. |
|  |  | Indicate degrees of possibility with: | S6.2 |  | Identify and write non-standard English in direct speech for characterisation |
| S5.2 |  | adverbs [for example, perhaps, surely] | S6.3 |  | Identify and use dashes and ellipses in direct speech for characterisation |
| S5.3 |  | modal verbs [for example, might, should, will, must] | S6.4 |  | Use the subjunctive forms such as If I were or Were they to come in very formal writing and speech |
| S5.4 |  | Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded | S6.5 |  | Identify and write a combination of sentence types to avoid repetition |
| S5.5 |  | Open, embed or end a paragraph with direct speech  | S6.6 |  | Identify and write simple sentences to enhance the mood and/or add emphasis  |
| S5.6 |  | Expand on direct speech with narrative to advance the plot  |  |  |  |
| **Text** | **Text** |
| T5.1 |  | * Use conjunctive adverbs to open sentences and build cohesion within paragraphs:
* to continue the same point (*additionally*,*moreover*)
* to introduce examples (*for example*,*for instance*)
* to show cause and effect (*consequently*,*as a result*)
* to add emphasis (*in fact*, *certainly*)
* to show a time relationship (*meanwhile*,*now*)

to organize a sequence or list (*next*, *finally*) | T6.1 |  | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,  |
| T5.2 |  | Link ideas across paragraphs using tense choices [for example, he had seen her before] | T6.2 |  | * Use conjunctive adverbs to open sentences and build cohesion within paragraphs:
* to show contradictions (*however*, *on the other hand*)
 |
| T5.3 |  | Identify and write personification | T6.3 |  | * Link ideas across paragraphs using ellipsis.
 |
| T5.4 |  | Identify and write similes  | T6.4 |  | Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence |
| T5.5 |  | Identify and write metaphor  | T6.5 |  | Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative |
| T5.6 |  | To link ideas across paragraphs use adverbials of time, place and/or number:* show a time relationship (*meanwhile*,*now*)

organize a sequence or list (*next*, *finally*) | T6.6 |  | Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| **Punctuation** | **Punctuation** |
|  |  | Use parenthesis: |  |  | To mark the boundary between independent clauses [for example, It’s raining; I’m fed up] use: |
| P5.1 |  | Brackets | P6.1 |  | Semi-colon |
| P5.2 |  | Dashes | P6.2 |  | Colon |
| P5.3 |  | commas | P6.3 |  | Dash |
| P5.4 |  | Use commas to clarify meaning or avoid ambiguity | P6.4 |  | Use the colon to introduce a list  |
| P5.5 |  | Identify and write ellipsis as a stop mark and an incomplete thought  | P6.5 |  | Use semi-colons within lists |
| P5.6 |  | Identify and write ellipsis as a pause  | P6.6 |  | Use bullet points to list information |
|  |  |  | P6.7 |  | Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] |
| **Terminology** | **Terminology** |
|  |  | Modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |  |  | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points |

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| **Class Four Fiction Cycle B 2024-25** |
| **AUT 1** **Baghdad, Spatial Sense, Human Body** | **AUT2** **French revolution, North America, classification of living things** | **SPR 1** **The Rise of Hitler and World War II** **South America, electricity** | **SPR 2** **World War II and the Holocaust** **Africa & Light** | **SUM** **The cold War****British Geographical Issues****Reproduction** | **SUM 2** **The History of Human Rights** **Globalisation & Evolution** |
| **Hook:** film – ‘Tuesday’ by David Weisner**Text:** Tales from Outer Suburbia**Story Type:** short story**Focus:** Describe settings and atmosphere**Vocabulary:**Undertow, sultry, bleary, bewilderment, recrimination, efficiency**Toolkits:****Remember 1:** We can use capital letters and full stops to control our ideas.**Remember 1:** We can use conjunctions to add more detail to our sentences.**Toolkits** to describe setting and atmosphere effectively and succinctly in a short story**Toolkit 1:** We can use expanded noun phrases to convey complicated information concisely **Toolkit 2:** We can use semi-colons, **colons** or dashes to mark boundaries between independent clauses**Writing curriculum objectives:**S6.5, P6.1**Remember objectives:**P3.13, P4.1**Writing process focus:**Plan**Publishing moment:**Walk in Wednesday share | **Hook:** **Text:** **Story Type:** **Focus:** **Vocabulary:****Toolkits:****Remember 1:** **Writing curriculum objectives:****Remember objectives:****Writing process focus:**Draft & evaluate**Publishing moment:** | **Hook:****Text:** **Story Type:** **Focus:** **Vocabulary:****Toolkits:****Writing curriculum objectives:****Remember objectives:****Writing process focus:** | **Hook:****Text:** **Story Type:** **Focus:** **Vocabulary:****Toolkits:****Writing curriculum objectives:****Remember objectives:****Writing process focus:** | **Hook:****Text:** **Story Type:** **Focus:** **Vocabulary:****Toolkits:****Writing curriculum objectives:****Remember objectives:****Writing process focus:** | **Hook:****Text:** **Story Type:** **Focus:** **Vocabulary:****Toolkits:****Sentence level curriculum objectives:****Remember objectives:****Writing process focus:** |

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| **UKS2 Non-Fiction/ Poetry Cycle B 2024-25** |
| **AUT 1** **Baghdad, Spatial Sense, Human Body** | **AUT2** **French revolution, North America, classification of living things** | **SPR 1** **The Rise of Hitler and World War II** **South America, electricity** | **SPR 2** **World War II and the Holocaust** **Africa & Light** | **SUM** **The cold War****British Geographical Issues****Reproduction** | **SUM 2** **The History of Human Rights** **Globalisation & Evolution** |
| Poetry | **Text:** **Invent**: **Vocabulary:****Toolkits:****Writing curriculum objectives:****Remember objectives:****Writing process focus:****Publishing moment:**  |  |  |  |  |